

Louisiana Believes.

U. S. History

Comprehensive Curriculum
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

**2012 Louisiana Comprehensive Curriculum
Course Introduction**

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Comprehensive Curriculum for Social Studies* is aligned with Louisiana’s 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Organizational Structure

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



U. S. History

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U.S. History
Unit 1: Western Expansion (1865–1930)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on employing historical thinking skills to examine the social and economic changes brought about by western expansion and political responses to these changes.

Student Understandings

Students understand the different reasons for mass migration to the West. Students explain the impact of legislation on Native Americans and Chinese immigrants. Students understand the economic changes that came about on the western frontier as a result of the expansion of the railroad. Students explain problems farmers faced in the late nineteenth century. Students understand the reform goals of the Populist Party. Students use chronological thinking skills to sequence and organize events. Students use historical sources based on multiple perspectives to analyze reasons for migration.

Guiding Questions

1. Can students compare and/or contrast historical periods in terms of both change and continuity?
2. Can students use and evaluate multiple primary or secondary source materials to interpret historical facts, ideas, or issues?
3. Can students interpret or analyze historical data found in multiple sources to explain historical trends?
4. Can students explain how the migration of settlers to the West impacted Native Americans and their way of life?
5. Can students describe how the settlement of the West transformed the nation's identity?
6. Can students explain how the completion of the Transcontinental Railroad transformed the economy of the United States?
7. Can students describe the social, economic, and political effects of the Chinese Exclusion Act?
8. Can students explain how the Populist Movement platform represented the interests of farmers?

Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historian’s points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Western Expansion to Progressivism	
US.2.1	Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion
US.2.2	Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms and farming
US.2.3	Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2d	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <p style="padding-left: 40px;">d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12-.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12-.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Using Primary Sources to Investigate the Past (GLEs: US.1.1, US.1.5, US.2.1, US.2.2, US.2.3; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.9)

Materials List: maps, tables, or graphs on Western Expansion after 1865; Key Concepts Chart (Western Expansion) BLM; Primary Sources BLM; primary and secondary sources (books, encyclopedias, Internet access-optional), information on primary source worksheets

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of vocabulary terms that relate to the expansion of the West. Have students complete a self-assessment of their knowledge of these vocabulary terms using a chart. Ask students to rate their understanding of a term using a "+" for understanding, a "?" to indicate limited knowledge, or a "-" indicating a lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these vocabulary terms. The goal is to replace all the question marks and minus signs with a plus sign. (See the Key Concepts Chart Western Expansion BLM and sample below.)

Key concepts may be found in the *Social Studies Teachers' Guide to Statewide Assessment* which can be found on the state department website using the following link: http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf .

Key Concepts Chart (Western Expansion)

Key Concept	+	?	-	Explanation	Extra Information
Assimilation				<i>The process in which a minority group adopts the beliefs, ways of life, attitudes, and culture of the dominant population.</i>	<i>Native Americans were forced to give up their beliefs and way of life to assimilate into the white culture of the United States.</i>

After completing each of the activities in this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understanding of the Unit I vocabulary terms have changed. Have students use their *vocabulary self-awareness* chart to review for their Unit 1 test.

Organize the class into five different groups. Have each group locate different primary sources that were written during the period of Western Expansion.

The following sites are excellent sources for helping students locate original primary source documents that would be useful in this activity:

The National Archives <http://www.archives.gov/>

The Library of Congress <http://memory.loc.gov/ammem/index.html>

Our Documents www.ourdocuments.gov

The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. All the documents are in PDF format. Adobe Reader will be needed to open them. Adobe Reader is a free download using the following link: <http://get.adobe.com/reader/> .

Written Document Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Artifact Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf

Cartoon Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Map Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf

Motion Picture Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

Photo Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Poster Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf

Sound Recording Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

Optional: If time is short, provide students with copies of the above resources.

Have the groups read information from secondary sources such as encyclopedias and textbooks. Use maps, tables, or graphs to study data related to Western Expansion in America after 1865.

As students read and analyze their primary source documents on Western Expansion, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify why the documents were written, what words or phrases were used that would be considered uncommon today or would mean something different. Also, have students relate how they would explain the documents to someone who was completely unfamiliar with them. *Split-page notetaking* is a procedure in which students organize a notebook page into two columns. One column is used to record questions, and the other is used to record answers. *Split-page notetaking* assists students in organizing their notes and helps to encourage active reading and summarizing. It provides a visual study guide for students to use when they review the material in preparation for a test. As students read the material, they should record the answers or notes of their findings beside each question (see Primary Sources BLM and the sample below).

Primary Sources

Date:	Topic: Western Expansion Primary Sources Activity
What is the title of the document?	

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Discuss with students why primary sources are important. Ask students:

- When is the use of primary sources the more appropriate means of researching a historical topic?
- When would a secondary source be more appropriate?

Have students work individually, using the questions and answers, to write a short summary of the “story” of the document. Ask them to explain the process of analyzing and interpreting historical data.

Activity 2: Impact of Legislation (GLEs: US.1.1, US.1.2, US.2.1; CCSS: RH.11-12.2, RH.11-12.10, WHST.11-12.2d)

Materials List: posters, markers, colored pencils, Dawes Indian Act Perspectives BLM, primary source documents, encyclopedias, Internet access (optional), information on the Dawes Indian Act and Chinese Exclusion Act

Have students locate three different primary sources that relate to legislation that dealt with the federal policies pertaining to Native Americans, land, and immigration. Also, have students find and use secondary sources to obtain information about social, political, and economic policies on established social and migratory groups in the settlement of the western United States during this era. Emphasis should be placed on the Dawes Act and the Chinese Exclusion Act. Ask students to take a position on these issues.

Information on the Dawes Indian Act may be found on these websites:

<http://blogs.archives.gov/todaysdocument/2011/02/08/february-08-dawes-act/>

(primary source documents)

<http://www.ourdocuments.gov/doc.php?doc=50> (primary source documents)

Information on the Chinese Exclusion Act may be found on these websites:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=47> (primary source documents)

<http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm> (primary source documents)

<http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/immigration-and-migration/primary-sources> (primary source documents and lesson plans)

Have students examine different perspectives of the Dawes Indian Act from the points of view of the United States government and the Native Americans using a *graphic*

organizer ([view literacy strategy descriptions](#)). (See Dawes Indian Act Perspectives BLM and the sample below).

Native American Perspective	Government Official Perspective
<ul style="list-style-type: none"> • <i>Loss of beliefs and way of life to become part of the white culture</i> • <i>Loss of independent living</i> 	<ul style="list-style-type: none"> • <i>“Americanization” of the Native Americans</i> • <i>Assimilation into white culture</i> • <i>Breaking up of reservations</i>

Graphic organizers are visual displays that help students to organize information in a manner that makes the material easier to understand and to learn. *Graphic organizers* enable students to assimilate the new information by organizing it into visual and logical formats. Flowcharts, semantic maps, t-charts, webs, KWL charts, and Venn diagrams are all examples of graphic organizers.

Have students share their perspectives from the point of view of a Native American as well as from a government official. Engage the class in a discussion of the negative impact of the Dawes Act on Native Americans and the reasons why government officials passed legislation to “Americanize” or assimilate Native Americans.

Have students work in pairs to find and research political cartoons of the era dealing with the Chinese Exclusion Act and the anti-immigrant sentiments of the time. Student groups will select a political cartoon of the era and explain the significance and message portrayed in the cartoon.

Divide the class into two different groups: those that support the Chinese Exclusion Act and those that are opposed to the Chinese Exclusion Act. Students that support the restriction on immigration will use posters to explain why Chinese immigration should be restricted. Those in favor of allowing Chinese immigrants to enter the United States should list their reasons on posters. Have students explain their posters. Upon completion, display the posters around the classroom.

Discuss with students the ways in which anti-immigration sentiments resulted in political acts that restricted immigration into the United States. Students will then compare and contrast the issue of immigration today. Use the brainstorming strategy to conduct a class discussion pertaining to the issue of immigration today in the United States. Separate the class into supporters and non-supporters of restrictions on immigration. Ask the two groups to debate immigration restrictions. Allow for any students who change their minds to move to the other group.

Have students write a letter to one of their Congressional representatives in which they express their opinion of current immigration issues. Have student volunteers read their letters to the class.

Activity 3: The Transcontinental Railroad (GLEs: US.1.5, US.2.2; CCSS: RH.11-12.4, RH.11-12.7)

Materials List: butcher paper, markers, colored pencils, Transcontinental Railroad BLM, primary source documents, encyclopedias, Internet access (optional, information on the Transcontinental Railroad, Chinese Immigrants, societal changes, and environmental changes

Have students create a timeline of the construction of the Transcontinental Railroad that may be displayed on butcher paper around the classroom. Students will record the information above the date that it occurred. The dates of key events involving the creation of the Central Pacific Railroad, the passage of the Pacific Railroad Bill, the striking of the first spikes in California and Nebraska, and important events that occurred with the building of the Transcontinental Railroad should be included on the timeline.

Timelines should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Transcontinental Railroad Timeline:

<http://www.pbs.org/wgbh/americanexperience/features/timeline/tcrr-timeline/>

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the great changes that resulted from the construction of the Transcontinental Railroad and to analyze its impact on Native Americans, Chinese immigrants, American society, economy, and the environment in the United States during the late 19th century.

Information on the Transcontinental Railroad may be found on these websites:

Central Pacific Railroad Photographic History Museum

<http://cpr.org/Museum/index.html>

Building the Transcontinental Railroad:

<http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/tcrr-gallery/>

Route of the Transcontinental Railroad:

http://cpr.org/Museum/Ephemera/CP-UP_Timetable_1881/index.html

Information on the effects of the Transcontinental Railroad may be found on these websites:

Native Americans (The railroad accelerated the end of the great buffalo herds of the West, and therefore hastened the demise of the Native Americans who depended on the buffalo.

http://www.pbs.org/weta/thewest/resources/archives/five/65_08.htm

Railroads were the vehicles for the delivery of mass quantities of buffalo hides to the markets in the East.

http://www.pbs.org/weta/thewest/resources/archives/five/65_09.htm

Ask students to work with a partner to complete the guide. Ask volunteers to share their findings with the class. Engage the class in a discussion of the great changes that resulted from the construction of the Transcontinental Railroad in the United States in the late 19th century.

Activity 4: The End of the Open Range (GLEs: US.1.1, US. 1.5, US.2.2; CCSS: RH.11-12.7, RH.11-12.9, WHST.11-12.10)

Materials List: End of the Open Range BLM, primary and secondary sources (books, encyclopedias, Internet access-optional), information on the open range

Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the factors that led to the end of the open range. *Lesson impressions* are used to create situational interest in the content to be covered by capitalizing on students' curiosity. Students are asked to form a written impression of the topic to be discussed or text to be read. This helps students to remain focused and engaged during a lesson.

Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a prediction about what will be covered in the lesson (see End of the Open Range BLM and the sample below).

<p>Impression Words: wide-open West, shepherders, cattle ranchers, battles, starvation, droughts, extreme temperature, barbed wire</p>

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. A *learning log* is a notebook, binder, or some other repository that students maintain in order to record their ideas, question, reactions, and reflections. They are also used to summarize new content. Ask student volunteers to read what they have written to the class.

A student's impression text might look like this:

<p><i>Shepherders and cattle ranchers fight battles over starvation of their herds. There were lots of droughts and extreme temperatures. Barbed wire fenced in the sheep and cows on the ranches and farms of the wide-open West.</i></p>
--

List the following key terms on the board:

- open range, wide-open West
- shepherders, cattle ranchers, battles
- overgrazing, starvation
- natural disasters (droughts, floods, extreme 115 degree temperature, blizzards, prairie fires, 60 mile per hour winds)
- invention of barbed wire, Joseph Glidden, fenced-in ranches and farms

Have students read, listen to or view closely information involving the end of the open range to compare their impressions text with the actual information presented.

End of the open range articles may be found on these websites:

<http://memory.loc.gov/ammem/papr/sfamcen.html>

<http://www.archives.gov/education/lessons/barbed-wire/>

Have students keep track of the similarities and differences by creating a Venn diagram in which one circle contains their ideas, the other circle the actual information, and in the overlapping space, the common ideas.

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- What impact did these factors have on the cattle kingdoms?
- In which ways did these factors result in the end of the cattle kingdoms?
- Which factor do you think was the most devastating to the cattle kingdoms?

In this discussion technique a small group of students (sitting in a central location in the classroom-the “fish bowl” group) is asked to discuss an issue or problem while the other group of students (sitting around the first group) looks on. The outside group must listen but does not contribute to the discussion of the students in “the fish bowl.” At some point during the discussion, those looking in should be given the opportunity to discuss among themselves the guiding questions and the conversations that they have observed. Ask volunteers from both groups to share their discussions with the entire class. As volunteers present their answers to the three questions discussed, students will record the information in their *learning logs* for future reference in preparing for assessments.

Information on Joseph Glidden’s patent on barbed wire:

<http://www.archives.gov/education/lessons/barbed-wire/>

<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=1124>

<http://www.archives.gov/education/lessons/barbed-wire/images/patent-description.gif>

Activity 5: The Effects of the Homestead Act (GLEs: US.1.5, US.2.2; CCSS: RH.11-12.9)

Materials List: Effects of the Homestead Act BLM, primary and secondary sources (books, encyclopedias, Internet access-optional), information on the Homestead Act

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the effects of the Homestead Act and to analyze its impact on the West in the mid to late 19th century.

Homestead Act Document:

<http://blogs.archives.gov/todaysdocument/2011/05/20/may-20-homestead-act/>

Primary sources and information on the Homestead Act:

<http://www.loc.gov/rr/program/bib/ourdocs/Homestead.html>

<http://memory.loc.gov/ammem/today/may20.html>

<http://www.loc.gov/teachers/classroommaterials/connections/prairie-settlement/history2.html>

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the effects of the Homestead Act on the West (see Effects of the Homestead Act BLM).

Positive effects of the Homestead Act:

Ask students to work with a partner to fill in the guide. Then ask students to share their findings with the class. Engage the class in a discussion of the effects of the Homestead Act on the West.

Activity 6: The Exodusters (GLEs: US.1.1, US.1.5, US.2.2; CCSS: RH.11-12.7, RH.11-12.9, WHST.11-12.4)

Materials List: The Exodusters BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional), information on the Exodusters

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the exodus of African Americans from the post-Reconstruction South, in particular, Louisiana to Kansas.

Primary sources and information on the Exodusters:

<http://www.kansasmemory.org/item/702>

<http://www.archives.gov/publications/prologue/2008/summer/exodus.html>

<http://www.pbs.org/search/?q=the%20exodusters>

Nicodemus, Kansas:

<http://www.loc.gov/exhibits/african/afam010.html>

Use *RAFT writing* ([view literacy strategy descriptions](#)) and have students write a brief rationale in which they explain why they think African Americans left post-Reconstruction Louisiana in such great numbers. Students will assume the role of an

Exoduster in the late 19th century. They will write a letter in which they describe why they left Louisiana, the trip to Kansas, and the new opportunities that were available to African Americans that were a result of the Homestead Act. Students will try to convince their family, back home in Louisiana, to come or not to come to Kansas.

RAFT writing is used after particular content or topics have been covered. *RAFT writing* allows students to demonstrate their new understandings from different perspectives. Teachers may conduct a class brainstorm to gather numerous possible perspectives on a topic. Review the *RAFT* acronym with the students, explaining what each letter represents:

R-Role (of the writer)

A-Audience (to whom or what the *RAFT* is being written)

F- Form (the form the writing will take, as in letter, song, etc.)

T- Topic (the subject focus of the writing)

Stress to the students that *RAFT writing* allows for creativity but must accurately reflect the content learned (see The Exodusters *RAFT* BLM and sample below).

Role	Audience	Format	Topic
Exoduster in Kansas	Family back home in Louisiana	Letter	Come/Do Not Come to Kansas

Student groups should orally present their letters to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 7: Booms and Busts of Mining Towns (GLEs: US.1.5, US.2.2; CCSS: RH.11-12.2)

Materials List: Booms and Busts of Mining Towns BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional), information on mining towns

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research the boom/bust nature of Western mining towns. Students will create a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify important information concerning the boom periods and bust periods of western mining towns. (See Booms and Busts of Mining Towns BLM and the sample below.)

Directions: Explain what you learned about the boom and bust periods of a western mining town:
Boom Towns
<i>Boom towns mushroomed overnight when gold was found in the area.</i>

Graphic organizers are visual displays that are used to organize information in a manner that makes the information easier to understand and learn.

In a culminating activity, hold a class discussion in which students summarize the booms and busts of the mining towns of the West and check their responses on the *graphic organizer* for accuracy. The graphic organizer will assist students in preparing for future assessments.

Information on mining towns:

<http://www.westernmininghistory.com/map/>

<http://www.ushistory.org/us/41a.asp>

<http://www.legendsofamerica.com/ghosttowns.html>

Activity 8: The Granger Movement (GLEs: US.1.3, US.2.3; CCSS: RH.11-12.1, RH.11-12.2, WHST.11-12.9)

Materials List: Granger Movement BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional), information on the Granger Movement

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the Granger Movement/Patrons of Husbandry (see the Granger Movement BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the Granger Movement and to complete their Granger Movement anticipation guides.

Granger Movement

Before reading about the Granger Movement, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Railroads charged western farmers more to ship their goods than they charged eastern farmers to ship their goods. Evidence _____				

The *anticipation guide* asks students to respond to statements before reading and learning the specific content. *Anticipation guides* are especially useful for struggling and reluctant readers and learners as it activates prior knowledge and helps students see purposes for reading and learning. Students are asked to “agree” or “disagree” with a particular statement on their *anticipation guides*. Statements should focus students’ attention on important facts and specific content. Statements do not have to be factually accurate. Informational sources such as readings, lectures, PowerPoint® presentations, guest

speakers, lab experiments, field trips, etc. are amendable for use with the anticipation guide.

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Activity 9: The Agrarian Movement (GLEs: US.1.1, US.1.3, US.2.3; CCSS: RH.11-12.2, WHST.11-12.4)

Materials List: Goals and Queries for QtC BLM, books, encyclopedias, Internet access-optional, information on the Agrarian Movement

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research the Agrarian Movement. Students will use the *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content is covering the rise and fall of the Agrarian Movement. The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with the students while using a content source from the day's lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material is being read and learned.

Have students work in pairs to practice questioning the content together. Monitor and provide additional clarification as needed. The goal of *QtC* is to make questioning the

content or author an automatic process for students to do on their own.

In a culminating activity, hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the rise and fall of the Agrarian Movement.

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about the Agrarian Movement. Students should receive one prompt on any given day as the topic of the Agrarian Movement is covered. Write *SPAWN* prompts on the board for students to find as they enter the classroom, and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins, during the lesson, or as closure at the end of the lesson.

SPAWN writing should be viewed as a tool students can use to make predictions, to reflect on, and increase their developing disciplinary knowledge and critical thinking. Therefore, *SPAWN* prompts should not be graded but given points for completion. The *learning logs* will enable them to record their thoughts and document what they have learned compared to their initial anticipations.

Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. In their social studies *learning log*, students should write their narrative concerning what they learned about the Agrarian Movement and the Grangers.

Here are some sample prompts to use throughout this unit:

S- Special Powers

You have the power to change an event leading up to the Agrarian Movement. Describe what it is you changed, why you changed it, and the consequences of the change.

P – Problem Solving

You have learned how farmers faced great hardships because the railroads charged very high rates for shipping their crops to the markets. Farmers joined the Patrons of Husbandry, a national farmers' organization also known as the Grange. Its members were known as Grangers. The Grangers asked the federal government for help. What did the federal government do as a response to the Grangers' appeal for assistance? What other assistance could the federal government have offered to aid the struggling American farmers?

A – Alternative Viewpoints

Imagine you were a farmer during 1878. Write a description of how the Grange impacted the life of your family and you.

W – What if?

What might have happened to the situation of the American farmer if farm prices increased and the Grange remained strong?

N – Next

Now that farm prices have fallen so low that the farmers are using corn for fuel rather than sending it to market, what did the Agrarian Movement do next?

Have students share their *SPAWN* responses with a partner or with the class to stimulate discussion and check for logic and accuracy.

Activity 10: Bimetallism or the Gold Standard (GLEs: US.1.3, US.1.5, US.2.3; CCSS: RH.11-12.2)

Materials List: Bimetallism or the Gold Standard BLM, Goldbugs and Silverites BLM, primary and/or secondary sources (books, encyclopedias, Internet access—optional)

Have students record the following guiding statement for reference:

The central issue of the Presidential Campaign of 1896 was what kind of metal would be the basis of the nation’s monetary system.

Using information obtained from primary and secondary source readings, the Internet, and class lectures, concerning the Granger Movement, Populism, the gold standard, free silver, bimetallism, and William Jennings Bryan, the students will complete an *anticipation guide* ([view literacy strategy descriptions](#)) in which they agree or disagree with a given statement. The students will give their reasons for their opinions (see the Bimetallism or the Gold Standard BLM and the sample below).

Bimetallism or the Gold Standard

Before reading about bimetallism and the gold standard, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Bimetallism is the government policy that would give people either gold or silver for their paper money or checks.				
Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements.

Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge

about the statements.

Upon the completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Divide the class into two separate groups, the supporters of the gold standard and the supporters of bimetallism. Ask the two groups to debate the statements and allow any students who have changed their minds to move to the other group following the discussion.

Draw a *graphic organizer* ([view literacy strategy descriptions](#)) on chart paper or chalkboard comparing and contrasting information and ideas. Involve students in a discussion in which they compare and contrast the “gold bugs” and “silverites.” Guide them on the comparison of these two groups by completing the *graphic organizer*. See the Goldbugs and Silverites BLM and the sample below.

	Goldbugs	Silverites
Beliefs	<ul style="list-style-type: none"> • <i>Adoption of the gold standard</i> • <i>More stable, but expensive currency</i> 	<ul style="list-style-type: none"> • <i>Government would give either gold or silver for paper money or checks.</i>

Conduct a class discussion in which students express their opinions about the goals and the results of the “goldbugs” and the “silverites.” Ask students to verify their opinions by stating specific examples.

Activity 11: Reform Goals of the Populist Party (GLEs: US.1.3, US.1.5, US.2.3; CCSS: RH.11-12.2)

Materials List: Populists Goals and Reforms BLM, primary and/or secondary sources (books, encyclopedias, Internet access-optional)

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research the main goals of the Populist Party/People’s Party (increase the money supply, graduated income tax, direct election of senators, referendum, initiatives, recalls, Australian ballot, 8 hour work day, federal subsidies for farmers, and restrictions on immigration). Students will complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they will identify and evaluate areas of reform that were the result of the goals of the Populist Party (see Populist Goals and Reforms BLM and the sample below).

Populist Goals	Resulting Reforms	Positive or Negative Impact on Famers? Briefly explain.
<i>Australian Ballot</i>	<i>Secret ballot enacted for federal and state elections.</i>	

Conduct a class discussion in which students express their opinions about the goals and the reforms brought about by the Populist Party. Students will orally summarize the effectiveness of the Populist Party by referencing the resulting Populists reforms.

Remind students to use their *graphic organizers* when preparing for assessments as they serve as great study tools.

Activity 12: “Cross of Gold” Speech (GLEs: US.1.1, US.1.3, US.1.4, US.1.5, US.2.3; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.10)

Materials list: markers, colored pencils, colors, primary and secondary sources (books, encyclopedias, Internet access-optional), “Cross of Gold” speech (see links in the activity), copy of *The Sacrilegious* cartoon (see link in activity), political cartoons of William McKinley, William Jennings Bryant, and the Presidential Election of 1896 (see links in activity)

Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine William Jennings Bryan’s “Cross of Gold” speech to the National Democratic Convention held in Chicago in July of 1896.

DL-TA is an instructional process that allows students to make and check predictions throughout the reading and learning of new content. *DL-TA* teaches students how to self-monitor as they read and learn. This leads to an increase in attention and comprehension.

Have a discussion in which students activate and build on background knowledge concerning William Jennings Bryan, the Populist Party, and the Presidential Election of 1896. Direct students’ attention to the cartoon titled *The Sacrilegious* in which presidential candidate William Jennings Bryan is depicted carrying a cross of gold.

The cartoon may be found at this site:

<http://www.loc.gov/pictures/item/2002706766/>

Invite students to make predictions about the content. Have students write their predictions in their *learning logs* in order to keep a record of them while they learn the new content.

Have students follow along as they listen to the “Cross of Gold” speech that William Jennings Bryan gave to the Democratic Convention in Chicago on July 8, 1896.

The recording and transcript may be found at these websites:

http://www.historicalvoices.org/earliest_voices/bryan.html

<http://historymatters.gmu.edu/d/5354/>

<http://www.npr.org/templates/story/story.php?storyId=95691800>

Guide students through a section of the speech, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students view and discuss the cartoons that were created of William Jennings Bryan, William McKinley, and the Presidential Election of 1896. Political cartoons on this content may be found at the following websites:

<http://www.loc.gov/pictures/item/2002706766/>

Political cartoons by William A. Rogers:

<http://elections.harpreweek.com/1896/cartoons-1896-list.asp?Year=1896>

Have students create political cartoons that analyze the issues of the Presidential Election of 1896 and the Democratic and Republican candidates. Point out propaganda techniques used in the cartoons. Encourage the use of markers, colored pencils, colors, computer graphics, etc.

Conduct a show-and-tell session in which students explain their cartoons. Students should be able to describe the presidential candidates and identify their stand on areas of reform. Display the cartoons in the classroom.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments that are consistent with the types of products that result from the student activities should be considered.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.

- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom’s taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 2: Write the terms “Dawes Act” and “Chinese Exclusion Act” on the board. Brainstorm with the students, facts and information that they have learned about each of these important legislative actions. Write their responses under the individual terms. Have students write a paragraph concerning each of the terms using the information that was obtained from the brainstorming session. The paragraph will be assessed according to predetermined criteria distributed to students at the beginning of the assignment.
- Activity 2: Have students respond to a photograph of Native American children living in boarding schools during the late 1900s. Have students brainstorm adjectives that describe the children. Students will use these adjectives to write a paragraph in which they describe what they see in the photograph. Students will describe the assimilation used to “Americanize” the Native American children. Paragraphs will be assessed according to predetermined criteria distributed to the students at the beginning of the assignment.

Photos may be found at this site:
<http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/thinking5.html>
- Activity 3: Have students prepare a newspaper article that might have been written in the newspaper the days following the laying of the golden spike at Promontory, Utah. Students should use their historical imaginations to describe the scene, possible reactions from the public, and the impact that the Transcontinental Railroad had on American society. The newspaper article will be assessed according to predetermined criteria distributed to the students at the beginning of the assignment.
- Activity 7: Have students imagine that they are the owners of a small business located in one of the mining boom towns located in the West during the late 1800s. Students are to write a letter to a family member back home in which they explain what it is like to live in a mining boom town. Letters should be assessed according to predetermined criteria distributed to students at the beginning of the assignment (see Sample Rubric for Letters BLM).

U.S. History
Unit 2: An Emerging Industrial Giant (1870–1920)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on employing historical thinking skills to examine the impact of rapid industrialization on American society, its economy, and its natural resources.

Student Understandings

Students understand the causes of industrialization and the impact industrialization had on business and American society. Students understand the causes and effects of the rapid urbanization of American cities. Students learn to use historical thinking skills by comparing and contrasting the waves of “old immigrants” to the “new immigrants” that flooded onto America’s shores during the late 19th century and early 20th century.

Guiding Questions

1. Can students explain the effects of the government’s laissez-faire policy in the late 19th century and early 20th century?
2. Can students describe the innovations in technology and transportation that occurred at this time?
3. Can students identify and explain the changes in business organization that led to the growth of an industrial economy?
4. Can students illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization in the United States?
5. Can students describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government’s response to these challenges?
6. Can students explain the government response to rapid urbanization and mass immigration?

Unit 2 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historian’s points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent
US.1.5	Analyze historical periods using timelines, cartoons, maps, graphs, debates, and other historical sources
Western Expansion to Progressivism	
US.2.4	Examine the effect of the government’s laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy
US.2.5	Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization
US.2.6	Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government’s response
US.2.7	Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Industrial Giant Vocabulary (GLEs: US.2.4, US.2.5, US.2.6; CCSS: RH.11-12.4)

Materials List: maps, tables, or graphs on American industrialization after 1865; Key Concepts Chart BLM; primary and/or secondary sources (books, encyclopedias, Internet access-optional) on emerging industrialization and economic policies of the U.S. between 1870 and 1920

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with a plus sign. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link: http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf . See pages 4-6 in the *EOC Assessment Guide*.

Key Concept	+	?	-	Explanation	Extra Information
laissez-faire policy				<i>Policy that the government should leave the economy alone and companies should operate without government interference.</i>	<i>French term for leave alone.</i>

After completing all of the activities in this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. At the end of the unit, make sure students' charts are accurate. Allow students to use the chart to review for their test on this unit.

Activity 2: Laissez-Faire Policy (GLE: US.2.4; CCSS: RH.11-12.4)

Materials List: Laissez-Faire Policy BLM, secondary sources (books, encyclopedias, Internet access-optional) on the U.S. laissez-faire economic policy

Have students use secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the effect of the government's laissez-faire policy (the belief that the government should leave the economy alone) and the changes in business organization that led to the growth of an industrial economy in the United States in the late 19th century.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the government's laissez-faire policy and its impact on America (see Laissez-Faire Policy BLM and the sample below).

Effects of the government's laissez-faire policy in the United States:

Ask students to work with a partner to fill in the guide. Ask students to share their findings with the class. Engage the class in a discussion of the effects of the government's laissez-faire policy and its impact on the American economy in the late 19th century. Ask students to use their completed process guides when they participate in the discussion.

Activity 3: Business Consolidations (GLE: US.2.4; CCSS: RH.11-12.4, WHST.11-12.10)

Materials List: Business Consolidations BLM, secondary sources (books, encyclopedias, Internet access-optional) on American business consolidations

Working in groups, have students use secondary sources (text, books, encyclopedias, and reliable Internet resources) to complete the *word grid* ([view literacy strategy descriptions](#)) on business consolidations (see the Business Consolidations BLM and sample below).

Characteristics	Horizontal Consolidation	Vertical Consolidation
Companies doing the same thing merge to consolidate resources and drive competitors out of business.		

This *word grid* will help students to visualize the difference between horizontal and vertical business consolidations. *Word grids* help students learn important concepts related to key terminology by delineating their basic characteristics in relation to similar terms. Having a deeper knowledge of the meaning of key terms enables students to understand the application of the vocabulary in its historical use. The most effective *word grids* are those students create themselves; however, they should start with the Business Consolidations Word Grid BLM. As students adjust to using *word grids*, encourage them to create their own *word grids*. Students should place a “yes” or “no” in each column for each characteristic. *Word grids* are very useful when comparing and contrasting the characteristics of key concepts and vocabulary terms. Have students use the information in the *word grid* to create a Venn diagram comparing and contrasting horizontal and vertical business consolidations. Allow time for students to quiz each other over the information on the grids in preparation for tests and other class activities.

Using the information in their *word grid* and Venn diagram, have students write an entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain the differences between horizontal and vertical business consolidations. Ask volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 4: The Robber Barons, Industrial Giants, or Captains of Industry (GLEs: US.1.5, US.2.4, US.2.7; CCSS: RH.11-12.2, RH.11-12.9)

Materials List: markers, colored pencils, colors, or computer graphics; Industrial Giants BLM; primary and/or secondary sources (books, encyclopedias, Internet access-optional) on the American industrial giants (1870-1920), copies and sound recordings of Carnegie’s “Gospel of Wealth” essay, Gilded Age political cartoons by Joseph Keppler and William A. Rogers

Have students use their textbooks to read about the industrial giants: Andrew Carnegie, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt. Resources are listed below.

Andrew Carnegie

<http://www.loc.gov/search/?q=Andrew%20Carnegie&fa=digitized:true>

Andrew Carnegie’s *Gospel of Wealth* essay and sound recording may be found at this website:

<http://historymatters.gmu.edu/d/5767/>

J.P. Morgan

<http://www.loc.gov/search/?q=J.P.%20Morgan&fa=digitized:true>

John D. Rockefeller

<http://www.loc.gov/search/?q=john%20d.%20rockefeller&fa=digitized:true>

Cornelius Vanderbilt

<http://www.loc.gov/search/?q=Cornelius%20Vanderbilt&fa=digitized:true>

Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students describe the impact businesses of the industrial giants had on American society. Students will also explain why they think some people referred to these industrial giants as “Robber Barons” and why some called them “Captains of Industry.” They should focus on the different perspectives of the lives of these men that led to those perceptions (see Industrial Giants BLM and the sample below). Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Date:	Topic: The Industrial Giants
<u>Impact on American Society</u> Andrew Carnegie	<ul style="list-style-type: none"> • <i>He built the first U.S. steel factories to use the Bessemer process to mass produce steel.</i>

Have students create political cartoons that depict the industrial giants of the Industrial Age. Ask students to design their political cartoons to describe the industrial giants as either “Robber Barons” or “Captains of Industry” based on their perception of the information gathered. Students’ political cartoons should depict, but not be limited to, the industrial giants, the industry that they controlled (e.g., Rockefeller-oil), and the impact of these industrialists on American society in the late 19th century. Encourage the use of markers, colored pencils, colors, computer graphics, etc. to create the political cartoons.

Political cartoons of Joseph Keppler and William A. Rogers concerning the Gilded Age may be found on these websites:

http://www.senate.gov/artandhistory/art/artifact/Ga_Cartoon/Ga_cartoon_38_003_92.htm

<http://tv.nytimes.com/learning/general/onthisday/harp/1020.html>

<http://nationalhumanitiescenter.org/pds/gilded/power/text1/octopusimages.pdf>

Conduct a show-and-tell session in which students explain their political cartoons. Students should be able to describe their chosen industrialist's rise to power and control of an industry. To conclude this activity, have students compare industrial giants of this period to twenty first century corporate giants in America (e.g., Bill Gates-Microsoft, Sam Walton-Wal-Mart, Steven Jobs-Apple Computer, and Oprah Winfrey-Harpo Productions). Display the political cartoons in the classroom.

These websites provide excellent lessons on the use of political cartoons in the classroom:

Harper's Weekly <http://www.harpweek.com/>

Gilder Lehrman Collection <http://www.gilderlehrman.org/collection/>

National Archives <http://www.archives.gov/>

Activity 5: Innovations and Advances (GLEs: US.1.2, US.1.5, US.2.4)

Materials List: colors, markers, colored pencils, butcher paper or any type of paper roll; Innovations and Advances BLM; primary and/or secondary sources (textbooks, encyclopedias, Internet access-optional) on American innovations (1870-1920)

Organize the class into five groups. Have students use primary and/or secondary resources (textbooks, encyclopedias, and reliable Internet resources) to find information concerning innovations and advances to technology that occurred during the Industrial Age.

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify innovations and advances to technology that occurred in the areas listed below during the Industrial Age and to analyze the effects these innovations and advances had on industry and society.

- farming
- industry
- oil
- steel
- transportation

Students will use one column to record guiding statements about the main ideas, and the other column will be used to record supporting details concerning the main ideas. As students read the material, they record the answers or notes of their findings beside each guiding statement or main idea (see the Innovations and Advances BLM and the sample below).

Area of Innovation: Farming	Topic: Innovations and Advances
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Students will use their completed split-page notes to present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations.

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The dates of important innovations and advances in the areas of farming, industry, oil, steel, and transportation should be included on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Ask students to find a contemporary innovation or advance that is of particular interest to them that is parallel to a historical one on their timeline. Have students explain the similarities and differences between the two time periods.

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Activity 6: Henry Ford’s Innovations in Mass Production (GLE: US.2.4; CCSS: RH.11-12.2, RH.11-12.4)

Materials List: Henry Ford Discussion Guide BLM, Henry Ford, From Model A to Model T BLM, primary and secondary sources (textbooks, encyclopedias, Internet access optional) on Henry Ford and his innovations

Have students use *SQPL* (*student questions for purposeful learning*) ([view literacy strategy descriptions](#)) to read and learn about Henry Ford, the assembly line, mass production, and the specialization of labor. The *SQPL* strategy helps students develop the ability to read, listen and learn with a purpose.

Generate a statement related to the content that will cause students to wonder, challenge, and question Henry Ford’s mass production of the horseless carriage. The statement does not have to be factual but it should provoke interest and curiosity.

Henry Ford, the founder of Ford Motor Company, developed the first affordable, mass-produced car and also helped pioneer assembly-line manufacturing. Henry Ford began with the Model A car and finally found success with the Model T car.

Present the statement to students. Students should pair up and generate two to three questions that they would like answered. The questions must be related to the statement. When all student pairs have generated at least two questions, ask someone from each team to share their questions with the entire class. Write the questions on the board and when similar questions are asked, star or highlight the similarly asked questions.

After all of the student-generated questions have been shared, add questions addressing

important information that may have been omitted.

As students read or listen to information presented orally, they should pay attention to information that helps them answer the questions written on the board. Special attention should be focused on the questions that are starred or highlighted.

As the content is reviewed, stop periodically and have students discuss with their partners which questions they are now able to answer. Ask for volunteers to share their findings. Use *split-page notetaking* ([view literacy strategy descriptions](#)) to have students record their questions from the board and the answers provided by the readings and class discussion. Students will use the questions and answers for later study (see the Henry Ford, From Model A to Model T BLM and the sample below).

Questions:	Answers:
What type of childhood did Henry Ford have that inspired him to create a horseless carriage?	

Information concerning Henry Ford may be found on these websites:

<http://memory.loc.gov/ammem/today/jul30.html>

<http://www.history.com/topics/henry-ford>

http://www.pbs.org/wgbh/theymadeamerica/whomade/ford_hi.html

Activity 7: Motivations for Mass Immigration (GLEs: US.1.2, US.2.5; CCSS: RH.11-12.2, RH.11-12.4)

Materials List: Old vs. New Immigration Word Grid BLM, secondary sources (textbooks, encyclopedias, Internet access optional) on mass immigration between 1870 and 1920

Have students use secondary sources (books, encyclopedias, and reliable Internet resources) to research information concerning the “old” versus the “new” immigration periods in United States history. Attention should be placed on the push and pull factors of immigration during these periods of history.

Working in pairs, have students complete a *word grid* ([view literacy strategy descriptions](#)) that compares “old” immigration to “new” immigration. Students should be able to articulate the differences and similarities between the different phases of mass immigration into the United States (see the Old vs. New Immigration Word Grid BLM and the sample below).

Immigration	Old Immigrants	New Immigrants
Entered United States before 1890		

Students will present their findings to the class. Have students create a Venn-diagram to compare and contrast the “old” and “new” immigrants. Engage the class in a discussion of the differences and similarities of the “old” and the “new” immigrants that came to America. Allow time for students to quiz each other on the information on the grids in preparation for tests and other class activities.

Activity 8: Immigration and the Melting Pot (GLEs: US. 1.1, US.1.5, US.2.5; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.9, RH.11-12.10, WHST.11-12.4)

Materials List: “New Colossus” poem by Emma Lazarus, Immigration Centers BLM primary and/or secondary sources (textbooks, encyclopedias, Internet access-optional) on immigration reception centers

Have students read Emma Lazarus’s poem, “New Colossus,” that was placed on a plaque at the base of the Statue of Liberty. Have students work independently to explain, in a short essay, what these words might have meant to a weary traveler arriving at the Ellis Island reception center.

Emma Lazarus’s poem, “New Colossus,” may be found on these websites:

<http://www.libertystatepark.com/emma.htm>

<http://usinfo.state.gov/usa/infousa/facts/democrac/63.htm>

Have students research the immigration reception centers at Ellis Island in New York Harbor and Angel Island in San Francisco Bay. Students will compare and contrast information such as the requirements for entering the United States, conditions in the immigration reception centers, and treatment of the immigrants at each of the reception centers. Have students identify the different ethnic backgrounds or geographic origins of those that arrived at each of these immigration reception centers. Students will display their findings using a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a Venn diagram. See the Immigration Reception Centers BLM.

Information on the immigration reception centers may be found on these websites:

Ellis Island may be found on these websites:

<http://www.history.com/minisites/ellisland/>

<http://teacher.scholastic.com/activities/immigration/tour/stop1.htm>

<http://library.thinkquest.org/20619/Eivirt.html>

Arrival at Ellis Island video:

<http://www.history.com/topics/tenements/videos#arrival-at-ellis-island>

Angel Island may be found on these websites:

<http://www.aiisf.org/>

http://www.english.illinois.edu/maps/poets/a_f/angel/gallery.htm

Angel Island wall poem

http://www.english.illinois.edu/maps/poets/a_f/angel/angel.htm

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Hold a class discussion and ask students to describe how immigrants were treated and processed at Ellis Island and Angel Island. Some teacher guidance may be needed.

Activity 9: Urbanization (GLE: US.2.5; CCSS: RH.11-12.2)

Materials List: chart paper and/or posters, markers, Urban Opportunities BLM, secondary sources (textbooks, encyclopedias, Internet access optional) on the rapid growth of urbanization between 1870-1920

Have students use secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information concerning the reasons why so many people were drawn to the cities during the late 1800s and early 1900s. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the reasons for the rapid growth of American cities at this time (see the Urban Opportunities BLM and the sample below).

<p>Reasons that millions of people moved to the cities:</p>
--

Ask students to work with a partner to fill in the guide and share their findings with the class. Engage the class in a discussion about the reasons why so many people streamed into the cities to become urban dwellers.

Divide students into groups; place each group at a different chart/poster location. Tell the students that they will use the chart paper/poster as a graffiti wall. Have students record facts or make drawings of what they learned concerning the reasons why millions of people moved to the cities during the late 1800s and early 1900s. Allow enough time for students to discuss the topic and create and add their graffiti to the chart paper/poster. Have students move to the next chart/poster. Call the class back together and have a spokesperson from each group discuss each of the graffiti wall projects.

Activity 10: Ghettos, Tenements and Settlement Houses (GLEs: US.1.1, US.1.5, US.2.6; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: Ghettos and Tenements BLM, colors, markers, chart paper, primary and secondary sources (textbooks, encyclopedias, Internet access-optional) on life in the cities between 1870 and 1920, the Social Gospel Movement, and the Settlement House Movement

Have students examine photos and watch videos that show the conditions of the cities during the late nineteenth century.

The following website provides photos and videos of the conditions of the cities during this time period:

<http://xroads.virginia.edu/~ma01/davis/photography/images/riisphotos/slideshow1.html>

Tenement Museum in New York City:

<http://www.tenement.org/>

Tenement Life: 1860-1910 video:

<http://www.schooltube.com/video/99624f29237b46013d63/Tenement%20Life%20%201860-1910>

Jacob Riis video:

<http://www.history.com/topics/jacob-riis/videos#super-cities-new-york-city>

Ask students to use their imagination to describe what they might have heard, seen, smelled, tasted, and touched in a ghetto or in a tenement house in one of the larger cities of the Northeast in the late 1800s.

Have students brainstorm and complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they describe the sensory information that might have been found in a ghetto or tenement house (see the Ghettos and Tenements BLM and the sample below).

Sights	Sounds	Smells	Tastes	Touch

Discuss with students the causes of the late nineteenth century urbanization of the United States and its impact in areas such as housing, political structures, and public health.

Place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about life in the ghettos or tenement buildings in the late 1800s. Ask the first student to write on a sheet of paper the opening sentence of a *text chain* that describes what life was like in a ghetto or tenement house in one of the larger cities of the Northeast in the late 1800s. The paper should then be passed to the student sitting to the right who will write the next sentence in the story. The paper is passed again to the right of the next student who will write a third sentence to the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

Student 1: Life in a rundown tenement building was very hard.

Student 2: The buildings were very crowded, dirty, did not have good lighting and ventilation and there was a high crime rate in many of them.

Student 3: Many people were crowded into small spaces and lots of people had to share one water faucet.

Student 4: Growing up in a tenement building was a horrible experience.

Gather the class back together. Solicit volunteers from each group to read their *text chain* and discuss their readings with the class. Compare student findings. Some teacher guidance may be needed.

Discuss with students the Social Gospel Movement and explain how the Settlement-House Movement was one of the attempts to relieve the suffering and poverty of immigrants and other city dwellers. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) by setting and checking predictions about the Settlement-House Movement throughout the reading of informational texts.

The discussion should activate students' interest and build on background knowledge concerning the Settlement-House Movement. Students' attention should be directed to Jane Addams, the settlement house she established in Chicago, and the many activities and opportunities settlement houses offered to the impoverished city dwellers. Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Explain how reformers, such as Jane Addams, assisted the assimilation of immigrants into American society. Information on the Settlement-House Movement may be found on the following websites:

<http://www.nwhm.org/online-exhibits/progressiveera/settlementhouse.html>

http://us.history.wisc.edu/hist102/readings/Sklar_HullHouse.pdf

<http://www.pbs.org/wgbh/americanexperience/features/general-article/eleanor-progressive/>

Guide students through a reading selection on settlement houses, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students look at photos of Jane Addams and the activities and services that were offered to Chicago's poor. Information and primary source photographs concerning Jane Addams and Hull House may be found on these websites:

Pictures of Hull House, Jane Addams, immigrants, and Chicago:

<http://castle.eiu.edu/wow/classes/fa07/japictures.html>

Information on Hull House (click on the "history" tab):

<http://www.uic.edu/jaddams/hull/urbanexp/contents.htm>

Advertisement for Hull House:

http://www.google.com/imgres?q=jane+addams+hull+house&um=1&hl=en&safe=active&sa=N&rlz=1T4ADFA_enUS388US400&tbn=isch&tbnid=82oVxw_x_F4UAM:&imgrefurl=http://ecrp.uiuc.edu/v2n1/bhavnagri.html&docid=ECi1d0No9_kQzM&w=354&h=528&ei=qiJyToevIMjngQeAmrSNBQ&zoom=1&iact=hc&vpx=1049&vpy=235&dur=547&hovh=274&hovw=184&tx=119&ty=150&page=1&tbnh=134&tbnw=89&start=0&ndsp=27&ved=1t:429,r:12,s:0&biw=1280&bih=757

Have students create collages in which they depict the activities and services that were available for city dwellers in the ghettos. Encourage the use of markers, colored pencils, and computer graphics to visually enhance the collages.

Conduct a show-and-tell session in which students explain their collages. Students should be able to describe the services and activities offered by settlement houses to the poor city dwellers. Display the collages in the classroom.

Activity 11: Social Darwinism (GLEs: US.1.1, US.1.5, US.2.6; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.4)

Materials List: primary and/or secondary sources (textbooks, encyclopedias, Internet access optional) on the topic of Social Darwinism, copies of selected plot summaries of Horatio Alger’s novels (see link in activity)

Discuss with students the principles and philosophy of Social Darwinism with an emphasis placed on the economic perspective that it used to justify laissez faire in the market. Social Darwinist economists believed that free competition, without government interference or regulation, would ensure the survival of the fittest industries and businesses.

Place students in groups and have them read summaries from the works of Horatio Alger, Jr. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify the plot of the story, words or phrases used that would be considered uncommon today or would mean something different, tell how they would explain the story to someone who was completely unfamiliar with it, and describe how the main character rises to good fortune (see the Horatio Alger Novel Summary BLM and the sample below).

Horatio Alger, Jr. novel plots summaries may be found on this website:

<http://www.lib.rochester.edu/camelot/cinder/Horatiomain.htm>

Date:	Title of the Horatio Alger Novel :
What is the plot of the Horatio Alger novel?	

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Discuss with students why it is important to read texts that were written during a particular time in history. Ask students:

- What words or phrases were used that would be considered uncommon today or would mean something different?
- Explain how the main character rises to good fortune.
- List examples of struggles that the main character endured.

Have students work individually, using the questions and answers from their split-page notes, to rewrite the plot summary using only modern terminology to demonstrate their understanding of the differing terminology in different historical periods in their *learning log* ([view literacy strategy descriptions](#)).

In a culminating activity, hold a class discussion in which students share their plot summaries.

Activity 12: Political Machines (GLEs: US.1.2, US.1.4, US.1.5, US.2.6; CCSS: RH.11-12.1, RH.11-12.9)

Materials List: Goals and Queries for QtC BLM, primary and secondary sources (textbooks, encyclopedias, Internet access-optional) on the topic of political machines in the late 1800s, political cartoons of Thomas Nast on political machines and current political cartoons (see links in activity)

Have a discussion in which students activate and build on background knowledge concerning political machines and political bosses. Students' attention should be directed to the emergence of the political machines that seized control of the local government in New York during the late 1800s. Special attention should be focused on Tammany Hall, the New York City's Democratic political machine.

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research political machines, political bosses, and the relationship of these machines to immigrants.

Students will use *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering political machines, political bosses, and their relationships with immigrants. The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask.

Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with the students while using a content source from the day’s lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material is being read and learned.

Have students work in pairs to practice *questioning the content* together. Monitor and provide additional clarification as needed. The goal of *QtC* is to make questioning the content or author an automatic process for students to do on their own.

In a culminating activity, hold a class discussion in which students describe their experience with *QtC* and explain what they learned about political machines, political bosses, and the relationship of these machines to immigrants.

Have students view and discuss the political cartoons of Thomas Nast that address “Boss” William M. Tweed, Tammany Hall, and the Tweed Ring. Thomas Nast cartoons may be found at the following websites:

- <http://cartoons.osu.edu/nast/tweed.htm>
- http://www.google.com/search?q=thomas+nast+cartoons+of+boss+tweed&hl=en&rlz=1T4GGIH_enUS271US304&prmd=imvnso&tbm=isch&tbo=u&source=univ&sa=X&ei=dKuHTujyC4bniALi2e2uDA&ved=0CEwQsAQ&biw=1280&bih=748

To conclude this activity, have students compare the “Boss” Tweed political cartoons of Thomas Nast and the political cartoons of today’s politicians. Discuss the use of propaganda techniques used in political cartoons. Current political cartoons may be found at this website: <http://www.cagle.com/politicalcartoons/>.

Have students create their own political cartoons of a current politician. Conduct a show-and-tell session in which students explain their political cartoons and any propaganda techniques used in the cartoon. The following website allows students to create their own political cartoons: <http://www.makebeliefscomix.com/>.

Activity 13: Rapid Industrialization and Reform Legislation (GLE: US.2.6; CCSS: RH.11-12.2, WHST.11-12.4)

Materials List: Reform Legislation BLM, primary and/or secondary sources (textbooks, encyclopedias, Internet access optional) on the topic of reform legislation between 1870 and 1920

Use primary and/or secondary sources (books, encyclopedias, and reliable Internet resources) and have students work in pairs to research the problems caused by rapid industrialization and the reform legislation enacted to address the problems. Research should center on the plight of the workers in the growing monopolistic industries and the government’s response through the enacting of the Sherman Anti-Trust Act, Clayton Act, and the Federal Reserve Act. Special attention should be placed on the strengths and weaknesses of each act. Students will use a *graphic organizer* ([view literacy strategy descriptions](#)) to identify important information concerning each of the reform acts (see Reform Legislation BLM and the sample below).

Act	Important Information	Government’s Response
Sherman Anti-Trust Act (1890)	<i>Company had to interfere with “restraint of trade” Act was weakly worded and hard to enforce</i>	<i>Laissez-faire attitude Placate growing dissention</i>

Information on the following reform acts may be found on these websites:

Sherman Anti-Trust Act (1890):

<http://www.ourdocuments.gov/doc.php?doc=51>

<http://teachingamericanhistory.org/library/index.asp?document=1200>

Clayton Anti-Trust Act 1914:

<http://teachingamericanhistory.org/library/index.asp?document=488>

Federal Reserve Act 1913:

<http://www.historycentral.com/documents/federalreserve.html>

<http://www.federalreserveeducation.org/about-the-fed/history/>

In a culminating activity, hold a class discussion in which students share their findings and evaluate the three reform acts. Have students write a summary in which they explain how these reform measures have affected American businesses and consumers. Have students share their summaries with the class.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments to determine student comprehension should be used consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom’s taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 4: Students will create a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify the industrial giants, the industries (trusts) that they controlled, and the impact that these industries had on society (see Industrial Giants BLM and the sample below). The chart should be assessed using pre-determined criteria distributed to students before they begin working on the chart.

Industrial Giants

Industrial Giant	Industry Controlled	Impact of the Industry on Society	Other Important Information Learned
Andrew Carnegie			

- Activity 8: Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a reporter’s visit to Ellis Island or Angel Island during the late 1890s. The reporter will interview an immigrant to

find out his or her geographic origin, motivations for immigrating to the United States, and describe their experiences at the immigration station (see the RAFT Interview BLM and the sample below). The RAFT should be assessed using pre-determined criteria distributed to students before the RAFT is written.

RAFT Interview

Role	Audience	Format	Topic
Regional newspaper reporter in the 1890s	Subscribers	Newspaper article	Interview with an immigrant at Ellis Island or Angel Island

- Activity 10: Students will respond to a photograph of a ghetto or a room in a tenement house by writing a short essay in which they describe the living conditions that are depicted. Students will explain the causes of the late nineteenth century urbanization of the United States and describe its impact on housing and public health. Essays should be assessed according to established criteria distributed to students before the essay is written.

U.S. History
Unit 3: The Progressive Era (1897–1920)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on the growth of labor unions, the efforts of unions to improve working conditions, big business, government responses to labor unions, and the goals and accomplishments of the Progressive Movement.

Student Understandings

Students understand the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions. Students identify and explain the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement's successes and failures. Students use multiple primary and secondary materials to analyze the growth of labor unions, labor issues and reforms, and the impact of the Progressive Movement.

Guiding Questions

1. Can students explain how labor unions attempted to improve working conditions?
2. Can students describe how big business and the government responded to labor unions?
3. Can students explain how the Muckrakers sought to redress the exploitation of workers by big business?
4. Can students explain the accomplishments of the Progressive Movement?
5. Can students describe how the government tried to regulate business and industry?

Unit 3 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historian’s points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Western Expansion to Progressivism	
US.2.7	Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions
US.2.8	Identify the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement’s successes and failures
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12-7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Labor and the Progressives (GLEs: US.2.7, US.2.8; CCSS: RH.11-12.4)

Materials List: Key Concepts Chart BLM; secondary sources (books, encyclopedias, Internet access-optional) on the labor movement and the Progressives

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have them complete a self-assessment of their knowledge of these concepts using a chart. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with a plus sign. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link: http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf. See pages 4 and 6 in the *EOC Assessment Guide*.

Key Concept	+	?	-	Explanation	Extra Information
Knights of Labor				<i>Founded in 1868, this union was open to all workers no matter the race, gender, or skill.</i>	<i>Terrance Powderly became the president of the union in 1881 and union membership increased from 28,000 to 700,000 in just 6 years.</i>

After completing activities in this unit, have students periodically refer to their *vocabulary self-awareness* chart to determine if their understanding of the key concepts has changed.

Activity 2: Labor Unions (GLEs: US.1.1, US.1.2, US.1.5, US.2.7; CCSSs: RH.11-12.2, WHST.11-12.4)

Materials List: Rise of Labor Unions BLM, Labor Unions BLM, The Necessity of Labor Unions RAFT BLM, secondary sources (books, encyclopedias, Internet access optional) on labor unions in the United States

Use secondary sources (books, encyclopedias, and reliable Internet sources), and have students work in pairs to research key individuals and organizations involved in labor during the 1800s and early 1900s (e.g., Knights of Labor, Terrance Powderly, American Federation of Labor, Samuel Gompers, American Railway Union, Eugene Debs, Socialist Party, Industrial Workers of the World, and “Big Bill” Haywood). Add other individuals and events as necessary.

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine the key individuals and organizations involved in the rise and growth of labor unions during this period (see Rise of Labor Unions BLM and the sample below).

Labor Unions and Union Leaders	Important information
Knights of Labor	<ul style="list-style-type: none"> • <i>Organized in 1868 by Uriah Stephens</i> • <i>Membership open to all laborers</i> • <i>Supported an 8 hour workday</i> • <i>Wanted equal pay for equal work by men and women</i> • <i>Advocated arbitration rather than strikes</i>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Working individually, have students use the information in their Rise of Labor Unions *split-page notetaking* chart to write a short summary detailing the rise of labor unions and the importance of labor leaders.

Use student research on key individuals and events to construct a timeline of important labor events. Discuss legislation and legal rulings associated with the events and add to the timeline. Ask students to analyze the timeline and identify which event was the turning point in the labor movement and designate it on the timeline. Display the timeline in the classroom.

The following key individuals, organizations and events should be included on the timeline:

- Knights of Labor
- American Federation of Labor
- Industrial Workers of the World
- Terence V. Powderly
- Samuel Gompers
- Eugene Debs
- Great Railroad Strike
- Homestead Strike
- Pullman Strike
- Haymarket Square Riot
- Mother Jones
- Socialist Party

Working in pairs, have students complete the *word grid* ([view literacy strategy descriptions](#)) on the different labor unions that were active during the late 19th century (see the Labor Unions BLM and the sample below) to compare and contrast the major features of the unions.

	Knights of Labor	American Federation of Labor	Industrial Workers of the World
Open to all workers regardless of race, gender, or skill			

Ask student pairs to share their findings with the class. Engage the class in a discussion of labor unions that were active during the 19th and 20th centuries. Class discussion should focus on the failures and accomplishments of the unions and what gains still impact the labor force in the United States today. Students' completed guides can serve as a study aid for other class activities and quizzes.

Using the *RAFT* writing strategy ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why they think labor unions were necessary. Students will assume the role of a newspaper reporter in the late 19th century. They will write a newspaper article in which they explain why labor unions were necessary. Include the accomplishments and gains that the unions made that are still in effect today. (See The Necessity of Labor Unions *RAFT* BLM and the sample below.)

Role	Audience	Format	Topic
Regional newspaper reporter in the late 19 th century	Subscribers	Newspaper article	Necessity of labor unions

Student groups should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 3: Labor Strikes (GLEs: US.2.7; CCSSs: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.10)

Materials List: Major Labor Strikes BLM, Major Labor Strikes Vocabulary Card BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on famous labor strikes in the U.S.

Use *lessons impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the major labor strikes that occurred during the late 1890s. Begin by reviewing the day’s lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a guess about what will be covered in the lesson (see Major Labor Strikes BLM and the sample below).

Impression Words: strikes, scabs, bombs, police fire into crowd, inciting a riot, convicted, 4 hung

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask volunteers to read what they have written to the class. A student’s impression text might look like the following:

*There were many labor **strikes** during the late 1890s. Business leaders often hired **scabs** to cross the picket lines and work in the factories. The strikers often became violent and threw **bombs** at the police. The police responded by **firing into the crowd** and killing the strikers. This violence **incited riots**. The strikers were **found guilty** and **four** of them were **hanged**.*

List the following key terms on the board:

- Great Railroad Strike of 1877
- Haymarket Square Strike
- Homestead Strike
- Pullman Strike
- Pinkerton Agency
- Andrew Carnegie
- Eugene Debs

Have students read, listen to or view closely information involving the Great Railroad Strike of 1877, Haymarket Square Riot, the Homestead Strike, and the Pullman Strike to compare their impressions text with the actual information presented.

Information on the Haymarket Square Riot, Homestead Strike, and Pullman Strike may be found on these websites:

Great Railroad Strike of 1877:

<http://www.nysl.nysed.gov/teacherguides/strike/background.htm>

<http://www2.ucsc.edu/resnet/res-includes/hilte/results.php>

<http://www.pbs.org/wgbh/amex/carnegie/vengeance.html>

Haymarket Square Riot:

<http://memory.loc.gov/ammem/award98/ichihtml/hayhome.html>

<http://www.loc.gov/teachers/classroommaterials/connections/haymarket/history5.html#>

Homestead Strike:

<http://www.loc.gov/search/?q=homestead%20strike&fa=digitized:true>

<http://www.pbs.org/search/?q=homestead%20strike%201892>

Pullman Strike:

http://www.pbs.org/newshour/bb/business/september96/labor_day_9-2.html

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/strike.html#>

<http://www.loc.gov/pictures/search/?q=Pullman%20railroad%20strike>

Have students keep track of the similarities and differences by creating a Venn diagram in which one circle contains their ideas, the other circle the actual information, and in the overlapping space, the common ideas.

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- What impact did these strikes have on public opinion?
- How did these strikes influence support for labor unions?
- Which factors do you think caused people not to become involved in strikes?

Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss an issue or problem while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are “in the fishbowl.” At some point during the *discussion*, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed.

Ask both groups to share their discussions with the entire class. Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) with the three major strikes of the late 1800s. *Vocabulary cards* help students learn content-specific terminology and are excellent visual tools that help to organize content information.

Demonstrate how to create a vocabulary card with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that the key term is in the center of the rectangle. In the four corners of the card write the following words: definition, characteristics, examples, and an illustration of the term. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term (see the Major Labor Strikes Vocabulary Card BLM and sample below).

<p><i>Riot that occurred in Chicago at the McCormick Harvester plant on 5/4/1886</i></p>	<p><i>1,200 people protested the killing of a striker by police</i></p>
<p><i>Haymarket Square Riot</i></p>	
<p>Drawing, clipart, photo</p>	<p><i>Someone threw a bomb at the police. The police fired into the crowd. Seven police and several strikers were killed.</i></p>

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Activity 4: Working Conditions and Child Labor (GLEs: US.1.1, US.1.2, US.1.5, US.2.7; CCSSs: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9, RH.11-12.10, WHST.11-12.4)

Materials List: Working Conditions in the Factories BLM, Interview with a Child Laborer RAFT BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the working conditions in factories (1897-1920)

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the working conditions found in the factories in urban America (see the Working Conditions in the Factories BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the deplorable working conditions found in the factories in urban America and to complete their Working Conditions in the Factories *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and the “After” column will be completed after students read or discuss the informational source.

Before reading about the deplorable working conditions found in the factories, read each statement and circle if you agree or disagree. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Injuries were very common in the factories. Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase motivation and focus students’ attention on important aspects of the content.

Photos of the deplorable working conditions found in the factories may be found on these websites:

<http://www.archives.gov/education/lessons/hine-photos/>

Primary source documents and videos of the Triangle Shirtwaist Fire may be

found on these websites:

<http://www.cbsnews.com/video/watch/?id=7360200n>

<http://blogs.archives.gov/todaysdocument/2011/03/25/march-25-protest-of-the-triangle-shirtwaist-fire/>

<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=325>

Have students respond to photographs of children working in factories during the late 19th and early 20th centuries. Have students brainstorm adjectives that describe the children and the working conditions in factories. Have students record these adjectives in their *learning logs* ([view literacy strategy descriptions](#)) and explain to them that they will use these adjectives later in this activity.

Photographs of children working in the factories may be found on these websites:

<http://www.historyplace.com/unitedstates/childlabor/>

<http://www.morningsonmaplestreet.com/lewishine.html>

Lewis Hine photographs:

<http://www.lewishinephotographs.com/>

<http://www.loc.gov/rr/print/coll/207-b.html>

Have students research child labor in the world today, comparing and contrasting the issues of today with the issues, actions, and trends related to child labor in the early 20th century.

Have students use the adjectives they recorded earlier and their independent research to write a short descriptive passage in their *learning logs* ([view literacy strategy descriptions](#)) concerning their findings of child labor in today’s world as compared to child labor in the early 20th century. Ask volunteers to read what they have written to the class. Lead a class discussion on the student research comparing and contrasting the issues of child labor today compared to the early 20th century.

Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a reporter’s visit to a factory that employed child laborers during the late 1890s. The reporter will interview a child laborer to find out his/her reasons for working in the factory, describe his/her job, and record any accidents or abuses suffered while working (see Interview of a Child Laborer RAFT BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter in the 1890s	Subscribers	Newspaper article	Interview with a child laborer

Students should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 5: Progressive Reforms (GLEs: US.1.5, US.2.8; CCSSs: RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7, WHST.11-12.4, WHST.11-12.7)

Materials List: chart paper and/or posters, markers, Progressive Reforms BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Progressive reforms, selections from *The Jungle* by Upton Sinclair and Ida Tarbell's "History of Standard Oil" (see links in activity)

Have students read selections from *The Jungle* by Upton Sinclair as a primary source to describe Progressive efforts to clean up meatpacking plants. Selections may be found at the following websites:

http://www.online-literature.com/upton_sinclair/jungle/
<http://sunsite.berkeley.edu/Literature/Sinclair/TheJungle/>
http://www.archives.gov/exhibits/american_originals/modern.html
Progressive Era online database:
<http://www.westirondequoit.org/ihs/library/prog2.htm>

Have students read selections from Ida Tarbell's "History of Standard Oil," monthly serials from *McClure's Magazine* as a primary source to describe the Rockefeller's unethical methods and tactics of eliminating Standard Oil's competition. Selections may be found at the following website:

http://www.pbs.org/wgbh/amex/rockefellers/sfeature/sf_7.html
http://www.pbs.org/wgbh/amex/rockefellers/peopleevents/p_tarbell.html

Now, have students review information about working conditions in factories and child labor in this era using secondary sources such as textbooks, encyclopedias, and reliable Internet sites. Information may be found at the following websites:

<http://memory.loc.gov/ammem/awlhtml/awlwork.html>
http://www.loc.gov/loc/lcib/00089/america_work.html
<http://www.archives.gov/education/lessons/hine-photos/>
Photographs of children working in the factories may be found on these websites:
<http://www.historyplace.com/unitedstates/childlabor/>
<http://www.lewishinephotographs.com/>
<http://www.loc.gov/rr/print/coll/207-b.html>

Have students view photos from Jacob Riis' *How the Other Half Lives*.

Photos from and videos of *How the Other Half Lives* may be found on these websites:

<http://www.npr.org/templates/story/story.php?storyId=91981589>
<http://xroads.virginia.edu/~ma01/davis/photography/images/riisphotos/slideshow1.html>
<http://xroads.virginia.edu/~ma01/davis/photography/slideshows/slideshows.html>
Text of *How the Other Half Lives*:
<http://www.tenant.net/Community/Riis/title.html>

Have students view Thomas Nast's political cartoons of William "Boss" Tweed at the following websites:

<http://cartoons.osu.edu/nast/tweed.htm>
<http://www2.truman.edu/parker/research/cartoons.html>
<http://www.loc.gov/exhibits/treasures/trm044.html>
<http://www.loc.gov/pictures/resource/cph.3c17137/#>
<http://www.harpweek.com/09cartoon/BrowseByDateCartoon.asp?Month=August&Date=19>

Have students view Temperance Movement political cartoons that may be found on the following websites:

<http://loc.harpweek.com/LCPoliticalCartoons/IndexDisplayCartoonMedium.asp?SourceIndex=Topics&IndexText=Temperance+movement&UniqueID=73&Year=1855>
<http://prohibition.osu.edu/prohibition-party-cartoons>
http://www.umich.edu/~eng217/student_projects/nkazmers/prohibition1.html

Place chart paper or posters and markers in seven different locations in the classroom.

Title each paper/poster a different area of Progressive reform:

- Conditions in a Chicago Meat Packing Plant
- Standard Oil
- Working Conditions in Factories of the Northeast
- Women and Child Labor
- Living conditions in Ghettos and Tenements
- Political Party Bosses
- Temperance Movement

Divide students into groups; place each group at a different chart/poster location. Tell students that they will use the chart paper/poster as a graffiti wall. Have students record facts or make drawings of what they learned under each specific Progressive reform area. Allow enough time for students to discuss the topic and create and add their graffiti to the chart paper/poster. Have students move to the next chart/poster station and add new graffiti to that specific area of reform. Students will continue to rotate to each of the chart/poster stations until they have added their graffiti to all specified areas of Progressive reform. Call the class back together and discuss each of the Progressive reform graffiti wall projects.

Organize the class into eight different groups. Assign each group a specific target of Progressive reform. Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information on areas that were affected by Progressive reforms. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they identify the goals and resulting accomplishments that were made by the Progressives in the following areas (see Progressive Reforms BLM and the sample below):

- abuse of alcohol
- antitrust action

- women and child labor
- working conditions/eight-hour day/forty-hour week
- election reform/political machines
- meatpacking plants, foods, and patent medicine
- living conditions/ghettos and tenements
- schools and education.

Area of Reform:	Topic: Progressive Reforms
What was the goal of the Progressives in this area of reform?	

Students will present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *split-page notetaking* ([view literacy strategy descriptions](#)) Progressive Reforms BLM as a guide to take notes on the different areas of reform as the other groups present information on their specific Progressive reforms. After all of the presentations, have the class brainstorm to create a list of the motivations which led to the various areas of reform. Have students write a journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they express the motivations that they believe were the driving forces for reform during the Progressive era and state the reasons for their decision. Students should cite specific references in the primary and secondary sources studied to support their decisions.

Students may use their *split-page notes* to study for their test on the Progressives. Students may cover one column and use information in the other column and try to remember the covered information.

Activity 6: Progressive Reformers (GLEs: US.1.1, US.1.2, US.1.5, US.2.8; CCSSs: RH.11-12.2, RH.11-12.7, WHST.11-12.4)

Materials List: Raising Awareness of Social Problems BLM, Social Reformers of Yesterday and Today BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Progressive reformers

Students will use *SQPL* (Student Questions for Purposeful Learning) ([view literacy strategy descriptions](#)) to learn more about the Progressive reformers. Generate a statement pertaining to the topic of the day. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about the Progressive reformers might be:

During the late 19th and early 20th centuries economic, political, and social changes created broad reform movements in American society. The many economic, political, and social changes of the Progressive Movement recreated the face of America.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in pairs to research and analyze the role that the media, political leaders, and intellectuals had in raising the awareness of social problems among Americans in the United States. Assign student groups different Progressive leaders, reformers, and Muckrakers (e.g., Teddy Roosevelt, William Howard Taft, Woodrow Wilson, Jane Addams, Florence Kelley, Carrie Chapman Catt, Alice Paul, Thomas Nast, Upton Sinclair, Ida Tarbell, Jacob Riis, Robert “Fighting Bob” La Follette, Jr.).

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information (see Raising Awareness of Social Problems BLM and the sample below):

Reformer: Teddy Roosevelt	Topic: Role of Progressive Leader in Raising Awareness of Social Problems in America:
Trust-busting	<i>President Teddy Roosevelt believed that “bad” trusts needed to be controlled or regulated when they hurt the public interest.</i>

Students will present their finding to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *split-page notetaking* ([view literacy strategy descriptions](#)) Raising Awareness of Social Problems in America BLM as a guide to take notes on the different areas of reform as the other groups present information on their specific Progressive reformer.

After all of the presentations, hold a class discussion and ask students to compare and contrast social reformers of today with social reformers of the Progressive Era. Have students complete a Venn diagram to make their comparisons (See the Social Reformers of Yesterday and Today BLM). Ask students to share their completed Venn diagrams and then display them in the classroom.

Using their Venn diagram and *split-page notes*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they identify the social problems that the reformers of today face and to describe the methods/tactics that are being used to remedy these problems. Ask students to share their completed *learning log* entry with the class.

Activity 7: Progressive Amendments and Voting Reforms (GLE: US.2.8; CCSSs: RH.11-12.4, WHST.11-12.10)

Materials List: Progressive Movement Amendments BLM, Voting Reforms BLM, secondary sources (books, encyclopedias, Internet access optional) on the topic of Progressive legislation

Hold a class discussion concerning what an amendment is and the process for proposing and ratifying an amendment to the United States Constitution. Have students use secondary sources (books, encyclopedias, and reliable Internet resources) to examine the Sixteenth, Seventeenth, Eighteenth, and Nineteenth amendments to the Constitution, and to discern how they relate to Progressive ideas and reform.

Have students construct a *graphic organizer* ([view literacy strategy descriptions](#)) in which they list the adoption dates, the results, and additional information, concerning Amendments 16, 17, 18 and 19 to the United States Constitution that were a result of the Progressive Movement (see Progressive Movement Amendments BLM and the sample below).

Amendment	Year Adopted	Result	Additional Information
<i>Amendment 16</i>	<i>1913</i>	<i>Congress has the power to levy and collect taxes on incomes.</i>	<i>It was a graduated tax that taxed larger incomes at higher rates. Farmers and factory workers did not pay the income tax because their incomes were less than \$4,000.00 per year.</i>

Hold a class discussion in which students reflect on the impact of the economic, political, and social changes brought about in America as a result of these amendments. Have students use secondary sources (books, encyclopedias, and reliable Internet resources) to examine the voting reforms that were a result of the Progressive Movement. Students will create *vocabulary cards* ([view literacy strategy descriptions](#)) that contain information about voting reforms such as the Australian ballot, direct primary, initiative, recall, and referendum (see Voting Reforms BLM and the sample below).

<i>Secret Ballot</i>	<i>A ballot is marked in a walled or curtained area.</i>
<i>Australian Ballot</i>	
<i>Protects against intimidation at the polls.</i>	<i>The first Australian ballot was used in Louisville, Kentucky in 1888.</i>

In a culminating class discussion, have students share their *vocabulary cards*. Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain how these voting reform measures have affected the American political system. Students should indicate which reforms have impacted voting reforms at the state and national levels.

Activity 8: Progressive Legislation (GLEs: US.1.5, US.2.8; CCSS: RH.11-12.9)

Materials List: Progressive Reform Legislation BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic or Progressive legislation

Using primary and secondary sources (books, encyclopedias, and reliable Internet resources), have students work in pairs to research the following concepts: Pure Food and Drug Act, Meat Inspection Act, Federal Reserve Act, Clayton Act, Federal Trade Commission, and National Prohibition Act (Volstead Act). Students will complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify important information concerning each reform measure. (See Progressive Reform Legislation BLM and the sample below.)

Directions: Explain what you learned about the following Progressive reform measures:
Meat Inspection Act
<i>Created federal meat inspection programs that mandated strict cleanliness requirements for meat packing plants.</i>

Information concerning the Progressive reform measures may be found at the following websites:

Pure Food and Drug Act:

<http://www.theodoreroosevelt.org/life/PureFoodDrug.htm>

<http://eh.net/encyclopedia/article/Law.Food.and.Drug.Regulation>

<http://www.fda.gov/AboutFDA/WhatWeDo/History/default.htm>

Federal Meat Inspection Act:

http://www.fsis.usda.gov/regulations/federal_meat_inspection_act/index.asp

http://www.archives.gov/exhibits/american_originals/modern.html

<http://meat.tamu.edu/meatinsp.html>

National Prohibition Act (Volstead Act):

<http://www.archives.gov/education/lessons/volstead-act/>

<http://www2.potsdam.edu/hansondj/Controversies/Volstead-Act.html>

http://www.albany.edu/~wm731882/18th_amendment_final.html

Federal Reserve Act:

<http://www.archives.gov/research/guide-fed-records/groups/082.html>

<http://usgovinfo.about.com/od/moneymatters/a/fedreserve.htm>

Clayton Antitrust Act:

<http://teachingamericanhistory.org/library/index.asp?document=488>

Federal Trade Commission:

<http://www.ftc.gov/ftc/history/ftchistory.shtm>

Call the class back together and discuss student findings concerning the Progressive reform measures. Have students explain the information that they included in their *graphic organizers*. During the discussion, students should check the information in their *graphic organizers* for accuracy.

In a culminating activity, use the *discussion* strategy of Inside-Outside Circles ([view literacy strategy descriptions](#)) to have students evaluate the Progressive Movement in terms of its goals and accomplishments. Have students stand and face each other in two concentric circles. The inside circle will face out, and the outside circle faces in. After posing a question concerning the effectiveness of a particular Progressive Reform measure, ask students to discuss ideas and answers with the person standing most directly in front of them. Allow ample time for discussion. Ask the inner or outer circle to rotate until a command is given to stop. The discussion should begin anew. After a few rotations, randomly ask individual students to share their ideas or the ideas of the person(s) with whom they have been discussing the Progressive Reform measure.

Add student research on key individuals and events to a timeline of the Progressive Movement reforms and events. Ask students to analyze and discuss specific legislation and legal rulings associated with the Progressive Movement events and add them to the timeline. Have students evaluate the events on the timeline and decide which event or events they believe have had the greatest impact on the United States. Ask volunteers to share their evaluations with the class.

Activity 9: Theodore Roosevelt (GLE: US.2.8; CCSSs: RH.11-12.2, WHST.11-12.10)

Materials List: Theodore Roosevelt BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Theodore Roosevelt

Hold a class discussion on the many experiences and passions of Theodore Roosevelt. Divide the students into 5 groups. Assign each group one of the following topics associated with Theodore Roosevelt:

- trust buster
- conservation
- Square Deal
- New Nationalism
- Bull Moose Party.

Information concerning Theodore Roosevelt may be found on these websites:

- http://memory.loc.gov/ammem/collections/troosevelt_film/trftime1906.html
- http://www.pbs.org/wgbh/amex/presidents/26_t_roosevelt/psources/index.html
- <http://www.theodore-roosevelt.com/>

Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information on their assigned topic concerning Roosevelt. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they locate information on their assigned topic (see Theodore Roosevelt BLM and sample below):

Theodore Roosevelt	Topic: Conservation
Explain Roosevelt’s view on America’s natural resources.	

Use *professor know-it-all* ([view literacy strategy descriptions](#)) to allow students to demonstrate what they learned concerning their designated topic relating to Theodore Roosevelt. Student information should be checked for accuracy before any presentations are made before their peers.

The *professor know-it-all* strategy is a way to allow students to become “experts” on assigned topics, to inform their peers, and to be challenged and held accountable by their classmates. Ask the other student groups to prepare 3-5 questions about the content they did not research. Students will be called randomly by groups to come to the front of the classroom and provide “expert” answers to questions from their peers about the content. The selected group should stand shoulder to shoulder. The “Professors Know-It-All” should invite questions from the other student groups. Students should ask their prepared questions first, then add others if more information is desired.

Demonstrate with the class how the “Professors Know-It-All” should respond to their peer’s questions. Students should select a spokesperson for the group. Students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the *professor know-it-all* spokesperson give the answer.

Remind the students asking the questions to think carefully about the answers received. They should challenge or correct the “Professors Know-It-All” if their answers are not correct or need elaboration or amending. After five minutes, a new group of “Professors Know-It-All” can take their place in front of the class and continue the process of student questioning until each group has had a turn. Upon completion of the questioning of all student groups, engage students in a discussion involving the many faces of Theodore Roosevelt.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe Theodore Roosevelt as the Progressive reformer citing specific examples of his reforms referencing the goals of the Progressives.

Activity 10: National Association for the Advancement of Colored People (GLEs: US.1.5, US.2.8; CCSSs: RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7, WHST.11-12.4, WHST.11-12.7)

Materials List: Formation of the NAACP BLM, chart paper and/or posters, markers, Progressive Reforms BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Progressive reforms, selections from *The Jungle* by Upton Sinclair and Ida Tarbell’s “History of Standard Oil” (see links in activity).

Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information on the formation of the National Association of Colored People (NAACP). Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they identify the leaders, reasons for formation, and goals of the NAACP (see Formation of the NAACP BLM and sample below).

Formation of the NAACP	Important Information
Explain the Progressive Movement’s reform objectives towards correcting the racial injustice of the day.	<i>The Progressive Movement gave little support to racial injustice of the day.</i>

Solicit observations from students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe the indifference of the Progressives towards

correcting the racial injustices of the day, the formation of the NAACP, and the goals of the organization to correct these injustices.

Activity 11: The Election of 1912 (GLE: US.2.8; CCSSs: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.10)

Materials List: Presidential Election of 1912 BLM, The Election of 1912 BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the presidential election of 1912

Hold a class discussion concerning various interesting past presidential elections. Use *lessons impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the presidential election of 1912. Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a prediction about what will be covered in the lesson (see Presidential Election of 1912 BLM and the sample below).

Presidential Election of 1912

Impression Words: Bull Moose Party, Teddy Roosevelt, William Howard Taft, split in the Republican Party, Eugene Debs, Socialist Party, Woodrow Wilson

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask volunteers to read what they have written to the class. A student's impression text might look like:

*The presidential election of 1912 was a very interesting election. The **Republican Party split** when some of the Republicans supported former President **Teddy Roosevelt**, the **Bull Moose Party** candidate and others supported sitting President **William Howard Taft**. **Eugene Debs**, labor leader ran as the **Socialist Party** candidate. The winner was **Woodrow Wilson**, the Democrat candidate.*

List the following key terms on the board:

- Bull Moose Party
- New Freedom
- Split in the Republican Party
- Socialist Party
- New Nationalism

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to examine the presidential election of 1912. Information concerning the Election of 1912 may be found on these websites:

<http://elections.harpweek.com/default.asp>

<http://www.loc.gov/rr/program/bib/elections/election1912.html>

<http://www.loc.gov/rr/news/topics/elect1912.html>

<http://www.loc.gov/rr/program/bib/presidents/taft/external.html>

Election of 1912 political cartoons:

<http://www.archives.gov/education/lessons/election-cartoons/>

Have students keep track of the similarities and differences by creating a Venn diagram in which one circle contains their ideas, the other circle the actual information, and in the overlapping space, the common ideas.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the election of 1912 (see The Election of 1912 BLM and the sample below).

Four major presidential candidates:

Ask students to work with a partner to fill in the guide. Students are then asked to share their findings. As students check their *process guides* on the election of 1912 for accuracy, engage the class in a discussion of the election of 1912.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe the significance of the Election of 1912.

Activity 12: Women’s Suffrage (GLE: US.2.8; CCSSs: RH.11-12.1, RH.11-12.2, RH.11-12.4, WHST.11-12.10)

Materials List: Women’s Suffrage Movement BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional)

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the Women’s Suffrage Movement (see the Women’s Suffrage Movement BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the history of the Women’s Suffrage Movement in America and to complete their Women’s Suffrage Movement *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and the “After” column will be completed after students have read and/or discussed the informational text.

Before reading about the Women’s Suffrage movement, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Native-born middle class women that worked for reforms during the Progressive Movement resented suffrage’s being given to male immigrants upon receiving their citizenship.				
Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Websites contain information concerning the Women’s Suffrage Movement:

Women’s Suffrage movement:

<http://www.archives.gov/education/lessons/woman-suffrage/>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/eleanor-suffrage/>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/>

Timeline:

<http://memory.loc.gov/ammem/naw/nawstime.html>

19th Amendment:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=63>

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they discuss the Women’s Suffrage movement and the passage of the 19th Amendment.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 4: Have students respond to a photograph of children working in a factory during the late 19th or early 20th century. Have students brainstorm adjectives that describe the children and the working conditions in the factory. Students will use these adjectives to write a paragraph in which they describe what they see in the photograph. Students will analyze the role of the media in raising awareness of the problems that existed in the area of child labor. Paragraphs should be assessed according to established criteria distributed to students before the paragraph is written.
- Activity 5: Have students write a journal entry in which they describe a visit with Upton Sinclair to a midwestern meat packing plant. Students will explain the impact that the Meat Inspection Act and the Pure Food and Drug Act had on food processing plants. Journal entries should be assessed according to established criteria distributed to students before the entry is written.
- Activity 10: Have students create a political cartoon in which they depict one of the 1912 presidential candidates. The cartoon should address the political platform of their selected candidate. Political cartoons should be assessed

according to established criteria distributed to students before the political cartoon is drawn.

- **Activity 11:** Have students use *RAFT* writing ([view literacy strategy descriptions](#)) to write a newspaper article in which they interview a woman suffragette on the eve of the passage of the Nineteenth Amendment. Students will list reasons why the suffragette believed that women should be given the right to vote (see Interview of a Suffragette BLM and the sample below). The *RAFT* should be assessed using pre-determined criteria distributed to the students before the *RAFT* is written.

Interview of a Suffragette

Role	Audience	Format	Topic
Regional newspaper reporter in the 1919.	Subscribers	Newspaper article	Interview of a woman suffragette.

U.S. History
Unit 4: U. S. Foreign Policy through the Great War (1870-1920)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on using historical thinking skills to examine the transition in United States foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.

Student Understandings

Students will trace the transition in United States foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.

Guiding Questions

1. Can students explain the consequences of United States imperialistic policies on newly acquired territories?
2. Can students explain how the United States exerted its influence in Latin America and the Pacific region?
3. Can students explain why the United States entered World War I and describe the consequences of its involvement?
4. Can students explain the socio-economic and geopolitical effects of World War I on European powers and their allies?
5. Can students explain the short-term and long-term consequences of the decisions made at the Paris Peace Conference in 1919?

Unit 4 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historian’s points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Isolationism Through the Great War	
US.3.1	Analyze the causes of U.S. imperialistic policies and describe both the immediate and long term consequences upon newly acquired territories.
US.3.2	Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region
US.3.3	Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war
US.3.4	Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort
US.3.5	Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI
US.3.6	Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles

ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Foreign Policy through the Great War (GLEs: US.3.1, US 3.2, US.3.3, US.3.4, US.3.5, US.3.6; CCSS: RH.11-12.4)

Materials List: Key Concepts Chart BLM; secondary sources (books, encyclopedias, Internet access—optional) on United States foreign policy 1870 to 1920

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have students complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge.

Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with plus signs. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link: http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf . See pages 4, 7, and 8 in the *EOC Assessment Guide*.

Key Concept	+	?	-	Explanation	Extra Information
Imperialism				<i>Policy of stronger nations taking over weaker nations or territories.</i>	<i>Empire building</i>

Throughout this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Activity 2: Imperialism (GLEs: US.1.5, US.3.1; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of Asian, European, and American imperialism

Discuss with students the foreign policy of imperialism or empire building. The discussion should probe student background knowledge of European and Asian imperialism in the late nineteenth century. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine global imperialism of the late nineteenth and early twentieth century and America’s expansion overseas. The class discussion should activate students’ interest and build on background knowledge concerning imperialism.

Invite students to make predictions about the content they will be reading. Have students write the predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a reading selection from their text on American interest in the Caribbean and the Pacific, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Students’ attention should be directed to the reasons for America’s interest in expanding overseas, United States imperialistic policies, and the immediate and long term

consequences of newly acquired territories in the late nineteenth century. Explain factors that fueled American imperialism. Attention should also be placed on United States cultural (social Darwinism and jingoism), economic, military, and political competition with other nations.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned concerning the immediate and long term consequences of United States imperialistic policies and the acquisition of new territories.

Have students look at maps that show land areas acquired as a result of Asian, European, and American imperialism or nation building. Maps may be found on these websites:

Map of Africa in 1913:

http://thewrpost.files.wordpress.com/2010/02/colonialafrica_1914.png

Maps of Asia:

http://www.lib.utexas.edu/maps/historical/shepherd/trade_routes.jpg

http://www.lib.utexas.edu/maps/historical/shepherd/japan_euro_growth_1800.jpg

Map of U.S. possessions in the Pacific:

<http://users.humboldt.edu/ogayle/USTerritory1900.gif>

Map of U.S. possessions in the Caribbean:

http://www.lib.utexas.edu/maps/historical/greater_antilles_1898.jpg

Have students label and identify newly acquired American possessions in the Pacific and the Caribbean on outline maps. Maps should include the dates that new territories were acquired by the United States as a result of the Spanish American War. Have students share their maps with the class. Display maps around the classroom.

The following websites contain outline maps of the Pacific and the Caribbean:

Pacific outline maps:

<http://wps.ablongman.com/wps/media/objects/579/592970/BlankMaps/World%20War%20II%20in%20the%20Pacific.gif>

Caribbean outline maps:

<http://www.worldatlas.com/webimage/countrys/namerica/caribb/special/caribout.htm>

Have students view and discuss cartoons that address American imperialism and have them identify symbolic elements in the cartoon, explain their intent, and analyze the political position of the cartoonist(s).

Political cartoons that address American imperialism may be found at the following websites:

<http://www.loc.gov/pictures/resource/cai.2a14410/>

<http://us.history.wisc.edu/hist102/photos/html/1084.html>

<http://us.history.wisc.edu/hist102/photos/html/1085.html>

<http://www.loc.gov/pictures/resource/ppmsca.25457/>

<http://www.loc.gov/pictures/resource/ppmsca.25468/>

<http://www.loc.gov/pictures/resource/ppmsca.25611/>
<http://www.learnnc.org/lp/multimedia/12870>

In a culminating activity, hold a class discussion in which students describe their experience with *DL-TA*. Have students orally explain and summarize what they learned about Asian, European, and American imperialism in the late nineteenth and early twentieth centuries.

Activity 3: The United States Takes Hawaii (GLEs: US.1.3, US.1.5, US.3.1; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, WHST.11-12.10)

Materials List: Annexation of Hawaii BLM, Debate over Imperialism BLM; primary and/or secondary sources (books, encyclopedias, Internet access optional) showing anti-imperialistic viewpoints

Use secondary source documents (books, encyclopedias, and reliable Internet resources), and have students read about the annexation of Hawaii. The students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine the following topics concerning the annexation of Hawaii:

- economic and military importance of the Hawaiian Islands to the United States
- American businessmen and missionaries in Hawaii
- Pearl Harbor naval base
- the McKinley Tariff of 1890
- deposing of Queen Liliuokalani
- congressional action resulting in Hawaii’s becoming an American territory
- anti-imperialistic views (Anti-Imperialist League).

See Annexation of Hawaii BLM and sample below.

Annexation of Hawaii Split-Page Notes

Annexation of Hawaii	Important information and supporting details:
Economic importance of Hawaii	<ul style="list-style-type: none"> • <i>American merchant ships stopped on the Hawaiian Islands to trade.</i> • <i>Americans owned large sugar plantations on the Hawaiian Island</i>

Working individually, have students use the information in their Annexation of Hawaii *split-page notes* to write a short summary detailing American interest in the annexation of Hawaii by the United States.

Have students use primary and/or secondary documents to read informational texts on the debate between anti-imperialists and the pro-imperialist during the late nineteenth and early twentieth centuries. Students should examine the “Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States” and political cartoons (see links below). Ask students to work with a partner to fill in the Debate over Imperialism

graphic organizer ([view literacy strategy descriptions](#)). See the Debate over Imperialism BLM and the sample below.

Pro-Imperialist Viewpoint	Anti-Imperialist Viewpoint

Students are then asked to share their findings with the class. Engage the class in a discussion of the pro-imperialist and anti-imperialist viewpoints on the United States annexation of Hawaii and describe the immediate and long-term consequences of acquiring new territories.

Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States (1898) website:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=54>

Political cartoons showing anti-imperialist viewpoints may be found at the following websites:

<http://www.loc.gov/pictures/resource/cph.3g02158>

<http://www.loc.gov/pictures/resource/ppmsca.25462/>

<http://www.loc.gov/pictures/resource/ppmsca.25666/>

<http://www.loc.gov/pictures/resource/ppmsca.25733/>

Have students write an entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they take a stand on United States imperialism and defend their point of view on United States territorial acquisitions during the late nineteenth and early twentieth centuries. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 4: Cuba (GLEs: US.1.1, US.1.5, US.3.1; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4)

Materials List: Steps to the Spanish American War BLM, War with Spain *RAFT* BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the events and forces that led to the Spanish American War

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the causes of the Spanish American War. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the events and forces that led to America declaring war on Spain (see Steps to the Spanish American War BLM and sample below).

Describe reasons for America’s interest in Cuba during the 1800s.

Ask students to work with a partner to fill in the guide as they read informational text about the Spanish American War. Students are then asked to share their findings with the class. Engage the class in a discussion of the steps leading to America declaring War on Spain on April 20, 1898.

The following websites contain information concerning the causes that led to the Spanish American War:

<http://www.digitalhistory.uh.edu/modules/worldpower/index.cfm>

<http://www.loc.gov/rr/hispanic/1898/index.html>

<http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX87.html>

Photos:

<http://www.loc.gov/search/?q=declaration%20of%20war%20against%20Spain,%20spanish%20american%20war&fa=digitized:true>

Yellow Journalism:

http://www.pbs.org/crucible/frames/_journalism.html

<http://spanishamericanwar.info/warcart2.jpg>

General Valeriano Weyler's atrocities:

<http://spanishamericanwar.info/causes.htm>

de Lôme Letter:

<http://www.loc.gov/rr/hispanic/1898/dupuy.html>

<http://www.ourdocuments.gov/doc.php?flash=true&doc=53>

U.S.S. *Maine*

<http://www.loc.gov/rr/hispanic/1898/intro.html>

Declaration of war against Spain:

<http://memory.loc.gov/ammem/today/apr25.html>

<http://www.spanamwar.com/McKinleywardec.htm>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why/why not America should/should not declare war on Spain in 1898. Students will assume the role of a newspaper reporter in the late nineteenth century. They will write a newspaper article in which they explain why/why not America should/should not declare war on Spain. Include the events and forces that influenced the declaration of war on Spain (see War with Spain *RAFT* BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter in the late 19 th century	Subscribers	Newspaper article	Should America declare war on Spain?

Student groups should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board. Facilitate any class discussion arising from the *RAFT* letters.

Activity 5: The Splendid Little War (GLEs: US.1.2, US.1.5, US.3.1; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, WHST.11-12.4)

Materials List: Spanish American War BLM, colors, markers, colored pencils, butcher paper or any type of paper roll; primary and secondary sources (books, encyclopedias, Internet access optional) on the Spanish American War

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to explore United States military expansionism by researching information concerning the Spanish American War. Using *split-page notetaking* ([view literacy strategy descriptions](#)) have students examine the battles in the Pacific, the Caribbean, military leaders, and troops. Students will also explain the results of the Treaty of Paris and the Annexation of the Philippines (see Spanish American War BLM and the sample below).

Date: April 20, 1898- December 10, 1898	Topic: Spanish American War
<u>The Philippines</u> Admiral George Dewey	<ul style="list-style-type: none"> • <i>American naval commander in the Pacific</i> • <i>Spanish forces surrender to Americans in August</i>

Solicit observations from students and discuss their findings with the class. Student discussion should focus on the causes of the war along with the immediate and long-term impact of the annexation of the Philippines. Compare student findings. Some teacher guidance may be needed.

Have students work individually, using the questions and answers from their split-page notes, to write a summary of the Spanish American War in their *learning log* ([view literacy strategy descriptions](#)). Ask student volunteers to share their summaries. Check summaries for accuracy and facilitate any class discussion that follows.

Have students create political cartoons that depict the events leading up to and during the Spanish American War. Encourage the use of markers, colored pencils, colors, computer graphics, etc. to create the cartoons. Student cartoons should depict, but not be limited to the important battles, personalities, and events of the war. Conduct a show-and-tell session in which the students explain their cartoons. Students should be able to describe their selected topic. Display the cartoons in the classroom.

These websites provide excellent lessons on the use of political cartoons in the classroom:

Harper’s Weekly <http://www.harpweek.com/>

Gilder Lehrman Collection <http://www.gilderlehrman.org/collection/>

National Archives <http://www.archives.gov/>

These websites contains Spanish American War political cartoons:

<http://spanamwar.com/pressspan.htm>

<http://www.pbs.org/crucible/cartoons.html>

This website contains information on the Spanish American War:

<http://www.spanamwar.com/>

This website contains information on Admiral George Dewey:

<http://www.spanamwar.com/dewey.htm>

Have students label a world map that shows the territories acquired or impacted by the United States during its emergence as an imperial power. Students should identify the Philippine Islands, Guam, the Hawaiian Islands, Cuba, Panama, and Puerto Rico. Have students note the strategic location of each of these territories.

US Acquisition and Annexation 1857-1903 Map:

<http://www.loc.gov/rr/hispanic/1898/maps.html>

Outline world maps may be found on these websites:

http://www.eduplace.com/ss/maps/pdf/world_pacific.pdf

<http://worldatlas.com/aatlas/worldpac.htm>

<http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=&Mode=d&SubMode=w>

Have students create a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The timeline should show the foreign intervention and/or expansion of the United States. Students should identify the annexation of Hawaii, involvement in the Spanish American War, construction of the Panama Canal, and acquisition of protectorates and new territories (e.g., Cuba, Philippine Islands, Guam, and Puerto Rico). The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Hold a class discussion, in which students discuss the way in which the United States set up governments, defeated insurgent groups, controlled economies, and managed foreign policy in its new territories/protectorates. Compare and contrast the roles of these territories/protectorates then and today.

Activity 6: The Panama Canal (GLEs: US.1.3, US.1.5, US.3.1; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9, RH.11-12.10, WHST.11-12.10)

Materials List: Construction of the Panama Canal BLM, colors, markers, chart paper, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the history of the Panama Canal

Have students use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to read and learn about the history of the Panama Canal. The *SQPL* helps students develop the ability to read, listen and learn with a purpose.

Generate a prompt related to the Panama Canal that will cause students to wonder, challenge, and question why the United States built the canal. The prompt does not have to be factual, but it should provoke interest and curiosity.

America’s involvement in the Spanish American War emphasized the importance of building a canal that would connect the Atlantic and Pacific oceans.

Present the prompt to students. Students should pair up and generate two to three questions about the prompt they would like answered. When all student pairs have generated at least two questions, ask someone from each team to share their questions with the entire class. Write the questions on the board and when similar questions are asked, star or highlight the similarly asked questions. After all student questions have been shared, add any questions addressing important information that students may have omitted.

As students read informational text or listen to information presented orally they should pay attention to information that helps answer the questions written on the board. Special attention should be focused on the questions that are starred or highlighted. As content is covered, stop periodically and have students discuss with their partners which questions have now been answered. Ask for volunteers to share their findings. Use *split-page notetaking* ([view literacy strategy descriptions](#)) to have students record the questions from the board and the answers provided by the readings and class discussion. Students will use the questions and answers for later study (see the Construction of the Panama Canal BLM and the sample below).

Date: 1904 -1914	Construction of the Panama Canal
Explain why the Isthmus of Panama was selected to build the canal that would connect the Atlantic and Pacific oceans.	<ul style="list-style-type: none"> • Two routes were originally selected. The first route would go through Nicaragua and provided fewer obstacles. The second route went through Panama and was shorter but contained many obstacles such as high mountains and swamps. • <i>A Nicaraguan postage stamp depicting the eruption of a volcano was sent to the U.S. Congress days before they voted on the route of the new canal.</i>

Information on the history of the Panama Canal may be found on these websites:
<http://www.loc.gov/search/?q=panama%20canal&fa=digitized:true>
<http://www.pbs.org/search/?q=panama%20canal>
<http://www.history.com/search?search-field=panama+canal&x=10&y=11>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings and have students check the work in their split-page notes for accuracy. Some teacher guidance may be needed.

Have students work individually, using the information in their Panama Canal *split-page notes* to write a short summary detailing the construction of the Panama Canal. Ask student volunteers to read their summaries and facilitate any discussion that follows.

Divide students into groups of four and have them create a graffiti wall using information on the history of the Panama Canal. Gather the class back together and allow student groups to discuss their graffiti.

Hold a class discussion on the Panama Canal today. Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information on the Torrijos-Carter treaties: *The Treaty Concerning the Permanent Neutrality and Operation of the Panama Canal* and *The Panama Canal Treaty*.

Have students debate whether the United States should have returned the Panama Canal to the Panamanians. Have them create a pro and con list about the decision to return the canal and then explore the consequences of the decision. Ask students to cite evidence defending their position from the various resources already provided along with independent research.

Information on the 1978 Torrijos-Carter treaties may be found on the following websites:

http://www.archives.gov/exhibits/treasures_of_congress/text/page25_text.html

<http://abcnews.go.com/Archives/video/panama-canal-treaty-1978-9920775>

<http://www.pancanal.com/eng/ctransition/treaty/frame.html>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings and check information for accuracy and logic. Some teacher guidance may be needed.

Activity 7: China (GLE: US.3.2; CCSS: RH.11-12.10, WHST.11-12.10)

Materials List: Open Door Policy BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the history of the Open Door policy and the Boxer Rebellion

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the imperialist nations that were seeking spheres of influence in China in the late 1800s (see the Open Door Policy BLM and sample below). *Anticipation guides* are especially useful for struggling and reluctant readers as they increase motivation and help students focus on important information. Have students use textbooks, encyclopedias, and reliable Internet resources to read about the events that led to Secretary of State John Hay issuing notes to the major European powers, Russia, and Japan urging them to maintain an “open door” policy to China. Before reading any informational text, ask students to complete their Open Door Policy *anticipation guides*.

Before reading about China and the Open Door policy, read each statement and circle if you agree or disagree with each statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Many countries were interested in trade with China because of the vast quantities of goods produced there.				
Evidence _____				

Information on Secretary of State John Hay’s Open Door Policy and the Boxer Rebellion may be found on these websites:

<http://history.state.gov/milestones/1899-1913/HayandChina>

<http://www.pbs.org/wgbh/amex/1900/peopleevents/pande12.html>

<http://www.loc.gov/rr/hispanic/1898/hay.html>

Boxer Rebellion:

<http://www.history.com/search?search-field=Boxer+Rebellion>

<http://www.archives.gov/publications/prologue/1999/winter/boxer-rebellion-1.html>

Working in pairs, ask students to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements.

Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the content. Upon the completion of the presentation of information, engage the students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

As a culminating activity, have students write short descriptive passages in their *learning logs* ([view literacy strategy descriptions](#)) concerning the Open Door Policy and the Boxer Rebellion. Ask student volunteers to share their passages with the class. Check information for accuracy and facilitate any class discussion that may follow.

Activity 8: American Foreign Policy (GLEs: US.1.5, US.3.2; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: American Foreign Policy BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the foreign policies and interventions of presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson

Organize the class into groups of four. Assign each group one of the following presidents:

- Theodore Roosevelt (Roosevelt Corollary to the Monroe Doctrine, Big Stick Policy, Santo Domingo- now the Dominican Republic, Russo-Japanese War)
- William Howard Taft (Dollar Diplomacy, Nicaragua)
- Woodrow Wilson (Moral or Missionary Diplomacy, Mexican Revolution, Pancho Villa)

Have students use primary and secondary sources (books, encyclopedias, political cartoons, and reliable Internet resources) to find information on their assigned president, his foreign policy, and events involving foreign affairs that occurred during that president’s administration. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to provide evidence to support their findings (see the American Foreign Policy BLM and the sample below).

President:	Foreign Policy Events:
Theodore Roosevelt	<i>Roosevelt Corollary to the Monroe Doctrine: “Speak softly and carry a big stick: you will go far.” Theodore Roosevelt Roosevelt said that the U.S. would prevent intervention in neighboring countries by other nations The U.S. would act as an international police power.</i>

Students will use their *split-page* notes to study by covering information in the right column, then using the prompt in the left column. Students will try to recall the covered information on the right side. Students should also be given time to quiz each other on the information in their *split-page* notes.

Information on Roosevelt, Taft, Wilson, their foreign policies, and foreign affairs events that occurred during their administrations may be found on the following websites:

Roosevelt:

<http://www.ourdocuments.gov/doc.php?doc=56>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/tr-foreign/>

<http://hcl.harvard.edu/libraries/houghton/collections/roosevelt.html>

Political cartoons associated with Roosevelt’s foreign policies:

<http://www.theodorerooseveltcenter.org/Learn-About-TR/Themes/Reading-and-Writing/Puck-Magazine.aspx>

<http://www.loc.gov/pictures/item/2003652669/>

<http://www.loc.gov/pictures/resource/ppmsca.26358/>

<http://www.loc.gov/pictures/resource/ppmsca.25896/>

Taft:

<http://history.state.gov/milestones/1899-1913/DollarDiplo>

<http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-taft/>

Political cartoon associated with Taft's foreign policies:

<http://www.loc.gov/pictures/item/2010717720/>

<http://www.ohiomemory.org/cdm/search/searchterm/Political%20cartoons/field/sbjec/mode/exact/conn/and/cosuppress/>

Woodrow Wilson:

<http://www.loc.gov/rr/program/bib/presidents/wilson/related.html>

<http://millercenter.org/president/wilson/essays/biography/5>

http://www.pbs.org/wgbh/amex/wilson/filmmore/fr_lafeber.html

Political cartoons associated with Woodrow Wilson's foreign policies:

<http://www.picturehistory.com/product/id/28489>

<http://history1900s.about.com/library/photos/blywwi4.htm>

<http://ww12.dataformat.com/Results.aspx>

Students will present their findings to the class using PowerPoint[®] presentations, posters, or various other visual presentations. After all of the presentations, use brainstorming to create a list of presidents and their foreign policies that led to American involvement in other countries. Have students write a short summary in which they express their opinion of United States foreign policy and involvement in other countries in the early twentieth century. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 9: Causes of World War I (GLEs: US.1.1, US.1.5, US.3.3; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.7, RH.11-12.9, WHST.11-12.4)

Materials List: Causes and Effects of World War I BLM; Steps to World War I BLM; Assassination of Archduke Franz Ferdinand *RAFT* BLM; outline map of Europe in 1914; colors; markers; primary and/or secondary sources (books, encyclopedias, Internet access optional) on World War I maps, causes of World War I, and the assassination of Archduke Franz Ferdinand and his wife Sophie

Have students read about the causes and effects of World War I in their textbooks, teacher handouts, or online resources. As students read, have them construct a *graphic organizer* ([view literacy strategy descriptions](#)) in which they list the causes and effects of World War I (see the Causes and Effects of World War I BLM and sample below). Causes should include conflicting/entangling alliances, nationalism, militarism/arms race, imperialism, and assassination.

Cause	Effect
conflicting/entangling alliances	<i>In the early 20th Century, two opposing alliances formed in Europe. They were the Triple Entente (Great Britain, France and Russia) and the Triple Alliance (Germany, Austria-Hungary, and Italy). The countries in these alliances signed treaties in which they committed to assist one another if they were attacked.</i>

Have students share their findings with the class. Record feedback on the board or overhead projector and lead the class in a discussion of the findings as students check their notes for accuracy.

Have students color-code an outline map of Europe in 1914, creating a legend depicting the Allied Powers, Central Powers and neutral countries. Ask them to examine possible relationships between the alliances and the geographical locations of the alliance members.

The following website contains an outline map of Europe in 1914:

http://www.pbs.org/greatwar/maps/maps_western.html

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the assassination of Austria-Hungary’s Archduke Franz Ferdinand and his wife Sophie and explain how the assassination led to the First World War. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the events and forces that led to World War I (see Steps to World War I BLM and the sample below).

Describe the events that surrounded the assassination of Archduke Franz Ferdinand and his wife Sophie.

Ask students to work with a partner to fill in the guide as they research the information on Archduke Franz Ferdinand. Students are then asked to share their findings with the class checking their work for accuracy and making adjustments to their *process guide* when necessary. Engage the class in a discussion of the steps leading to the Great War.

These websites contain information concerning the causes that led to World War I;

WWI Document Archives:

<http://www.loc.gov/teachers/classroommaterials/connections/newspaper-pictorials/file.html>

<http://www.firstworldwar.com/source/1915.htm>

<http://www.pbs.org/wgbh/peoplescentury/episodes/killingfields/links.html>

<http://www.teacheroz.com/wwi.htm#homefront>

Unrestricted submarine warfare:

<http://www.history.com/this-day-in-history/germany-resumes-unrestricted-submarine-warfare>

http://www.firstworldwar.com/source/uboaat_bernstorff.htm

http://wwi.lib.byu.edu/index.php/German_Admiralty_Declaration_Regarding_Unrestricted_U-Boat_Warfare

Sinking of the Lusitania:

<http://www.firstworldwar.com/features/lusitania.htm>

<http://www.firstworldwar.com/source/bryanlusitaniaprotest.htm>

http://www.firstworldwar.com/source/uboaat1916_usultimatum.htm

Zimmerman Note:

<http://www.archives.gov/education/lessons/zimmermann/>

http://wwi.lib.byu.edu/index.php/The_Zimmerman_Note

<http://www.firstworldwar.com/source/zimmermann.htm>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief newspaper article in which they describe the assassination of Archduke Franz Ferdinand and his wife Sophie. Students will assume the role of a newspaper reporter in Sarajevo, Bosnia, on June 28, 1914. Include information on the assassin Gavrilo Princip and the secret society of the Black Hand (See Assassination of Archduke Franz Ferdinand *RAFT* BLM and the sample below.)

Role	Audience	Format	Topic
International newspaper reporter in Sarajevo, Bosnia, on June 28, 1914	Subscribers	Newspaper article	Assassination of the Archduke Franz Ferdinand and his wife Sophie

Students should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board. During student presentations, check *RAFT*s for accuracy and facilitate any class discussion that follows.

Activity 10: Unrestricted Submarine Warfare (GLEs: US.1.4, US.1.5, US.3.3; CCSS: RH.11-12.2, RH. 11-12.4, RH.11-12.7, RH.11-12.9)

Materials List: United States Entry into World War I BLM, The Zimmermann Note BLM, Wilson’s “Joint Address to Congress” BLM, colors, World War I Vocabulary Card BLM, markers, butcher paper, primary and/or secondary sources (books, encyclopedias, Internet access optional) on World War I propaganda posters, *Lusitania*, *Sussex* Pledge, and the Zimmerman Note, President Wilson’s “Joint Address to Congress” in 1917 (see link in activity)

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to analyze the events that resulted in the United States entering World War I by examining unrestricted submarine warfare, the sinking of the *Lusitania* and the *Sussex*, the Sussex Pledge, and the Zimmermann Note.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the events that brought America into World War I (see United States Entry into World War I BLM and sample below).

Each of the following events led to United States entry in World War I.

Impact of unrestricted submarine warfare by Germany: *German U-boats sank merchant ships as well as passenger vessels that they believed might be carrying supplies to the Allies. The British passenger liner Lusitania was attacked and sunk by the German U-boats in 1915. More than 100 Americans died as a result of this attack.*

Ask students to work with a partner to complete the guide as they research the events listed on the *process guide*. The students are then asked to share their findings. Engage the class in a discussion of the steps that caused the United States entry into World War I. During the discussion, students should check their *process guides* for accuracy and adjust their answers when necessary.

Have students locate or draw political cartoons and devise propaganda that Germany and England produced, or might have produced, in order to influence American involvement in World War I.

The following sites contain WWI propaganda posters:

http://digital.library.unt.edu/explore/collections/wwpc/browse/?fq=untl_decade%3A1910-1919

<http://www.royalalbertamuseum.ca/vexhibit/warpost/english/page41.htm>

<http://rutlandhs.k12.vt.us/jpeterso/uboaatcar.htm>

The following site contains information concerning:

<http://www.ww1-propaganda-cards.com/>

<http://www.teacheroz.com/wwi.htm#propaganda>

Conduct a show-and-tell session in which students explain their political cartoons. Students should describe the elements of propaganda that are found in their cartoons. Hold a class discussion in which students analyze different types of war propaganda. Have students compare and contrast propaganda that was/is used in more current war/conflicts with propaganda used in World War I.

Place students in groups of two and have them read the Zimmermann Note and President Wilson's "Joint Address to Congress." Hold a class discussion in which students evaluate the information that they obtained from their readings.

The following sites contain information concerning the Zimmermann Note:

<http://www.ourdocuments.gov/doc.php?doc=60>

<http://www.archives.gov/education/lessons/zimmermann/>

<http://www.firstworldwar.com/features/zimmermann.htm>

The following site contains President Wilson’s “Joint Address to Congress” that led to a declaration of war against Germany (1917):

<http://www.ourdocuments.gov/doc.php?doc=61>

<http://ww12.dataformat.com/Document.aspx?doc=29623>

Use *split-page notetaking* ([view literacy strategy descriptions](#)) to have students analyze the impact of the Zimmermann Note on the United States decision to declare war on Germany (see The Zimmermann Note BLM and sample below and the Wilson’s “Joint Address to Congress” BLM).

	Topic: The Zimmermann Note
<u>To whom is the note written?</u>	

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Students should check their notes for accuracy of information since these notes will be used to prepare for assessments. Some teacher guidance may be needed.

Use Fishbowl *discussion* ([view literacy strategy descriptions](#)) to answer the following questions:

- What impact did the Zimmerman Note have on American public opinion?
- How did the Zimmerman Note help to draw the United States into World War I?
- Which factors do you think caused United States public opinion to turn from neutrality to supporting a declaration of war?

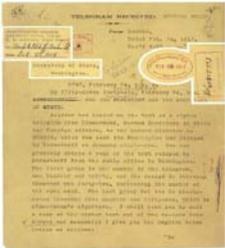
Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss an issue or problem while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are “in the fishbowl.” At some point during the discussion, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed.

Ask both groups to share their discussions with the entire class. Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) with unrestricted submarine warfare, the sinking of the *Lusitania*, *Sussex* Pledge, and the Zimmerman Note (see the World War I Vocabulary Card BLM and sample below).

Vocabulary cards help students learn content-specific terminology. They are excellent visual tools that help to organize information. Demonstrate how to create a vocabulary card with the students by writing a key term on the board and drawing a large,

rectangular card-like frame around it so that the key term is in the center of the rectangle.

In the corners of the card, write a definition, description, additional information, and an illustration of the term. Discuss with the students how the cards may be used to review quickly and easily in preparation for tests, quizzes, and other activities with key terms.

<p>Definition: <i>Telegram sent on January 19, 1917, by Arthur Zimmerman (German Foreign Minister) to von Eckhardt (German Minister to Mexico) promoting an alliance between Germany and Mexico.</i></p>	<p>Description: <i>If Mexico formed an alliance with Germany to keep the United States occupied, Germany would help Mexico regain Texas, New Mexico, and Arizona.</i></p>
<p>Illustration or Photo:</p> 	<p>Topic: Zimmerman Note</p> <p>Additional Information: <i>American newspapers publish the telegram on March 1, 1917. Congress declared war on Germany and its allies on April 6, 1917.</i></p>

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Activity 11: WWI on the Home Front (GLEs: US.1.4, US.1.5, US.3.4; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, WHST.11-12.10)

Materials List: World War I on the Home Front BLM, colors, markers, posters or chart paper, primary and/or secondary sources (books, encyclopedias, Internet access optional) on World War I (the home front, propaganda posters, selective service)

Hold a class discussion concerning the ways in which the United States government financed World War I, managed the economy, and encouraged public support for the war effort. Use *lessons impressions* ([view literacy strategy descriptions](#)) to help students activate prior knowledge and anticipate new content about how the United States government financed World War I, managed the economy, and directed public support for the war effort.

Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

List the following key terms on the board:

- War Industries Board
- Selective Service
- Committee on Public Information
- United States Food Administration
- World War I and the Home Front

Present a smaller list of key words or terms that stand out as suitable for leaving the students with a good impression but not a complete picture of the content. Ask students to use this list of key terms to make a guess about what content will be covered in this lesson (see World War I on the Home Front BLM and sample below).

Impression Words: war bonds, victory gardens, “meatless Mondays,” daylight savings time

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) predicting what content they think will be covered in the lesson. Ask student volunteers to read what they have written to the class.

A student’s impression text might look like this:

Impression Text: *During World War I people in America were asked to support the war effort by buying **war bonds**, planting **victory gardens**, eating “**meatless on Mondays**,” and setting their clocks back when **daylight savings time** went into effect.*

Have students read, listen to or view closely information involving World War I on the home front and compare their impressions text with the actual information presented.

Information on the WWI on the home front may be found on these websites:

http://wwi.lib.byu.edu/index.php/Links_to_Other_WWI_Sites

<http://uwdc.library.wisc.edu/collections/HumanEcol/WWIHomeCook>

http://www.firstworldwar.com/features/womenww1_two.htm

WWI on the home front propaganda:

<http://www.firstworldwar.com/posters/usa.htm>

<http://www.firstworldwar.com/features/propaganda.htm>

Have students keep track of the similarities and differences between their impression text and what they learn about World War I by creating a Venn diagram in which one circle contains their ideas, the other circle the actual information, and in the overlapping space, the common ideas.

Use the Think Pair Square Share *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- How did the United States government finance World War I?
- How did the United States government manage the economy during World War I?
- How did the United States government direct public support for the war effort?

Ask students to think alone for a short period of time about the questions and then pair up with someone to share their thoughts. Next, have pairs of students share with another pair, forming small groups of four students. Monitor the brief discussions and elicit responses from the students. Be sure to encourage student pairs not to adopt automatically the ideas and solutions of their partners. Call the class back together and ask groups to share their responses with the class.

Place students in groups of four to create a *text chain* ([view literacy strategy descriptions](#)) about life on the home front during World War I. On a sheet of paper, ask the first student in each group to write the opening sentence of a *text chain* that describes what life would be like in the United States during World War I. The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story. The paper is passed again to the right of the next student who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

- Mr. Herbert Hoover is in charge of the United States Food Administration.
- Mr. Hoover asked the American people to follow the “gospel of the clean plate.”
- We have “meatless Mondays,” “wheatless Wednesdays,” “sugarless,” and “porkless” days.
- I hate working in the “victory garden” after school but mom says that we civilians must make sacrifices to win the war.

Gather the class back together. Solicit volunteers from each group to read their *text chain* and discuss their readings with the class. Compare student findings and check them for accuracy and logic. Some teacher guidance may be needed.

Based on information gathered through teacher lecture and/or student research, have students create posters that depict activities portraying civilian support of the war effort and America on the home front during World War I. Ask students to analyze source materials to identify opinion or propaganda and persuasive techniques. As students analyze the source materials, ask them to identify the type of propaganda used. Such activities should include selective service, financing the war, patriotic activities, repressive measures, and mobilization. Have students include a slogan or caption that most effectively captures the message of their posters. Display and discuss the posters.

Students will explain what other students’ posters depict and address evidence of propaganda and persuasive techniques. Have students compare and contrast their posters with actual posters used during the World War I era.

The following site contains posters from World War I:

<http://www.royalalbertamuseum.ca/vexhibit/warpost/english/firsttwo.htm>

<http://www.archives.gov/northeast/nyc/education/food-wwi.html>

<http://memory.loc.gov/ammem/collections/rotogravures/rotoprop.html>

Activity 12: Espionage and Sedition Acts (GLEs: US.1.5, US.3.4; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, RH.11-12.10, WHST.11-12.10)

Materials List: Repression of Civil Liberties: WWI and Today BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on Espionage Act, Sedition Act, repression of civil liberties in WWI, and *Schenk v. United States*

Students will use *SQPL* -*student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about the Espionage and Sedition Acts. Generate a statement concerning civil liberties during the World War I era. This statement should be thought-provoking and encourage students to wonder and challenge the content to be presented. For example, an *SQPL* statement about the Espionage and Sedition Acts might be:

The repressions of civil liberties were a response to the widespread fear of foreigners, spies, and sabotage in the United States.

Present the statement to students. Have students pair up to generate two or three questions about the *SQPL* statement they would like answered. Next, student pairs will share questions with the class which are recorded on the board. Questions that are repeated will be highlighted. Add questions, when necessary, to ensure there are no gaps in content. Students are now ready to find answers to their questions. As content is covered, stop periodically and allow groups to convene to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in groups of two or three to research and analyze the climate of the fear of foreigners in the United States during World War I. Special attention should be placed on anti-German attitudes and the actions of the American public to these sentiments. Students should include information concerning the Espionage Act of 1917, Sedition Act of 1918, *Schenk v. United States* Supreme Court Case (“clear and present danger”).

Students will present their findings to the class using PowerPoint® presentations, posters, or various other visual presentations. Reports should focus on repression of civil liberties in the United States during World War I. Presentations should be assessed according to established criteria distributed to students before the research on their projects is begun.

Hold a class discussion and ask students to compare and contrast repression of civil liberties during World War I and repression of civil liberties in the United States today. Have students complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they make their comparisons of the repressions of civil liberties during World War I and repressions of civil liberties in the United States today (see the Repression of Civil Liberties: WWI and Today BLM). Ask students to share and then display their

completed *graphic organizers* in the class. Conduct a guided discussion on the information in the graphic organizers. Ask students to decide if the repression of civil liberties is ever justified by a government. They should be prepared to defend their position.

Information on repression of civil liberties may be found on these websites:
 Espionage Act, 1917:
<http://www.archives.gov/exhibits/Documented-Rights/exhibit/section3/rights-amid-threats.html>
<http://www.firstworldwar.com/source/espionageact.htm>
<http://www.firstworldwar.com/source/1917.htm>
 Sedition Act:
<http://www.firstworldwar.com/features/propaganda.htm>
<http://www.firstworldwar.com/features/propaganda.htm>
http://www.lib.byu.edu/index.php/The_U.S._Sedition_Act
 Schenk v. United States
http://www.pbs.org/wnet/supremecourt/capitalism/landmark_schenck.html
<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/schenk.html>
http://www.oyez.org/cases/1901-1939/1918/1918_437

Activity 13: WWI Military Technology (GLEs: US.1.5, US.3.5; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.9)

Materials List: World War I Military Technology BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on military technologies used during World War I

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) containing statements about the innovations in military technology that affected the outcome of World War I (see the World War I Military Technology BLM and sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the new military technologies of World War I (chemical warfare, tanks, automatic weapons, trench warfare, poison gas, and airplanes) and to complete their World War I Military Technology *anticipation guides*.

Before reading about the new technologies that were used during World War I, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements provide evidence from the primary and secondary sources for the “after” reading responses.			
	Before		After
1. Tanks were first developed by the British during WWI.	Agree	Disagree	Agree Disagree
Evidence _____			

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements. Upon the completion of the presentation of information, engage the students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Based on information gathered through teacher lecture and/or student research, have the students create posters that depict the military technology that affected the outcome of World War I. Posters should include chemical warfare, tanks, automatic weapons, trench warfare, poison gas, and airplanes. Have students include a slogan or caption that most effectively captures the message of their posters. Display and discuss the posters. Students will explain what other students' posters depict.

Information concerning the military technologies used during World War I may be found on the following websites:

<http://www.firstworldwar.com/weaponry/rifles.htm>

<http://www.firstworldwar.com/weaponry/tanks.htm>

<http://www.firstworldwar.com/features/aces.htm>

<http://www.firstworldwar.com/airwar/index.htm>

<http://www.firstworldwar.com/weaponry/gas.htm>

http://www.firstworldwar.com/features/chemical_warfare.htm

<http://www.firstworldwar.com/battles/ypres3.htm>

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record information about important events that occurred during World War I above the date that it occurred (dates and locations of key battles and America's entry into the war should all be included on the timeline). The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events

The following websites contain timeline information on World War I:

<http://www.firstworldwar.com/timeline/index.htm>

<http://www.pbs.org/greatwar/timeline/>

<http://www.teacheroz.com/wwi.htm#timelines>

Activity 14: American Expeditionary Force (GLEs: US.1.5, US.3.5; CCSS: RH.11-12.7, RH.11-12.9)

Materials List: American Expeditionary Forces in WWI BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on poems and songs from the World War I era

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to analyze the effects of the entry of the American Expeditionary Forces under the leadership of General John Pershing into World War I.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the entry of the American Expeditionary Forces into World War I (see American Expeditionary Forces in WWI BLM and sample below).

American Expeditionary Forces (AEF) in WWI:

Describe the composition or makeup of the AEF. *Volunteers and National Guard troops*

Ask students to work with a partner to fill in the guide. Students are then asked to share their findings. Engage the class in a discussion of the effect of the AEF on the outcome of World War I as students check their *process guides* for accuracy and make necessary adjustments.

Have students read poems or listen to songs that were written about World War I. Discuss these poems and/or songs and give the students the opportunity to explain what each says about the war. The following sites contain poems and songs from the World War I era:

Poetry:

<http://www.arlingtoncemetery.net/flanders.htm>

<http://www.oldmagazinearticles.com/pdf/poster%20poem.pdf>

<http://www.fordham.edu/halsall/mod/1914warpoets.html>

<http://www.firstworldwar.com/poetsandprose/index.htm>

Audio and Video:

<http://www.worldwar1.com/media.htm>

<http://www.firstworldwar.com/audio/index.htm>

Activity 15: The Bolshevik Revolution (GLEs: US.1.5, US.3.5; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, RH.11-12.10, WHST.11-12.4)

Materials List: Bolshevik Revolution BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the Bolshevik Revolution

Have students use primary and secondary source documents (books, encyclopedias, and reliable Internet resources) to research information concerning the Bolshevik Revolution. Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students examine the conditions that led to the Bolshevik Revolution, the assassination of Czar Nicholas II and his family, and Vladimir Lenin’s takeover of Russia (see Bolshevik Revolution BLM and sample below).

Date: 1917	Topic: Bolshevik Revolution
<u>Causes of the Russian Revolution</u>	<ul style="list-style-type: none"> • <i>Large loss of life and resources in World War I</i> • <i>Public opinion favored an end to the war</i> • <i>Food riots in many parts of Russia</i> • <i>Russian soldiers refusing to take orders and large numbers deserting from their units</i>

Have students work individually, using the information from their split-page notes, to write a short summary of the Bolshevik Revolution in their *learning log* ([view literacy strategy descriptions](#)).

Solicit observations from students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed. Students should check their *split-page notes* for accuracy of information in order to use the notes as a study guide for future assessments.

Information on the Bolshevik Revolution may be found on the following websites:

http://www.firstworldwar.com/source/lenin_25oct1917.htm

http://www.firstworldwar.com/source/lenin_20oct1917.htm

http://www.firstworldwar.com/source/brestlitovsk_trotskywithdrawal.htm

Photos:

<http://www.time.com/time/photogallery/0,29307,1681193,00.html>

<http://www.loc.gov/search/?q=Bolshevik%20Revolution%20&fa=digitized:true>

Have students write a journal entry in their *learning logs* in which they discuss the Bolshevik Revolution, the assassination of Czar Nicholas and his family, and the Communist takeover of Russia. Ask students to share their completed *learning log* entry with the class.

Activity 16: The End of World War I (GLEs: US.1.5, US.3.6; CCSS: RH.11-12.4, RH.11-12.9)

Materials List: Post World War I Conferences BLM, Post World War I Vocabulary Cards BLM, 3x5 index cards, primary and secondary sources (books, encyclopedias, Internet access optional) on the post-World War I conferences, outline maps of pre and postwar Europe and the end of World War I

Have students use primary and secondary source documents (books, encyclopedias, and reliable Internet resources) to describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles.

Have students construct a *graphic organizer* ([view literacy strategy descriptions](#)) in which they list information about the end of World War I, the postwar conferences, and the consequences of these conferences (see Post World War I Conferences BLM and sample below).

Key Concept	Supporting Details	Additional Information
Big Four	<i>Great Britain (David Lloyd George), France (George Clemenceau), Italy (Vittorio Orlando), U.S. (Woodrow Wilson)</i>	<i>Russia and the Bolsheviks were not included in the treaty process. Germany, Austria-Hungary, and the Ottoman Empire were not included in the peace conference.</i>

Students will present their findings to the class. Hold a class discussion in which students reflect on the effects of the postwar conferences and their consequences.

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) to develop and summarize knowledge of the following World War I key concepts: Woodrow Wilson’s Fourteen Points, Treaty of Versailles, League of Nations, reparations, Washington Naval Conference treaties, and the United States return to isolationism. See the Post World War I Vocabulary Cards BLM.

Demonstrate how to create a *vocabulary card* with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that the key term is in the center of the rectangle. In the corners of the card, write a definition, characteristics, examples, and an illustration of the term. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term. Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Solicit observations from students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

The following websites contain information on the end of World War I:

Treaty of Versailles:

http://avalon.law.yale.edu/subject_menus/versailles_menu.asp

<http://www.firstworldwar.com/source/versailles.htm>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005425>

Woodrow Wilson's 14 Points:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=62>

<http://memory.loc.gov/cgi->

[bin/query/r?ammem/mcc:@field\(DOCID+@lit\(mcc/057\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/057)))

League of Nations:

http://www.pbs.org/wgbh/amex/wilson/portrait/wp_league.html

http://avalon.law.yale.edu/20th_century/leagcov.asp

<http://www.mtholyoke.edu/acad/intrel/ww38.htm>

League of Nations photos gallery:

<http://www.indiana.edu/~league/photos.htm>

Reparations:

<http://www.firstworldwar.com/source/versailles231-247.htm>

<http://www.firstworldwar.com/features/ifgermany.htm>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007428>

Article 231 of the Treaty of Versailles (the War Guilt Clause):

<http://net.lib.byu.edu/~rdh7/wwi/versa/versa7.html>

<http://www.history.ucsb.edu/faculty/marcuse/classes/33d/projects/1920s/CarlosTreaty.htm>

Washington Naval Conference Treaties:

<http://history.state.gov/milestones/1921-1936/NavalConference>

<http://www.gilderlehrman.org/history-by-era/roaring-twenties/timeline-terms/washington-naval-conference>

<http://www.firstworldwar.com/atoz/21demands.htm>

Have students color code a second map showing European countries after the Treaty of Versailles. Students will compare this map to the outline map of Europe in 1914 that is found in Activity 9. How did the map of Europe change? Which countries gained territory and which lost territory? How might the balance of power change in Europe as a result of the war and the creation of new countries? Display student maps in the classroom.

The following websites contain outline maps of Europe after World War I:

<http://freepages.military.rootsweb.com/~worldwarone/WWI/TheGeographyOfTheGreatWar/>

http://www.library.yale.edu/MapColl/print_online_wwi.html

<http://www.the-map-as-history.com/maps/3-history-europe-treaty-versailles.php>

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 2: Have students use outline maps that depict United States imperialism from 1885-1910. Students will identify territories that were gained by the United States during this time period. Outline maps should be assessed according to established criteria distributed to students before the map activity is begun.
- Activity 8: Have students create a political cartoon in which they depict Teddy Roosevelt and his Big Stick Policy. Political cartoons should be assessed according to established criteria distributed to students before the cartoon is created.
- Activity 11: Have students write a paragraph in which they explain what they found most interesting about the home front during World War I. Students should use supporting details in their explanation. Paragraphs should be assessed according to established criteria distributed to students before the paragraph is written.

- Activity 16: Have students create vocabulary cards in which they list information that they have learned concerning the ending of World War I (see What I Learned about the End of World War I BLM). Vocabulary cards should be assessed according to established criteria distributed to students before the chart is created.

U.S. History
Unit 5: The Roaring Twenties (1919-1929)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on employing historical thinking skills to examine how American society was affected by scientific, cultural, and political events in the aftermath of World War I.

Student Understandings

Students use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society. The impact of major technological innovations and scientific theories of the 1920s on American society will be described. Students examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism.

Guiding Questions

1. Can students explain how the anxieties and disillusionment of the postwar era were reflected in American society?
2. Can students describe the impact of major technological innovations and scientific theories of the 1920s on American society?
3. Can students explain and describe ways in which the Red Scare and the Sacco and Vanzetti Trial marked a return to isolationism?
4. Can students explain and describe the effects of Prohibition on the United States?
5. Can students explain factors that influenced the Great Migration of the 1920s?
6. Can students explain how the Harlem Renaissance influenced American culture in the 1920s?
7. Can students explain and describe cultural and social changes that occurred in the 1920s?
8. Can students describe the presidential administrations of the 1920s and explain how each reflected a return to isolationism?

Unit 5 Grade-Level Expectations (GLEs) and Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historians’ points of view
Becoming a World Power through World War II	
US.4.1	Use examples to show how population shifts, artistic movements, Prohibition, and the women’s movement of the Roaring Twenties were a reflection of and a reaction to changes in American society
US.4.2	Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism
US.4.3	Describe the impact of major technological innovations and scientific theories of the 1920s on American society
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: The Roaring Twenties (GLEs: US.4.1, US 4.2, US.4.3; CCSS: RH.11-12.4)

Materials List: Key Concepts Chart BLM; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the Roaring Twenties

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide the students with a list of key concepts that relate to the Roaring Twenties. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask the students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with a plus sign. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* (pages 4, 8, and 9) which can be found on the State Department website using the following link:

http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf .

Key Concept	+	?	-	Explanation	Extra Information
Harlem Renaissance	√			<i>Beginning in the early 20th century, large numbers of African Americans left the South and moved to cities in the North.</i>	<i>African Americans left the South to escape the injustices of the Jim Crow Laws.</i>

After completing all of the activities in this unit, have students refer back to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Activity 2: Presidents Warren G. Harding and Calvin Coolidge (GLE: US.4.2; CCSS: RH.11-12.2, WHST.11-12.9, WHST.11-12.10)

Materials List: Presidencies of Harding and Coolidge BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Presidents Warren Harding and Calvin Coolidge

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the presidencies of Warren Harding and Calvin Coolidge. Have students use textbooks, encyclopedias, and reliable Internet resources to read about their administrations, the events that occurred during their presidencies, and how each reflected a return to isolationism following WWI in order to complete the Presidencies of Harding and Coolidge BLM (see Presidencies of Harding and Coolidge BLM and the sample below).

Directions: Before reading about the presidencies of Harding and Coolidge, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Harding proposed a “return to normalcy” in America following WWI. Evidence _____				

Information on the presidencies of Harding and Coolidge may be found on these websites:

President Warren Harding:

<http://millercenter.org/president/harding>

<http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-harding/>

Photos of events during the Harding administration:

<http://www.loc.gov/search/?q=warren%20harding&fa=digitized:true>

<http://www.loc.gov/search/?q=teapot%20dome%20scandal&fa=digitized:true>

President Calvin Coolidge:

<http://www.calvincoolidge.us/>

<http://millercenter.org/president/coolidge>

Photos of events during the Coolidge administration:

<http://www.loc.gov/search/?q=calvin%20coolidge&fa=digitized:true>

<http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-coolidge/>

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content on President Harding and President Coolidge is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Upon the completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase their motivation and focus their attention on important content.

Have students write a summary in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe the presidencies of Harding and Coolidge. Ask student volunteers to share their descriptions of Harding and Coolidge with the class. Check the accuracy of student responses.

Activity 3: The Great Migration and the Harlem Renaissance (GLEs: US.1.1, US.4.1; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.10)

Materials List: Reasons for the Great Migration BLM; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Great Migration and the Harlem Renaissance

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about the Great Migration. Write *SPAWN* prompts on the board for students to find as they enter the classroom, and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins, during the lesson, or as closure at the end of the lesson.

SPAWN writing should be viewed as a tool students can use to make predictions, to reflect on, and increase their developing disciplinary knowledge and critical thinking. The *learning logs* will enable them to record their thoughts and document what they have learned compared to their initial anticipations.

Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should copy the prompt in their *learning logs* before writing responses and recording the date.

Here are some sample prompts to use throughout this unit:

S- Special Powers

You have the power to change an event leading up to the Great Migration. Describe what it is you changed, why you changed it, and the consequences of the change.

P- Problem Solving

You have learned that following the Civil War, African Americans faced racial discrimination, great hardships and poverty as sharecroppers in the South. Now that you have studied the obstacles faced by African American sharecroppers, the federal government's attempt to address these problems, and the enticements of Northern factory owners, what alternative solutions would you have proposed to address the challenges faced by African American sharecroppers?

A-Alternative Viewpoints

Imagine you were an African American sharecropper during WWI. Write a description of the dilemma that you and your family might face making the decision to leave the South to go work in a northern factory.

W-What if?

What might have happened to the family of an African American sharecropper if they decided not to take advantage of the opportunity to move to the North to work in the factories?

N-Next

Now that the family has moved to the North, write a description of how the move North has impacted the life of your family and you.

Have students share their *SPAWN* responses with the class to stimulate discussion and check for logic and accuracy.

Use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources), have students work in pairs to research information about the Great Migration or Southern Diaspora that occurred following World War I. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine the reasons why hundreds of thousands of African Americans left the South to live in the cities of the North (see The Great Migration BLM and the sample below). Students will also examine the positive and negative experiences of African Americans who moved to Northern cities.

<p>Reasons why African Americans left the South during and/or after WWI as well as the pros and cons of moving to the North:</p>	<p style="text-align: center;">Great Migration Important information and supporting details:</p>
<p>Escape racial discrimination in the South</p>	<ul style="list-style-type: none"> • Jim Crow Laws • <i>Separation of the races</i> • <i>Lynchings</i>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Have students work individually, using the information in their The Great Migration *split-page notes* to write a short summary detailing the reasons why hundreds of thousands of African Americans left the South during and/or following WWI and also describing the advantages and disadvantages of moving to a northern city.

Information on the Great Migration:

<http://www.inmotionaame.org/migrations/landing.cfm?migration=8>

<http://www.npr.org/templates/story/story.php?storyId=129827444>

http://www.pbs.org/jazz/places/faces_migration.htm

Photos of the Southern Diaspora:

<http://faculty.washington.edu/gregoryj/diaspora/photos.htm>

<http://faculty.washington.edu/gregoryj/diaspora/index.htm>

<http://www.loc.gov/exhibits/african/afam011.html>

Activity 4: The Harlem Renaissance (GLEs: US.1.1, US.4.1; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.10)

Working in groups of two, have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research and report on the Harlem Renaissance. Assign each group a different focus from the following: composers, performers, poets, artists, and authors. Have the groups use a variety of sources and present their research in appropriate format(s) (e.g., visual, electronic, written). Students should include examples of literature, poetry, music, and art.

Information on the Harlem Renaissance:

<http://www.pbs.org/jazz/classroom/visualize.htm>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/>

<http://www.loc.gov/rr/program/bib/harlem/harlem.html>

After viewing the group presentations, have students work in pairs to complete a *word grid* ([view literacy strategy descriptions](#)). This *word grid* will help students to visualize the Harlem Renaissance artists, their area of expertise, and a work created by that artist. *Word grids* help students learn important concepts related to key terminology by delineating their basic characteristics in relation to similar terms. Having a deeper knowledge of the meaning of key terms enables students to understand the application of the vocabulary in its historical use. The most effective *word grids* are those the students create themselves, but they should start with the Harlem Renaissance Word Grid BLM. As students adjust to using *word grids*, encourage them to create their own *word grids*. Students should place an “X” in each column according to the characteristic(s) that apply. See the Harlem Renaissance Word Grid BLM and the sample below. Allow time for students to quiz each other over the information on the *word grids* in preparation for tests and other class activities.

Harlem Renaissance Word Grid					
Directions: Place an X in the box that identifies the area of expertise and identify a work created by this person.					
	Composer	Poet	Performer	Artist	Author
<i>Langston Hughes</i> Work: <i>Dreams</i>		X			X

Have students write an entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they identify two people that are associated with the Harlem Renaissance, describe their areas of expertise, identify work created by the selected persons, and explain how they influenced American culture during the 1920s. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 5: Prohibition (GLE: US.4.1; CCSS: RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: markers, colored pencils, colors, or computer graphics; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Prohibition, the Volstead Act, organized crime, Al Capone, bootleggers, and speakeasies

Conduct a class discussion probing students background knowledge of Prohibition, the Noble Experiment, and the Eighteenth Amendment as an attempt by reformers to stop the evils associated with alcohol. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) by setting and checking predictions about the Prohibition Movement throughout the reading of informational texts. The discussion should activate students’ interest and build on background knowledge concerning Prohibition and the passage of the Eighteenth Amendment.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a reading selection on Prohibition, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Students' attention should be directed to organized crime, bootlegging, and speakeasies. Explain how reformers considered alcohol to be a primary cause of corruption and crime in society. Also, discuss how strong support for the Eighteenth Amendment was found in the southern and western areas of the country where large numbers of native-born Protestants resided.

Ask questions involving the content. Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students look at photos and video clips of the Prohibition era. Information and primary source photographs concerning Prohibition and the Eighteenth Amendment may be found on these websites:

<http://www.pbs.org/wgbh/amex/miami/peopleevents/pande06.html>

<http://teachinghistory.org/history-content/website-reviews/14814>

<http://www.pbs.org/kenburns/prohibition/>

<http://www.loc.gov/search/?q=prohibition%20&fa=digitized:true>

Volstead Act:

<http://www.archives.gov/education/lessons/volstead-act/>

<http://www.loc.gov/search/?q=volstead%20act&fa=digitized:true>

http://www.albany.edu/~wm731882/18th_amendment_final.html

Al Capone:

<http://www.granger.com/results.asp?search=1&screenwidth=1276&pixperpage=40&searchtxtkeys=al+capone&lastsearchtxtkeys=volstead+act&withinresults=&searchphotographer=&lstformats=&lstorients=132¬txtkeys=&captions=&randomize=&tnresize=200>

<http://www.loc.gov/search/?q=al%20capone&fa=digitized:true>

<http://www.fbi.gov/about-us/history/famous-cases/al-capone>

Bootleggers:

<http://www.loc.gov/search/?q=bootleggers&fa=digitized:true>

<http://www.pbs.org/search/?q=bootleggers>

<http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=bootleggers&lastsearchtxtkeys=al+capone&withinresults=&searchphotographer=&lstformats=&lstorients=132¬txtkeys=&captions=&randomize=&tnresize=200>

Speakeasies:

<http://www.npr.org/2011/06/10/137077599/prohibition-speakeasies-loopholes-and-politics>

<http://www.loc.gov/search/?q=speakeasies&fa=digitized:true>

<http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=speakeasies&lastsearchtxtkeys=bootleggers&withinresults=&searchphotographer=&lstformats=&lstorients=132¬txtkeys=&captions=&randomize=&tresize=200>

Have students create collages in which they depict terms and people associated with the Eighteenth Amendment. Encourage the use of markers, colored pencils, colors, computer graphics, etc. Conduct a show-and-tell session in which the students explain their collages. Students should be able to describe the reaction of the American public to the prohibition of alcohol. Display the collages in the classroom.

Activity 6: Women after WWI (GLEs: US.1.1, US.4.1; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: Goals and Queries for *QTC* BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Women’s Movement, Nineteenth Amendment, Equal Rights Amendment, and flappers

Have a discussion in which students activate and build on background knowledge concerning the role of women on the home front during World War I and the changing role and attitudes of women following the war. Students’ attention should be directed to the growth of the Women’s Movement, the determination to pass the Nineteenth Amendment following the war, and the introduction of the Equal Rights Amendment to the Constitution whose goal was to make illegal any discrimination on the basis of sex.

Using books, encyclopedias, and reliable Internet resources, have students work in groups of two, to research the Women’s Movement following World War I, passage of the Nineteenth Amendment, introduction of the Equal Rights Amendment and the changing role of women in the 1920s.

Information on the Nineteenth Amendment and Women’s Suffrage:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=63>

[http://www.archives.gov/historical-](http://www.archives.gov/historical-docs/document.html?doc=13&title.raw=19th%20Amendment%20to%20the%20U.S.%20Constitution:%20Women's%20Right%20to%20Vote)

[docs/document.html?doc=13&title.raw=19th%20Amendment%20to%20the%20U.S.%20Constitution:%20Women's%20Right%20to%20Vote](http://www.archives.gov/historical-docs/document.html?doc=13&title.raw=19th%20Amendment%20to%20the%20U.S.%20Constitution:%20Women's%20Right%20to%20Vote)

<http://www.loc.gov/search/?q=women's%20suffrage&fa=digitized:true>

Women’s Movement timelines:

<http://frank.mtsu.edu/~kmiddlet/history/women/time/wh-20s.html>

<http://school.discoveryeducation.com/schooladventures/womenofthecentury/decadebydecade/1920s.html>

<http://memory.loc.gov/ammem/naw/nawstime.html>

Equal Rights Amendment:

<http://www.equalrightsamendment.org/faq.htm>

<http://www.nwhm.org/online-exhibits/rightsforwomen/aftermath.html>

<http://www.visitthecapitol.gov/Exhibitions/online/exhibition-archives/april-2010-september-2011/freedom/seeking-equality-under-the-law/2689-handbill-equal-rights-amendment-ca-1920s.html>

Students will use *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering the growth and determination of the Women’s Movement following World War I. The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with the students while using a content source from the day’s lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material’s being read and learned. Have students work in groups of two to practice questioning the content together while the teacher monitors, providing additional modeling and clarification. The goal of *QtC* is to make questioning the content or author an automatic process for students to do on their own.

In a culminating *QtC* activity, hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the growth and determination of the Women’s Movement following World War I.

Have students view and discuss photos of women’s clothing before World War I and photos of the attire of the flappers after World War I.

Women’s clothing before World War I:

http://www.uvm.edu/landscape/dating/clothing_and_hair/1890s_clothing_women.php

http://www.uvm.edu/landscape/dating/clothing_and_hair/1900s_clothing_women.php

Flappers:

<http://www.loc.gov/search/?q=flappers&fa=digitized:true>

<http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=flappers&lastsearchtxtkeys=speakeasies&withinresults=&search>

[hphotographer=&lstformats=&lstorients=132¬txtkeys=&captions=&randomize=&tnresize=200
http://www.ushistory.org/us/46d.asp](http://www.ushistory.org/us/46d.asp)

To conclude this activity, place students in groups of four and use the *text chain* strategy ([view literacy strategy descriptions](#)) to create a short story about the changes in American society following WWI. On a sheet of paper, ask the first student to write the opening sentence of a *text chain* in which the students describe ways in which home life in America changed as a result of the Women’s Movement. The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story. The paper is passed again to the right of the next student who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

Student 1: “Life certainly has changed in our house as a result of the Women’s Movement.

Student 2: Mama and my three sisters will never be the same.

Student 3: They cut their long hair and now wear felt hats.

Student 4: Daddy isn’t so happy about everybody seeing their knees.”

Gather the class back together. Solicit volunteers from each group to read their *text chain* and discuss their readings with the class. Compare student findings. Some teacher guidance may be needed.

Activity 7: Racism (GLEs: US.1.1, US.4.2; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: Primary Sources BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Jim Crow Laws, the NAACP, and the Ku Klux Klan

Have students use primary and secondary source documents (books, encyclopedias, and reliable Internet resources) to research information concerning Jim Crow Laws, the NAACP, and the Ku Klux Klan.

Organize the class into five different groups. Have each group locate different primary sources that are associated with Jim Crow Laws, the NAACP, and the Ku Klux Klan.

Information on Jim Crow Laws:

www.pbs.org/wnet/jimcrow/

www.nps.gov/malu/forteachers/jim_crow_laws.htm

www.ferris.edu/jimcrow/what.htm

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>

Information on the Ku Klux Klan:

<http://www.loc.gov/search/?q=ku%20klux%20klan&fa=digitized:true>

www.pbs.org/wnet/jimcrow/stories_org_kkk.html

<http://www.history.com/videos/the-ku-klux-klan>
[http://www.history.com/videos/the-ku-klux-klan?paidlink=1&cmpid=PaidSearch Google HIS historical%20groups ku%20klux%20klan&utm_source=google&utm_medium=cpc&utm_campaign=historical%20groups&utm_term=ku%20klux%20klan](http://www.history.com/videos/the-ku-klux-klan?paidlink=1&cmpid=PaidSearch%20Google%20HIS%20historical%20groups%20ku%20klux%20klan&utm_source=google&utm_medium=cpc&utm_campaign=historical%20groups&utm_term=ku%20klux%20klan)

Information on the NAACP:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/>
<http://www.nsm.buffalo.edu/~sww/0history/hwny-niagara-movement.html>
www.pbs.org/wnet/jimcrow/stories_org_naacp.html
<http://www.history.com/topics/niagara-movement>
http://www.pbs.org/wnet/jimcrow/stories_events_niagara.html

The following sites are excellent sources for helping students locate original primary source documents that would be useful in this activity:

The National Archives <http://www.archives.gov/>

The Library of Congress <http://memory.loc.gov/ammem/index.html>

Our Documents www.ourdocuments.gov

The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. All the documents are in PDF format. An Adobe Reader will be needed to open them. It is a free download using the following link:

<http://get.adobe.com/reader/> .

Written Document Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Artifact Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf

Cartoon Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Map Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf

Motion Picture Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

Photo Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Poster Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf

Sound Recording Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

If time is short, provide students copies of the above resources.

As students read and analyze their primary source documents on Jim Crow Laws, the NAACP, and the Ku Klux Klan, have them select one primary source on Jim Crow Laws, the NAACP, or the Ku Klux Klan and use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify words or phrases that were used that would be considered uncommon today or would mean something different. Students should indicate how they would explain the documents to someone who was completely unfamiliar with them. As students read the material, they should record the answers or notes of their findings beside each question (see Primary Sources BLM and the sample below).

Questions to Ask When Viewing Primary Sources:	Topic: Jim Crow Laws
What is the title of the document?	

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Discuss with students why primary sources are important. Ask students:

- When is the use of primary sources the more appropriate means of researching a historical topic?
- When would a secondary source be more appropriate?

Have students work individually, using the questions and answers, to write a short summary of the “story” of the document. Ask them to explain the process of analyzing and interpreting historical data.

Activity 8: The First Red Scare (GLEs: US.1.1, US.4.2; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: The First Red Scare BLM, Deaths of Sacco and Vanzetti RAFT BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the First Red Scare, the Palmer Raids, Sacco and Vanzetti, nativism, nationalism, and anti-immigrant legislation

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the effect of the First Red Scare on the United States during the 1920s.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the First Red Scare and its impact on American life (see The First Red Scare BLM and the sample below).

Effects of the First Red Scare in the United States:

Ask students to work with a partner to fill in the guide that includes the following topics: effects of the First Red Scare, impact of nativism and nationalism, the Palmer Raids, anti-immigrant feelings, and the Sacco and Vanzetti case. Students are then asked to share their findings with the class. Engage the class in a discussion of the effects of the First Red Scare and its impact on America in the 1920s. Ask students to use their completed *process guides* when they participate in the discussion.

Information on the First Red Scare may be found on the following websites:

<http://historymatters.gmu.edu/d/4993/>

Information on the Palmer Raids:

http://www.fbi.gov/news/stories/2007/december/palmer_122807

<http://www.loc.gov/search/?q=A.%20Mitchell%20Palmer&fa=digitized:true>

Information on Sacco and Vanzetti:

<http://www.loc.gov/search/?q=Sacco%20and%20Vanzetti&fa=digitized:true>

www.writing.upenn.edu/~afilreis/88/sacvan.html

<http://law2.umkc.edu/faculty/projects/ftrials/SaccoV/SaccoV.htm>

<http://www.history.com/this-day-in-history/sacco-and-vanzetti-executed>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why they think Sacco and Vanzetti were found guilty and were killed by electrocution. Students will assume the role of a newspaper reporter in April of 1920. They will write a newspaper article in which they explain why anti-immigrant feelings and the First Red Scare resulted in the deaths of Sacco and Vanzetti. (See The Deaths of Sacco and Vanzetti RAFT BLM and the sample below.)

Role	Audience	Format	Topic
Regional newspaper reporter in the spring of 1920	Subscribers	Newspaper article	The Deaths of Sacco and Vanzetti

Student groups should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 9: The Scopes Trial (GLE: US.4.3; CCSS: **RH.11-12.7, **WHST.11-12.7**, **WHST.11-12.9**)**

Materials List: Scopes Trial BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the Scopes Trial

Students will use *SQPL*- *student questions for purposeful learning*, ([view literacy strategy descriptions](#)) to learn more about the Scopes Trial. Generate a statement pertaining to the Scopes Trial. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about the Scopes Trial might be:

The Scopes Trial was a case that tested the role of science and religion in the public schools of America.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Examples of student questions might resemble these:

Why is the Scopes trial referred to as the Monkey Trial?

What do evolutionists believe?

Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in groups of two to research and analyze the Scopes Trial.

Information on the Scopes Trial may be found on the following websites:

http://www.pbs.org/wgbh/evolution/library/08/2/1_082_01.html

<http://xroads.virginia.edu/~ug97/inherit/1925home.html>

<http://www.npr.org/templates/story/story.php?storyId=4723956>

Scopes Trial primary sources:

<http://www.loc.gov/pictures/search/?q=scopes%20trial>

<http://catalog.loc.gov/cgi->

[bin/Pwebrecon.cgi?DB=local&Search_Arg=scopes+trial&Search_Code=GKEY%5E*&CNT=100&hist=1&type=quick](http://catalog.loc.gov/cgi-bin/Pwebrecon.cgi?DB=local&Search_Arg=scopes+trial&Search_Code=GKEY%5E*&CNT=100&hist=1&type=quick)

<http://law2.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm>

As students research the Scopes Trial, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning the famous trial (see Scopes Trial BLM and the sample below). Students will record their *SQPL* questions in their Scopes Trial BLM.

The Scopes Trial	Supporting Details and Important Information
Why is the Scopes Trial sometimes referred to as the Monkey Trial?	

Use *professor know-it-all* ([view literacy strategy descriptions](#)) to allow students to demonstrate what they learned concerning the Scopes Trial. Student information should be checked for accuracy before any presentations are made before their peers.

The *professor know-it-all* strategy is a way to allow students to become “experts” on assigned topics, to inform their peers, and to be challenged and held accountable by their classmates. Ask the other student groups to prepare 3-5 questions about the content they did not research. Students will be called randomly by groups to come to the front of the classroom and provide “expert” answers to questions from their peers about the content. The selected group should stand shoulder to shoulder. The “Professors Know-It-All” should invite questions from the other student groups. Students should ask their prepared questions first, then add others if more information is desired.

Demonstrate with the class how the “Professors-Know-It-All” should respond to their peers’ questions. Students should select a spokesperson for the group. Students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the *professor know-it-all* spokesperson give the answer.

Remind students asking the questions to think carefully about the answers received. They should challenge or correct the “Professors Know-It-All” if their answers are not correct or need elaboration or amending. After five minutes, a new group of “Professors-Know-It-All” can take their place in front of the class and continue the process of student questioning until each group has had a turn. Upon the completion of the questioning of all student groups, engage the students in a discussion involving the Scopes Trial.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain the Scopes Trial and describe its impact on American society in the 1920s.

Activity 10: Technological Advancements (GLE: US.4.3; CCSS: RH.11-12.4, RH.11-12.7, WHST.11-12.9)

Materials List: Technological Advancements BLM, Technological Advancements Vocabulary Card BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the technological advancements of the 1920s

Using primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources), have students read about the technological advancements (e.g., radio, motion pictures, Henry Ford’s assembly line, and the airplane) that came about during the

1920s. Have students complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they describe the impact that these major technological advancements had on American society and explain ways in which they improved American life (see Technological Advancements BLM and the sample below).

Technological Advancement	Impact on American Society	Ways in Which Advancement Improved American Life	Extra Information
<i>Radio</i>			

Information on technological advancements of the 1920s may be found on the following websites:

Radio:

<http://xroads.virginia.edu/~ug00/3on1/radioshow/1920radio.htm>

<http://www.loc.gov/search/?q=history%20of%20radio&fa=digitized:true>

<http://www.loc.gov/search/?q=radio%20in%201920s&fa=digitized:true>

Timeline of early radio history:

<http://earlyradiohistory.us/>

Motion Pictures:

<http://memory.loc.gov/ammem/edhtml/edmvhist.html>

<http://xroads.virginia.edu/~ug00/3on1/movies/talkies.html>

Motion picture primary sources:

<http://www.loc.gov/search/?q=motion%20pictures%20in%20the%201920s&fa=digitized:true>

<http://www.loc.gov/search/?q=jazz%20singer%20motion%20picture&fa=digitized:true>

Henry Ford's assembly line:

http://www.pbs.org/wgbh/theymadeamerica/whomade/ford_hi.html

<http://www.pbs.org/wgbh/aso/databank/entries/dt13as.html>

Henry Ford primary sources:

<http://www.loc.gov/search/?q=Henry%20Ford's%20assembly%20line&fa=digitized:true>

<http://www.loc.gov/search/?q=Henry%20Ford's%20model%20t&fa=digitized:true>

The airplane:

<http://www.history.com/topics/airplane>

<http://www.history.com/topics/charles-a-lindbergh>

Airplane primary sources:

<http://www.loc.gov/search/?q=charles%20lindberg%20flight&fa=digitized:true>

<http://www.loc.gov/pictures/related/?fi=subject&q=Airplanes--1920-1930>

Ask students to brainstorm other technological advancements that were created during the 1920s and explain how these advancements impacted American life. Have students

create *vocabulary cards* ([view literacy strategy descriptions](#)) with the technological advancements of the 1920s (see the Technological Advancements Vocabulary Card BLM and sample below).

<i>Talkies</i>	<i>In 1927, <i>The Jazz Singer</i>, the first major film with sound, was released</i>
<i>Motion Pictures with Sound</i>	
<i>Photo</i>	<i>Steamboat Willie, by Walt Disney, was a talking cartoon character</i>

Once cards are completed, ask for student volunteers to showcase their cards. Allow time for students to review their words individually or with a partner. Discuss with the students how *vocabulary cards* may be used to review quickly and easily in preparation for tests, quizzes, and other activities.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 3: Have students create graffiti walls concerning the Harlem Renaissance writers, poets, musicians, and artists. Content for the graffiti walls will be assessed according to established criteria distributed to students before the wall is created.
- Activity 4: Using the RAP method for completing a constructed response, have students respond to the following question: How did the lives of American women change in the years immediately following WWI?
 - R—*Restate* the question in the form of a direct answer.
 - A—*Add* supporting details to justify the answer.
 - P—*Provide* a concluding sentence.Responses should be assessed according to established criteria distributed to students before the constructed response is written.
- Activity 10: Have students analyze photographs of Henry Ford’s assembly line and photographs of an automobile assembly line today. Students will use a Venn diagram to compare and contrast Henry Ford’s early assembly line and that of an automobile assembly line today. Venn diagram entries should be assessed according to established criteria distributed to students before the assignment.

U.S. History
Unit 6: The Great Depression and the New Deal (1929-1939)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on employing historical thinking skills to analyze the causes and consequences of the Great Depression and the government's response to this world event.

Student Understandings

Students examine the causes of the Great Depression and its effects on the American people. Students compare and evaluate how the Hoover administration and FDR's administration responded to this crisis. Students classify key New Deal programs according to relief, recovery, and reform programs and describe their impact on the social, economic, and political structure of the United States.

Guiding Questions

1. Can students explain the causes and consequences of global depression in the 1920s and 1930s?
2. Can students summarize the causes of the Great Depression in the United States?
3. Can students differentiate the responses of the Hoover and Roosevelt administrations to the Great Depression?
4. Can students classify New Deal programs as relief, recovery, and reform?
5. Can students explain how the New Deal programs led to the growth of the federal government?
6. Can students explain how the New Deal impacted the political structure of the United States?
7. Can students describe the effects of New Deal programs and legislation?
8. Can students summarize the social effects of the Great Depression?

Unit 6 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historian’s points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
United States History	
US.4.4	Examine the causes of the Great Depression and its effects on the American people and evaluate how the Hoover administration responded to this crisis
US.4.5	Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2b	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Vocabulary of the Great Depression and the New Deal (GLEs: US.4.4, US.4.5; CCSS: RH.11-12.4)

Materials List: Key Concepts Chart BLM; primary and/or secondary sources (books, encyclopedias, Internet access optional) on vocabulary associated with the Great Depression and New Deal

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all question marks and minus signs with a plus sign (see the Key Concepts Chart BLM and sample which follow).

Key Concept	+	?	-	Explanation	Extra Information
Causes of the Great Depression				<i>Over-production</i> <i>Under-consumption</i> <i>Unequal distribution of wealth</i> <i>Over-speculation</i>	<i>Protective tariffs such as the Smoot-Hawley Tariff Act raised import duties to protect American goods on over 20,000 imported goods. Other countries retaliated by reducing their buying of American exports.</i>

Key concepts may be found on pages 4, 9, and 10 in the *U.S. History End-of-Course (EOC) Assessment Guide* located on the State Department website using the following link: http://www.louisianaecoc.org/Documents/US_History_Assessment_Guide.pdf

Throughout the unit and upon the completion of all activities, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Activity 2: Causes of the Great Depression (GLEs: US.1.5, US.4.4; CCSS: RH.11-12.2, WHST.11-12.9; WHST.11-12.10)

Materials List: Causes of the Great Depression BLM, markers, posters or chart paper, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the causes of the Great Depression

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the causes of the Great Depression. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the causes of the Great Depression and its impact on America society (see the Causes of the Great Depression BLM).

Causes of Great Depression:

Explain how over-production by American farmers and industries and under-consumption by the American public contributed to the economic crisis.

Ask students to work with a partner to respond to each statement in the guide as they read about the causes of the Great Depression. Students are then asked to share their findings. Engage the class in a discussion of the causes of the Great Depression and its impact on American society. Ask students to use their completed *process guides* while participating in the class discussion.

Information on the causes of the Great Depression may be found on the following websites:

<http://www.thegreatdepressioncauses.com/causes.html>

<http://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/preview.weml>

<http://www.tms.riverview.wednet.edu/lrc/great%20depression.htm>

Divide the class into seven groups. Set up a station in the room for each of the seven causes of the Great Depression. At each station, list one of the causes on a poster or chart paper (over-production, under-consumption, over-speculation, protective tariffs, unequal distribution of income, consumer debt, and the psychological causes of pessimism and panic). Assign each group one of the seven stations. Give each student group a different colored marker to identify different group comments. Student groups will write what they learned concerning their assigned cause on the station's poster. Then, students move in a clockwise rotation to a new station and write what they learned about the next cause of the Great Depression. Students may also reply to comments left by a previous group. As students move from station to station, students will incorporate information and ideas from previous stations to build and develop a deeper understanding of the causes that led to the Great Depression.

Have students write a journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they summarize the causes that led to the Great Depression and explain what happened on Black Tuesday, October 29, 1929. Ask student volunteers to share their summaries with the class and facilitate any discussion that may follow.

In a culminating activity, have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The timeline should show the evidence of the booming economy of the 1920s and the events that signaled a downturn in the economy such as:

- the global depression following WWI
- February 2, 1929 Federal Reserve announces ban on bank loans for margin trades
- June 17 and September 3, Dow Jones high
- October 24, "Black Thursday" record sales of shares
- October 25, market rallies briefly
- October 29, the date of the Great Stock Market Crash.

The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Activity 3: Stock Market Crash and Effects of the Great Depression’s Early Years (GLEs: US.1.1, US.1.2, US.4.4; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.2b, WHST.11-12.9; WHST.11-12.10)

Materials List: Effects of the Great Depression BLM, Two Years Later RAFT BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Stock Market Crash and the effects of the Great Depression’s early years

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to read about the Stock Market Crash of 1929 and how it signaled the beginning of the Great Depression, the effects of the Depression on American farmers and workers, failures of banks and businesses, the Gross National Product, high tariffs, the repayment of war debts by American allies, and German reparations following World War I.

Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students describe the effects of the Great Depression on America and the world (see Effects of the Great Depression BLM and sample below).

October 29, 1929-December 7, 1941	Topic: The Effects of the Great Depression on the United States and the World
Impact on American farmers and workers	

Information on the effects of the Stock Market Crash and the Great Depression may be found on the following websites:

Stock Market Crash:

<http://www.pbs.org/fmc/timeline/estockmktcrash.htm>

<http://video.pbs.org/video/1308436568/>

http://www.livinghistoryfarm.org/farminginthe30s/money_01.html

Great Depression:

<http://search.loc.gov:8765/cmfc/query.html?col=cmf&sc=0&ws=0&la=en&qm=0&st=1&nh=10&lk=1&rf=0&oq=&si=0&rq=0&qc=&qt=effects+of+the+Great+Depression>

<http://www.ushistory.org/us/48e.asp>

http://history-world.org/great_depression.htm

Great Depression primary sources:

<http://www.loc.gov/teachers/classroommaterials/themes/great-depression/>

<http://www.loc.gov/search/?q=stock%20market%20crash&fa=digitized:true>

<http://www.english.illinois.edu/maps/depression/photoessay.htm>

Studs Terkel interviews:

<http://teachinghistory.org/history-content/website-reviews/14784>

Gather the class back together. Solicit observations from students and discuss and compare their findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write an expository essay in which they select one of the areas affected by the Great Depression:

- American farmers and workers
- banks and businesses
- Gross National Product
- high tariffs
- repayment of war debts by American allies
- repayment of war debts by American allies, and German reparations following World War I

Students will assume the role of a newspaper reporter on October 29, 1931, two years after the Great Crash. They will write a feature article (expository essay) for a newspaper in which they explain how the Great Depression has affected their selected area (see Two Years Later *RAFT* BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter on October 29, 1931	Subscribers	Newspaper feature article (expository essay)	Two Years Later: The effects of the Great Depression on _____.

Students should orally present their newspaper feature articles to the class and then display exemplary *RAFT* expository essays on a thematic bulletin board.

In a culminating activity, use a follow-up discussion to compare and contrast the stock market of October 1929 to the stock market of today. Ask students what protections and measures have been put into place to prevent such a crash today.

Activity 4: President Herbert Hoover (GLE: US.4.4; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: colors, markers, colored pencils, butcher paper or any type of paper roll, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of Hoovervilles, Boulder Dam, and the Bonus Army

Conduct a class discussion to probe students’ background knowledge of Hoover’s philosophy of government, his strong belief in “rugged individualism,” and his

opposition to any form of federal welfare, assistance or direct relief to the needy. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the Hoover administration's response to the Great Depression. The discussion should activate students' interest and build on background knowledge concerning the federal government's responses to crisis.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts on the Hoover administration's attempts for the government to take a more active approach as the Depression deepened, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the tactics that the Hoover administration eventually put into place to try to assist the nation during this time of great economic upheaval. Attention should also be directed to the outcry of the American public for assistance from the federal government (gassing of the Bonus Army). Explain that Hoover believed that private charities, state, and local governments should handle relief to the needy.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned as compared to what they actually learned.

Have students look at photos and videos of the Hooverilles, construction of Boulder Dam (Hoover Dam today), and the 1932 World War I Veterans march on Washington (Bonus Army). Information and primary source photographs concerning Hooverilles, Boulder Dam, and the Bonus Army may be found on these websites:

Hooverilles:

<http://pbskids.org/bigapplehistory/life/topic17.html>

<http://www.pbs.org/search/?q=hooverilles>

<http://www.history.com/topics/hooverilles>

Hooverilles primary sources:

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/depress/hoovers.html>

<http://www.loc.gov/search/?q=hooverilles&fa=digitized:true>

Boulder Dam (Hoover Dam today):

<http://www.history.com/topics/hoover-dam>

<http://www.loc.gov/search/?q=boulder%20dam&fa=digitized:true>

<http://video.pbs.org/video/1309911294>

Bonus Army:

<http://www.worldwar1.com/dbc/bonusm.htm>

<http://www.pbs.org/wgbh/amex/macarthur/peopleevents/pandeAMEX89.html>

<http://www.historynet.com/the-bonus-army-war-in-washington.htm>

Bonus Army primary sources:

<http://www.loc.gov/search/?q=bonus%20army&fa=digitized:true>

<http://www.loc.gov/exhibits/treasures/trm203.html>

<http://www.npr.org/templates/story/story.php?storyId=4494446>

Have students create collages in which they depict scenes from Hoovervilles as well as other examples of the American public blaming Hoover for their problems. Encourage the use of markers, colored pencils, colors, computer graphics, etc.

Conduct a show-and-tell session in which the students explain their collages. Students should be able to describe and evaluate the criticisms aimed at President Hoover and his administration. Display the collages in the classroom.

Place students in groups of three to five and use the Round Robin *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- In what ways could President Hoover and his administration have improved the conditions of the people that were forced to live in the Hoovervilles?
- Describe what President Hoover did to assist the World War I Veterans that marched on Washington during the summer of 1932?
- Explain what went terribly wrong on July 28, 1932?
- Explain how the event of July 28th helped ensure Hoover's defeat in the presidential election of 1932?
- Describe ways in which the American public blamed President Hoover for their economic conditions during the Depression.

Round Robin is a great technique to ensure all students participate in a discussion. Have each student in the circle quickly share their idea or solution to a question or problem. Students may be given one opportunity to “pass” on a response, but eventually every student must respond. This technique is most effective when, after the initial clockwise sharing, students are asked to write down their responses. This allows all opinions and ideas of the groups to be brought to the teacher's and their classmates' attention. It also provides a record of the group's thinking, which may be used for grading purposes and notes to prepare for future assessments.

Gather the class back together. Solicit observations and compare and discuss student findings. Some teacher guidance may be needed.

Have students work individually, using information from the *DL-TA: directed learning-thinking activity*, observation of photos, and the Round Robin *discussion* to write a short summary of President Hoover's responses to the devastating economic and social conditions that were brought about by the Great Depression in their *learning logs*. Students explain the process of analyzing and interpreting historical data to examine the Hoover administration's response to the Great Depression. Ask students to share their completed *learning log* entries with the class.

Activity 5: The Dust Bowl (GLEs: US.1.1, US.4.4; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: Dust Bowl BLM, Dust Bowl Primary Sources BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Dust Bowl

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the Dust Bowl (see the Dust Bowl BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the Dust Bowl and to complete their Dust Bowl *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and the “After” column will be completed after students read or discuss the informational source.

Before reading about the Dust Bowl, one of our nation’s worst environmental disasters, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before	Disagree	Agree	Disagree	Agree
1. Human interaction and drought were responsible for the disaster that occurred in America’s “breadbasket.”	Agree	Disagree	Agree	Disagree	Agree
Evidence _____					

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements.

Information on the Dust Bowl may be found on the following websites:

http://www.ldeo.columbia.edu/res/div/ocp/drought/dust_storms.shtml

<http://www.eyewitnesstohistory.com/snprelief2.htm>

http://www.pbs.org/wgbh/amex/trouble/timeline/index_2.html

Dust Bowl primary sources:

<http://lweb2.loc.gov/ammem/afcthtml/tshome.html>

<http://www.kansashistory.us/dustbowl.html>

http://www.weru.ksu.edu/new_weru/multimedia/dustbowl/dustbowlpics.html

<http://www.loc.gov/search/?q=dust%20bowl&fa=digitized:true>

Dust Bowl videos:

[http://www.history.com/topics/dust-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_where%2Bwas%2Bthe%2Bdust%2Bbowl&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%2B1900%20to%20present&utm_term=where%20was%20the%20dust%20bowl)

[bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_where%2Bwas%2Bthe%2Bdust%2Bbowl&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%2B1900%20to%20present&utm_term=where%20was%20the%20dust%20bowl](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_where%2Bwas%2Bthe%2Bdust%2Bbowl&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%2B1900%20to%20present&utm_term=where%20was%20the%20dust%20bowl)

<http://www.pbs.org/wgbh/americanexperience/films/dustbowl/>

Black Sunday:

<http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-black-sunday/>

http://www.livinghistoryfarm.org/farminginthe30s/water_02.html

<http://www.history.com/this-day-in-history/dust-storm-sweeps-from-great-plains-across-eastern-states>

Map of Dust Bowl:

<http://library.sussex.tec.nj.us/dacunto/Picturing%20the%20Unfamiliar/map.htm>

Stop periodically as content is covered and ask students to reconsider their pre-lesson responses to the *anticipation guide* statements. Students should revise original responses as they gain new knowledge about the statements and cite specific evidence supporting for responses that changed.

Organize the class into five different groups. Have each group locate different primary sources from the Dust Bowl period. Below is a list of resources on the Dust Bowl:

Dorothea Lange's photos of the Dust Bowl and Dust Bowl migrants:

<http://memory.loc.gov/ammem/fsahtml/fachap03.html>

http://www.edb.utexas.edu/resources/team/lesson_1.html

http://www.getty.edu/education/teachers/classroom_resources/curricula/dorothea_lange/

Dust Bowl Photos:

<http://www.loc.gov/pictures/collection/fsa/>

<http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/dustbowl/>

<http://teachingamericanhistorymd.net/000001/000000/000111/html/t111.html>

<http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=dust+bowl+photographs&lastsearchtxtkeys=&withinresults=&searchphotographer=&formats=&storients=132¬txtkeys=&captions=&randomize=&tnresize=200>

Dust Bowl Videos:

[http://www.history.com/topics/dust-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

[depression](http://www.history.com/topics/dust-bowl/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_dust%2Bbowl%2B1930&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=dust%20bowl%201930#the-great-depression)

http://www.pbs.org/wgbh/americanexperience/about/search/search_results.html?q_submit.x=0&q_submit.y=0&q=videos%20on%20the%20dust%20bowl

Oral histories from dust bowl survivors:

http://www.livinghistoryfarm.org/farminginthe30s/water_02.html

<http://www.csub.edu/library/special/dustbowl/dustbowl.shtml>

Woody Guthrie Dust Bowl ballads:

<http://www.kansashistory.us/dustbowl.html>

<http://memory.loc.gov/ammem/wwghhtml/wwgessay.html>

<http://www.loc.gov/search/?q=woody%20guthrie&fa=digitized:true>

The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. All documents are in PDF format. Adobe Reader will be needed to open them. Adobe Reader is a free download using the following link: <http://get.adobe.com/reader/> .

Written Document Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Motion Picture Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

Photo Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Poster Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf

Sound Recording Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

Optional: If time is short, provide students copies of the preceding resources.

As students analyze primary source documents on the Dust Bowl, have students use *split-page notetaking* ([view literacy strategy descriptions](#)), to analyze the primary sources and tell how they would explain the documents to someone who was completely unfamiliar with them (see Dust Bowl Primary Sources BLM and the sample below).

1933-1940	Topic: Topic: Dust Bowl Primary Sources
What is the title of the primary source? What type of primary source is it?	

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed.

Discuss with students why primary sources are important. Ask students:

- When is the use of primary sources the more appropriate means of researching a historical topic?
- When would a secondary source be more appropriate?

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Have students work individually, using the questions and answers, to write a short summary of the “story” of the primary source in their *learning logs* ([view literacy strategy descriptions](#)). Students should also explain the process of analyzing and interpreting historical data.

Activity 6: Creating the New Deal (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4)

Materials List: Assisting the President in Creating the New Deal BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the Brain Trust, the Black Cabinet, and John Maynard Keynes

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about John Maynard Keynes’ economic theory on deficit spending to stimulate economic recovery. Generate a statement pertaining to the topic of the day. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about the might be:

John Maynard Keynes’ economic theory states that when a nation is in a depression, that nation should spend its way out of the depression by putting money in the hands and pocketbooks of its citizens.

Present the *SPQL* statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Examples of student questions might resemble these:

Who was John Maynard Keynes?

In a depression or during a war, how can a government spend money that it does not have?

Would citizens have to earn money provided to them by the government by working on projects such as repairing and building roads and bridges?

Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students read about or listen to information on the roles of the Brain Trust and the Black Cabinet in FDR’s plan to provide relief to the needy and create both

recovery and reform programs, and how Keynesian economics influenced the creation of the New Deal programs.

As students read, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information on Keynesian economics, the Brain Trust and the Black Cabinet (see *Assisting the President in Creating the New Deal* BLM and the sample below):

	Topic: Assisting the President in Creating the New Deal
Explain how Keynesian Economics influenced the creation of the New Deal programs.	

Information on the Brain Trust may be found at the following sites:

<http://millercenter.org/president/fdroosevelt/essays/biography/4>

<http://www.loc.gov/search/?q=Roosevelt's%20Brain%20Trust&fa=digitized:true>

Information on the Black Cabinet (Federal Council on Negro Affairs):

<http://www.inmotionaame.org/gallery/detail.cfm;jsessionid=f8303270311322920591702?migration=9&topic=8&id=487435&type=image&bhcp=1>

<http://millercenter.org/president/fdroosevelt/essays/biography/8>

<http://americanradioworks.publicradio.org/features/sayitplain/mmbethune.html>

Hold a class discussion and ask students to share their findings recorded in their *split-page notes*. Check for student understandings and allow students to make corrections if necessary.

Using their *split-page notes*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)), describing the ways in which the Brain Trust and the Black Cabinet assisted President Roosevelt in his plan to provide relief, recovery, and reform for our nation. Ask students to share their completed *learning log* entry with the class.

Students may use their *split-page notes* to study for their test on the Great Depression. Students may cover one column and use information in the other column and try to remember the covered information.

Activity 7: New Deal Programs (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: New Deal Programs BLM, New Deal Relief, Recovery, and Reform Programs BLM, Goals and Queries for QtC BLM, WPA Slave Narrative Interview RAFT BLM, posters, markers or colored pencils; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the New Deal Programs

Organize the class into eight different groups. Assign each student group one of the following New Deal Programs:

- Tennessee Valley Authority (TVA)
- Works Progress Administration(WPA)
- Civilian Conservation Corps (CCC)
- Agricultural Adjustment Administration (AAA)
- Social Security Act (SSA)
- Federal Deposit Insurance Corporation (FDIC)
- Securities and Exchange Commission (SEC)
- National Labor Relations Act (NIRA)

Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to research information on their assigned relief, recovery, or reform program (Alphabet Soup Program) of the New Deal. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify and describe the goals and resulting accomplishments that were made by their assigned New Deal program (see the New Deal Programs BLM and the sample below).

Area of Reform:	New Deal Program (Act or Agency):
In what month and year was the program instituted?	

Information on the New Deal may be found on the following websites:

<http://newdeal.feri.org/>

http://www.fdrheritage.org/new_deal.htm

Primary and secondary sources on the New Deal:

<http://www.fdrlibrary.marist.edu/education/teachers.html>

http://www.digitalhistory.uh.edu/modules/great_depression/links.cfm

<http://www.fdrlibrary.marist.edu/education/resources/rap.html>

Students will present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Before presentations, have each group check their information for accuracy. As students present the information on their assigned New Deal programs, have students in the audience complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they record information concerning the New Deal programs (see the New Deal Relief, Recovery, and Reform Programs BLM and the sample below).

Year	Act or Agency	Relief, Recovery, or Reform Program	Purpose/Key Provision
1933	<i>Civilian Conservation Corps (CCC)</i>	<i>Relief</i>	<i>Conservation projects that put unemployed young men to work</i>

Gather the class back together. Solicit observations from students and compare and discuss their findings. Some teacher guidance may be needed. Students should be allowed to review the information in their *graphic organizers* individually and with a partner in preparation for other class activities and assessments.

Using books and reliable Internet resources have students work in pairs to research the Works Progress Administration’s Slave Narratives Project.

WPA Slave Narrative information may be found on the following websites:

- <http://memory.loc.gov/ammem/snhtml/snhome.html>
- <http://memory.loc.gov/ammem/snhtml/snintro00.html>
- <http://www.pbs.org/wnet/slavery/resources/wpa.html>
- <http://newdeal.feri.org/asn/asn00.htm>

Students will use *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering the narratives of former slaves that were recorded by WPA workers during the Great Depression. The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the name of the person being interviewed by the WPA writer? What is the name of the WPA writer who is conducting the interview? What is the date of the interview? What is being talked about in the interview? What is the overall message of the interview?

Model the *QtC* process with the students while using a content source from the day’s lesson. Encourage students to ask their own questions. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material’s being read and learned. Have students work in pairs to practice *questioning the content* together while monitoring and providing clarification when needed. The goal of *QtC* is to make *questioning the content* or author an automatic process for students to do on their own.

In a culminating activity, hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the WPA’s Slave Narratives Project.

Using *RAFT* writing ([view literacy strategy descriptions](#)), have students assume the role of a newspaper reporter in the 1930s and write a brief news article describing their WPA interview with a former slave (see the WPA Slave Narrative Interview BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter in the 1930s	Subscribers	Newspaper article	Born in slavery, a WPA slave narrative interview

Students should orally present their newspaper articles to the class and then display the *RAFT* news article on a thematic bulletin board.

Activity 8: Comparing Presidential Responses to the Great Depression (GLEs: US.1.5, US.4.4, US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.2b, WHST.11-12.9; WHST.11-12.10)

Materials List: Presidential Responses to the Great Depression BLM, Responses of Hoover and Roosevelt to the Great Depression BLM, Presidential Responses to the Great Depression RAFT BLM, primary an/or secondary sources (books, encyclopedias, Internet access optional) on the topic of the responses of Herbert Hoover and Franklin D. Roosevelt to the Great Depression

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to compare and contrast the responses of Hoover and Roosevelt to the Great Depression. Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students research and critique Herbert Hoover’s rugged individualism and Franklin D. Roosevelt’s “can-do” attitude in dealing with the Great Depression (see Presidential Responses to the Great Depression BLM).

	Presidential Responses to the Great Depression
Herbert Hoover's rugged individualism	<i>President Hoover believed that the government should not provide handouts or assistance to the people. People should take care of themselves and their families.</i>

Information concerning the responses of Presidents Hoover and Roosevelt to the Great Depression may be found on the following websites:

President Herbert Hoover's response:

<http://hoover.archives.gov/info/faq.html#depression>

<http://www.hoover.archives.gov/exhibits/Hooverstory/gallery06/index.html>

<http://www.fdic.gov/about/learn/learning/when/1930s.html>

President Franklin D. Roosevelt's response:

<http://rooseveltinstitute.org/policy-and-ideasroosevelt-historyfdr/new-deal>

http://millercenter.org/academic/dgs/primaryresources/new_deal

<http://www.fdrlibrary.marist.edu/education/resources/rap.html>

Gather the class back together. Solicit observations from students and compare and discuss their findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Have students compare and contrast their findings using a *graphic organizer* ([view literacy strategy descriptions](#)) in the form of a Venn diagram (see Responses of Hoover and Roosevelt to the Great Depression BLM). Solicit observations from students and compare and discuss their findings. Hold a class discussion in which students identify the similarities and differences of Hoover's and Roosevelt's responses to the Great Depression. Some teacher guidance may be needed.

In a concluding activity, have students look at political cartoons from the Hoover and Roosevelt administrations. Students will use the Cartoon Analysis Worksheets as they analyze the Hoover and Roosevelt political cartoons. The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. The document is in PDF format. Adobe Reader will be needed to open it. Adobe Reader is a free download using the following link: <http://get.adobe.com/reader/>.

Cartoon Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Herbert Hoover Political Cartoons:

<http://www.hoover.archives.gov/education/cartoons.html>

<http://www.loc.gov/rr/print/swann/herblock/presidents.html>

<http://www.nps.gov/nr/twhp/wwwlps/lessons/34hoover/34visual4.htm>

<http://www.loc.gov/search/?q=herbert%20hoover%20political%20cartoon&fa=digitized:true>

Franklin D. Roosevelt Political Cartoons:

<http://www.loc.gov/rr/print/swann/herblock/presidents.html>

<http://newdeal.feri.org/court/toons.htm>

http://www.teachamericanhistory.org/File/FDR_Political_Cartoons.pdf

http://millercenter.org/academic/dgs/primaryresources/new_deal

<http://www.loc.gov/search/?q=franklin%20d.%20roosevelt%20political%20cartoon&fa=digitized:true>

Political cartoons:

<http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=cartoons&lastsearchtxtkeys=&withinresults=&searchphotographer=&lstformats=&lstorients=132¬txtkeys=&captions=&randomize=&ttnresize=200>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write an expository essay in which they select Hoover or Roosevelt and defend their responses to the Great Depression. Students will assume the role of a magazine writer and write an expository essay in which they defend the responses of Hoover or Roosevelt to the Great Depression (see Presidential Responses to the Great Depression RAFT BLM and the sample below).

Role	Audience	Format	Topic
Magazine writer	Subscribers	Expository essay	Presidential responses to the Great Depression

Students should orally present their expository essays to the class and then display the *RAFT* magazine articles on a thematic bulletin board.

Activity 9: Franklin and Eleanor Roosevelt (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.9)

Materials List: Fireside Chats BLM, Letters to Mrs. Roosevelt BLM, Dear Mrs. Roosevelt RAFT BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of the FDR’s Fireside Chats and letters to Eleanor Roosevelt

Have students read about FDR’s fireside chats in their textbooks, teacher handouts, or online resources. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify the topic or focus of the particular fireside speech and to record supporting details and information about the speech (see Fireside Chats BLM and the sample below).

Date of Speech:	Title of Speech:
Explain how FDR addresses his radio audience.	

Information concerning FDR's fireside chats may be found at the following websites:

<http://docs.fdrlibrary.marist.edu/firesi90.html>

<http://www.npr.org/templates/story/story.php?storyId=1763159>

http://www.archive.org/details/FdrFiresideChat_740

Primary sources on the fireside chats:

<http://www.archives.gov/education/lessons/fdr-fireside/>

<http://www.fdrlibrary.marist.edu/archives/collections/avclips.html>

Have students listen to a brief segment of one of FDR's fireside chats. As they listen to the sound recording, have students complete the National Archives' Sound Recording Analysis Worksheet (see list of resources below).

The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. All the documents are in PDF format. Adobe Reader will be needed to open them. Adobe Reader is a free download using the following link:

<http://get.adobe.com/reader/>.

Sound Recording Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed.

Place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about one of FDR's fireside chats. On a sheet of paper, ask the first student to write the opening sentence of a *text chain* in which the students explain the topic of the particular fireside chat. The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story. The paper is passed again to the right of the next student who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* which follows:

Student 1: The banking crisis was the topic of President Roosevelt's first fireside chat to the American people on March 12, 1933.

Student 2: He said that the first step in his plan to help the banking crisis was to call a national bank holiday.

Student 3: He said that when the banks reopen, the currency will be sound and backed by good assets.

Student 4: He asked the American people to have confidence and faith in our financial system.

As a culminating activity, ask students to share their *text chains* with the class. Hold a class discussion and ask students to compare the way in which FDR used the radio (fireside chats) and the ways in which today's presidents use television, the Internet, and instant messaging as a means of communicating with the American people.

In order to gain a better understanding of how the American people responded to FDR and the New Deal programs, have students read letters that were written to Eleanor Roosevelt during the Great Depression. Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) as they read the letters to identify the topic or focus of the particular letter and to record supporting details and information about the letter (see Letters to Mrs. Roosevelt BLM and sample below).

Date of letter:	Topic of letter:
Describe the request made by the letter writer to Mrs. Roosevelt.	

Letters to Eleanor Roosevelt may be found on the following websites:

<http://newdeal.feri.org/eleanor/index.htm>

<http://newdeal.feri.org/>

Information on the Great Depression and the New Deal may be found on the following websites:

http://www.digitalhistory.uh.edu/modules/great_depression/links.cfm

<http://newdeal.feri.org/>

Photos of the Great Depression:

<http://www.granger.com/results.asp?search=1&screenwidth=1276&pixperpage=40&searchtxtkeys=great+depression+photographs&lastsearchtxtkeys=wpa+slave+narative+project&withinresults=&searchphotographer=&lstformats=&lstorients=132¬txtkeys=&captions=&randomize=&tnresize=200>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a letter to Mrs. Roosevelt during the Great Depression. Students assume the role of a teenager during the Great Depression. Have them write a personal letter making a request of Mrs. Roosevelt and explaining their reasons for making the request (see Dear Mrs. Roosevelt RAFT BLM and the sample below).

Role	Audience	Format	Topic
Teenager during the Great Depression	Mrs. Roosevelt	Personal letter	A particular need or request

Students should orally present their *RAFT* letters to Mrs. Roosevelt to the class. Display exemplary letters on a thematic bulletin board.

Activity 10: Critics of the New Deal (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: Critics of the New Deal BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of Huey Long, Charles Coughlin, and Francis Townsend, and their responses to FDR’s New Deal programs

Conduct a class discussion with students to probe their background knowledge of the major critics of FDR’s New Deal programs: Huey Long’s nationwide social programs for sharing the nation’s wealth, Charles Coughlin’s nationalization of banks and inflating currency, and Francis Townsend’s old age relief plan.

Ask students to work with a partner to fill in the Critics of the New Deal *graphic organizer* ([view literacy strategy descriptions](#)) to examine the alternative solutions to the New Deal programs that provided relief to the needy during the Great Depression. See the Critics of the New Deal BLM and the sample below.

Huey Long’s nationwide social programs for sharing the nation’s wealth	Charles Coughlin’s nationalization of banks and inflating currency	Francis Townsend’s old age relief plan

Students are then asked to share their findings with the class. Engage the class in a discussion of these major critics of Franklin Roosevelt and the New Deal.

Information on Huey Long’s nationwide social programs for sharing the nation’s wealth may be found on the following websites:

- <http://www.hueylong.com/>
- http://xroads.virginia.edu/~MA01/kidd/thesis/pdf/share_our_wealth.pdf
- <http://www.ssa.gov/history/longsen.html>

Photos of Huey Long:

- <http://www.loc.gov/search/?q=huey%20long&fa=digitized:true>
- <http://www.granger.com/results.asp?search=1&screenwidth=1260&pixperpage=40&searchtxtkeys=huey+long+photographs&lastsearchtxtkeys=great+depression+photographs&withinresults=&searchphotographer=&lstformats=&lstorients=132¬txtkeys=&captions=&randomize=&tnresize=200>

Information on Charles Coughlin’s nationalization of banks and inflating currency may be found on the following websites:

- <http://www.ushistory.org/us/49f.asp>
- <http://teachingamericanhistorymd.net/000001/000000/000142/html/t142.html>
- http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=474

Information on Francis Townsend’s old age relief plan may be found on the following websites:

<http://www.ssa.gov/history/towns8.html>

<http://www.ushistory.org/us/49f.asp>

Have students write a well-organized paragraph or short essay in their *learning logs* discussing the impact of Huey Long’s “Share Our Wealth” plan on FDR’s New Deal programs. Ask students to share their completed *learning log* entry with the class checking for understanding and clarifying information when necessary.

Divide the class into two different groups: one that supports FDR’s New Deal legislation and the other opposed to New Deal legislation. In their discussions, students should include and evaluate the impact of Huey Long and his “Share Our Wealth” program on Roosevelt’s New Deal legislation. Within each of the two major groups, have students work in pairs to create a poster in which they support or oppose the New Deal legislation. Students opposing New Deal legislation will explain why the expanding role of government should be restricted. Those students supporting New Deal legislation will explain and justify the need for the expansion of the role of government as a means of addressing problems in the United States that occurred as a result of the Great Depression.

Have students brainstorm and hold a class discussion pertaining to the issue of the role of government today. Separate the class into supporters and non-supporters of the expanding role of government for example, in the areas of regulating business practices, protecting consumers, foreign affairs, protecting the environment, health care, homeland security, and social issues. Ask the two groups to debate the pros and cons of this issue. Allow for any students who change their minds to move to the other group. Allow members from the supporters and non-supporters groups to share their rationales with the class.

Activity 11: Lasting Impact of the New Deal (GLE: US.4.5; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: New Deal’s Long-term Impact and Legacies BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of the lasting impact and legacies of the New Deal

Discuss with students achievements and examples of the lasting impact of the New Deal. Describe the New Deal’s effects on culture and society and identify New Deal economic, political and social achievements that continue to influence American life today. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) by setting and checking predictions about the expanded role of the federal government brought about by the need to address the nation’s economic problems during the Great Depression through the reading of informational texts.

Conduct a class discussion to probe students' background knowledge of the lasting impact of the New Deal. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the New Deal's effects on culture and society and identify the New Deal economic, political and social achievements that continue to influence American life today. The discussion should activate students' interest and build on background knowledge concerning the federal government's responses to crisis.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)), in order to keep a record they can reference while learning the new content.

Guide students through a selected reading passage found in their texts on the Roosevelt administration's attempts for the government to take a more active approach as the Depression deepened, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the expanding role of the government in the economy in the areas of regulation of banking and finance (Federal Deposit Insurance Corporation and the Securities and Exchange Commission), deficit spending, the labor front (Wagner Act and Fair Labor Standards Act), in rural areas (second Agricultural Adjustment Act and electrification projects), the social welfare of its citizens (Social Security Act), and the environment (Civilian Conservation Corps and Soil Conservation Service).

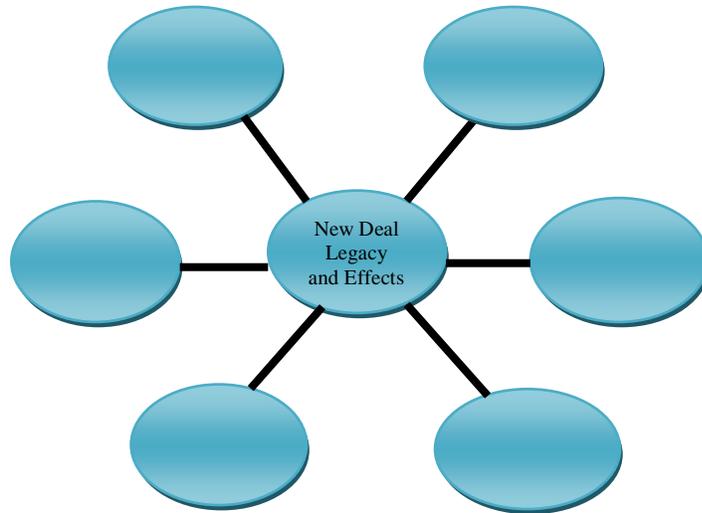
Information concerning the legacy of the New Deal may be found on the following websites:

<http://www.pbs.org/newshour/economy/newdeal/>
<http://www.history.com/videos/the-new-deal>

Guide students through a reading selection on the legacy of the New Deal, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Place students in pairs and have students create a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify the long-term impact and legacies of the New Deal (see New Deal's Long-term Impact and Legacies BLM and sample below). Ask students to explain their *graphic organizers*.



In a culminating activity, have students work individually, using the *DL-TA: directed learning-thinking activity* information in their *learning logs* and the Long-Term Impact of the New Deal *graphic organizers*, to write an informative text in which they describe the long-term impact and legacies of the New Deal. Have students cite specific sources used when writing their informative text.

Gather the class back together. Solicit observations and discuss and compare students' findings. Some teacher guidance may be needed.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy

- EOC-like constructed response items
- open-ended response items requiring supporting evidence
- test items aligned to the verbiage of the GLEs.

Activity- Specific Assessments

- Activity 4: Have students use their historical imagination to write diary entries relating to the Dust Bowl during the Great Depression. Entries could reflect the everyday existence in the Dust Bowl region. The entries should examine the flight of the family from their farms and describe their lives in a new location. Diary entries should be assessed according to established criteria distributed to students before the paragraph is written.
- Activity 6: Have students draw political cartoons that might have been printed in Democratic or Republican newspapers during the 1932 presidential election. Political cartoons should be assessed according to established criteria distributed to students before the political cartoon is drawn.
- Activity 8: Have students write a short essay in which they identify and explain four changes that the New Deal brought to American life. Short essays should be assessed according to established criteria distributed to students before the paragraph is written.
- Activity 8: Have students work in pairs to create posters in which they summarize a New Deal program. Posters should depict the purpose and the result of the New Deal program. Posters should be assessed according to established criteria distributed to students before the posters are created.

U.S. History
Unit 7: World War II (1939-1945)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on using historical thinking skills to examine the conditions that led to World War II, United States involvement in World War II, major turning points, political decisions, and the effects of World War II on American society.

Student Understandings

Students examine the causes of World War II and explain the reasons for the United States entry into the war. Students explain how the United States government financed the war, managed the economy, and encouraged public support for the war effort. Students examine the roles of minority groups on the home front and in the military and describe how their status in society changed. Students analyze the major events, turning points, and key strategic decisions of the war and describe how they affected the outcome of the war. Students describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War.

Guiding Questions

1. Can students describe the conditions that led to the outbreak of war in Europe and Asia in the 1930s?
2. Can students explain why the United States entered the war and describe how this event affected the course of the war?
3. Can students describe how the American public contributed to the war effort?
4. Can students describe the actions of key Allied political and military leaders and explain how their strategies affected the outcome of the war?
5. Can students explain how the outcome of the war led to two spheres of political ideologies and influence?
6. Can students describe the roles of minority groups on the home front and in the military?
7. Can student explain how the societal status of minority groups changed as a result of World War II?

Unit 7 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historians’ points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Becoming a World Power through World War II	
US.4.6	Examine the causes of World War II and explain the reasons for the U.S. entry into the war
US.4.7	Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort
US.4.8	Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society
US.4.9	Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war
US.4.10	Describe how key political and military leaders affected the outcome of World War II and led to the beginning for the Cold War
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: World War II (GLEs: US.4.6, US.4.7, US.4.8, US.4.9; CCSS: RH.11-12.4)

Materials List: Key Concepts Chart BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional)

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to this period of history. Have them complete a self-assessment of their knowledge of these concepts using a vocabulary chart. Ask students to rate their understanding of a word using a + for understanding, a ? for limited knowledge, or a - for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all question marks and minus signs with a plus sign. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found on pages 4, 10, and 11 in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link:

http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf

Key Concept	+	?	-	Explanation	Extra Information
Treaty of Versailles				<i>Treaty that ended WWI.</i>	<i>The treaty that ended the “war to end all wars” did not create a “just and secure peace.”</i>

After completing all of the activities in this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Activity 2: Failures of the Treaty of Versailles (GLEs: US.1.5, US.4.6; CCSS: RH.11-12.1, RH.11-12.2, WHST.11-12.9, WHST.11-12.10)

Materials List: Failures of the Treaty of Versailles BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the weaknesses and failures of the Treaty of Versailles

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the weaknesses and failures of the Treaty of Versailles (see the Failures of the Treaty of Versailles BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the weaknesses and failures of the Treaty of Versailles and to complete their Failures of the Treaty of Versailles *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place, and the “After” column will be completed after students read or discuss the informational source.

Before reading about the weaknesses and the failures of the Treaty of Versailles, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Germans were angry because the treaty blamed them for starting the war and required them to pay reparations to the Allies for war damages. Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Information on the weaknesses and failures of the Treaty of Versailles may be found on the following websites:

<http://www.usmmm.org/wlc/en/article.php?ModuleId=10005425>

<http://www.pbs.org/greatwar/resources/lesson8.html>

http://www.wtps.org/wths/imc/teacher_assignment/social_studies/carchidi%20events%20leading%20to%20world%20war.htm

Upon the completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase motivation and focus students' attention on important aspects of the content.

Have students write a short descriptive passage in their *learning logs* ([view literacy strategy descriptions](#)) concerning their findings of the weaknesses and failures of the Treaty of Versailles. Ask student volunteers to read what they have written to the class.

Activity 3: Axis Aggression (GLEs: US.1.2, US.1.5, US.4.6; CCSS: RH.11-12.2, WHST.11-12.9; WHST.11-12.10)

Materials List: Axis Aggression BLM, Hitler's Quest for Territory BLM, Axis Aggression Word Grid BLM, chart paper and markers, primary and/or secondary sources (books, encyclopedias, Internet access optional) on Axis aggression and appeasement

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about the Axis power aggression. Generate a statement pertaining to Axis aggression prior to World War II. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about Axis aggression prior to World War II might be:

A stronger League of Nations could have prevented a second world war.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Next, the class will share questions which are then recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students work in pairs to research and analyze military aggression in Europe and in Asia in the 1930s. Student attention should focus on the following: the Japanese invasion of the Chinese province of Manchuria in 1931, Germany's military buildup, Germany's invasion of the Rhineland March 7, 1936 (include blitzkrieg), Italy's invasion of Ethiopia October 1935-May 1936, Germany's incorporation of Austria in the Anschluss March 11-13, 1938, Germany's invasion of the Sudetenland (the Munich Agreement) September 30, 1938, Germany's annexation of Czechoslovakia March 14-15, 1939, and Italy's invasion of Albania April 7-15, 1939.

Information on military aggression in Europe and Asia may be found on the following websites:

Japanese invasion of Manchuria (September 18, 1931):

<http://militaryhistory.about.com/od/worldwarii/a/wwiipaccauses.htm>

<http://hnn.us/articles/5247.html>

http://www.wtps.org/wths/imc/teacher_assignment/social_studies/carchidi%20events%20leading%20to%20world%20war.htm

German invasion of the Rhineland (March 7, 1936):

<http://www.history.com/this-day-in-history/hitler-reoccupies-the-rhineland>

<http://www.nationalarchives.gov.uk/documents/education/rhineland.pdf>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005439>

German invasion of the Rhineland primary sources:

<http://www.nationalarchives.gov.uk/education/lesson30.htm>

<http://www.annefrank.org/en/Subsites/Timeline/Inter-war-period-1918-1939/Emigrating-to-The-Netherlands/1936/A-mounted-unit-of-the-German-army-being-greeted-during-the-occupation-of-the-Rhineland-7-March-1936/#!/en/Subsites/Timeline/Inter-war-period-1918-1939/Emigrating-to-The-Netherlands/1936/A-mounted-unit-of-the-German-army-being-greeted-during-the-occupation-of-the-Rhineland-7-March-1936/>

Fascist Italy invades, conquers, and annexes Ethiopia (October 2, 1935-May 1936):

http://www.wtps.org/wths/imc/teacher_assignment/social_studies/carchidi%20events%20leading%20to%20world%20war.htm

<http://www.mtholyoke.edu/acad/intrel/WorldWar2/italy.htm>

<http://xroads.virginia.edu/~ma04/wood/mot/html/ethiopia.htm>

Germany incorporates Austria in the Anschluss (March 11-13, 1938):

<http://www.history.com/this-day-in-history/hitler-announces-an-anschluss-with-austria>

http://www.bbc.co.uk/scotland/learning/bitesize/higher/history/roadwar/anschluss_rev1.shtml

German invasion of the Sudetenland (the Munich Agreement, September 30, 1938)

http://avalon.law.yale.edu/subject_menus/munmenu.asp

<http://www.history.com/this-day-in-history/franklin-roosevelt-appeals-to-hitler-for-peace>

http://www.bbc.co.uk/history/historic_figures/chamberlain_arthur_neville.shtml

Germany annexes Czechoslovakia (March 14-15, 1939):

<http://www.bbc.co.uk/learningzone/clips/hitler-annexes-czechoslovakia-and-invades-poland/2473.html>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007762>

Italian invasion of Albania (April 7-15, 1939):

<http://www.history.com/this-day-in-history/italy-invades-albania>

World War II timelines:

<http://www.pbs.org/perilousfight/timeline/>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007306>

<http://ehistory.osu.edu/wwii/timeline.cfm>

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information (see Axis Aggression BLM and the sample below):

Date: 1931	Topic: Japanese Aggression
What land area did the Japanese invade?	<i>Manchuria, a province of China</i>

Hold a class discussion and ask students to share their findings on the Axis aggression. Check student responses for accuracy and clarify any misconceptions of the content.

Have students use their textbooks to read about Adolph Hitler’s open aggression in taking the Rhineland, the annexation of Austria, taking the Sudetenland, and the annexation of the remainder of Czechoslovakia. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning Hitler’s quest for territory, France and Great Britain’s appeasement policy at the Munich Conference, and America’s policy of isolationism (see Hitler’s Quest for Territory BLM and the sample below).

Reason Hitler takes the Rhineland in 1936:

Ask students to work with a partner to fill in the guide. Students are then asked to share their findings. Engage the class in a discussion on Hitler’s quest for territory and the response of the world to his aggressive actions.

Neutrality Act of 1935:

<http://www.history.com/this-day-in-history/fdr-signs-neutrality-act>

<http://www.mtholyoke.edu/acad/intrel/interwar/neutralityact.htm>

<http://teachingamericanhistory.org/library/index.asp?document=2184>

Neutrality Act of 1937:

<http://teachingamericanhistory.org/library/index.asp?document=1564>

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/fdr-neutrality/>

Neutrality Act of 1939:

<http://www.history.com/this-day-in-history/fdr-urges-repeal-of-neutrality-act-embargo-provisions>

<http://xroads.virginia.edu/~1930s2/time/1939/1939ne.html>

Non Aggression Pact 1939:

<http://history1900s.about.com/od/worldwarii/a/nonaggression.htm>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005156>

http://avalon.law.yale.edu/subject_menus/nazsov.asp

Have students use their *split-page notes* and their *process guides* to complete a *word grid* ([view literacy strategy descriptions](#)) that helps students to compare and contrast the aggressive acts of Japan, Germany, and Italy in the 1930s and the response of the League of Nations to each. See Axis Aggression Word Grid BLM and sample below.

	Germany	Italy	Japan
Manchuria 1931			

Ask students to share their completed *word grids*. Check presentations for accuracy of information. Have students compare and contrast the aggressive actions of Germany, Italy and Japan. Lead a class discussion of these aggressive acts. Students' completed *word grids* can serve as a study aid for other class activities and quizzes.

Using their *split-page notes* and *word grids*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain the open aggression displayed by the Japanese, Germans, and Italians during the 1930s. Ask students to share their completed *learning log* entry with the class.

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The dates of Hitler's acquisitions of territory, pacts, legislation, and other important dates should be included on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Timeline for the 1930s may be found on the following site:

<http://xroads.virginia.edu/~1930s2/time/1935/1935fr.html>

Activity 4: The Road to War (GLE: US.4.6; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: Goals and Queries for QtC BLM, colors, markers, colored pencils, butcher paper or any type of paper roll, primary and/or secondary sources (books, encyclopedias,

Internet access optional) on FDR’s “The Four Freedoms” speech, the Lend-Lease Act of 1941, the attack on Pearl Harbor (December 7, 1941)

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research FDR’s “The Four Freedoms” speech, Norman Rockwell’s paintings inspired by FDR’s “The Four Freedoms” speech, the Lend-Lease Act of 1941(Cash and Carry Policy and “the great arsenal of democracy”), and the December, 7, 1941, attack on Pearl Harbor.

Information may be found on the following websites:

FDR’s Four Freedoms Speech:

<http://www.fdrlibrary.marist.edu/fourfreedoms>

<http://docs.fdrlibrary.marist.edu/od4freed.html>

http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_freedoms.html

<http://www.ourdocuments.gov/doc.php?flash=true&doc=70>

Norman Rockwell’s paintings inspired by FDR’s Four Freedom’s Speech:

http://www.archives.gov/exhibits/powers_of_persuasion/four_freedoms/four_freedoms.html

<http://www.loc.gov/exhibits/treasures/trml42.html>

Cash and Carry Policy:

<http://sp.uconn.edu/~wwwcoh/GLOSSARY.HTM>

<http://faculty.virginia.edu/setear/students/fdrneur/Arsenal.html>

The great arsenal of democracy:

<http://www.presidency.ucsb.edu/ws/index.php?pid=15917#axzz1g9BKS55n>

<http://www.fordham.edu/halsall/mod/roosevelt-arsenal.asp>

Lend-Lease Act of 1941:

<http://www.pbs.org/behindcloseddoors/pdfs/LendLeaseAct.pdf>

<http://lcweb2.loc.gov/ammem/today/oct23.html>

<http://artandhistory.house.gov/highlights.aspx?action=view&intID=123>

December 7, 1941, Attack on Pearl Harbor:

<http://www.pearlharbor.org/>

<http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/pearl-harbor.pdf>

<http://memory.loc.gov/ammem/today/dec07.html>

December 7, 1941, timeline:

<http://www.history.navy.mil/faqs/faq66-1.htm>

December 7, 1941, primary sources:

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm>

<http://www.history.com/topics/pearl-harbor>

<http://www.nationalww2museum.org/learn/education/for-teachers/virtual-field-trip-supplements/pearl-harbor.pdf>

Students will use *Questioning the Content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering FDR’s “The Four Freedoms” speech, Norman Rockwell’s paintings inspired by FDR’s “The Four Freedoms” speech, the Lend-Lease Act of 1941 (“Cash and Carry” policy and “the great arsenal of democracy”).

The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder. Model the questions students are expected to ask while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with students while using a content source from the day’s lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the materials being read and learned.

Have students work in pairs to practice questioning the content together. Monitor and provide additional modeling and clarification where needed. The goal of *QtC* is to make questioning the content or author an automatic process for students to do on their own.

Hold a class discussion in which students describe their experience with *QtC* and explain what they learned about FDR’s “The Four Freedoms” speech, Norman Rockwell’s paintings inspired by FDR’s “The Four Freedoms” speech, the Lend-Lease Act of 1941, and the December, 7, 1941, attack on Pearl Harbor.

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- According to FDR, what were the four universal freedoms that all people possess?
- What impact did the Lend-Lease Act of 1941 have on the war?
- Why did the Japanese attack Pearl Harbor on December 7, 1941?

Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss an issue or problem while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are “in the fishbowl.” At some point during the discussion, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed.

In a culminating activity, have students create a graffiti wall in which they create their own drawings of the four universal freedoms that all people should possess. Ask students to explain their graffiti. Display the four freedoms graffiti wall in the classroom.

Activity 5: America Enters World War II (GLEs: US.1.2, US.4.6, US.4.9; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: America Enters World War II BLM, Dates That Will Live in Infamy BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the attack on Pearl Harbor, December 7, 1941, and President Roosevelt’s address to Congress on December 8, 1941.

Use *lessons impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the December 7, 1941, Japanese attack on Pearl Harbor and America’s entry into World War II. Begin by reviewing the day’s lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a guess about what will be covered in the lesson (see America Enters WWII BLM and the sample below).

Impression Words: air raid, December 7, 1941, Pearl Harbor, Hawaii, Japanese pilots, “A date which will live in infamy,” *USS Arizona*

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask student volunteers to read what they have written to the class. A student’s impression text might look like:

On December 7, 1941, at Pearl Harbor, Hawaii, Japanese pilots made air raids. It is a date which will live in infamy in American history. The USS Arizona is a ship that was sunk on this date.

List the following key terms on the board:

- December 7, 1941
- Japanese air raids
- U.S. Pacific fleet
- 18 ships
- 350 planes
- 2,400 people killed
- *USS Arizona*

Have students read, listen to or view closely information involving the Japanese attack on Pearl Harbor on December 7, 1941, and America’s entry into World War II. Ask students to compare their impressions text with the actual information presented.

Have students listen to Franklin Roosevelt’s speech to Congress following the attack on *Pearl Harbor* on December 8, 1941. FDR proclaimed that December 7, 1941, would be “a date which will live in infamy.” If possible, view a film or video segment that depicts the Japanese attack on Pearl Harbor. Ask students why this date would live in infamy and how it brought about the mobilization of the economic and manpower resources of the United States. Then, have them compare and contrast December 7, 1941, to a contemporary date which also lives in infamy—September 11, 2001. Have students complete a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) to make their comparisons (see Dates That Will Live in Infamy BLM). Ask students to share their completed graphic organizers and then display the graphic organizers in the class.

Using their *graphic organizers*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they compare and contrast the attack on the United States on December 7, 1941, and the attack on September 11, 2001, and the resulting actions of the United States to each attack. Ask students to share their completed *learning log* entry with the class.

Audio and video clips of the attack on Pearl Harbor may be found at the following website:

<http://www.presidency.ucsb.edu/mediaplay.php?id=16058&admin=32>

<http://video.pbs.org/video/2155281610>

<http://memory.loc.gov/ammem/afcphtml/>

<http://www.history.com/topics/pearl-harbor/audio>

<http://www.pearl-harbor.com/arizona/arizona.html>

September 11, 2001:

[http://www.history.com/topics/9-11-](http://www.history.com/topics/9-11-attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011_s)

[attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011_s ept%2B11%2Bvideos&utm_source=google&utm_medium=cpc&utm_campaign=September%2011&utm_term=sept%2011%20videos](http://www.history.com/topics/9-11-attacks/videos?paidlink=1&cmpid=PaidSearch Google HIS September%2011_s ept%2B11%2Bvideos&utm_source=google&utm_medium=cpc&utm_campaign=September%2011&utm_term=sept%2011%20videos)

<http://www.history.com/interactives/witness-to-911>

<http://www.cnn.com/SPECIALS/2001/trade.center/multimedia.day.html>

<http://www.msnbc.msn.com/id/8926416/>

Activity 6: Major Events and Turning Points of WWII (GLEs: US.1.1, US.1.5, US.4.9; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, WHST.11-12.4)

Materials List: two copies per student of the Major Events and Turning Points of WWII BLM, Major Event or Turning Point of WWII RAFT BLM, colors, markers, colored pencils, butcher paper or any type of paper roll, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the major events and turning points of World War II

Organize the class into eleven different groups. Assign each group a different topic: Battle of the Atlantic (include German U-boats), North Africa Campaign, Battle of Stalingrad (include Stalin’s scorched earth tactics), D-Day, Higgins Boats, Island Hopping, Battle of Midway, Battle of Iwo Jima, Battle of Okinawa, Battle of Leyte Gulf and the first use of kamikaze pilots, and the Louisiana Maneuvers. Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to find information concerning the major events, turning points, and Louisiana connections to these important events and turning points.

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine their assigned topic (see Major Events and Turning Points of WWII BLM and the sample below).

Topic and Date of event or turning point:	Details:
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As students research their assigned topics, have them analyze and interpret World War II maps of Europe, North Africa, and Asia. Ask them to list military operations that were major turning points in the European and Pacific campaigns. Have students identify major strategic events and describe how the strategic events and turning points affected the outcome of the war. Also, have them prepare maps showing changes in boundaries of countries and colonies as a result of the war and sites of major events and battles. The map key should identify the locations and victories of the Allied and Axis Powers. Post these maps around the room for future reference and discussion.

The following websites contain maps for this activity:

http://www.lib.utexas.edu/maps/historical/history_ww2.html

<http://www.mapsofworld.com/world-maps/world-war-ii-map.html>

Students will use their completed *split-page notes* to present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. As student groups present their reports, have other student groups record important facts and supporting details on their copies of the Major Events and Turning Points of WWII BLM for each topic presented.

Battle of the Atlantic (1939-1945):

http://www.bbc.co.uk/history/worldwars/wwtwo/battle_atlantic_01.shtml

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.militaryhistoryonline.com/wwii/atlantic/>

Battle of the Atlantic statistics:

<http://www.usmm.org/battleatlantic.html>

North Africa Campaign (September 1940-May 1943):

http://www.bbc.co.uk/history/worldwars/wwtwo/launch_an_north_africa_campaign.shtml

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007301>

North Africa Campaign video:

<http://www.history.com/shows/wwii-in-hd/videos/north-africa-campaign#north-africa-campaign>

Battle of Stalingrad (July 1942-February 1943):

<http://www.jewishvirtuallibrary.org/jsource/ww2/Stalingrad.html>

http://www.bbc.co.uk/history/worldwars/wwtwo/hitler_russia_invasion_01.shtml

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.history.com/this-day-in-history/battle-of-stalingrad-ends>

Battle of Stalingrad videos:

<http://www.pbs.org/wnet/secrets/features/deadliest-battle-preview-this-episode/550/>

<http://video.pbs.org/video/1498454793/>

<http://www.history.com/shows/wwii-in-hd/videos/battle-okinawa#world-war-ii-battle-of-stalingrad>

Stalin's Scorched Earth Tactic:

<http://www.history.com/topics/joseph-stalin>

Hitler's Blitzkrieg Tactics:

<http://www.history.com/topics/blitzkrieg>

http://www.ushmm.org/wlc/en/media_nm.php?ModuleId=10005437&MediaId=363

http://www.bbc.co.uk/history/worldwars/wwtwo/blitzkrieg_01.shtml

D-Day (Operation Overlord, Normandy Invasion, June 1944):

<http://www.nationalww2museum.org/search.jsp?query=d+day>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005158>

<http://www.history.navy.mil/faqs/faq109-1.htm>

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

D-Day videos:

<http://www.pbs.org/wgbh/amex/dday/>

http://www.pbs.org/wgbh/amex/dday/sfeature/sf_info.html

<http://www.history.com/this-day-in-history/d-day>

Higgins Boats:

<http://www.nationalww2museum.org/education/for-students/fact-sheets/higgins-boats.pdf>

Island Hopping:

<http://www.history.navy.mil/download/ww2-28.pdf>

<http://www.history.com/shows/wwii-in-hd/interactives/inside-wwii-interactive>

<http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/pdfs/mapping-the-pacific-war.pdf>

Battle of Midway (June 4, 1942):

<http://www.history.navy.mil/photos/events/wwii-pac/midway/mid-2.htm>

<http://ehistory.osu.edu/wwii/articles/midway/>

<http://www.npr.org/templates/story/story.php?storyId=10727693>

Battle of Iwo Jima (February-March, 1945):

<http://www.nationalww2museum.org/focus-on/iwo-jima-fact-sheet.pdf>

<http://www.history.navy.mil/library/online/battleiwojima.htm>

<http://www.history.com/shows/wwii-in-hd/videos/battle-iwo-jima>

<http://www.nationalww2museum.org/focus-on/iwo-jima.html>

Battle of Okinawa (April 1945):

<http://www.life.com/gallery/41302/image/3242263/wwii-battle-of-okinawa#index/0>

<http://www.history.com/shows/wwii-in-hd/videos/battle-okinawa#battle-okinawa>

Battle of Leyte Gulf and the first use of kamikaze pilots:

http://www.bbc.co.uk/history/worldwars/wwtwo/japan_no_surrender_01.shtml

<http://www.2worldwar2.com/kamikaze-pilots.htm>

<http://www.english-online.at/history/kamikaze/kamikaze-suicide-pilots-worldwar.htm>

Battle of Leyte Gulf videos:

<http://www.history.com/this-day-in-history/first-kamikaze-attack-of-the-war-begins>

http://www.pbs.org/perilousfight/psychology/the_kamikaze_threat/

<http://www.military.com/video/operations-and-strategy/second-world-war/ww2-kamikaze-pilots/644501168001/>

Louisiana Maneuvers:

<http://www.history.army.mil/photos/WWII/Preps/WW2-Prep.htm>

<http://www.alexandria-louisiana.com/alexandria-louisiana-wwii-military-camps.htm>

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record the information above the date that it occurred. The dates of major events and turning points of World War II should be included on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

WWII Timeline:

http://www.nationalww2museum.org/history/final/interactive_timeline.html

http://www.nationalgeographic.com/pearlharbor/history/wwii_timeline.html

<http://www.pbs.org/perilousfight/timeline/>

Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a major event or turning point in World War II (see Major Event or Turning Point of WWII RAFT BLM and sample below).

Role	Audience	Format	Topic
War correspondent reporting during World War II	U.S. newspaper subscribers	Newspaper article	Major event or turning point in World War II

Students should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Activity 7: The War Conferences (GLE: US.4.9; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.9)

Materials List: two copies per student of the War Conferences of WWII BLM, War Conferences of WWII Vocabulary Card BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the World War II War Conferences

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research information concerning the war conferences of WWII. List the following WWII war conferences on the board:

- Atlantic Charter
- Casa Blanca
- Tehran
- Yalta
- Potsdam

As students conduct research and gather information, have them complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they make comparisons of the war conferences (see War Conferences of WWII BLM and the sample below).

War Conference	Date of Conference	Allies in Attendance	Issues and Decisions	Effect on the outcome of the war and postwar period	Other Information
<i>Atlantic Charter</i>	<i>August 9, 1941</i>	<i>Churchill- Great Britain and FDR- USA</i>	<i>Goals of WWII, “A Declaration by the United Nations” which stated the reasons for fighting against the Axis powers</i>	<i>Basis for the United Nations</i>	<i>Secret meeting off the coast of Newfoundland</i>

Information on the war conferences of WWII may be found on the following websites:

Atlantic Charter (August 9, 1941):

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

<http://usinfo.org/docs/democracy/53.htm>

<http://militaryhistory.about.com/od/militarystrategies/p/atlanticcharter.htm>

<http://www.winstonchurchill.org/support/the-churchill-centre/publications/finest-hour/issues-109-to-144/no-112/688--sixty-years-on-the-atlantic-charter-1941-2001>

Casa Blanca (January 14, 1943):

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

<http://avalon.law.yale.edu/wwii/casablan.asp>

<http://www.history.com/this-day-in-history/roosevelt-and-churchill-begin-casablanca-conference>

Casa Blanca primary source:

<http://www.nytimes.com/learning/general/onthisday/big/0114.html>

Tehran (November 28-December 1, 1943):

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

http://news.bbc.co.uk/onthisday/hi/dates/stories/december/1/newsid_3535000/3535949.stm

<http://www.yale.edu/lawweb/avalon/wwii/tehran.htm>

<http://www.history.com/this-day-in-history/fdr-attends-tehran-conference>

Yalta (February 4-11, 1945):

<http://www.history.com/this-day-in-history/yalta-conference-foreshadows-the-cold-war>

<http://militaryhistory.about.com/od/worldwarii/p/yalta.htm>

<http://history.state.gov/milestones/1937-1945/YaltaConf>

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

Potsdam (July 16-August 2, 1945):

<http://www.history.com/this-day-in-history/potsdam-conference-begins>

<http://www.history.navy.mil/photos/events/wwii-dpl/hd-state/potsdam.htm>

http://news.bbc.co.uk/onthisday/hi/dates/stories/july/16/newsid_4685000/4685683.stm

<http://www.pbs.org/behindcloseddoors/in-depth/the-conferences.html>

Ask students to share their completed *graphic organizers* and then display the *graphic organizers* in the class.

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) using the information from their completed War Conferences of WWII *graphic organizers*. Cards should be completed for each of the war conferences. See the War Conferences of WWII *vocabulary card* and sample below.

Date of Conference	Conference Issues/Decisions	
Photo or Clip Art	Effect on Outcome of War	
<table border="1"> <tr> <td>Conference Title</td> </tr> </table>		Conference Title
Conference Title		

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Activity 8: The Holocaust and Nuremberg Trials (GLEs: US.1.2, US.1.5, US.4.9; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.9)

Materials List: The Final Solution BLM, The Liberation of Ohrdurf *RAFT* BLM, chart paper or newsprint, primary and secondary sources (books, encyclopedia, Internet access—optional), books by Holocaust survivors such as *Night*, *Because of Romek*, and *I Have Lived a Thousand Years*, and information on the Holocaust and the Nuremberg Trials

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about the Holocaust. Generate a statement pertaining to the Holocaust. This statement should be thought-provoking to encourage students to wonder and challenge information that will be presented in the lesson. For example, an *SQPL* statement about the Holocaust might be:

“The Nazis used their ‘final solution’ to condemn to death Jews, Jehovah’s Witnesses, gypsies, Free Masons, the handicapped, and other groups that they deemed inferior or unfit to be a part of the ‘master race’.”

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in groups of two to research and analyze the Holocaust. Assign student pairs different groups of people that the Nazis targeted for extermination

(e.g., Jews, Jehovah’s Witnesses, gypsies, Free Masons, the handicapped, Communists, Socialists, homosexuals, the mentally retarded, the insane, the incurably ill, Poles, Ukrainians, and Soviets). Have students include Hitler’s “final solution,” xenophobia, racism, and anti-Semitism pogroms in their research.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning Nazi extermination of targeted groups (see The Final Solution BLM and sample below).

Date of elimination:	Topic: Group Targeted by the Nazis
Explain why this particular group of people was targeted by the Nazis for extermination.	

Students will present their finding to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use separate *split-page notetaking* Blackline Masters of The Final Solution BLM as a guide to take notes on the different groups targeted by the Nazis for extermination while the other groups present information on their assigned targeted group.

Holocaust:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>

<http://www.ushmm.org/wlc/en/>

<http://www.jewishvirtuallibrary.org/jsource/holo.html>

Holocaust timeline:

<http://www.historyplace.com/worldwar2/holocaust/timeline.html>

After all of the presentations, place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about life as a person targeted as a subhuman by the Nazis during World War II.

On a sheet of paper, ask the first student to write the opening sentence of a *text chain* in which the students describe what life would be like during World War II as a person targeted as subhuman by the Nazis. The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story. The paper is passed again to the right of the next student who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

Student 1: Life in our country has been very terrifying since being occupied by the Nazis.

Student 2: All day and night, the transport trucks and trains go through our town loaded with people.

Student 3: No one dares ask where these trucks and trains loaded with human cargo are going.

Student 4: Today the trucks and trains arrived to take us and no one dares to ask where we are going.

Gather the class back together. Solicit volunteers from each group to read their *text chains* and discuss them with the class. Compare student *text chain* stories checking for accuracy and making corrections when necessary. Some teacher guidance may be needed.

Have students read excerpts from writings of survivors of the Nazi concentration and extermination camps. Such writings include Elie Wiesel’s *Night*, *Because of Romek* by David Faber, and *I Have Lived a Thousand Years* by Livia Britton-Jackson. Another option would be to view the interviews of Holocaust survivors that settled in Louisiana following the war. Information on the Southern Institute for Research and Education, Louisiana Holocaust Survivors’ Interviews may be found on this website:

http://www.southerninstitute.info/holocaust_education/holocaust_survivor_testimony.html

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief newspaper article in which they *imagine they* are with General Eisenhower and his troops when they liberate the Ohrdruf camp in Ohrdruf, Germany, on April 12, 1945. Students will assume the role of an American newspaper reporter traveling with General Eisenhower. Students will describe what the Allied troops saw when they liberated the camp. Include information on the sights, sounds, and smells in the liberated camp. See The Liberation of Ohrdruf *RAFT* BLM and the sample below.

Role	Audience	Format	Topic
American newspaper reporter in Ohrdruf, Germany, on April 12, 1945	Newspaper subscribers	Newspaper article	The Liberation of Ohrdruf, one of Hitler’s death camps

Information concerning the liberation of the Nazi concentration and extermination camps may be found on the following websites:

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007769>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10007051>

<http://www.archive.org/details/DeathMills>

Students should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board. As students present, check *RAFTs* for accuracy and facilitate any class discussion that follows.

If time permits, have students examine the work of Jewish artists, musicians, and writers in the Theresienstadt concentration camp, who created moving artistic expressions of their Holocaust experiences. Resources of the United States Holocaust Memorial Museum can be accessed online at www.ushmm.org.

Have students use primary and/or secondary sources to read and research information about the Nuremberg War Trials held to try Nazi war criminals for “crimes against the peace” (acts of aggression), “war crimes” (acts violating the rules of war), and “crimes against humanity” (extermination of innocent people).

Nuremberg War Trials:

<http://www.pbs.org/wgbh/amex/nuremberg/>

http://avalon.law.yale.edu/subject_menus/imt.asp

<http://law2.umkc.edu/faculty/projects/ftrials/nuremberg/nuremberg.htm>

http://www.bbc.co.uk/history/worldwars/wwtwo/nuremberg_article_01.shtml

Nuremberg War Trails primary sources:

http://nuremberg.law.harvard.edu/php/docs_swi.php?DI=1&text=overview

Use *GISTing* ([view literacy strategy descriptions](#)) to help students summarize and paraphrase essential information about the importance of the Nuremberg War Trials.

The opening statement made by Robert H. Jackson, Chief of Counsel for the United States, in Nuremberg, Germany, on November 21, 1945, may be used for the *gist*.

“May it please Your Honors:

The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury stay the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that Power has ever paid to Reason.”

Have students read the first sentence and write a summary of the sentence using only 15 words or less. Have students read the second sentence and rewrite their *gist* statement by combining information from the first sentence with information from the second. Students’ revised *gist* statement should be no more than the allotted number of words. This process continues with the remaining sentences of the paragraph. As students read each succeeding sentence, they should rework their *gist* statement by accommodating any new information from the new sentence into the existing *gist* statement, while not using any more than the allotted number of words.

1. The first trial in history for crimes against world peace _____.
2. The trial that seeks to condemn and punish crimes so devastating that cannot be repeated.
3. Captive enemies will be tried by victorious nations for crimes that must never be repeated.

Have students share their *gists* for comment and critique by their peers. Some teacher guidance may be needed.

The opening statement made by Robert H. Jackson, Chief of Counsel for the United States, in Nuremberg, Germany, on November 21, 1945:
<http://www.roberthjackson.org/the-man/speeches-articles/speeches/speeches-by-robert-h-jackson/opening-statement-before-the-international-military-tribunal/>

In a culminating activity, discuss this question with the class:

“Is it ever appropriate to take the life of another human being?”

Have students focus on murder, genocide, criminal sentences of death, and killing during warfare in general. Ask students to compare and contrast other historical periods or historical conflicts in terms of similar issues and actions as they compare the Holocaust to similar events in other parts of the world (e.g., the Turks’ purge of the Armenians-1916, Stalin’s purge of opponents in the 1930s, the Serbs’ purge of the ethnic Albanians-1990s, genocide in western Sudan’s Dafur-2000s). Help students generalize about the motivations and emotions that drive such inhumane actions. Then have students, as a group, complete a formal policy statement about the appropriateness of taking a human life, and what consequences they would recommend for those who take it inappropriately.

Have students add the events of the Holocaust to the timeline they created in Activity 6. Events should include the rise of the Nazi party, the Nazification of Germany, the ghettos, the camps, resistance, rescue and liberation, and aftermath. Students should describe each event listed, and draw conclusions about the order of the events on the timeline. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Holocaust timeline:

Rise of the Nazi Party: <http://fcit.usf.edu/holocaust/timeline/nazirise.htm>

Nazification of Germany: <http://fcit.usf.edu/holocaust/timeline/nazifica.htm>

The Ghettos: <http://fcit.usf.edu/holocaust/timeline/ghettos.htm>

The Camps: <http://fcit.usf.edu/holocaust/timeline/camps.htm>

The Resistance: <http://fcit.usf.edu/holocaust/timeline/resist.htm>

Rescue and Liberation: <http://fcit.usf.edu/holocaust/timeline/rescue.htm>

The Aftermath: <http://fcit.usf.edu/holocaust/timeline/after.htm>

Activity 9: The Manhattan Project and Japanese Surrender (GLEs: US.1.1, US.4.9; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.2, WHST.11-12.9)

Materials List: Two Days after the Bomb RAFT BLM; Photo Analysis BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on the Manhattan Project, the bombing of Hiroshima and Nagasaki, VJ Day, and the formal surrender of Japan

Conduct a class discussion to probe students' background knowledge of the Manhattan Project's extreme secrecy and the differing opinions over the President Truman's use of the atomic bombs on Japan. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the Manhattan Project and the bombing of Hiroshima and Nagasaki in August of 1945.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts on the extreme secrecy of the project, Truman's first knowledge of the project, the detonation of the first atomic bomb near Alamogordo, New Mexico, the opposing views of scientists on the use of the bombs, Truman's demand for an unconditional surrender by the Japanese, and his decision to order the bombing of Japan stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Information concerning the Manhattan Project may be found on the following websites:

<http://www.atomicarchive.com/History/mp/index.shtml>

<http://www.ushistory.org/us/51f.asp>

http://hss.energy.gov/healthsafety/ohre/roadmap/achre/intro_3.html

Manhattan Project primary source:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=77>

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students look at photos of Hiroshima and Nagasaki following the bombings on August 6 and August 9, 1945. Explain how after the second bomb was dropped on Nagasaki, Emperor Hirohito of Japan called for surrender, thus ending the war.

Information and primary source photographs concerning these bombings may be found on the websites listed below.

Photos of Hiroshima and Nagasaki:

http://www.english.illinois.edu/maps/poets/g_l/levine/bombing.htm

<http://history1900s.about.com/od/photographs/tp/Hiroshima-Pictures.htm>

<http://www.atomicarchive.com/Photos/index.shtml>

Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a scene in Hiroshima or Nagasaki two days after the atomic bombs were dropped (see Two Days after the Bomb RAFT BLM and the sample below).

Role	Audience	Format	Topic
War correspondent reporting from Hiroshima or Nagasaki two days after the bombing	U.S. newspaper subscribers	Newspaper article	Two days after the atomic bomb was dropped on Hiroshima or Nagasaki

Student should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Gather the class back together. Solicit observations from the students and compare and discuss their findings. Some teacher guidance may be needed.

Have students use primary and/or secondary sources to read about the unconditional surrender of Japan to the Allies on August 14, 1945. Organize the class into different groups and have each group locate different primary source photographs that were taken of the September 2, 1945, formal surrender ceremonies of the Japanese on board the USS *Missouri* in Tokyo Bay and of the celebrations in America following the announcement of the end of World War II America, and Victory in Japan Day that were taken on August 15, 1945.

Information may be found on the following websites concerning Truman's demand for unconditional surrender from the Japanese:

<http://www.ushistory.org/us/51g.asp>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-foreign/?flavour=mobile>

Harry Truman and the Potsdam Conference:

<http://www.trumanlibrary.org/teacher/potsdam.htm>

Truman's Radio Address to the American People after the Signing of the Terms of Unconditional Surrender by Japan September 1, 1945:

<http://www.trumanlibrary.org/educ/japan.htm>

The site listed below is an excellent source to use for analyzing photographs that would be useful in this activity. The document is in PDF format. Adobe Reader will be needed

to open the site. Adobe Reader is a free download using the following link:
<http://get.adobe.com/reader/> .

Photo Analysis Worksheet or see Photo Analysis BLM:

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Photos of the formal surrender ceremonies on board the USS *Missouri*:

<http://www.history.navy.mil/photos/events/wwii-pac/japansur/js-8.htm>

<http://www.history.com/topics/v-j-day>

Photos of the celebrations on VJ Day:

<http://www.history.com/topics/v-j-day>

<http://www.bbc.co.uk/news/world-10955862>

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed.

Have students create graffiti walls in which they create their own drawings and expressions of the celebrations in America on Victory in Japan Day and the formal surrender of the Japanese aboard the USS *Missouri*. Ask students to explain their graffiti. Display the graffiti walls in the classroom.

In a culminating activity, have students work individually, using the photo analysis worksheets and the graffiti walls, to write an informative text in which they include the narration of historical events based on the “story” of their favorite source photograph. Ask students to explain the process of analyzing and interpreting historical data using photographs. Have students cite specific sources used when writing their informative text.

Activity 10: World War II Political and Military Leaders (GLE: US.4.10; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: WWII Military and Political Leaders BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on the topic of the political and military leaders of World War II

Organize the class into seven different groups. Have students use primary and/or secondary sources (textbooks, class lectures, encyclopedias, and reliable Internet resources) to find information on the following important political and military leaders of World War II:

- Franklin D. Roosevelt
- Winston Churchill
- Joseph Stalin
- Harry S. Truman
- General Dwight D. Eisenhower
- General Douglas MacArthur
- Admiral Chester Nimitz

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning these important World War II military and political leaders and their roles in determining the outcome of World War II (see WWII Military and Political Leaders BLM and the sample below).

Name of Military/Political Leader:	Topic: Role During World War II
Describe the point of view of _____ concerning WWII.	

Students will present their research findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *split-page notetaking* ([view literacy strategy descriptions](#)) blackline master, WWII Military and Political Leaders BLM, as a guide to take notes on the different military and political leaders of WWII as other groups present information on their specific leader.

Use *professor know-it-all* ([view literacy strategy descriptions](#)) to allow students to demonstrate what they learned concerning their designated topic relating to the role of World War II military and political leaders. Student information should be checked for accuracy before any presentations are made before their peers.

The *professor know-it-all* strategy is a way to allow students to become “experts” on assigned topics, to inform their peers, and to be challenged and held accountable by their classmates. Ask the other student groups to prepare 3-5 questions about the content they did not research. Students will be called randomly by groups to come to the front of the classroom and provide “expert” answers to questions from their peers about the content. The selected group should stand shoulder to shoulder. The “Professors Know-It-All” should invite questions from the other student groups. Students should ask their prepared questions first, then add others if more information is desired.

Demonstrate how the “Professors Know-It-All” should respond to their peer’s questions. Students should select a spokesperson for their group. Students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the *professor know-it-all* spokesperson give the answer. Remind students asking the questions to think carefully about the answers received. They should challenge or correct the “Professors Know-It-All” if their answers are not correct or need elaboration or amending. After five minutes, a new group of “Professors Know-It-All” can take their place in front of the class and continue the process of student questioning until each group has had a turn. Upon the completion of the questioning of all student groups, engage students in a discussion involving the military and political leaders of World War II.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe the role of their assigned World War II military or

political leader citing specific examples of his effect on the outcome of World War II and the beginning of the Cold War.

Activity 11: World War II on the Home Front (GLE: US.1.4, US.4.7; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: America on the Home Front BLM, markers, colored pencils, colors, posters, primary and/or secondary sources (books, encyclopedia, Internet access optional) on World War II and the American home front

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about how the United States government financed the war, managed the economy, and encouraged public support for the war effort. Generate a statement pertaining to the American life on the home front during World War II. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about American life on the home front during WWII might be:

The American economy had to quickly convert from making civilian goods to an economy that created massive quantities of war goods in order to win the war.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Next, the class will share questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Divide the class into ten different groups. Using information from primary and/or secondary source readings, Internet resources, and lectures, assign each group a specific topic concerning America on the home front during World War II. Students will research and analyze America's shift from the economy of the Great Depression to a wartime economy. Student attention should focus on the agencies that were set up to deal with labor questions, scarce resources, and war production:

- Office of Price Administration (OPA)
- Office of War Mobilization
- rationing
- recycling
- patriotic activities
- propaganda
- victory gardens
- war bond drives
- role of Hollywood
- effects of deficit spending.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning their assigned topic (see America on the Home Front BLM and the sample below).

Date: 1941-1945	Topic: Rationing
Explain why rationing was instituted during the war.	<i>Supplies were needed for the troops fighting the war. People in America were asked to make sacrifices in order to support the troops.</i>

Students will present their findings to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *split-page notetaking* ([view literacy strategy descriptions](#)) America on the Home Front BLM as a guide to take notes as the other groups present information on their specific assigned topic.

Have students view posters and other primary sources that encouraged Americans to support the war effort (see Internet sites listed below).

WWII War Propaganda Posters:

http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html

<http://digital.library.northwestern.edu/wwii-posters/>

<http://bss.sfsu.edu/internment/posters.html>

<http://digital.library.northwestern.edu/otcgi/digilib/llscgi60.exe?query=OPA&MODE=PHRASE®ION=M653&db=0&SIZE=10>

Rationing during WWII:

<http://www.smithsonianeducation.org/students/idealabs/rationing.html>

<http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm>

http://www.ameshistoricalsociety.org/exhibits/ration_items.htm

<http://historymatters.gmu.edu/d/5158>

<http://www.archives.gov/northeast/boston/exhibits/homefront/>

Have students create collages in which they depict the sacrifices that Americans were asked to make in order to defeat the totalitarian dictatorships of the Axis Powers. Encourage the use of markers, colored pencils, colors, computer graphics, etc. Conduct a show-and-tell session in which the students explain their collages. Students should be able to describe the reaction of Americans to the request for sacrifice. Display the collages in the classroom.

To conclude this activity, have students write a summary in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe a recent public relations campaign by the government or other organization that encouraged people to support a policy or change in their behavior. Have students share their summaries with the class.

Activity 12: Japanese Americans on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: Japanese Internment BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on Japanese Americans during World War II

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about the role of minority groups on the home front and in the military and how the war changed their status in society. Write *SPAWN* prompts on the board for students to find as they enter the classroom, and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins.

SPAWN writing should be viewed as a tool students can use to reflect on and increase their developing disciplinary knowledge and critical thinking. The *learning logs* will enable them to record their thoughts and document what they have learned compared to their initial anticipations based on the *SPAWN* prompts. Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should copy the prompt in their *learning logs* before writing responses and recording the date.

Here are some sample prompts to use throughout this unit:

S-Special Powers

You have the power to change an event leading up to the Japanese Internment following the attack on Pearl Harbor on December 7, 1941. Describe what it is you would change, why you changed it, and the consequences of the change.

P-Problem Solving

You have learned that following the attack on Pearl Harbor, Japanese Americans (Nisei) faced great discrimination, prejudice, hatred and hysteria. Now that you have studied the federal government's solution to the hysteria toward Japanese Americans on the West Coast in the signing of Executive Order 9066, what alternative solutions would you propose to solve the plight of the Japanese Americans in February of 1942?

A-Alternative Viewpoints

Imagine you are a Japanese American living in California following the attack on Pearl Harbor. Write a description of the prejudice and hatred that you and your family faced in the days and weeks following December 7, 1941.

W-What if?

What if a Japanese-American family refused to be relocated and was arrested for refusing to leave their homes? Should they have been allowed to sue their state government for violating their Constitutional rights?

N-Next

Now that the family has been moved to an internment camp, write a description of how the move has impacted the life of the family.

Have students share their *SPAWN* responses with the class to stimulate discussion and check for logic and accuracy.

Using primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources), have students work in pairs to research information about Japanese internment, Executive Order 9066, the repeal of the Chinese Exclusion Act 1943 by the Magnuson Act, and *Korematsu v. United States* that occurred following WWII.

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine the reasons why over 100,000 Japanese Americans were removed from their homes and placed in internment camps in desolate areas of the West (see Japanese Internment BLM and sample below). Students will also examine Executive Order 9066, *Korematsu v. United States*, the Nisei soldiers of the 442nd Regimental Combat Team that fought in France and Germany, and the repeal of the Chinese Exclusion Act 1943 by the Magnuson Act.

1941-1945	Japanese Americans during WWII Important information and supporting details:
Reasons why Japanese Americans were removed from their homes on the West Coast:	<ul style="list-style-type: none"> • <i>Hatred and hysteria toward Japanese Americans following the Japanese attack on Pearl Harbor.</i> • <i>Rumors of Japanese sabotage by Japanese Americans on the United States homeland</i>

Japanese Internment:

<http://www.pbs.org/childofcamp/history/index.html>

<http://www.archives.gov/research/alic/reference/military/japanese-internment.html>

<http://www.densho.org/>

Japanese Internment primary sources:

http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/index.html

<http://www.sfmuseum.org/war/evactxt.html>

Executive Order 9066:

<http://historymatters.gmu.edu/d/5154>

<http://www.pbs.org/childofcamp/history/EO9066.html>

<http://www.history.com/this-day-in-history/roosevelt-signs-executive-order-9066>

Executive Order 9066 primary sources:

<http://ourdocuments.gov/doc.php?flash=true&doc=74>

<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=219>

Korematsu v. United States:

http://www.oyez.org/cases/1940-1949/1944/1944_22

http://www.pbs.org/wnet/supremecourt/personality/landmark_korematsu.html

<http://law2.umkc.edu/faculty/projects/ftrials/conlaw/korematsu.html>

Nisei soldiers:

<http://www.the442.org/>

<http://www.sfmuseum.org/war/issei.html>

<http://www.njahs.org/misnorcal/essay.htm>

Repeal of the Chinese Exclusion Act 1943 by the Magnuson Act:

<http://history.state.gov/milestones/1937-1945/ChineseExclusionActRepeal>

http://library.uwb.edu/guides/usimmigration/1943_magnuson_act.html

<http://ocp.hul.harvard.edu/immigration/exclusion.html>

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Have students work individually, using the information from their Japanese Americans during WWII *split-page notes* to write a summary describing the treatment of Japanese Americans during WWII and compare it to a time in recent history when Americans and other nationalities were targets of hatred and hysteria following an attack on the United States.

Activity 13: African Americans on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.7, WHST.11-12.2, WHST.11-12.9)

Materials List: African Americans during WWII BLM, African Americans during WWII Vocabulary Card BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on African Americans during World War II

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the role of African Americans during World War II and the ways in which the war changed their status in society.

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning World War II and its impact on African Americans (see African Americans during WWII BLM and the sample below).

Describe the effects of World War II on African Americans.
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Ask students to work with a partner to fill in the guide that includes the following topics: “Double V” Campaign, Tuskegee Airmen, Executive Order 8802, A. Phillip Randolph, Congress of Racial Equality (CORE), and the NAACP during World War II. Students are

then asked to share their findings with the class. Engage the class in a discussion of African Americans during WWII. Ask students to use their completed *process guides* when they participate in the discussion.

FDR's Executive Order 8802:

<http://docs.fdrlibrary.marist.edu/odex8802.html>

<http://www.pbs.org/fmc/timeline/eexec8802.htm>

<http://www.gwu.edu/~erpapers/teaching/glossary/fepc.cfm>

FDR's Executive Order 8802 primary source:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=72>

“Double V” Campaign:

http://www.gilderlehrman.org/historynow/12_2007/historian5.php

<http://www.nasm.si.edu/blackwings/hdetail/detailbw.cfm?bwid=bw0034>

http://www.pbs.org/blackpress/news_bios/courier.html

Segregation in the Armed Forces:

http://www.whha.org/whha_classroom/classroom_9-12-pressure-services.html

http://news.nationalgeographic.com/news/2001/02/0215_tuskegee.html

<http://www.digitalhistory.uh.edu/historyonline/integrating.cfm>

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart8.html>

A. Philip Randolph:

http://www.whha.org/whha_classroom/classroom_9-12-pressure-services.html

<http://www.bsos.umd.edu/aasp/chateauvert/mowmcall.htm>

Congress of Racial Equality (CORE):

[\[kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_congress_of_racial_equality_core/\]\(http://kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_congress_of_racial_equality_core/\)](http://mlk-</p></div><div data-bbox=)

NAACP during WWII:

<http://myloc.gov/exhibitions/naacp/Pages/default.aspx>

<http://www.pbs.org/wgbh/americanexperience/features/interview/eleanor-jarrett/>

92nd Infantry Division, Buffaloes:

<http://www.archives.gov/research/african-americans/ww2-pictures/>

<http://www.loc.gov/today/pr/2008/08-203.html>

<http://www.smithsonianmag.com/history-archaeology/Memoirs-of-a-World-War-II-Buffalo-Soldier-.html>

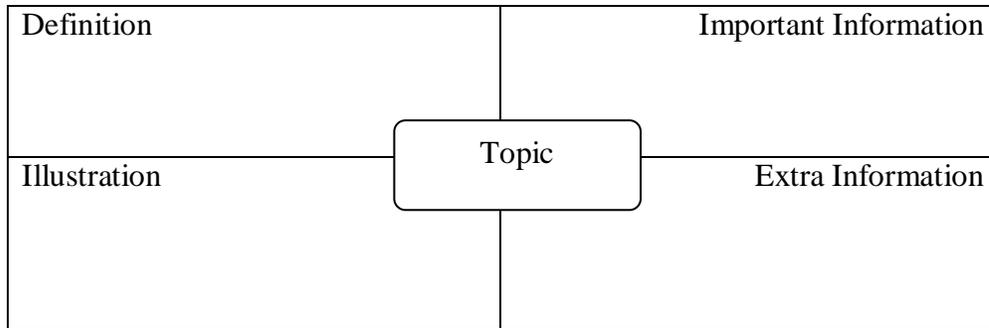
99th Fighter Squadron, Tuskegee Airmen:

<http://www.nps.gov/museum/exhibits/tuskegee/aircombat.htm>

<http://docs.fdrlibrary.marist.edu/tuskegee.html>

http://www.tuskegee.edu/about_us/legacy_of_fame/tuskegee_airmen/99th_fighter_squadron_officers.aspx

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) with the topics that they researched in their African Americans during WWII *process guides* (see the African Americans during WWII Vocabulary Card BLM and sample below).



Once cards are completed, ask for student volunteers to showcase their cards. Allow time for students to review their words individually or with a partner. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term.

Have students write an explanatory essay in which they discuss changes that have taken place in the treatment and status of African Americans in American society since World War II. Ask student volunteers to present their essays to the class.

Activity 14: Women on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.4, WHST.11-12.9)

Materials List: Women on the Home Front and in the Military BLM, Rosie the Riveter RAFT BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on American women during World War II

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the role that women played on the home front and in the military during World War II (see the Women on the Home Front and in the Military BLM and sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the role of women on the home front and in the military and to complete their Women on the Home Front and in the Military *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and the “After” column will be completed after students read or discuss the informational source.

Before reading about the role of women on the home front and in the military during World War II, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Rosie the Riveter was a fictional character that the government used to attract women to join the workforce during World War II. Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Upon the completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase motivation and focus students’ attention on important aspects of the content.

Women in the military:

http://www.mnhs.org/library/tips/history_topics/133women_military.htm

<http://www.nwhm.org/online-exhibits/partners/exhibitentrance.html>

<http://www.nwhm.org/online-exhibits/partners/9.htm>

Students will use *RAFT writing* ([view literacy strategy descriptions](#)) to write a newspaper article in which they describe a reporter’s visit to a shipyard that employed women as welders, riveters, and steelworkers during the war. The reporter will interview a woman laborer to find out her reasons for working in the factory, describe her job, explain how the job has changed her status in society, and record any interesting occurrences while on the job (see Interview of a Rosie the Riveter RAFT BLM and the sample below).

Role	Audience	Format	Topic
Regional newspaper reporter during World War II	Subscribers	Newspaper article	Interview with a “Rosie the Riveter”

Student should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 15: Other Minorities on the Home Front and in the Military (GLE: US.4.8; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.9)

Materials List: Minorities on the Home Front and in the Military BLM, primary and/or secondary sources (books, encyclopedia, Internet access optional) on Native Americans and Mexican Americans during World War II

Using primary and secondary source documents (books, encyclopedias, and reliable Internet resources), have students read about Native Americans and Mexican Americans on the home front and in the military during World War II. Students will complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify important information concerning the role of minorities on the home front and in the military during World War II. (See Minorities on the Home Front and in the Military BLM and sample below.)

Directions: Explain what you learned about the role of minorities on the home front and in the military during WWII.
Opportunities for Mexican Americans and Native Americans in Defense Industries <i>Mexican Americans and Native Americans found jobs in war industries such as shipyards, aircraft factories, and other defense industries during the war.</i>

Bracero Program:

<http://www.pbs.org/kpbs/theborder/history/timeline/17.html>

http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5c.html

http://www.unco.edu/cohtmlp/pdfs/Bracero_Program_PowerPoint.pdf

Zoot-Suit Riots:

<http://www.pbs.org/wgbh/amex/zoot/>

http://www.pbs.org/wgbh/amex/zoot/eng_tguide/index.html

http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_riots.html

Mexican Americans in the War:

http://www.cr.nps.gov/history/online_books/5views/5views5d.htm

<http://www.houstonculture.org/hispanic/memorial.html>

Native Americans in the War:

<http://www.history.navy.mil/faqs/faq61-1.htm>

<http://www.history.army.mil/html/topics/natam/index.html>

http://www.californiaindianeducation.org/native_american_veterans/pearl_harbor/

Code Talkers:

<http://www.nmai.si.edu/education/codetalkers/>

http://www.californiaindianeducation.org/native_american_veterans/navajo_code_talkers.html

<http://history1900s.about.com/od/worldwarii/a/navajacode.htm>

Call the class back together and discuss student findings concerning the role of minorities on the home front and in the military. Have students explain the information that they

included in their *graphic organizers*. During the discussion, students should check the information in their *graphic organizers* for accuracy.

In a culminating activity, use Inside-Outside Circles *discussion* ([view literacy strategy descriptions](#)) to have the students evaluate the role of Mexican Americans and Native Americans on the home front and in the military and describe how the war changed their treatment and status in society. Have students stand and face each other in two concentric circles. The inside circle will face out and the outside circle faces in. After posing a question concerning the role of minorities on the home front and in the military during World War II, ask students to discuss ideas and answers with the person standing most directly in front of them. Allow ample time for discussion. Ask the inner or outer circle to rotate until a command is given to stop. The discussion should begin anew. After a few rotations, randomly ask individual students to share their ideas or the ideas of the person(s) with whom they have been discussing the role of minorities on the home front and in the military during World War II and describe how the war changed their status and treatment in society.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 2: Have students brainstorm information learned about the failures of the Treaty of Versailles. Have students use these facts and terms to write a short essay explaining what they learned concerning the failures of the Treaty of Versailles and how these failures led to World War II. Essays should be assessed according to established criteria distributed to students before the paragraph is written.
- Activity 6: Have students create graffiti walls concerning the major events and turning points of World War II. Content for the graffiti walls will be assessed according to established criteria distributed to students before the wall is created.
- Activity 11: Have students respond to photographs of women working in the defense industries during World War II. Have students brainstorm adjectives that describe the women at work in the factories. Students will use these adjectives to write a paragraph in which they describe what they see in the photograph. Students will analyze the role of the media and the government in raising awareness of the need for women's labor to help the war effort. Paragraphs should be assessed according to established criteria distributed to students before the paragraph is written.

U.S. History
Unit 8: The Cold War (1945-1991)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on using historical thinking skills to examine the Cold War era and how it influenced United States foreign policy decisions, domestic policies, and programs.

Student Understandings

Students analyze the impact of United States domestic and foreign policies on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism. Students cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions. Students explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War.

Guiding Questions

1. Can students explain how United States foreign policies sought to contain Soviet power?
2. Can students analyze the impact of the domestic and foreign policies of the United States on Cold War events in the 1940s and 1950s?
3. Can students describe the origins and consequences of McCarthyism?
4. Can students explain how the “loss of China” in 1949 influenced U.S. foreign policy decisions?
5. Can students cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions?
6. Can students explain how Cold War tensions escalated in the 1960s and 1970s?
7. Can students describe how events in the Middle East heightened Cold War tensions in the postwar world?
8. Can students describe how Cold War leaders, events, and policies brought about the end of the Cold War in the 1980s?

Unit 8 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historians’ points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Cold War Era	
US.5.1	Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism
US.5.2	Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions
US.5.5	Explain how the leaders’ personalities, events, and policies of the 1980s combined to bring about an end to the Cold War
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).

RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: The Cold War (GLEs: US.5.1, US 5.2, US.5.5; CCSS: RH.11-12.4, WHST.11-12.10)

Materials List: Key Concepts Chart BLM, Types of Wars BLM; secondary sources (books, encyclopedias, Internet access optional) on the topic of the Cold War

Throughout this unit, have students maintain a *vocabulary self-awareness* ([view literacy strategy descriptions](#)) chart. Provide students with a list of key concepts that relate to the Cold War era. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a + for understanding, a ? for limited knowledge, or a - for lack of knowledge. Also have them fill in the explanation and extra information columns as best they can. Throughout the unit, students will refer to this chart to make revisions and add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with plus signs. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* which can be found on the State Department website using the following link: http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf . See pages 4, 12, and 14 in the *EOC Assessment Guide*.

Key Concept	+	?	-	Explanation	Extra Information
Containment				<i>The attempt of one nation to block another nation from spreading its influence to other nations.</i>	<i>The United States attempts to stop the spread of communism during the Cold War era.</i>

Throughout this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Use secondary source documents (books, encyclopedias, and reliable Internet resources), and have students read about the different types of wars. Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine the three different types of wars (see Types of Wars BLM and sample below).

Time: 1945-1990	Topic: Types of Wars
What is a cold war?	
Give an example of U.S. involvement in a cold	

war and identify the opposing superpower(s).	
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Information on the three types of wars may be found on the following websites:

Cold War:

<http://www.coldwar.org/>

<http://www.bbc.co.uk/history/worldwars/coldwar/>

http://www.globalsecurity.org/military/ops/cold_war.htm

Cold War video:

<http://www.history.com/topics/cold-war>

Warm War:

<http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm>

Hot War:

<http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm>

<http://www.merriam-webster.com/dictionary/hot%20war>

Hold a class discussion in which students are asked to identify and discuss the differences between the three different types of wars and United States involvement in each. Have students work individually to use information in their *split-page notes* to write a short summary detailing the differences between a cold war, warm war, and a hot war. Students should provide examples of United States involvement in the three different types of wars. Ask student volunteers to read their summaries to the class and facilitate any discussion that follows.

Activity 2: Containment (GLEs: US.1.5, US.5.1; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: markers, colored pencils, colors, or computer graphics, maps of Europe and the world after 1945 and maps of Europe after 1989; primary and secondary sources (books, encyclopedias, Internet access optional) on the United States foreign policy of containment

Conduct a class discussion to probe students' background knowledge of the United States foreign policy of containment following World War II. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the policy which was used to try to stop the spread of communism immediately following World War II. The discussion should activate students' interest and build on background knowledge concerning the attempt of the Soviet Union to spread communism throughout the world.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts on the threat of communism spreading throughout Europe following World War II, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the reasons for America's interest in stopping the spread of communism in Europe in the years immediately following the war, the tensions between the Soviet Union's dictator, Joseph Stalin, and President Harry Truman, and the immediate and long-term consequences of the communist threat. Explain the factors that fueled American foreign policy decisions to halt the spread of communism in war torn areas of Europe. Attention should be placed on the following concepts: containment policy, Truman Doctrine, Marshall Plan, division of Germany and Berlin, Berlin Airlift, United Nations, NATO, and the Warsaw Pact.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned as compared to what they actually learned.

Information concerning the attempt to stop the spread of communism may be found on the following websites:

Containment Policy:

<http://history.state.gov/departments/history/short-history/containmentandcoldwar>
http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=485

Truman Doctrine:

http://avalon.law.yale.edu/20th_century/trudoc.asp
<http://www.history.com/this-day-in-history/truman-doctrine-is-announced>
<http://www.trumanlibrary.org/teacher/doctrine.htm>

Marshall Plan:

<http://www.marshallfoundation.org/TheMarshallPlan.htm>
http://www.archives.gov/exhibits/featured_documents/marshall_plan/
<http://www.fordham.edu/halsall/mod/1947marshallplan1.html>

Marshall Plan primary sources:

<http://www.loc.gov/exhibits/marshall/>
<http://ourdocuments.gov/doc.php?flash=true&doc=82>

Berlin Blockade and Airlift:

<http://www.pbs.org/wgbh/amex/bomb/peoplevents/pandeAMEX49.html>
http://www.coldwar.org/articles/40s/berlin_blockade.asp
<http://www.history.com/this-day-in-history/soviets-blockade-west-berlin>

Berlin Blockade and Airlift primary sources:

http://www.nationalarchives.gov.uk/films/1945to1951/filmpage_ba.htm
<http://trumanlibrary.org/teacher/berlin.htm>

NATO:

<http://www.nationalarchives.gov.uk/cabinetpapers/themes/berlin-blockade-formation-nato.htm>
<http://novaonline.nvcc.edu/eli/evans/his135/Events/nato49/nato49.html>

Warsaw Pact:

<http://www.fordham.edu/halsall/mod/1955warsawpact.html>

http://lcweb2.loc.gov/frd/cs/soviet_union/su_appnc.html

http://www.shsu.edu/~his_ncp/WarPact.html

As closure to DL-TA, hold a class discussion in which students describe their experience with *DL-TA*. Have students write a summary in which they explain what they learned about the United States attempt to contain the spread of communism in Europe following World War II.

Have students construct maps of Europe and the world, illustrating the division of the world into free world and communist world camps from 1945–1990. Ask students to indicate on their maps the areas that were affected by the spread of communism during that period. Their map keys should indicate the nations that were members of United States supported NATO, SEATO, and ANZUS alliances that encircled the USSR and China. Map keys should also indicate which nations were members of the Soviet-backed Warsaw Pact, nations behind the Iron Curtain, and members of the Soviet bloc.

Outline maps showing the free world and communist holdings may be found on the following websites:

<http://users.erols.com/mwhite28/coldwar1.htm>

<http://users.erols.com/mwhite28/coldwar3.htm>

<http://www.pbs.org/behindcloseddoors/maps/index.html>

Have students locate maps of Europe and the world today. Ask them to label the countries that were once part of the former Soviet bloc. Map keys should indicate the changes that have occurred since 1990.

http://www.eduplace.com/ss/maps/pdf/eur_country.pdf

<http://www.lib.utexas.edu/maps/europe.html>

Have students present their maps to the class and hold a class discussion in which the students explain and analyze the changes that have occurred on their maps following World War II and the changes that were made following the collapse of communism in 1989.

Activity 3: The Chinese Civil War (GLEs: US.1.5, US.5.1; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.9, WHST.11-12.10)

Materials List: Communists vs. Nationalists Chinese BLM, Communists Takeover China *RAFT* BLM; primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the role of the United States in the Chinese civil war

Have students use primary and secondary documents to read about the Chinese civil war, Chang Kai-shek, Mao Zedong, and the loss of China to the Communists in 1949. Students should examine the role that the United States played in aiding the Chinese

Nationalists. Ask students to work with a partner to fill in the Communists vs. Nationalists Chinese *word grid* ([view literacy strategy descriptions](#)) (see the Communists vs. Nationalists Chinese BLM and the sample below) to compare and contrast Mao Zedong and Chang Kai-shek. Students should fill in the *word grid* with a “yes” or “X.”

	Mao Zedong’s Communists	Chang Kai-shek’s Nationalists
Fought the Japanese in China during World War II.	<i>Yes</i>	<i>Yes</i>

Chinese civil war:

<http://www.hoover.archives.gov/exhibits/China/Political%20Evolution/1932-49/index.html>

<http://www.britannica.com/EBchecked/topic/111803/China/71834/Civil-war-1945-49>

<http://teachingamericanhistory.org/library/index.asp?document=1617>

Chang Kai-shek:

<http://www.hoover.archives.gov/exhibits/China/Political%20Evolution/1932-49/index.html>

Mao Zedong:

<http://www.history.com/this-day-in-history/mao-zedong-outlines-the-new-chinese-government>

Ask student pairs to share their findings and *word grids* with the class. Engage the class in a discussion of the results of the Chinese civil war and the failure of the United States to contain communism in Asia. The class discussion should focus on United States public opinion and the failed attempt to contain communism in Asia. Students’ completed *word grids* can serve as a study aid for other class activities and quizzes.

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why they think the Communists were able to take over China. Students will assume the role of a newspaper reporter in May of 1949. They will write a newspaper article explaining the role of the United States and the Soviet Union in China’s civil war. Include information from their *word grids* concerning Mao Zedong and Chang Kai-shek. (See Communists Takeover China *RAFT* BLM and sample below.)

Role	Audience	Format	Topic
Regional newspaper reporter in May of 1949	Subscribers	Newspaper article	Chinese Communists Takeover China

Student groups should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 4: The Korean Conflict (GLEs: US.1.1, US.1.5, US.5.1; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4)

Materials List: The Korean Conflict BLM; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the Korean Conflict

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the events and forces that led to American and United Nations involvement in the Korean Conflict. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the events and forces that led to the Americans and the United Nations becoming involved in the Korean Conflict (see The Korean Conflict BLM and sample below).

Describe the relationship between Korea and Japan from 1910 to 1945.
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Ask students to work in pairs to fill in the guide as they read informational texts on the Korean Conflict. Have students share their responses on the *process guides* with the class. Engage the class in a discussion of the correct answers to the guide and the impact of the United States involvement in the Korean Conflict.

The Korean Conflict:

<http://www.archives.gov/education/lessons/korean-conflict/>
<http://www.history.navy.mil/photos/events/kowar/kowar.htm>
<http://www.history.com/topics/korean-war>

Have students locate and label Korea on a map of Asia. Students should identify North and South Korea as well as the 38th parallel. Ask students to also locate and label Japan and China. Have students note the strategic location of each of these countries. Have students display their maps in the classroom.

Outline maps of Asia:

<http://www.eduplace.com/ss/maps/asia.html>

As a culminating activity, have students write a descriptive essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning American involvement in the Korean Conflict. Have students share their *learning logs* essays with a partner or with the class to stimulate discussion and check for logic and accuracy.

Activity 5: The Second Red Scare (GLEs: US.1.2, US.1.3, US.1.5, US.5.1; CCSS: RH.11-12.2, WHST.11-12.2, WHST.11-12.9, WHST.11-12.10)

Materials List: Second Red Scare BLM, Second Red Scare at Home BLM, Repression of Civil Liberties BLM, colors, markers, chart paper, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the Second Red Scare

Have students use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to read and learn about the Second Red Scare. The *SQPL* helps students develop the ability to read, listen and learn with a purpose.

Generate a prompt related to the Second Red Scare that will cause students to wonder, challenge, and question why the Second Red Scare came about during the Cold War. The prompt does not have to be factual, but it should provoke interest and curiosity. The following is a sample *SQPL* prompt:

During the Cold War anti-communist hysteria gripped the United States, and no persons were safe from anti-Red accusations.

Present the prompt to the students. Students should pair up and generate two to three questions about the prompt they would like answered. Examples of student questions might resemble these:

- Why was there a Second Red Scare during the Cold War?
- What made people so afraid of communists this time?
- Was the Second Red Scare worse than the first Red Scare?

When all student pairs have generated at least two questions, ask someone from each team to share their questions with the entire class. Write the questions on the board and when similar questions are asked, star or highlight the similarly asked questions. After all student questions have been shared, add any questions addressing important information that the students may have omitted.

As students read informational text or listen to information presented orally on the topic of the Second Red Scare, they should pay attention to information that helps answer the questions written on the board. Special attention should be focused on the questions that are starred or highlighted. As the content is covered, stop periodically and have students discuss with their partners which questions have now been answered. Ask for volunteers to share their findings.

Use *split-page notetaking* ([view literacy strategy descriptions](#)) to have students record the questions from the board and the answers provided by the readings and class discussion. Students will use the questions and answers for later study (see Second Red Scare BLM and sample below).

Date: 1940s and 1950s	Second Red Scare
Explain why there was a fear of communist influence in the United States following World War II.	<ul style="list-style-type: none"> • <i>The Communist Party in America claimed over 80,000 members.</i> • <i>In 1945 information surfaced that Americans were providing confidential government information to the Soviets.</i>

History of the Second Red Scare may be found on these websites:

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=495

<http://www.history.com/topics/red-scare>

<http://www.pbs.org/behindcloseddoors/timeline/index.html>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings and have students check the work in their *split-page notes* for accuracy. Some teacher guidance may be needed.

Have students work individually, using the information in their Second Red Scare *split-page notes* to write a short summary detailing the anti-communist hysteria that gripped the United States during the Cold War. Ask student volunteers to read their summaries, checking for accuracy and facilitating any resulting discussions.

Hold a class discussion on the origins of the Second Red Scare. Have students use primary and/or secondary sources (textbooks, encyclopedias, and reliable Internet resources) to find information on the House Committee on Un-American Activities (HUAC), McCarthyism, the Hollywood Ten, Alger Hiss, and Ethel and Julius Rosenberg. Using *split-page notetaking*, have students record information concerning the persons and events associated with the Second Red Scare. See Second Red Scare at Home BLM and the sample below.

Date: 1940s and 1950s	Second Red Scare at Home
House Committee on Un-American Activities (HUAC)	<ul style="list-style-type: none"> • <i>Congressional Committee that was created before World War II.</i> • <i>Its purpose was to search out and investigate communist influence inside and outside the United States government.</i>

Information on the Second Red Scare topics may be found on the following websites:

House Committee on Un-American Activities (HUAC):

<http://www.gwu.edu/~erpapers/teaching/glossary/huac.cfm>

<http://historymatters.gmu.edu/d/6440>

http://www.pbs.org/opb/thesixties/topics/politics/newsmakers_4.html

House Committee on Un-American Activities (HUAC) primary sources:

<http://www.loc.gov/search/?q=House%20Committee%20on%20Un-American%20Activities%20&fa=digitized:true>

McCarthyism:

<http://www.english.illinois.edu/maps/mccarthy/mccarthy.htm>

<http://www.ushistory.org/us/53a.asp>

http://www.eisenhower.archives.gov/research/online_documents/mccarthyism.html

McCarthyism primary sources:

<http://www.loc.gov/search/?q=joseph%20mccarthy&fa=digitized:true>

<http://www.pbs.org/wnet/americanmasters/episodes/arthur-miller/mccarthyism/484/>

Hollywood Ten:

<http://writing.upenn.edu/~afilreis/50s/blacklist.html>

<http://www.lib.berkeley.edu/MRC/blacklist.html>

<http://www.loc.gov/search/?q=Hollywood%20ten&fa=digitized:true>

Alger Hiss:

http://www.pbs.org/wgbh/nova/venona/dece_hiss.html

<https://files.nyu.edu/th15/public/>

Alger Hiss primary sources:

<http://law2.umkc.edu/faculty/projects/ftrials/hiss/hiss.html>

<http://www.loc.gov/search/?q=Alger%20Hiss&fa=digitized:true>

Ethel and Julius Rosenberg:

<http://www.fbi.gov/about-us/history/famous-cases/the-atom-spy-case>

<http://law2.umkc.edu/faculty/projects/ftrials/rosenb/rosenb.htm>

http://www.eisenhower.archives.gov/research/online_documents/rosenbergs.html

Ethel and Julius Rosenberg primary sources:

<http://www.loc.gov/search/?q=Ethel%20and%20Julius%20Rosenberg&fa=digitized:true>

Gather the class back together. Solicit observations and discuss student findings with the class. Compare student findings and have students check the work in their *split-page notes* for accuracy. Some teacher guidance may be needed.

Divide students into groups of four and have them create a graffiti wall using information on the Second Red Scare. Gather the class back together and allow student groups to discuss their graffiti. Display the graffiti walls in the classroom.

Hold a class discussion and ask students to compare and contrast repression of civil liberties during the Great Red Scare and during the Second Red Scare. Have students complete a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) to make their comparisons of the two Red Scares (see the Repression of Civil Liberties BLM). Ask students to share their completed Venn diagrams and display them in the class. Conduct a guided discussion on the information in the *graphic organizers*.

Have students work individually, using the information from their *split-page notes* and *graphic organizers*, to write an informative essay to explain how unfounded fears can compromise individual civil liberties. Ask students to defend their position on whether the repression of civil liberties is ever justified by a government. Have students share their essays with the class and facilitate a class debate on the opposing opinions.

Activity 6: Harry S. Truman (GLEs: US.5.1; CCSS: RH.11-12.4, RH.11-12.9, WHST.11-12.10)

Materials List: Truman’s Administration: Domestic Events BLM, Post War Conferences BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on important events during the Truman administration

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to read about the administration of President Harry S. Truman. As students read informational texts, have them complete a *graphic organizer* ([view literacy strategy descriptions](#)) summarizing information about important domestic events that occurred during the administration of President Truman (see Truman’s Administration: Domestic Events BLM and sample below).

Domestic Event	Supporting Details	Additional Information
Strikes of 1946	<ul style="list-style-type: none"> 4.5 million workers went on strike over low wages and high prices following the World War II. 	President Truman had the federal government seize the mines in which workers were striking and threatened to take over the railroads that were involved in the strikes.

Students will present their findings to the class. Hold a class discussion in which students reflect on the important domestic events that occurred during the Truman administration.

Information concerning important domestic events during Truman’s administration may be found on the following websites:

Taft-Hartley Act:

<http://hnn.us/articles/1036.html>

<http://www.loc.gov/search/?q=taft-Hartley%20act&fa=digitized:true>

<http://library.cqpress.com/cqresearcher/document.php?id=cqresrre1948120100>

Taft-Hartley Act primary sources:

<http://www.nytimes.com/learning/general/onthisday/big/0623.html>

Fair Deal:

http://www.americaslibrary.gov/jb/modern/jb_modern_fairdeal_1.html

<http://www.presidency.ucsb.edu/ws/index.php?pid=13293#axzz1i2h40kC6>

<http://www.history.com/this-day-in-history/truman-delivers-his-fair-deal-speech>

Fair Deal primary sources:

<http://www.loc.gov/search/?q=fair%20deal&fa=digitized:true>

Domestic Policies:

<http://www.trumanlibrary.org/hst-bio.htm>

<http://millercenter.org/president/truman/essays/biography/4>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/truman-domestic/>

Federal Employee Loyalty Program:

<http://www.history.com/this-day-in-history/truman-orders-loyalty-checks-of-federal-employees>

<http://teachingamericanhistory.org/library/index.asp?document=930>

Desegregation of the Armed Forces:

http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/index.php?action=chronology

<http://www.trumanlibrary.org/9981a.htm>

Desegregation of the Armed Forces primary sources:

<http://www.ourdocuments.gov/doc.php?doc=84>

<http://www.loc.gov/exhibits/odyssey/educate/truman.html>

Executive Order to Forbid Racial Discrimination in Federal Employment:

<http://myloc.gov/Exhibitions/naacp/worldwarII/ExhibitObjects/TrumanExecutiveOrders.aspx>

<http://trumanlibrary.org/executiveorders/index.php?pid=29>

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- How did Truman attempt to improve civil rights in America?
- How did Truman’s domestic policies attempt to contain the spread of communism during the Cold War?
- How did the 1946 strikes influence the passage of the Taft-Hartley Act in 1947?
- How did Truman encourage a prosperous postwar economy?

Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss the above four questions while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are “in the fishbowl.” At some point during the discussion, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed and to ask questions of the students in the fishbowl.

Have students work individually, using the information from their *graphic organizer* and their participation in the Fishbowl *discussion*, to write an informative summary in which they explain important domestic issues of the Truman Administration. Ask student volunteers to read their summaries to the class as the other students listen for accurate information. Facilitate any discussion that follows.

Activity 7: President Dwight D. Eisenhower and the Cold War (GLE: US.5.1; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.10)

Materials List: Eisenhower and the Cold War BLM, Cold War Events Vocabulary Card BLM, 3x5 index cards, primary and/or secondary sources (books, encyclopedias, Internet access optional) on President Eisenhower and the Cold War

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about Cold War events that occurred during the administration of President Eisenhower (see the Eisenhower and the Cold War BLM and sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the Cold War events that occurred during the administration of President Eisenhower and to complete their *anticipation guides*. The “Before” column of the *anticipation guide* will be completed before any research or discussion takes place and, the “After” column will be completed after students read or discuss the informational source.

Before reading about the Cold War events that occurred during the Eisenhower administration, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Brinkmanship is the willingness of nations to go to the brink of war. Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Do not give any answers at this point. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Information concerning the Cold War events that occurred during Eisenhower’s administration may be found on the following websites:

Brinkmanship: 1953

<http://www.history.com/this-day-in-history/united-states-will-not-cringe-before-soviet-weapons>

CIA Operations in Iran: 1953

<http://www.history.com/this-day-in-history/cia-assisted-coup-overthrows-government-of-iran>

<http://www.nytimes.com/library/world/mideast/041600iran-cia-index.html>

CIA Operations in Guatemala: 1954

<http://www.coldwar.org/articles/50s/guatemala.asp>

<http://writing.upenn.edu/~afilreis/50s/guatemala.html>

Domino Theory: 1954

<http://www.history.com/this-day-in-history/eisenhower-gives-famous-domino-theory-speech>

<http://www.nationalarchives.gov.uk/education/coldwar/g6/cs1/s3.htm>

<http://www.pbs.org/wgbh/amex/vietnam/timeline/>

Eisenhower Doctrine: Jan. 1957

<http://www.fordham.edu/halsall/mod/1957eisenhowerdoctrine.html>

<http://history.state.gov/milestones/1953-1960/EisenhowerDoctrine>

Sputnik: Oct. 1957

<http://www.nasm.si.edu/exhibitions/gal100/sputnik.html>

<http://history.nasa.gov/sputnik/>

http://www.eisenhower.archives.gov/research/online_documents/sputnik.html

http://news.bbc.co.uk/onthisday/hi/dates/stories/october/4/newsid_2685000/2685115.stm

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as they increase motivation and focus students' attention on important aspects of the content.

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) with the Cold War events that took place during the Eisenhower administration. *Vocabulary cards* help students learn content-specific terminology and are excellent visual tools that help to organize content information. Demonstrate how to create a *vocabulary card* with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that the key term is in the center of the rectangle. In the four corners of the card, write the following words: definition, characteristics, examples, and an illustration of the term. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key terms (see the Cold War Events Vocabulary Card BLM and sample below).

<p><i>First unmanned artificial satellite to travel around the earth.</i></p>	<p><i>Sputnik I circled the earth every 96.2 minutes and traveled 18,000 miles per hour.</i></p>
<div data-bbox="683 396 953 527" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><i>Sputnik I</i></p> </div>	
<p><i>Photo or Illustration</i></p>	<p><i>Sputnik I started the space race between the United States and the Soviet Union.</i></p>

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Have students work individually, using the information from their *anticipation guides* and *vocabulary cards*, to write an informative essay in which they analyze the impact of Eisenhower’s domestic and foreign policy on Cold War events and explain how these policies attempted to contain the spread of communism. Ask student volunteers to read their entries to the class and facilitate any discussion that follows. Some teacher guidance may be needed.

Have students construct a timeline that may be displayed on butcher paper around the classroom. They will record information about important Cold War domestic and foreign policy events that occurred during the 1940s and 1950s above the date that it occurred. This timeline will continue to be used to record important Cold War policies and events that occur until the collapse of the Soviet Union. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events,

Activity 8: Eisenhower, the U-2 Incident and the Military-Industrial Complex (GLE: US.5.2; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST. 11-12.4, WHST.11-12.10)

Materials List: U-2 Incident BLM; U-2 Incident Split-page Notes BLM; Debate over Defense Spending BLM; Defense Spending *RAFT* BLM; Eisenhower’s Farewell Address on January 17, 1961 (see link in activity); primary and/or secondary sources (books, encyclopedias, Internet access optional) on President Eisenhower, the U-2 Incident, and a warning against the Cold War military-industrial complex

Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the 1960 U-2 Incident that heightened tensions between the United States and the Soviet Union during the Cold

War. Begin by reviewing the day’s lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make predictions about what will be covered in the lesson (see U-2 Incident BLM and the sample below).

Impression Words: U-2, secret high altitude aircraft, flights over Soviet Union, cameras, weather mission, Soviet missiles, plane shot down

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask volunteers to read what they have written to the class. A student’s impression text might look like the example below:

Impression Text: *The United States used the U-2, a secret high altitude spy plane, to spy on the Soviet Union. The U-2 made secret flights over the Soviet Union and used its cameras to take photos of secret information. The U-2 was on a weather mission when it was shot down by Soviet missiles.*

List the following key terms on the board:

- U-2 Incident
- U.S. pilot Francis Gary Powers
- President Eisenhower’s response to the U-2 Incident
- Soviet Communist Party leader Khrushchev’s reaction to the U-2 Incident

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information concerning the listed key terms as they read, listen to or view closely information involving the U-2 Incident and to compare their impression text with the actual information presented. See U-2 Incident Split-page Notes BLM and sample below.

Date: May 1960	Topic: U-2 Incident
What was the U-2?	

Information on the U-2 Incident may be found on the following websites:
<http://www.eisenhowermemorial.org/stories/U2.pdf>
<http://www.history.com/this-day-in-history/american-u-2-spy-plane-shot-down>
<http://www.history.com/topics/u2-spy-incident>

Solicit student observations from their U-2 Incident research and discuss their findings with the class. Compare student findings concerning information gathered on the U-2 Incident. Some teacher guidance may be needed.

Working individually, have students use the information in their U-2 Incident BLM and U-2 Incident Split-page Notes BLM to write a short summary detailing the U-2 Incident and explain how this event led to escalating Cold War tensions in 1960.

Have students use primary and/or secondary documents to read about the debate concerning defense spending. Students should examine President Dwight D. Eisenhower’s Farewell Address on January 17, 1961 (see links below). In his farewell address, Eisenhower warned against the “military-industrial complex” that had developed as a result of the Cold War. Ask students to work with a partner to fill in the Debate over Defense Spending *graphic organizer* ([view literacy strategy descriptions](#)). See the Debate over Defense Spending BLM and sample below.

Pro-Defense Spending Viewpoint	Anti- Defense Spending Viewpoint

Eisenhower’s Farewell Address:

<http://www.history.com/this-day-in-history/eisenhower-warns-of-the-military-industrial-complex>

<http://www.ourdocuments.gov/doc.php?flash=true&doc=90>

<http://www.npr.org/2011/01/17/132942244/ikes-warning-of-military-expansion-50-years-later>

Have students share their findings with the class. Ask students to describe the immediate and long-term consequences of high defense spending on society.

Ask students to compare and contrast the issue of defense spending during the Cold War era and that of defense spending today. Separate the class into pro-defense spending advocates and anti-defense spending advocates. Ask the two groups to debate defense spending today. Allow for students who change their minds to move to the other group.

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why/why not America should/should not increase defense spending. Students will assume the role of a newspaper reporter in January of 1961. They will write a newspaper article in which they explain why America should/should not increase defense spending. Include the events that influenced their decision (See Defense Spending *RAFT* BLM and sample below.)

Role	Audience	Format	Topic
Regional newspaper reporter covering Eisenhower's Farewell Address in January of 1961	Subscribers	Newspaper article	Should America increase defense spending?

Students should orally present their newspaper articles to the class and then display the *RAFT* articles on a thematic bulletin board. *RAFT* articles should be checked for logic and accuracy of cited information.

Activity 9: President John F. Kennedy, the Bay of Pigs, and the Cuban Missile Crisis (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: primary and/or secondary sources (books, encyclopedias, Internet access—optional) on President John F. Kennedy, the Bay of Pigs, and the Cuban Missile Crisis

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about Cold War events during the administration of President John F. Kennedy. Students should receive one prompt on any given day as the topic of Cold War events during the Kennedy administration is covered. Write *SPAWN* prompts on the board for students to find as they enter the classroom and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins.

SPAWN writing should be viewed as a tool students can use to make predictions, to reflect on, and to increase their developing disciplinary knowledge and critical thinking. Therefore, this type of writing should not be graded but given points for completion. Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should copy the prompt in their *learning logs* before writing responses and recording the date. Here are some sample prompts to use throughout this unit:

S- Special Powers

You have the power to change an event leading up to the Bay of Pigs. Describe what it is you changed, why you changed it, and the consequences of the change.

P- Problem Solving

You have learned about the Cuban Missile Crisis. How might President Kennedy have discovered the Soviet-placed missiles on Cuba if American U-2 planes not taken the photos while flying over the island of Cuba? What tactics might President Kennedy have used to determine the location and numbers of missiles that were a threat to the American mainland? What might have happened if Kennedy had not responded to this nuclear threat?

A-Alternative Viewpoints

Imagine you were a teenager during October of 1962. Write a description of how the Cuban Missile Crisis impacted the life of your family and you.

W-What if?

What might have happened to the situation if Khrushchev had not offered to remove the missiles from Cuba?

N- Next

Now that the Cuban Missile Crisis is over, what did Fidel Castro do next?

Have students share their *SPAWN* responses with a partner or with the class to stimulate discussion and check for logic and accuracy.

Information on John F. Kennedy and the Crisis in Cuba may be found on the following websites:

Bay of Pigs:

<http://www.jfklibrary.org/JFK/JFK-in-History/The-Bay-of-Pigs.aspx>

<http://www.archives.gov/research/alic/reference/military/cuban-missile-crisis.html>

<http://www.history.com/this-day-in-history/the-bay-of-pigs-invasion-begins>

Cuban Missile Crisis:

<http://www.jfklibrary.org/JFK/JFK-in-History/Cuban-Missile-Crisis.aspx>

<http://www.loc.gov/exhibits/archives/colc.html>

Cuban Missile Crisis primary sources:

<http://www.history.com/this-day-in-history/cuban-missile-crisis>

http://www.history.com/topics/cuban-missile-crisis/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_history%2B-%2B1900%2Bto%2Bpresent_cuban%2Bmissile%2Bcrisis&utm_source=google&utm_medium=cpc&utm_campaign=history%20-%201900%20to%20present&utm_term=cuban%20missile%20crisis

Use the Think Pair Square Share *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- How did the Bay of Pigs fiasco encourage Castro's acceptance of Soviet aid?
- How did the United States naval quarantine of Cuba lead to a nuclear showdown between the Soviet Union and the United States in October of 1962?
- How did the United States government use the policy of brinkmanship in the

Cuban Missile Crisis?

Ask students to think alone for a short period of time about the questions and then pair up with someone to share their thoughts. Next, have pairs of students share with another pair, forming small groups of four students. Monitor the brief discussions and elicit responses from the students. Be sure to encourage student pairs not to automatically adopt the ideas and solutions of their partners. Call the class back together and ask groups to share their responses with the class.

Activity 10: Escalating Cold War Tensions (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: Goals and Queries for QtC BLM, 1963 Limited Test Ban Treaty BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on President John F. Kennedy, the Berlin Crisis, the construction of the Berlin Wall, and the Limited Test Ban Treaty

Students will use *Questioning the Content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content covering the 1961 Berlin Crisis and the construction of the Berlin Wall. *QtC* teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a modeler, facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with the students while using a content source from the day's lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material being read and learned.

Have students work in groups of two to practice *questioning the content* together while monitoring, providing additional modeling, and clarification as students read informational text on the Berlin Crisis and the Berlin Wall. The goal of *QtC* is to make the questioning of information or authors an automatic process for students to do on their own. Hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the escalating Cold War tensions that resulted in the 1961 Berlin Crisis and the construction of the Berlin Wall.

Information on the Berlin Wall:

<http://www.history.com/this-day-in-history/east-germany-begins-construction-of-the-berlin-wall>

<http://www.jfklibrary.org/Research/Ready-Reference/JFK-Speeches/Radio-and-Television-Report-to-the-American-People-on-the-Berlin-Crisis-July-25-1961.aspx>

http://www.archives.gov/exhibits/american_originals/kennedy.html

Berlin Wall primary sources:

http://news.bbc.co.uk/onthisday/hi/dates/stories/august/13/newsid_3054000/3054060.stm

Use *professor know-it-all* ([view literacy strategy descriptions](#)) to allow students to demonstrate what they learned concerning the 1961 Berlin Crisis and the construction of the Berlin Wall. Student information should be checked for accuracy before any presentations are made before their peers.

The *professor know-it-all* strategy is a way to allow students to become “experts” on assigned topics, to inform their peers, and to be challenged and held accountable by their classmates. Ask student groups to prepare 3-5 questions about the content they did not research. Students will be called randomly by groups to come to the front of the classroom and provide “expert” answers to questions from their peers about the content. The selected group should stand shoulder to shoulder. “Professors Know-It-All” should invite questions from the other student groups. Students should ask their prepared questions first, then add others if more information is desired.

Demonstrate with the class how the “Professors Know-It-All” should respond to their peer’s questions. Students should select a spokesperson for the group. Students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the *professor know-it-all* spokesperson give the answer.

Remind students asking the questions to think carefully about the answers received. They should challenge or correct the “Professors Know-It-All” if their answers are not correct or need elaboration or amending. Be sure to clarify any misconceptions or correct inaccuracies when necessary. After five minutes, a new group of “Professors Know-It-All” can take their place in front of the class and continue the process of student questioning until each group has had a turn. Upon completion of the questioning by all student groups, engage students in a discussion involving the Berlin Wall and its attempt to stop the flow of East Germans into West Berlin.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they describe the escalation of Cold War tensions that resulted in the 1961 Berlin Crisis and the construction of the Berlin Wall. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Have students use primary and secondary sources to read about and research information

concerning the Limited Test Ban Treaty of 1963. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the Limited Test Ban Treaty of 1963 (see 1963 Limited Test Ban Treaty BLM and the sample below).

Identify the three nations that signed the Limited Test Ban Treaty on August 5, 1963.

Ask students to work with a partner to fill in the guide. Students are then asked to share their findings. As students check their *process guides* on the 1963 Limited Test Ban Treaty for accuracy, engage the class in a discussion of the attempt of the United States and the Soviet Union to find ways to ease Cold War tensions.

1963 Limited Test Ban Treaty:

<http://www.jfklibrary.org/JFK/JFK-in-History/Nuclear-Test-Ban-Treaty.aspx>

<http://ourdocuments.gov/doc.php?flash=true&doc=95>

<http://history.state.gov/milestones/1961-1968/LimitedBan>

Have students write a brief journal entry in their *learning logs* in which they describe the significance of the signing of the Limited Test Ban Treaty by the Cold War superpowers. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 11: Race to the Moon (GLE: US.5.2; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.10, WHST.11-12.10)

Materials List: Race to the Moon BLM, Cold War Space Race BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the space race that occurred during the 1960s

Hold a class discussion concerning Sputnik I and the space race of the late 1950s and 1960s. Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the space race that occurred during the late 1950s and 1960s. Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a prediction about what will be covered in the lesson (see Race to the Moon BLM and the sample below).

Impression Words: Soviet cosmonaut, first man in space, John F. Kennedy, man on the moon, NASA, better science and math programs in schools and colleges, Alan Shepherd, John Glenn, Neil Armstrong

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask volunteers to read what they have written to the class. A student’s impression text might look like the following example:

Impression Text: *A Soviet cosmonaut was the first man in space. John F. Kennedy wanted America to have the first man on the moon. NASA worked hard to make this happen and tried to help schools and colleges develop better science and math programs. United States astronaut Alan Shepherd was the first American in space. John Glenn was the first American to orbit the earth, and Neil Armstrong made John F. Kennedy’s dream come true by walking on the moon.*

List the following key terms on the board:

- Soviet cosmonaut, Yuri A. Gagarin, first human in space
- JFK issues challenge of landing a man on the moon before the decade is over
- Cape Canaveral, Florida
- NASA Mission Control Center in Houston, Texas
- Alan Shepherd, first American in space
- John Glenn, first American to orbit the earth
- Neil Armstrong, first man to walk on the moon

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research the listed key terms and examine the Cold War space race between the United States and the Soviet Union with the goal to be the first to reach the moon.

Students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they read, listen to or view closely information involving the space race of the 1960s to compare their impression text with the actual information presented. See Cold War Space Race BLM and sample below.

Date: 1960s	Topic: Cold War Space Race
Which superpower put the first man into space? List information concerning this event.	<ul style="list-style-type: none"> • <i>Soviet Union</i> • <i>Soviet cosmonaut, Yuri A. Gagarin</i> • <i>April 21, 1961</i> • <i>188 miles above the earth</i> • <i>Circled the earth for 108 minutes</i>

Information concerning the race to the moon may be found on these websites:

Soviet cosmonaut, Yuri A. Gagarin:

http://www.nasa.gov/mission_pages/shuttle/sts1/gagarin_anniversary.html

<http://news.nationalgeographic.com/news/2011/04/110412-yuri-gagarin-anniversary-google-doodle-first-orbit-space-science/>

John F. Kennedy, Man on the moon:

<http://history.nasa.gov/moondec.html>

<http://www.jfklibrary.org/JFK/JFK-in-History/Space-Program.aspx>

<http://www.archive.org/details/jfks19610525>

John F. Kennedy, Man on the moon primary sources:

<http://www.history.com/videos/jfk-sets-goal-for-man-on-moon>

NASA:

<http://history.nasa.gov/factsheet.htm>

<http://www.nasa.gov/50th/timeline.html>

<http://history.nasa.gov/links3.htm>

Alan Shepherd:

http://history.msfc.nasa.gov/mercury/shepard_flight.html

http://www.nasa.gov/multimedia/imagegallery/image_feature_1344.html

John Glenn:

http://www.nasa.gov/centers/glenn/about/bios/mercury_mission.html

http://www.nasa.gov/centers/glenn/about/bios/john_glenn.html

http://www.archives.gov/exhibits/featured_documents/friendship_7_transcript/

John Glenn primary sources:

<http://www.history.com/videos/john-glenn-orbits-the-earth#john-glenn-orbits-the-earth>

Neil Armstrong:

http://www.nasa.gov/mission_pages/apollo/apollo11_40th.html

<http://news.nationalgeographic.com/news/2009/07/090715-moon-landing-apollo-facts.html>

<http://history.nasa.gov/ap11ann/introduction.htm>

Neil Armstrong primary sources:

http://news.bbc.co.uk/onthisday/hi/dates/stories/july/21/newsid_2635000/263584_5.stm

<http://www.history.com/audio/neil-armstrong-walks-on-the-moon#neil-armstrong-walks-on-the-moon>

Solicit observations and discuss student findings with the class. Compare student entries on their *split-page notes*. Some teacher guidance may be needed to ensure the accuracy of student notes.

Place students in groups of four and use *text chains* ([view literacy strategy descriptions](#)) to create a short story about life in the United States in the 1960s and the space race between the two superpowers. On a sheet of paper, ask the first student to write an opening sentence of a *text chain* in which the student describes what life would be like in the United States during the 1960s. Remind students that the competition between the two superpowers was to be the first in every area of the space race. The first student then

passes the paper to the student sitting to their right, and that student writes the second sentence in the story. The paper is passed again to the next student on their right who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

Student 1: Life in the U.S. during the 1960s was often suspenseful.

Student 2: Americans watched the news in amazement and were shocked when the Soviets sent the first man into space.

Student 3: President Kennedy issued a challenge and pledged that the race to the moon was on.

Student 4: On July 20, 1969, Neil Armstrong was the first man to walk on the moon and the race to the moon was won by the United States.

Gather the class back together. Solicit volunteers from each group to read their *text chain* and discuss their readings with the class. Compare student findings checking information shared with the class for accuracy. Some teacher guidance may be needed.

Activity 12: Vietnam (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: America’s Involvement in Vietnam BLM, Presidential Involvement in Vietnam BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the history of the Vietnam War

Students will use *SQPL* (*student questions for purposeful learning*) ([view literacy strategy descriptions](#)) to learn about the history of the Vietnam War. Generate a statement pertaining to the topic of the day. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information that will be presented in the lesson. For example, an *SQPL* statement about the history of the Vietnam War might be:

Following World War II, France refused to release its imperialistic rule of Indochina. In 1950, fearing that France would lose control of Vietnam to the communists, the United States began supplying millions in economic aid.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Examples of student questions might resemble these:

Why did France still control lands in Indochina?

Was the United States able to help France keep communists out of China?

Next, the class will share their questions which are recorded on the board. Repeated questions from the groups are highlighted to emphasize their importance. Add questions to be sure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students work in pairs to research and analyze the United States involvement in Vietnam. Assign each group one of the presidents whose administration was involved in Vietnam.

- President Harry S. Truman
- President Dwight D. Eisenhower (domino theory)
- President John F. Kennedy
- President Lyndon B. Johnson (Gulf of Tonkin and Tet Offensive)
- President Richard M. Nixon

Have students report on their president’s foreign policy as it pertained to involvement in Vietnam.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information about their assigned president’s involvement in Vietnam (see America’s Involvement in Vietnam BLM and the sample below).

President:	Topic: Involvement and intervention in Vietnam
Describe ways in which the United States was involved in Vietnam during the administration of President _____.	

Students will present their research to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the America’s Involvement in Vietnam BLM as a guide to take notes as different groups present information on their specific president and his administration’s involvement and intervention in Vietnam.

After all presentations, hold a class discussion and ask students to compare and contrast United States presidential involvement in Vietnam. Have students complete a *word grid* ([view literacy strategy descriptions](#)) to make their comparisons (see the Presidential Involvement in Vietnam BLM and sample below). Ask students to share their completed *word grids* and discuss their findings. During the discussion, students should check the information in their *word grids* for accuracy.

Directions: Place an X in the box that identifies the Presidential action involving Vietnam.					
Presidential Action Involving Vietnam	Harry Truman	Dwight Eisenhower	John Kennedy	Lyndon Johnson	Richard Nixon

Sent millions in economic aid to France to help defeat Ho Chi Minh in the early 1950s.					
--	--	--	--	--	--

Using their *word grids* and *split-page notes*, have students write a well-organized paragraph or short essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they trace America’s involvement in Vietnam and describe the final outcome of the Vietnam War. Ask students to share their completed *learning log* entry with the class.

Have students locate and label Vietnam on a map of Asia. Students should identify North and South Vietnam as well as the 17th parallel. Students should also locate and label China, Laos, and Cambodia. Have students note the strategic location of each of these countries. Have students display their maps in the classroom.

Outline maps of Asia:

<http://www.eduplace.com/ss/maps/asia.html>

http://www.eduplace.com/ss/maps/pdf/se_asia_pac_polnl.pdf

Using the Cold War timeline (see Activity 7), have students record information about important events concerning United States involvement in Vietnam above the date that it occurred (dates and locations of key battles should all be included on the timeline). The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Vietnam War Timeline:

<http://www.pbs.org/wgbh/amex/vietnam/timeline/>

Activity 13: Presidential Foreign Policies and Domestic Events (GLE: US.5.2; CCSS: RH.11-12.2, WHST.11-12.10)

Materials List: Escalating Cold War Tensions BLM, Presidential Domestic and Foreign Policies BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the foreign policies and domestic events of Presidents Truman, Kennedy, Johnson, Nixon, and Carter

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in pairs to research and analyze the domestic and foreign policies of Presidents Truman, Kennedy, Johnson, Nixon, and Carter. Assign each group a different president and have them report on that president’s foreign and domestic policies and cite evidence that links these policies to escalating Cold War tensions during the 1960s and 1970s.

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information about their assigned president’s domestic and foreign policies and their links to escalating Cold War tensions (see Escalating Cold War Tensions BLM and sample below).

President:	Topic: Domestic Events and Foreign Policies that led to Escalating Cold War Tensions
Date of term(s):	
Describe ways in which domestic events influenced escalating Cold War tensions during the administration of President _____.	

Information on the domestic events and foreign policies of the presidents may be found on the following websites:

- President Harry S. Truman:
<http://www.trumanlibrary.org/>
- President Dwight D. Eisenhower:
<http://www.eisenhower.archives.gov/>
- President John F. Kennedy:
<http://www.jfklibrary.org/>
- President Lyndon B. Johnson:
<http://www.lbjlibrary.org/>
- President Richard M. Nixon:
<http://nixon.archives.gov/>
- President Jimmy Carter:
<http://www.jimmycarterlibrary.gov/>

Students will present their finding to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *graphic organizer* ([view literacy strategy descriptions](#)) Presidential Domestic and Foreign Policies BLM as a guide to take notes during the different group presentations on their specific president and his foreign and domestic policies (see Presidential Domestic and Foreign Policies BLM and sample below).

President	Date of Term(s)	Domestic Policies	Foreign Policies	Domestic Events	Cold War Events	Other Interesting Facts
Harry S. Truman		<i>Fair Deal</i>				

After all presentations, hold a class discussion and ask students to cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions. Have students write a short explanatory essay in their *learning logs* ([view literacy strategy descriptions](#)) in which they explain how their assigned president's

foreign policies helped to escalate tensions between the world's two superpowers. Ask students to share their completed *learning log* entries with the class.

Activity 14: The Middle East and the Cold War (GLE: US.5.2; CCSS: RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: Military Presence in Afghanistan BLM, markers, colored pencils, colors, or computer graphics; primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topic of United States and Soviet presence in the Middle East during the Cold War

Conduct a class discussion to probe students' background knowledge of the Cold War events that occurred in the Middle East during the 1960s and 1970s. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the ways in which the United States and the Soviet Union were involved in these Middle East conflicts. The discussion should activate students' interest and build on background knowledge concerning the threat of communism spreading throughout the Middle East.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts or other primary/secondary documents on the Cold War tensions that erupted in the Middle East during the 1960s and 1970s (Israeli-Arab conflicts/wars and the Soviet invasion of Afghanistan), stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students' attention should be directed to the reasons for America's interest in stopping the spread of communism in the Middle East in the 1960s and 1970s, the tensions between the Soviet Union and the United States in this area of the world, and the immediate and long-term consequences of this communist threat. Explain the factors that fueled American foreign policy decisions to halt the spread of communism and the presence of the Soviet Union in war torn areas of the Middle East.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned as compared to what they actually learned.

In a culminating activity, hold a class discussion in which students describe their experience with *DL-TA*. Have students write a summary in which they explain and summarize what they learned about the United States and Soviet presence in the Middle East.

Have students construct maps of the world, illustrating the areas where Cold War conflicts occurred between the United States and the Soviet Union during the 1960s and 1970s. Ask students to indicate on their maps the areas that were affected by the spread of communism during this time period. Their map keys should indicate the nations where “hot wars” occurred and the results of these conflicts. Map keys should also indicate which nations fell to the Communists.

Outline maps showing the free world and communist holdings may be found on the following websites:

<http://users.erols.com/mwhite28/coldwar1.htm>

<http://www.pbs.org/behindcloseddoors/maps/index.html>

Mapping the fall of Communism:

<http://news.bbc.co.uk/2/hi/europe/7972232.stm>

Have students present their maps to the class and hold a class discussion in which students explain and analyze the changes that occurred following the beginning of the collapse of communism in 1989.

Have students complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they make their comparisons of the involvement of the Soviet Union in Afghanistan in the 1970s through the 1990s and the involvement of the United States in Afghanistan in the twenty-first century. (See the Military Presence in Afghanistan BLM). Ask students to share their completed *graphic organizers* and display them in the class. Conduct a guided discussion on the information in the *graphic organizers*.

Have students work individually, using the information from their *graphic organizer* to write an informative essay in which they compare and contrast the involvement of the Soviet Union in Afghanistan in the 1970s through the 1990s and the involvement of the United States in Afghanistan in the twenty-first century. Ask students to share their completed essays with the class.

Activity 15: Big Changes in Cold War World Politics (GLE: US.5.5; CCSS: RH.11-12.1, RH.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: Moving Toward an End to the Cold War BLM, 3 copies of The Cold War Ends BLM for each student, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the topics of the leaders of the superpowers of the 1980s, events, and policies that combined to bring about an end to the Cold War.

Using information from primary and/or secondary source readings, Internet resources, and lectures, students will work in pairs to research and analyze the role and personalities of the leaders of the world’s super powers, events, and policies of the 1980s that combined to bring about an end to the Cold War. Assign each group a different key concept and have them report on that concept’s role in bringing about an end to the Cold War:

- President Ronald Reagan
- Reagan Doctrine
- Soviet President Mikhail Gorbachev
- Perestroika
- Glasnost
- Strategic Defense Initiative
- Intermediate-Range Nuclear Forces Treaty (INF Treaty)
- Strategic Arms Reduction Treaties (START I and START II)
- Poland’s Solidarity Movement
- President George Bush
- Tiananmen Square Incident
- Opening of the Berlin Wall
- German Reunification
- Dissolution of the USSR
- Soviet President Boris Yeltsin

As students research their assigned topic, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information about their assigned leader, event or policy that helped to bring about an end to the Cold War (see Moving Toward an End to the Cold War BLM and sample below).

Specific Topic:	Topic: Leaders, Events, and Policies that Led to the End of the Cold War
Describe ways in which _____ led to the end of the Cold War.	

Information on the domestic events and foreign policies of the presidents may be found on the following websites:

President Ronald Regan:

<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/reagan-brotherhood/>

http://www.gilderlehrman.org/historynow/03_2011/historian7.php

<http://www.history.com/topics/fall-of-soviet-union/videos#reagan-meets-gorbachev>

Reagan Doctrine:

<http://www.history.com/this-day-in-history/the-reagan-doctrine-is-announced>

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=404

<http://history.state.gov/milestones/1981-1989/ReaganDoctrine>

Soviet President Mikhail Gorbachev:

<http://www.pbs.org/wgbh/americanexperience/features/biography/reagan-gorbachev/>

<http://www.history.com/topics/mikhail-gorbachev>

http://belfercenter.ksg.harvard.edu/publication/1531/gorbachev_and_the_end_of_the_cold_war.html

Perestroika and Glasnost:

<http://soviethistory.org/index.php?page=subject&SubjectID=1985perestroika&Year=1985>

<http://www.pbs.org/pov/myperestroika/>

<http://www.history.com/topics/perestroika-and-glasnost>

Strategic Defense Initiative:

<http://www.reagan.utexas.edu/education/For%20Educators/picturingcurriculum/picturingcurriculum/Picturing%20the%20Presidency/4.%20Strategic%20Defense%20Initiative/SDI%20Card.pdf>

http://www.pbs.org/newshour/bb/military/star_wars_6-4.html

Intermediate-Range Nuclear Forces Treaty (INF Treaty):

<http://www.state.gov/www/global/arms/treaties/inf1.html>

<http://history.state.gov/milestones/1981-1989/INF>

<http://www.reagan.utexas.edu/education/For%20Educators/picturingcurriculum/picturingcurriculum/Picturing%20the%20Presidency/7.%20INF%20Treaty/1%20Remarks%20on%20INF.pdf>

Strategic Arms Reduction Treaties (START I and START II)

START I:

<http://www.state.gov/www/global/arms/starthtm/start/toc.html>

<http://www.nato.int/docu/review/1991/9105-2.htm>

START II:

<http://www.state.gov/www/global/arms/starthtm/start2/st2intal.html>

<http://www.state.gov/t/isn/10425.htm>

Poland's Solidarity Movement:

<http://www.history.com/this-day-in-history/polish-government-signs-accord-with-gdansk-shipyard-workers->

<http://www.history.com/topics/lech-walesa>

President George Herbert Walker Bush:

<http://bushlibrary.tamu.edu/>

Tiananmen Square:

http://news.bbc.co.uk/onthisday/hi/dates/stories/june/4/newsid_2496000/2496277.stm

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB16/>

<http://www.pbs.org/wgbh/pages/frontline/gate/>

Opening of the Berlin Wall:

<http://www.pbs.org/programs/the-wall/>

<http://www.history.com/this-day-in-history/east-germany-opens-the-berlin-wall>

Opening of the Berlin Wall primary sources:

<http://www.history.com/topics/berlin-wall>

http://news.bbc.co.uk/onthisday/hi/dates/stories/november/9/newsid_2515000/2515869.stm

German Reunification:

<http://www.history.com/this-day-in-history/bush-and-gorbachev-end-second-summit-meeting>

<http://www.archives.gov/presidential-libraries/events/german-reunification/exhibit.html>

http://www.coldwar.org/articles/90s/reunification_of_germany.asp

Dissolution of the USSR:

http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp

http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml

<http://www.history.com/topics/fall-of-soviet-union>

Soviet President Boris Yeltsin:

<http://www.history.com/topics/boris-yeltsin>

http://www.bbc.co.uk/history/worldwars/coldwar/soviet_end_01.shtml

Soviet President Boris Yeltsin primary sources:

<http://www.history.com/topics/fall-of-soviet-union/videos#boris-yeltsin-the-peoples-choice>

<http://www.history.com/this-day-in-history/soviet-hard-liners-launch-coup-against-gorbachev>

Students will present their research to the class using *PowerPoint*® presentations, posters, or various other visual presentations. Have students use the *graphic organizer* ([view literacy strategy descriptions](#)), The Cold War Ends BLM, as a guide to take notes during the different group presentations on their specific leader, event, or policy that led to the end of the Cold War (see The Cold War Ends BLM and sample below).

Cold War Leader, Event, or Policy	Time Period	Role in helping to bring about the end of the Cold War.	Result of the actions of the leader, event, or policy in helping to end the Cold War.	Other Interesting Facts
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After all presentations, hold a class discussion and ask students to cite evidence that links the actions of these leaders, events and policies to the ending of the Cold War. Have students write a short explanatory essay in their *learning logs* ([view literacy strategy descriptions](#)) explaining how their assigned leader, event, or policy helped to bring about an end to the Cold War. Ask students to share their completed *learning log* entries with the class.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.

- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 5: Have students create cartoons that depict what they learned about McCarthyism and the Second Red Scare. Political cartoons should be assessed according to established criteria distributed to students before the political cartoons are drawn.
- Activity 9: Have students create a timeline of important Cold War events that occurred during the 1960s. Timelines should be assessed according to established criteria distributed to students before the timelines are created.
- Activity 13: Have students make a chart in which they create newspaper headlines concerning major Cold War domestic and foreign events, the date that each event occurred, and specific information concerning each event. Such headlines should include the 1968 Democratic Convention, détente, Nixon's travels to China, the Soviet invasion of Afghanistan, and cultural and athletic competitions. See the Cold War Events BLM. Charts should be assessed according to established criteria distributed to students before the charts are created.
- Activity 15: Have students use chart paper and markers to create a 1980s Cold War graffiti wall. Students will draw symbols or write messages that depict what they learned about the Cold War leaders, events, and policies of the 1980s. Graffiti walls should be assessed according to established criteria distributed to students before the graffiti walls are created.

U.S. History
Unit 9: A Time for Change (1944-Present)

Time Frame: Approximately four weeks



Unit Description

This unit focuses on employing historical thinking skills to examine social, political and economic changes and trends that characterized the second half of the twentieth century.

Student Understandings

Students learn how post-war social and political movements brought about change by analyzing the methods used by leaders, the effectiveness of legislation, and the impact of key events. Students understand the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans, Native Americans, Mexican Americans, and women in the United States.

Guiding Questions

1. Can students explain how the Supreme Court decision in *Brown v. Board of Education* (1954) provided the legal foundation for the Civil Rights Movement?
2. Can students describe how key leaders and events led to legislative achievements for civil rights?
3. Can students explain how the Civil Rights movement expanded opportunities for African Americans?
4. Can students explain how American society was transformed in the years following the end of World War II?
5. Can students identify and describe the social achievements of government policies of the 1960s?
6. Can students explain how political events in the 1960s created anti-war and countercultural movements?

Unit 9 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historians’ points of view
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Cold War Era	
US.5.3	Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events
US.5.4	Describe the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: A Time for Change (GLEs: US.5.3, US 5.4; CCSS: **RH.11-12.4**)

Materials List: Key Concepts Chart BLM; secondary sources (books, encyclopedias, Internet access optional) on the topic of the Cold War era and its influence on United States foreign policy decisions, domestic programs, and major social movements

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to the Cold War era. Have them complete a self-assessment of their knowledge of these concepts using a chart. Ask students to rate their understanding of a word using a + for understanding, a ? for limited knowledge, or a - for lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with plus signs. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* on the State Department website using the following link:

http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf .

See pages 4 and 13 in the *EOC Assessment Guide*.

Key Concepts Chart

Key Concept	+	?	-	Explanation	Extra Information
Civil Rights Movement				<i>In the mid-1950s and 1960s, African Americans and some white Americans worked to achieve civil rights for African Americans.</i>	<i>These rights included equal opportunities in housing, employment, education, suffrage, access to all public facilities, and freedom from racial discrimination.</i>

Throughout this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Activity 2: Returning WWII Veterans (GLE: US.5.3; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.4, WHST.11-12.10)

Materials List: GI Bill BLM, Baby Boom BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the GI Bill and the baby boom.

Have students use *SQPL- student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about the GI Bill. Generate a statement pertaining to the GI Bill or Servicemen’s Readjustment Act of 1944. This statement should be thought-provoking to encourage students to wonder and challenge the proposed topic of information presented in the lesson. For example, an *SQPL* statement about the GI Bill might be:

The United States learned valuable lessons about economic problems facing returning World War I veterans. In order to prevent similar economic problems for returning World War II veterans, the United States Congress passed the GI Bill or Servicemen’s Readjustment Act of 1944.

Present the statement to students. Have students pair up to generate two or three questions they would like answered about the *SQPL* statement. Examples of student questions might resemble these:

- What kinds of economic problems did World War I veterans face after the war?
- How did the GI Bill passed by Congress help returning World War II veterans?

Next, have student pairs share their questions which are recorded on the board. Repeated questions from groups are highlighted to emphasize their importance. Add questions to ensure all gaps in information are filled. Students are now ready to discover the answers to their questions. As content is covered, stop periodically to allow students to determine if their questions have been answered and to record correct responses to the questions.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students research and analyze the GI Bill or Servicemen’s Readjustment Act of 1944.

Information on the GI Bill or Servicemen’s Readjustment Act of 1944 may be found on the following websites:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=76>

<http://docs.fdrlibrary.marist.edu/odgibill.html>

<http://www.visitthecapitol.gov/Exhibitions/online/exhibition-archives/pirates-protest-and-public-health/knowledge/educating-veterans-preserving-their-stories/1528-s-1767-servicemens-readjustment-act-of-1944-gi-bill-of-rights-.html>

As students research the GI Bill or Servicemen’s Readjustment Act of 1944, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to organize pertinent information concerning federal legislation designed to assist the returning World War II veterans (see GI Bill BLM and sample below). Students will record their *SQPL* questions in their GI Bill BLM.

The GI Bill	Supporting Details and Important Information
What kinds of economic problems did World War I veterans face after the war?	

Solicit observations from students and discuss their research findings with the class. Compare student findings. Some teacher guidance may be needed. Students should check their split-page notes for accuracy of information in order to use the notes as a study guide for future assessments.

Use *professor know-it-all* ([view literacy strategy descriptions](#)) as a venue for students to demonstrate what they learned concerning the GI Bill. Student information should be checked for accuracy before presentations are made before their peers. The *professor know-it-all* strategy is a way to allow students to become “experts” on assigned topics, to inform their peers, and to be challenged and held accountable by their classmates. Ask other student groups to prepare 3-5 questions about the content they did not research. Student groups will be called randomly to come to the front of the classroom and provide “expert” answers to questions from their peers about the content. The selected group should stand shoulder to shoulder. “Professors Know-It-All” should invite questions from the other student groups. Students should ask their prepared questions first, then add others if more information is desired.

Demonstrate with the class how the “Professors-Know-It-All” should respond to their peers’ questions. Students should select a spokesperson for the group. Students are asked to huddle after receiving a question, discuss briefly how to answer it, and then have the *professor know-it-all* spokesperson give the answer.

Remind students asking the questions to think carefully about the answers received. They should challenge or correct the “Professors Know-It-All” if their answers are not correct or need elaboration or amending. After five minutes, a new group of “Professors-Know-It-All” can take their place in front of the class and continue the process of student questioning until each group has had a turn. Upon completion of the questioning of all student groups, engage students in a discussion involving the GI Bill.

Have students write a brief journal entry in their *learning logs* ([view literacy strategy descriptions](#)) explaining the GI Bill and describing its impact on American society in the years following World War II.

Using secondary source documents (books, encyclopedias, and reliable Internet resources), have students read about the baby boom that occurred in the United States from 1944 to 1964. Have students complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they describe factors that contributed to the baby boom following World War II (see Baby Boom BLM).

Information on the baby boom may be found on the following websites:

http://www.pbs.org/wgbh/amex/tupperware/sfeature/sf_women.html

<http://www.history.com/topics/baby-boomers>

<http://www.cnbc.com/id/34840866>

Have students write a brief essay using what they learned about the baby boom and their baby boom *graphic organizer* to describe factors that led to the birth of the largest generation in American history and explain the impact of the baby boomers on American society.

Activity 3: The Great Society (GLEs: US.1.5, US.5.3; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.4, WHST.11-12.10)

Materials List: Great Society Vocabulary Card BLM, Domestic Policies of FDR and LBJ BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of Lyndon Johnson’s Great Society

Use *GISTing* ([view literacy strategy descriptions](#)) to help students summarize and paraphrase essential information about President Lyndon Johnson’s Great Society domestic policy. President Lyndon Johnson revealed his vision for a Great Society in a speech given on May 22, 1964, at the University of Michigan. A phrase from his speech may be used for the gist.

<p>The Great Society is a place where every child can find knowledge to enrich his mind and to enlarge his talents. It is a place where leisure is a welcome chance to build and reflect, not a feared cause of boredom and restlessness. It is a place where the city of man serves not only the needs of the body and the demands of commerce by the desire for beauty and the hunger for community.</p>
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Have students read the first sentence and write a summary of the sentence using only 15 words or less. Have students read the second sentence and rewrite their gist statement by combining information from the first sentence with information from the second. The students' revised gist statement should be no more than the allotted number of 15 words. This process continues with the remaining sentences of the paragraph. As students read each succeeding sentence, they should rework their gist statement by accommodating any new information from the sentence into the existing gist statement, while not using any more than the allotted 15 words.

1. The Great Society provides knowledge and enables every child to enlarge his talents _____.
2. The Great Society is a place where knowledge is gained, talents enlarged, and productive leisure,
3. The Great Society provides knowledge, talent, productive leisure and desire for beauty and community _____.

Lyndon Johnson's Great Society speech:

<http://bentley.umich.edu/exhibits/lbj1964/>

<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/640522.asp>

<http://www.whitehouse.gov/about/presidents/lyndonbjohnson>

Have students share their gists for comment and peer review by the class. Some teacher guidance may be needed. As students develop competence in forming gists, the process can be streamlined, so gists are written for larger chunks of text and not the sentence level.

Discuss with students Lyndon Johnson's Great Society domestic policy. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) by setting and checking predictions about the Great Society programs throughout the reading of informational texts. The discussion should activate students' interest and build on background knowledge concerning the programs of the Great Society. Students' attention should be directed to programs that impact their lives and the lives of their families today. Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a reading selection on the Great Society, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be recorded in students' *learning logs*. Ask questions involving the content.

Great Society Programs:

<http://www.lbjlibrary.org/press/releases/2012/revisiting-the-great-society.html>

<http://www.ushistory.org/us/56e.asp>

http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/selected_speeches.asp

<http://millercenter.org/president/lbjohnson/essays/biography/4>

War on Poverty:

<http://www.pbs.org/johngardner/chapters/4c.html>

<http://www.fordham.edu/halsall/mod/1964johnson-warpoverty.html>

<http://www.lbjlib.utexas.edu/johnson/archives.hom/speeches.hom/640108.asp>

Medicare and Medicaid programs:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=99>

<http://www.cms.gov/About-CMS/Agency-Information/History/index.html?redirect=/History/>

Education reform:

http://www.lbjlib.utexas.edu/johnson/lbjforkids/edu_timeline.shtm

<http://www.lbjlibrary.org/collections/on-this-day-in-history/november.html>

<http://www.history.com/topics/lyndon-b-johnson>

Dept. of Housing and Urban Development:

http://portal.hud.gov/hudportal/HUD?src=/program_offices/fair_housing_equal_op/aboutfheo/history

<http://www.lbjlibrary.org/collections/photo-archive/photolab-detail.html?serial=476-5-wh65>

<http://www.presidency.ucsb.edu/ws/?pid=29056#axzz1vR5eacz2>

Affirmative Action:

<http://www.now.org/nnt/08-95/affirmhs.html>

<http://www.archives.gov/education/lessons/civil-rights-act/>

Environmental Movement:

<http://www.nps.gov/lyjo/planyourvisit/upload/EnvironmentCS2.pdf>

<http://www.nps.gov/cham/historyculture/lyndon-baines-johnson.htm>

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) with the Great Society programs (e.g.: Medical Care Act, Department of Housing and Urban Development, Elementary and Secondary Education Acts, Civil Rights Act, Voting Rights Act, Clean Air Act, Department of Transportation). *Vocabulary cards* help students learn content-specific terminology and are excellent visual tools that help organize content information.

Demonstrate how to create a vocabulary card with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that the key term is in the center of the rectangle. In the four corners of the card, write the following words: “Date Program was Instituted,” “Purpose of the Program,” “Photo or Clip Art,” and “Other Information.” Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term (see the Great Society Vocabulary Card BLM and sample below).

Date Program was Instituted	Purpose of the Program
<div data-bbox="656 443 967 569" style="border: 1px solid black; padding: 5px; display: inline-block;"> Great Society Program </div>	
Photo or Clip Art	Other Information

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

In a culminating activity, have the students complete a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) in which they compare and contrast FDR’s New Deal and LBJ’s Great Society (see Domestic Policies of FDR and LBJ BLM). Ask students to share their completed *graphic organizers* and then display the *graphic organizers* in the class.

Using their *DL-TA learning logs* activity, *graphic organizers*, and *vocabulary cards*, have students write a well-organized paragraph or short essay in which they compare and contrast the domestic programs of Franklin Roosevelt and Lyndon Johnson. Ask students to share their completed writings with the class.

Activity 4: The Women’s Rights Movement (GLE: US.5.3; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: Women’s Rights Movement BLM, Fight for Equality BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the Women’s Rights Movement

Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the Women’s movement that occurred during the 1960s. Begin by reviewing the day’s lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them to use the words to make a guess about what will be covered in the lesson (see Women's Rights Movement BLM and sample below).

Impression Words: job and wage discrimination, unequal status in society, involvement in Civil Rights and Anti-War movements, Equal Rights Amendment

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. Ask volunteers to read what they have written to the class. A student's impression text might look like the following example:

*In the 1960s, women experienced **job and wage discrimination** and had **unequal status in society**. Women became involved in the **Civil Rights and Anti-War movements** and decided to start their own movement so they pushed for the **Equal Rights Amendment**.*

List the following key terms on the board:

- Women's Rights Movement
- JFK's Presidential Commission on the Status of Women
- Betty Friedan
- National Organization for Women (NOW)
- Equal Rights Amendment
- opposition to the women's rights movement

Have students read, listen to or view closely information involving the Women's Rights Movement to compare their impressions text with the actual information presented.

Information on the Women's Rights movement may be found on the following websites:

<http://www.colorado.edu/AmStudies/lewis/2010/feminism.htm>

<http://www.history.com/topics/womens-movement>

<http://library.duke.edu/rubenstein/scriptorium/wlm/>

JFK's Presidential Commission on the Status of Women

<http://www.jfklibrary.org/Asset-Viewer/Archives/JFKPOF-093-004.aspx>

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=380

Betty Friedman:

<http://www.history.com/topics/betty-friedan>

National Organization for Women (NOW):

<http://www.now.org/history/index.html>

Equal Rights Amendment:

<http://www.ushistory.org/us/57c.asp>

<http://www.now.org/issues/economic/cea/history.html>

<http://lcweb2.loc.gov/ammem/awhhtml/aw03e/aw03e.html>

Opposition to the Women’s Rights Movement:

<http://www.colorado.edu/AmStudies/lewis/2010/feminism.htm>

<http://www.history.com/topics/womens-movement>

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record pertinent information as they research the Women’s Rights Movement (see Fight for Equality BLM and sample below).

Date: 1960-1982	Important information
The Women’s Rights Movement	<ul style="list-style-type: none"> • <i>The Women’s movement once again became active in the 1960s.</i> • <i>The Women’s movement pushed for economic and social equality.</i>

Solicit observations from students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed. Students should check their *split-page notes* for accuracy of information in order to use the notes as a study guide for future assessments.

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following:

- How did the Anti-War and Civil Rights movements influence the Women’s Rights movement?
- In which ways did the Women’s Rights movement help women progress in society (politics, education, and employment)?
- How might the lives of women be different today if the ERA (Equal Rights Amendment) had passed?

Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss an issue or problem while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are “in the fishbowl.” At some point during the discussion, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed and to ask questions of the fishbowl group. Send a new group into the fishbowl and continue the process until all students have had the opportunity to participate and discuss the questions about Anti-War movements, Civil Rights movement, and the Women’s Rights movement. Ask both groups to share their discussions with the entire class.

Working individually, have students use the information in their Fight for Equality *split-page notetaking* chart to write a short summary in their *learning logs* ([view literacy strategy descriptions](#)) detailing the 1960s rebirth of the Women’s Rights Movement and the tactics used to achieve the desired goals and objectives. Students should also discuss the failure to pass the Equal Rights Amendment. Ask student volunteers to share their summaries with the class checking for student understanding of the Women’s Rights

Movement. Remind students that their *learning logs* are great study tools for future assessments.

Activity 5: The United Farm Workers Movement (GLE: US.5.3; CCSS: RH.11-12.2, RH.11-12.9)

Materials List: United Farm Workers Movement BLM, Grape Boycott *RAFT* BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on Cesar Chavez and the United Farm Worker Movement

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine Cesar Chavez and the United Farm Worker Movement of the 1960s. Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the events and forces that led to the organization of the United Farm Workers Movement, the tactics used to achieve its goals, and the results of these actions (see United Farm Workers Movement BLM and sample below).

Describe the working and living conditions that Latino farm workers experienced during the 1960s.

Ask students to work with a partner to fill in the guide. Students are then asked to share their findings with the class. Engage the class in a discussion of the goals, tactics, and outcomes of the United Farm Workers Movement.

The following websites contain information concerning the United Farm Worker Movement:

<http://www.pbs.org/itvs/fightfields/cesarchavez1.html>

<http://memory.loc.gov/ammem/today/aug22.html>

http://www.ufw.org/_page.php?menu=research&inc=history/03.html

Cesar Chavez:

http://www.ufw.org/_page.php?inc=history/07.html&menu=research

<http://www.pbs.org/itvs/fightfields/cesarchavez1.html>

Grape Boycott:

<http://www.ushistory.org/us/57f.asp>

http://www.cesarchavezfoundation.org/cms.php?mode=view&b_code=003007000000000&b_no=2314&page=2&field=&key=&n=1

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief rationale explaining why America should or should not support the grape boycott organized by Cesar Chavez and the United Farm Workers. Have students assume the role of a newspaper reporter in 1965 and write a newspaper article in which they explain why America should or should not support the grape boycott. Include information on the

United Farm Workers and tactics used to gain support for the grape boycott (see Grape Boycott *RAFT* BLM and sample below).

Role	Audience	Format	Topic
Regional newspaper reporter in 1965	Subscribers	Newspaper article	Should America boycott California grapes?

Have student groups orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board. Students should listen for accuracy and logic in the *RAFTs*.

Activity 6: Counterculture and Anti-War Movements (GLE: US.5.3; CCSS: RH.11-12.7, WHST.11-12.9)

Materials List: Goals and Queries for QtC BLM, Domestic Policies of FDR and LBJ BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the Counterculture and Anti-War movements of the 1960s and early 1970s

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research the counterculture and Anti-War movements of the 1960s and early 1970s.

Information may be found on the following websites:

Counterculture Movement:

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=377

<http://www.ushistory.org/us/57h.asp>

Anti-War Protest Movement:

<http://www.english.illinois.edu/maps/vietnam/antiwar.html>

<http://www.ushistory.org/us/55d.asp>

http://www.livinghistoryfarm.org/farminginthe50s/life_09.html

Anti-War Protest Movement videos:

<http://www.history.com/topics/vietnam-war-protests>

http://www.pbs.org/wgbh/amex/eyesontheprize/story/16_vietnam.html

Student Protests at the Democratic Party Convention of 1968:

<http://www.history.com/this-day-in-history/protests-at-democratic-national-convention-in-chicago>

<http://www.history.com/videos/violence-batters-1968-democratic-convention>

<http://www.nyu.edu/library/bobst/collections/exhibits/arch/1968/Index.html>

Jackson State Protest:

http://www.may41970.com/Jackson%20State/jackson_state_may_1970.htm

<http://www.npr.org/templates/story/story.php?storyId=126426361>

Kent State Anti-War Protest:

<http://dept.kent.edu/sociology/lewis/lewihen.htm>

<http://www.library.kent.edu/page/11247>

<http://dept.kent.edu/may4/chrono.html>

Students for a Democratic Society:

http://www.pbs.org/opb/thesixties/topics/politics/newsmakers_1.html

<http://www.britannica.com/EBchecked/topic/569902/Students-for-a-Democratic-Society-SDS>

<http://www.english.illinois.edu/maps/vietnam/antiwar.html>

Have students use *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research content covering the Counterculture and Anti-War movements of the 1960s and the early 1970s. *QtC* teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for *QtC* BLM and sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with students while using a content source from the day's lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the materials being read and learned.

Have students work in pairs to practice *questioning the content* together. Monitor the *QtC* process providing additional modeling and clarification when needed. The goal of *QtC* is to make *questioning the content* or author an automatic process for students to do on their own.

Hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the counterculture and Anti-War movements.

Use Fishbowl *discussion* ([view literacy strategy descriptions](#)) to answer the following questions:

- What was the counterculture movement of the 1960s?
- What traditional values of society did participants in the counterculture reject?
- How did mainstream America react to the counterculture movement?
- What impact did the counterculture movement have on college campuses at this time?
- What happened at the anti-war demonstrations at Kent State University in Ohio and at Jackson State University in Mississippi in May of 1970?

Divide students into two groups sitting in concentric circles. A small group of students in the inner circle (the fishbowl) is asked to discuss an issue or problem while the other group (the outer circle) looks on. The outside group must listen but not contribute to the deliberations of the students that are “in the fishbowl.” At some point during the discussion, give those students in the outer circle looking in an opportunity to discuss among themselves their reactions to the conversations that they observed and to ask questions of the fishbowl group. Send a new group into the fishbowl and continue the process until all students have had the opportunity to participate in the discussion questions about the counterculture and Anti-War movement of the 1960s and early 1970s.

In a culminating activity, have students create a graffiti wall in which they create their own drawings of the events, symbols, or facts of the counterculture and the anti-war demonstrations of the 1960s and early 1970s. Ask the students to explain their graffiti. Display the counterculture and Anti-War movements’ graffiti wall in the classroom.

Activity 7: The American Indian Movement (GLE: US.5.3; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: American Indian Movement BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the American Indian Movement

Conduct a class discussion to probe students’ background knowledge of the struggles Native Americans faced in the 20th Century. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine the efforts of Native Americans to join together to acquire improvements in their conditions and equality. The discussion should activate students’ interest and build on background knowledge concerning Native Americans efforts to achieve greater autonomy.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Guide students through a selected reading passage found in their texts or teacher-provided resources on the problems and inequality Natives Americans faced and the government’s attempts to correct the problems and inequality. Stop at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Students’ attention should be directed to economic, medical, discrimination, and cultural problems of the Native Americans. Attention should also be directed to the ways in which Native Americans protested their dissatisfaction and discontent with the lack of reform concerning their demands, ways in which they confronted the government, and victories won.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned as compared to what they actually learned.

Information on the American Indian Movement:

<http://www.aimovement.org/ggc/history.html>

http://www.mnhs.org/library/tips/history_topics/93aim.html

<http://www.pbs.org/itvs/alcatrazisnotaniland/activism.html>

Place students in groups of three to five and use the Round Robin *discussion* ([view literacy strategy descriptions](#)) technique to help students discuss and answer questions concerning the American Indian Movement. Use a *process guide* ([view literacy strategy descriptions](#)) during the Round Robin discussion to help students assimilate, think critically about, and apply new knowledge concerning the events and forces that led to the organization of the American Indian Movement, the tactics used to achieve its goals, and the results of these actions (see American Indian Movement BLM and sample below).

Describe economic problems faced by Native Americans in the 20 th Century.

Gather the class back together. Solicit student responses and compare student findings. Facilitate any resulting discussion checking for accurate information. Some teacher guidance may be needed.

Have students work individually, using information from the *DL-TA: directed learning-thinking activity* and the Round Robin *discussion* to write a short summary of the struggles faced by Native Americans and victories won by the American Indian Movement in their *learning logs*. Ask students to share their completed *learning log* entries with the class.

Activity 8: The Civil Rights Movement (GLEs: US.1.5, US.5.4; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: Civil Rights Movement BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the Civil Rights Movement

Use primary and/or secondary sources (books, encyclopedias, and reliable Internet sources), and have students work in pairs to research the history of the Civil Rights movement and the tactics used by this movement to achieve the desired goals (e.g., Rosa Parks and the Montgomery Bus Boycott, non-violent protests such as the Woolworth Lunch Counter Sit-ins, and other forms of civil disobedience and massive resistance). Add other individuals and events as necessary.

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine key individuals and tactics used in the Civil Rights movement during the mid 1950s and 1960s (see Civil Rights Movement BLM and sample below).

Topics:	Important information
Civil Rights Movement	<ul style="list-style-type: none"> • <i>In the mid-1950s and 1960s, African Americans and some white Americans worked to achieve civil rights for African Americans.</i> • <i>These rights included equal opportunity in housing, employment, education, suffrage, access to all public facilities, and freedom from racial discrimination.</i>

Information on the Civil Rights movement may be found on the following websites:

<http://faculty.smu.edu/dsimon/Change-Civ%20Rts.html>

<http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx>

http://www.amistadresource.org/civil_rights_era/student_protest.html

Civil Rights movement videos and primary sources:

http://www.pbs.org/wnet/aaworld/timeline/civil_01.html

<http://www.history.com/topics/american-civil-rights>

<http://besthistorysites.net/index.php/american-history/1900/civil-rights>

<http://www.nps.gov/nr/travel/civilrights/>

Greensboro Lunch Counter Sit-In:

<http://www.history.com/topics/greensboro-sit-in>

<http://www.loc.gov/exhibits/odyssey/educate/lunch.html>

<http://www.smithsonianmag.com/arts-culture/Courage-at-the-Greensboro-Lunch-Counter.html>

Student Nonviolent Coordinating Committee:

<http://mlk->

kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_student_nonviolent_coordinating_committee_sncc/

<http://www.history.com/topics/student-non-violent-coordinating-committee>

Rosa Parks and the Montgomery Bus Boycott:

<http://www.archives.gov/education/lessons/rosa-parks/>

<http://www.hfmvgv.org/exhibits/rosaparks/story.asp>

<http://www.history.com/this-day-in-history/rosa-parks-ignites-bus-boycot>

Rosa Parks primary sources:

<http://www.loc.gov/rr/program/bib/rosaparks/rosaparks.html>

<http://www.archives.gov/education/lessons/rosa-parks/>

<http://www.montgomeryboycott.com/frontpage.htm>

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed. Students should check their *split-page notes* for accuracy of information in order to use the notes as a study guide for future assessments.

Working individually, have students use the information in their Civil Rights Movement *split-page notetaking* chart to write a short summary in their *learning logs* ([view literacy strategy descriptions](#)) detailing the rise of the Civil Rights movement and the tactics used to achieve the desired goals and objectives.

Activity 9: The Baton Rouge Boycott (GLEs: US.1.1, US.5.4; CCSS: RH.11-12.2, WHST.11-12.4)

Materials List: colors, markers, colored pencils, butcher paper or any type of paper roll, primary and secondary sources (books, encyclopedias, Internet access optional) on the topics of the 1953 Baton Rouge Bus Boycott

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about the Baton Rouge Bus Boycott. Students should receive one prompt on any given day as content on one of the first events of the American Civil Rights movement is covered. Write *SPAWN* prompts on the board for students to find as they enter the classroom and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins or as a closure activity.

SPAWN writing should be viewed as a tool students can use to make predictions, to reflect on, and increase their developing disciplinary knowledge and critical thinking. Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. Students should copy the prompt in their *learning logs* before writing responses and recording the date. Student *learning logs* will enable them to record their thoughts and document what they have learned compared to their initial anticipations based on the *SPAWN* prompts.

Below are sample *SPAWN* prompts to use throughout this unit:

S- Special Powers

You have the power to change an event leading up to the Baton Rouge Bus Boycott of 1953. Describe what you would change, why you would change it, and the consequences of the change.

P – Problem Solving

You have learned about the fare increase and the seating arrangements for blacks and whites on the Baton Rouge public busses during the early 1950s. The Baton Rouge city council voted unanimously in favor of Ordinance 222 which ended reserved seating. Ordinance 222 required blacks enter through the back door and whites enter through the front door of the bus. Ordinance 222 was not enforced and some of the bus drivers enforced the old law requiring the first ten seats to be reserved for white passengers. How could Reverend T.J. Jemison and the United Defense League challenge this law since bus riders, many who were domestic workers, needed transportation to and from work? What alternate forms of

transportation could be organized to get the bus riders to their destinations? What could Reverend T.J. Jemison and the organizers of the Baton Rouge Bus Boycott do to ensure that African Americans did not ride the busses? What was the final outcome of the Baton Rouge Bus Boycott?

A – Alternative Viewpoints

Imagine you are a young African American working in downtown Baton Rouge in June of 1953. Write a description of how the bus boycott impacted the life of your family and you.

W – What if?

What if the Baton Rouge Bus Boycott had not been called off by Reverend Jemison after only eight days?

N – Next

Since African Americans were allowed to sit in the sections of the busses once reserved for whites only, what happened next to create inequities in the Baton Rouge public bus system? How might the tactics used in the Baton Rouge Bus Boycott have influenced the Montgomery Bus Boycott of 1955?

Information on the Baton Rouge Bus Boycott of 1953:

<http://www.lib.lsu.edu/special/exhibits/e-exhibits/boycott/>

<http://www.lib.lsu.edu/special/exhibits/e-exhibits/boycott/background.html>

<http://www.npr.org/templates/story/story.php?storyId=1304163>

Have students share their *SPAWN* responses with a partner or with the class to stimulate discussion and check for logic and accuracy.

In a culminating activity, have students create a graffiti wall in which they use the information from their *SPAWN* responses to create a visual story depicting the events of the Baton Rouge Bus Boycott. Ask students to share their visual stories with the class and display student work in the classroom.

Activity 10: Desegregation of America’s Public Schools (GLE: US.5.4; CCSS: RH.11-12.1, RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.4, WHST.11-12.9)

Materials List: Desegregation of America’s Public Schools BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the desegregation of America’s public schools

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the role and importance of the Civil Rights movement in the expansion of educational opportunities for African Americans during the 1950s and 1960s (see the Desegregation of America’s Public Schools BLM and sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the role of the NAACP in the desegregation of the public schools in America and to

complete their Desegregation in America’s Public Schools *anticipation guides*. The “Before” column of the anticipation guide will be completed before any research or discussion takes place and the “After” column will be completed after students read or discuss the informational sources.

Before reading about the desegregation of America’s public schools, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether the “before” reading responses need to be changed. For all statements provide evidence from the primary and secondary sources for the “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. All American public schools were not desegregated in the 1950s and 1960s. Evidence _____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the *anticipation guide* statements.

Information on the desegregation of America’s public schools may be found on these websites:

Brown v. Board of Education:

<http://www.pbs.org/jefferson/enlight/brown.htm>

http://www.oyez.org/cases/1950-1959/1952/1952_1/

<http://www.loc.gov/exhibits/brown/brown-brown.html>

Little Rock Nine:

<http://www.nps.gov/nr/travel/civilrights/ar1.htm>

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9.html>

<http://www.npr.org/templates/story/story.php?storyId=14091050>

Little Rock Nine primary sources:

<http://www.history.com/videos/little-rock-9>

http://www.cbsnews.com/2300-500142_162-3289400.html

<http://myloc.gov/Exhibitions/naacp/civilrightsera/ExhibitObjects/DaisyBatesLittleRockNine.aspx>

Ruby Bridges and the New Orleans school integration crisis:

http://www.pbs.org/wnet/aaworld/history/spotlight_september.html

<http://www.rubybridges.com/story.htm>

<http://www.loc.gov/exhibits/brown/brown-aftermath.html>

http://library.thinkquest.org/J0112391/ruby_bridges.htm

Desegregation busing:

<http://www.civilrights.org/resources/civilrights101/desegregation.html>

http://www.pbs.org/wgbh/amex/eyesontheprize/story/21_boston.html

<http://www.npr.org/templates/story/story.php?storyId=1853532>

Integration of the University of Mississippi (James Meredith):

<http://www.usmarshals.gov/history/miss/02.htm>

<http://clio.lib.olemiss.edu/archives/integration.php>

<http://www.history.com/topics/ole-miss-integration>

Upon completion of the presentations on the desegregation of America's public schools, engage the students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts. *Anticipation guides* are especially helpful to struggling and reluctant readers and learners as it increases motivation and focuses students' attention on important aspects of the content.

Have students view photos of the Little Rock Nine and the Norman Rockwell painting of Ruby Bridges as they desegregate their respective schools. Have students write a short descriptive passage in their *learning logs* ([view literacy strategy descriptions](#)) concerning information learned about the desegregation of America's public schools and the trials and tribulations that these students experienced during this time in history. Ask student volunteers to read their descriptive passages to the class. Facilitate any class discussion that follows, checking for student understandings of the information.

Activity 11: Emmett Till (GLE: US.5.4; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: Emmett Till QtC BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional) on the murder of Emmett Till

Using primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources), have students work in pairs to research information about the murder of Emmett Till in Mississippi in 1955 and the resulting murder trial.

Have students use *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research content covering the murder of Emmett Till in 1955. *QtC* teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content that they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Emmett Till *QtC* BLM and sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about? Who is involved? Where did this happen? When did this happen?

Model the *QtC* process with students while using a content source from the day’s lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the materials being read and learned.

Have students work in pairs to practice *questioning the content* together. Monitor the *QtC* process providing additional modeling and clarification when needed. The goal of *QtC* is to make *questioning the content* or author an automatic process for students to do on their own.

Hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the murder of Emmett Till.

Have students read the lyrics and listen to a recording of Bob Dylan’s song *The Death of Emmett Till* (<http://www.bobdylan.com/songs/the-death-of-emmett-till>). Have students write a journal entry in their *learning logs* ([view literacy strategy descriptions](#)) in which they discuss the brutal murder of Emmett Till and explain the effects of his death on the rise of the American Civil Rights movement. Ask students to share their completed *learning log* entry with the class.

Based on information gathered through teacher lecture and/or student research, have students create a memorial marker to be placed near the Tallahatchie River for the slain Emmett Till. Have students display their memorial markers around the class. Have student groups walk around the classroom and look at and discuss the memorial markers. Solicit observations from students and discuss their memorial markers with the class. Some teacher guidance may be needed.

In a culminating activity, use Inside-Outside Circles *discussion* ([view literacy strategy descriptions](#)) to have the students evaluate the brutal murder of Emmett Till and explain the effects of his death on the rise of the American Civil Rights movement. Have students stand and face each other in two concentric circles. The inside circle will face out and the outside circle faces in. After posing a question concerning the death of Emmett Till and the acquittal of the accused murderers, ask students to discuss ideas and answers with the person standing most directly in front of them. Allow ample time for discussion. Ask the inner or outer circle to rotate until a command is given to stop. The discussion should begin anew. After a few rotations, randomly ask individual students to share their ideas or the ideas of the person(s) with whom they have been discussing the

Emmett Till murder and subsequent trial and describe how this death led to a cry for justice and the rise of the American Civil Rights movement.

Gather the class back together. Solicit observations from each group and compare and discuss their findings. Some teacher guidance may be needed.

Activity 12: Martin Luther King, Jr. and the Civil Rights Movement (GLE: US.5.4; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.9)

Materials List: Civil Rights Movement and Martin Luther King, Jr. BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on Martin Luther King, Jr. and the Civil Rights Movement

Organize the class into seven different groups. Assign each group one of the following topics:

- beliefs and tactics used by Martin Luther King, Jr. in the Civil Rights movement
- role of Martin Luther King, Jr. in the Civil Rights movement
- role of Martin Luther King, Jr. in the NAACP
- King's involvement in the Montgomery Bus Boycott
- formation, purpose, and goals of the Southern Christian Leadership Conference (SCLC)
- 1963 March on Washington
- passage of the Civil Rights Act of 1964.

Have students use primary and/or secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to research information on their assigned topic concerning Martin Luther King, Jr. and the major Civil Rights events and turning points.

Information may be found on the following websites:

Martin Luther King, Jr.: beliefs and tactics:

<http://teachingamericanhistory.org/library/index.asp?document=1131>

<http://www.archives.gov/education/lessons/memphis-v-mlk/>

<http://memory.loc.gov/ammem/aahtml/exhibit/aopart9b.html>

<http://www.jstor.org/pss/25163011>

Martin Luther King, Jr. primary sources:

<http://www.npr.org/news/specials/march40th/speeches.html>

<http://www.history.com/topics/greensboro-sit-in>

Montgomery Bus Boycott: King's speech on Dec. 5, 1955,

<http://www.montgomeryboycott.com/>

[\[kpp01.stanford.edu/index.php/encyclopedia/documententry/the_address_to_the_fi\]\(http://kpp01.stanford.edu/index.php/encyclopedia/documententry/the_address_to_the_first_montgomery_improvement_association_mia_mass_meeting/\)](http://mlk-</p></div><div data-bbox=)

[rst_montgomery_improvement_association_mia_mass_meeting/](http://www.montgomeryboycott.com/article_overview.htm)

http://www.montgomeryboycott.com/article_overview.htm

http://www.amistadresource.org/civil_rights_era/montgomery_bus_boycott.html

Montgomery Bus Boycott primary sources:

http://www.pbs.org/wgbh/amex/eyesontheprize/story/02_bus.html

<http://www.history.com/topics/montgomery-bus-boycott>

<http://www.archives.gov/southeast/education/resources-by-state/montgomery-bus-boycott.html>

Browder v. Gayle: Supreme Court case decision of 1956

[http://mlk-](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_browder_v_gayle/)

[kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_browder_v_gayle/](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_browder_v_gayle/)

Southern Christian Leadership Conference:

http://www.loc.gov/folklife/civilrights/survey/subject.php?subject_id=279

“Letter from Birmingham Jail”:

<http://www.mlkonline.net/jail.html>

<http://teachingamericanhistory.org/library/index.asp?document=100>

1963 March on Washington:

<http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart9b.html>

[http://mlk-](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_march_on_washington_for_jobs_and_freedom/)

[kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_march_on_washington_for_jobs_and_freedom/](http://mlk-kpp01.stanford.edu/index.php/encyclopedia/encyclopedia/enc_march_on_washington_for_jobs_and_freedom/)

http://www.amistadresource.org/civil_rights_era/march_and_civil_rights_act.html

1963 March on Washington primary sources:

<http://www.npr.org/news/specials/march40th/>

http://www.pbs.org/wgbh/amex/eyesontheprize/story/08_washington.html

Civil Rights Act of 1964:

<http://www.archives.gov/education/lessons/civil-rights-act>

<http://www.ourdocuments.gov/doc.php?flash=true&doc=97>

<http://memory.loc.gov/ammem/awhhtml/awlaw3/civil.html>

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine Martin Luther King, Jr. and the Civil Rights movement (see Martin Luther King, Jr. and the Civil Rights Movement BLM and sample below).

1955-1968	Martin Luther King, Jr. and the Civil Rights Movement important information and supporting details:
The beliefs and tactics used by Martin Luther King, Jr. in the Civil Rights Movement	<ul style="list-style-type: none"> • <i>Dr. King believed that nonviolent tactics could achieve equal rights for African Americans.</i> • <i>He followed the teachings of:</i> <ul style="list-style-type: none"> <i>Jesus (love for one’s enemies)</i> <i>Mohandas Gandhi (nonviolence)</i> <i>Henry David Thoreau (civil disobedience)</i> <i>A. Phillip Randolph (organization of demonstrations)</i>

Gather the class back together. Have student groups present their findings to the class using PowerPoint® presentations, posters, or various other visual presentations. Solicit observations from the class and discuss each group’s research findings. As information is shared and discussed, students should record notes on their *split-page notetaking* BLM on the other listed topics. Facilitate the class discussion checking for

accurate information being shared and student understandings of the content. After all presentations are complete, allow students to review their notes individually and with a partner in preparation for other class activities and assessments.

Use brainstorming to create a list of examples of the ways in which the assigned events of the Civil Rights movement led to the expansion of opportunities for African Americans in the United States. Have students write a short summary in which they express their opinion of any particular Civil Rights event and describe its impact on expanding opportunities for African Americans in our country. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

Activity 13: Voting Rights (GLE: US.5.4; CCSS: RH.11-12.2, RH.11-12.7, RH.11-12.10, WHST.11-12.9)

Materials List: Fight for Voting Rights BLM, Voting Rights in the South *RAFT* BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topics of voting rights for African Americans, Martin Luther King, Jr. and the Voting Rights Movement

Have students read about the struggle for voting rights experienced by African Americans in their textbooks, teacher handouts, or online resources. As students read, have them construct a *graphic organizer* ([view literacy strategy descriptions](#)) in which they record information concerning each of the following events of the Voting Rights Movement:

- 1964 Freedom Summer
- Freedom Rides
- Selma Marches
- Twenty-Fourth Amendment
- Voting Rights Act of 1965

See Fight for Voting Rights BLM and sample below. Information should include the purpose or goals and the results of a particular event during the Voting Rights Movement’s attempt to gain suffrage for African Americans in the South.

Event	Purpose or Goal	Result
1964 Freedom Summer	<ul style="list-style-type: none"> • <i>CORE and SNCC, civil rights organizations, sponsored a campaign to draw national attention to the disfranchisement of African Americans in the South.</i> 	<ul style="list-style-type: none"> • <i>College students, who were trained in nonviolent resistance, came to the South to help register African Americans to vote.</i>

Have students share their research with the class. Record student feedback on the board or overhead projector and lead the class in a discussion of the findings as students check their graphic organizers for accuracy.

1964 Freedom Summer:

- <http://www.usm.edu/crdp/html/cd/summer.htm>
- http://www.pbs.org/wgbh/amex/eyesontheprize/story/09_summer.html
- http://www.core-online.org/History/freedom_summer.htm
- <http://www.history.com/topics/freedom-summer>
- http://www.history.com/images/media/pdf/Freedom_Summer.pdf

1965 Selma Marches:

- <http://www.nps.gov/nr/travel/civilrights/al4.htm>
- <http://memory.loc.gov/ammem/today/mar07.html>
- <http://www.history.com/topics/selma-montgomery-march>
- http://www.pbs.org/wgbh/amex/eyesontheprize/story/10_march.html

Twenty-Fourth Amendment:

- <http://billofrightsinstitute.org/resources/educator-resources/americanpedia/amendments/twenty-fourth-amendment/>
- <http://memory.loc.gov/ammem/today/jan23.html>

Voting Rights Act of 1965:

- <http://www.ourdocuments.gov/doc.php?doc=100>
- http://www.justice.gov/crt/about/vot/intro/intro_b.php
- <http://www.archives.gov/historical-docs/document.html?doc=18&title.raw=Voting%20Rights%20Act>
- <http://www.lbjlibrary.org/press/releases/2011/voting-rights-act-media.html>

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief newspaper article in which they describe one of the events that occurred during the voter registration period in the South. Have students assume the role of a newspaper reporter in a southern state during 1964 or 1965. Include information on the goals or purposes of the Voting Rights movement to register African Americans to vote and the results of the selected topic (see Voting Rights in the South *RAFT* BLM and sample below).

Role	Audience	Format	Topic
National newspaper reporter in the South, during the summer of 1964	Subscribers	Newspaper article	Freedom Summer workers disappear in Mississippi

Students should orally present their newspaper articles to the class and then display the *RAFT* letters on a thematic bulletin board. Facilitate any resulting class discussion and ask students to listen for accurate information in the newspaper articles presented.

Activity 14: Ballots or Bullets (GLE: US.5.4; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9)

Materials List: Discontent within the Civil Rights Movement BLM, Bullets or Ballots BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of tensions between the civil rights leaders and organizations

Use primary and/or secondary sources (books, encyclopedias, and reliable Internet sources) and have students work in pairs to research racial discrimination and prejudice in other areas of the country, the disagreements that occurred between civil rights groups in the 1960s, and the creation of the Black Nationalists movement (1964 Harlem Race Riots, 1965 Watts Race Riots, Malcolm X, Black Power, Black Panthers, and H. Rap Brown). Add other individuals and events as necessary.

Information on these topics may be found on the following websites:

De facto segregation vs. de jure segregation:

http://www.law.cornell.edu/wex/de_facto_segregation

<http://www.pbs.org/jefferson/enlight/brown.htm>

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=371

1964 Harlem Race Riots:

http://crdl.usg.edu/events/ny_race_riots/?Welcome

<http://www.pbs.org/independentlens/july64/timeline.html>

1965 Watts Race Riots:

http://www.pbs.org/hueypnewton/times/times_watts.html

http://www.npr.org/blogs/politicaljunkie/2009/08/on_this_day_in_1965_watts_er_up.html

<http://www.history.com/this-day-in-history/watts-riot-begins>

Malcolm X:

http://www.amistadresource.org/civil_rights_era/malcolm_x.html

<http://www.pbs.org/wgbh/amex/malcolmx/>

<http://www.pbs.org/wgbh/amex/malcolmx/timeline/index.htm>

Black Power:

<http://hoover.archives.gov/exhibits/africanamerican/blackpower/index.html>

http://www.pbs.org/thisfarbyfaith/timeline/p_4.html

<http://exhibitions.nypl.org/africanaage/essay-black-power.html>

http://www.amistadresource.org/civil_rights_era/black_power.html

Black Panthers:

http://www.pbs.org/wgbh/amex/eyesontheprize/story/17_panthers.html

<http://history.hanover.edu/courses/excerpts/111bppp.html>

<http://www.ask.com/web?q=Bobby+Seale+and+the+black+panther+party&qsrc=1&frstpgo=0&o=2545&l=dir&qid=710DB97DFEF23D096E581C530E17816C&page=3&jss=1>

<http://www.pbs.org/hueypnewton/>

<http://vault.fbi.gov/Black%20Panther%20Party%20>

Have students use *split-page notetaking* ([view literacy strategy descriptions](#)) to record information as they examine racists’ attitudes in areas of the country outside of the South, the discontent and disagreements that arose between key civil rights individuals over tactics, and organizations and movements that were created as a result of these tensions (see the Discontent within the Civil Rights Movement BLM and sample below).

Date: 1964-1968	Important information
Explain de facto segregation and give an example of this type of segregation.	<ul style="list-style-type: none"> • <i>Segregation that is a result of custom, tradition, or years of practice</i> • <i>De facto segregation existed in the North and other areas of the nation.</i> • <i>Following World War II large numbers of African Americans migrated to cities in the North. African Americans competed for jobs and housing. Large numbers of whites fled from the cities and moved to the suburbs to avoid the increasing number of African Americans that moved into their neighborhoods.</i>

Solicit observations from the students and discuss their research with the class. Compare student findings. Some teacher guidance may be needed. Students should check their split-page notes for accuracy of information in order to use the notes as a study guide for future assessments.

Have students complete a Venn diagram *graphic organizer* ([view literacy strategy descriptions](#)) in which they compare and contrast the strategies and methods of Martin Luther King, Jr. and those of Malcolm X and the Black Panthers (see Bullets or Ballots BLM). Ask students to share their completed *graphic organizers* and then display the Venn diagrams in the class.

Place students in groups of four to create a *text chain* ([view literacy strategy descriptions](#)) about the differences in opinion between Martin Luther King, Jr. and Malcolm X. On a sheet of paper, ask the first student in each group to write the opening sentence of a *text chain* that describes the differences in King’s use of nonviolence methods and Malcolm X’s beliefs that blacks should separate from whites and armed self-defense strategies. The student then passes the paper to the student sitting to the right, and that student writes the next sentence in the story. The paper is passed again to the right of the next student who writes a third sentence of the story. The paper is passed to the fourth student who must complete the story. See the sample *text chain* below:

<p>Student 1: Disagreements began to develop between the civil rights leaders.</p> <p>Student 2: Martin Luther King, Jr. and Malcolm X had different views and beliefs on how African Americans should achieve equality and gain their civil rights.</p> <p>Student 3: Martin Luther King, Jr. believed in civil disobedience and nonviolent tactics.</p> <p>Student 4: Malcolm X believed that blacks should separate themselves from whites and arm themselves for self-defense.</p>
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Gather the class back together. Solicit volunteers from each group to read their *text chain* and discuss their *text chain* readings with the class. Compare student findings and check them for accuracy and logic. Some teacher guidance may be needed.

Use student research on key individuals and events to construct a timeline of important Civil Rights events. Discuss legislation and legal rulings associated with the events and add to the timeline. Ask students to analyze the timeline and identify events which were major turning points in the Civil Rights movement and designate them on the timeline. Display timelines in the classroom. The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 2: Have students create a chart in which they show the yearly birthrate during the years of the baby boom in America and a chart that depicts the yearly United States birthrate from 2000 to 2010. Have students compare the information in the two charts and write a brief summary explaining their findings. Charts should be assessed according to established criteria distributed to students before the charts are created.

- Activity 3: Have students look at political cartoons of Lyndon Johnson and his Great Society programs. Have students create their own political cartoon in which they portray Johnson and his Great Society domestic policies. Political cartoons should be assessed according to established criteria distributed to students before the cartoon is created.
- Activity 4: Have students create a Venn diagram in which they compare and contrast the Women’s Suffrage movement and the Women’s Rights movement (see Gaining Rights for Women BLM). Diagrams should be assessed according to established criteria distributed to students before the diagram is created.
- Activity 6: Have students listen to protest songs that were written during the Vietnam War era. Have students create their own protest songs concerning a contemporary issue of their time. Protest songs should be assessed according to established criteria distributed to students before the song is created.

U.S. History
Unit 10: Challenges and Advances of the U.S. (1974-Present)

Time Frame: Approximately four weeks



Unit Description

This unit focuses on using historical thinking skills to understand the shift in American government and society from a Cold War identity to a culture of global interdependence.

Student Understandings

Students understand the shift in American government and society from a Cold War identity to a culture of global interdependence and contrast the domestic policies of the post-Cold War presidencies. Students describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society. Students trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region. Students describe events that changed the American people's perceptions of government over time. Students identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions. Students trace the rise in domestic and foreign terrorism and analyze its effect on America's way of life.

Guiding Questions

1. Can students explain the shift in American government and society from a Cold War identity to a culture of global interdependence, both economically and politically?
2. Can students compare and contrast the domestic policies of post-Cold War presidencies?
3. Can students explain ways in which advances in technology and science have transformed the contemporary world?
4. Can students cite reasons for United States involvement in the Middle East and explain the impact of this involvement?
5. Can students explain and describe events that changed American citizens' perceptions of government over time?
6. Can students identify and describe the impact of landmark Supreme Court decisions on American society and politics?
7. Can students explain how the War on Terror has affected American society?

Unit 10 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historians’ points of view
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
The Modern Era	
US.6.1	Compare and contrast the domestic policies of the post-Cold War presidencies
US.6.2	Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society
US.6.3	Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region
US.6.4	Describe events that changed American people’s perceptions of government over time
US.6.5	Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions
US.6.6	Trace the rise in domestic and foreign terrorism and analyze its effect on America’s way of life
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: A Shift to Global Interdependence (GLEs: US.6.1, US.6.2, US.6.3, US.6.4, US.6.5, US.6.6; CCSS: RH.11-12.4)

Materials List: Key Concepts Chart BLM; primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the post-Cold War era

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to the post-Cold War era and have them complete a self-assessment of their knowledge of these concepts using a vocabulary chart. Ask students to rate their understanding of a word using a + for understanding, a ? for limited knowledge, or a - for lack of knowledge. Throughout the unit, students will refer to this chart to revise the information as they gain knowledge of these key concepts. The goal is to replace all the question marks and minus signs with plus signs. (See the Key Concepts Chart BLM and sample below.)

Key concepts may be found in the *U.S. History End-of-Course (EOC) Assessment Guide* on the State Department website using the following link:
http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf .
 See pages 4 and 14-16 in the *EOC Assessment Guide*.

Key Concept	+	?	-	Explanation	Extra Information
NAFTA				<ul style="list-style-type: none"> Presidents George H.W. Bush and Bill Clinton both supported NAFTA Treaty passed in 1993. 	<ul style="list-style-type: none"> North American Free Trade Agreement Manufacturing plants moved to Mexico because of the low wages paid to Mexican workers.

Throughout this unit, have students refer back to their *vocabulary self-awareness* chart to determine if their understandings of the key concepts have changed. Students may use the chart to review for their unit test.

Activity 2: Presidential Domestic Policies (GLEs: US.1.5, US.6.1; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.10)

Materials List: Post-Cold War Presidential Domestic Policies BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the domestic policies and events of Presidents George H.W. Bush, William J. Clinton, George W. Bush, and Barack H. Obama

Use primary and secondary sources (books, encyclopedias, and reliable Internet sources) and have students work in pairs to research the domestic policies of presidents George

H.W. Bush, William J. Clinton, George W. Bush, and Barack H. Obama. Assign student pairs one of the presidents.

As students research their assigned president’s domestic policies, have them complete a *graphic organizer* ([view literacy strategy descriptions](#)) to record information concerning the domestic policies and events of their assigned president. See Post-Cold War Presidential Domestic Policies BLM and sample below. Information should include the presidential domestic policies and events that occurred as well as other important information.

President	Domestic Policies and Events	Other Information
George H. W. Bush	<ul style="list-style-type: none"> • <i>America 2000, education agenda</i> • <i>Appointed David H. Souter and Clarence Thomas to the Supreme Court during his term</i> 	<ul style="list-style-type: none"> • <i>The U.S. economy went into a recession with high unemployment</i>

Have students share their findings with the class. Students will record information on their Post-Cold War Presidential Domestic Policies *graphic organizer* as each group presents its findings. Engage the class in a discussion of the domestic policies and events that occurred during the presidencies of George H.W. Bush, William J. Clinton, George W. Bush, and Barack H. Obama.

Have students write an entry in their *learning logs* ([view literacy strategy descriptions](#)) comparing and contrasting the domestic policies of two of the post-Cold War presidents. Ask student volunteers to read their entries to the class and facilitate any discussion that follows.

As a culminating activity, have students create political cartoons of selected post-Cold War presidents and their domestic policies. Ask student volunteers to discuss and describe their cartoons to the class and facilitate any discussion that follows. Display cartoons in the classroom.

President George H.W. Bush’s Domestic Policies:

<http://www.whitehouse.gov/about/presidents/georgehwobush>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/bush-domestic/>

George H. W. Bush Photo Gallery:

<http://www.history.com/photos/george-bush/photo8>

Read my lips, no new taxes:

http://news.bbc.co.uk/onthisday/hi/dates/stories/november/9/newsid_3655000/3655368.stm

<http://www.history.com/photos/george-bush/photo8>

President William J. Clinton’s Domestic Policies:

<http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-clinton/>

<http://www.clintonlibrary.gov/dpc.html>

NAFTA:

<http://www.history.com/this-day-in-history/nafta-signed-into-law>

<http://www.law.duke.edu/lib/researchguides/nafta>

Failure of Health Care Reform:

http://www.pbs.org/newshour/forum/may96/background/health_debate_page1.html

Clinton Impeachment:

<http://teachingamericanhistory.org/library/index.asp?document=456>

<http://www.history.com/this-day-in-history/president-clinton-impeached>

<http://www.pbs.org/newshour/impeachment/>

Contract with America:

<http://teachingamericanhistory.org/library/index.asp?documentprint=75>

<http://www.house.gov/contract/CONTRACT.html>

Federal government shutdown of 1995–1996:

<http://bancroft.berkeley.edu/ROHO/projects/debt/governmentshutdown.html>

<http://www.pbs.org/newshour/rundown/2011/02/what-would-a-government-shutdown-look-like.html>

http://www.cnn.com/US/9512/budget/budget_battle/index.html

President George W. Bush’s Domestic Policies:

<http://www.pbs.org/wgbh/americanexperience/features/biography/presidents-bush/>

<http://georgewbush-whitehouse.archives.gov/dpc/>

<http://www.c-spanvideo.org/program/282952-1>

<http://www.archives.gov/presidential-libraries/visit/bushgw.html>

Presidential Election of 2000:

<http://lcweb2.loc.gov/diglib/lcwa/html/elec2000/elec2000-overview.html>

http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=649

<http://www.history.com/this-day-in-history/al-gore-concedes-presidential-election>

Presidential Election of 2000 primary source:

<http://www.fec.gov/pubrec/2000presgeresults.htm>

The Religious Right and Jerry Falwell in the Election of 2000:

<http://www.npr.org/templates/story/story.php?storyId=5522064>

<http://www.pbs.org/godinamerica/transcripts/hour-six.html>

Bush Tax Cuts of 2001 and 2003:

http://www.law.harvard.edu/faculty/hjackson/2001-2003TaxCuts_37.pdf

<http://www.archives.gov/presidential-libraries/visit/bushgw.html>

Election of 2008:

<http://www.history.com/topics/barack-obama>

<http://www.historycentral.com/elections/2008.html>

President Barack H. Obama’s Domestic Policies:

<http://www.archives.gov/federal-register/executive-orders/obama-subjects.html>

<http://www.history.com/topics/barack-obama>

Passage of Health Care 2010:

<http://www.whitehouse.gov/blog/2010/03/23/whats-health-care-bill>

<http://www.whitehouse.gov/healthreform/healthcare-overview>

Activity 3: Advances That Have Altered Society (GLEs: US.1.1, US.1.5, US.6.2; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.2, WHST.11-12.9, WHST.11-12.10)

Materials List: Society Altering Advancements BLM, chart paper and/or posters, markers, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of advances in medicine, technology, and the media during the modern era

Organize the class into ten different groups. Assign each group one of the following advances that has altered society:

- Internet
- Cell phone and Smart phone
- Personal computer
- Social Media (Facebook and Twitter)
- AIDS Research
- Cancer Research
- Stem Cell Research
- Breakthroughs in genetics (Human Genome Project)
- genetically modified food
- digital divide

Have students use primary and secondary sources (books, encyclopedias, and reliable Internet resources) to find information on their assigned advancement that has altered society. As the students research their assigned advancements, have them complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they record information concerning their advancement (see Society Altering Advancements BLM and sample below).

Advancement	Ways in which the advancement altered society	Predictions for the future concerning the advancement
Internet	<ul style="list-style-type: none"> • <i>Changed the ways in which people communicate</i> • <i>Global communication is instantaneous.</i> • <i>Changed every area of life</i> 	

Students will record information on their Society Altering Advancements *graphic organizer* as each group presents its findings. Engage the class in a discussion of the advancements, ways in which the advancements altered society, and predictions of the advancements in the future.

Have students write an expository essay in their *learning logs* ([view literacy strategy descriptions](#)) describing ways modern advances in medicine, technology, or the media have impacted their lives and explain how these advances will continue to alter society. Ask student volunteers to read their essays to the class and facilitate any discussion that follows.

Divide students into groups and place each group at a different chart/poster location. Tell students they will use the chart paper/poster to create a graffiti wall. Ask students to record facts or make drawings of what they learned concerning advances to medicine, technology, and the media during the modern era and the ways in which the advances have altered society. Allow enough time for students to discuss the topic and create their graffiti on the chart paper/poster. Call the class back together and have a spokesperson from each group discuss each of the graffiti wall projects. Facilitate any resulting discussions and ask students to listen for accurate information and logic from their peers.

Activity 4: United States Relations with the Middle East (GLEs: US.1.5, US.6.3; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.9)

Materials List: Relations in the Middle East BLM, Relationships in the Middle East Vocabulary Card BLM, chart paper and/or posters, markers, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of United States relations in the Middle East

Organize the class into ten different groups. Assign each group one of the following Middle East topics:

- United States relations with Afghanistan and the War in Afghanistan
- United States relations with Egypt
- United States relations with Iran, the Iran Hostage Crisis, and the Iran-Contra Affair
- Iran/Iraq War
- United States relations with Iraq and the Persian Gulf War
- Axis of Evil, Weapons of Mass Destruction, War in Iraq
- Arab-Israeli Conflict, Camp David Accords
- Palestine Liberation Organization (PLO)
- Organization of Oil Producing Countries (OPEC) and Oil Embargo of 1979
- Arab Spring

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research information concerning their assigned Middle East topic. Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students examine and trace the evolution of United States relationship with their assigned Middle East topic and explain how these interactions have defined the United States image in the region. See Relations in the Middle East BLM and the sample below.

Topic:	Supporting Details:
Describe the history of United States foreign relations with _____.	

Students will present their findings to the class using PowerPoint® presentations, posters, or various other visual presentations. As presentations are being made, have students create and complete a “Relations in the Middle East” *split-page notes* sheet for each presentation.

After all presentations are completed, solicit observations from the students and facilitate resulting student discussions. Some teacher guidance may be needed. Students should check their *split-page notes* for accuracy of information in order to use the notes as a study guide for future assessments.

Information on United States relationships in the Middle East may be found on the following websites:

United States Relations with Afghanistan:

<http://www.uspolicy.be/dossier/afghanistan-united-states-policy-toward-afghanistan-pakistan-dossier>

<http://www.cfr.org/afghanistan/taliban-afghanistan/p10551>

War in Afghanistan:

<http://www.cfr.org/afghanistan/us-war-afghanistan/p20018>

<http://www.npr.org/templates/story/story.php?storyId=120087842>

<http://www.pbs.org/now/shows/428/afghanistan-timeline.html>

United States relations with Egypt:

<http://carnegieendowment.org/2010/10/12/u.s.-egyptian-relations-on-eve-of-egypt-s-elections/2yd>

<http://www.state.gov/r/pa/ei/bgn/5309.htm>

<http://fpc.state.gov/documents/organization/155979.pdf>

United States relations with Iran:

<http://www.state.gov/r/pa/ei/bgn/5314.htm>

<http://web.mit.edu/mitir/2009/online/us-iran-2.pdf>

Iran Hostage Crisis:

<http://www.jimmycarterlibrary.gov/documents/hostages.phtml>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/carter-hostage-crisis/>

<http://www.history.com/this-day-in-history/iran-hostage-crisis-ends>

Iran-Contra Affair:

<http://www.pbs.org/wgbh/americanexperience/features/general-article/reagan-iran/>

http://www.jewishvirtuallibrary.org/jsource/US-Israel/Iran_Contra_Affair.html

<http://www.coldwar.org/articles/80s/IranContraAffair.asp>

United States relations with Iraq:

<http://www.state.gov/r/pa/ei/bgn/6804.htm>

<http://iraq.usembassy.gov/aboutus/american-iraqi.html>

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB82/>

United States relations with Iraq timeline:

<http://www.pbs.org/wgbh/pages/frontline/shows/longroad/etc/cron.html>

Persian Gulf War:

<http://www.pbs.org/wgbh/americanexperience/features/general-article/bush-gulf-war/>

<http://www.history.navy.mil/wars/dstorm/sword-shield.htm>

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB39/>

Persian Gulf War timeline:

<http://www.defense.gov/news/newsarticle.aspx?id=45404>

Axis of Evil:

<http://www.history.com/this-day-in-history/george-w-bush-makes-axis-of-evil-speech>

<http://www.pbs.org/wgbh/pages/frontline/shows/tehran/axis/map.html>

Weapons of Mass Destruction:

<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB80/>

<http://www.history.com/audio/george-w-bush-on-iraqs-weapons-of-mass-destruction#george-w-bush-on-iraqs-weapons-of-mass-destruction>

War in Iraq:

http://news.bbc.co.uk/2/hi/middle_east/2948068.stm

<http://www.whitehouse.gov/iraq>

War in Iraq timeline:

<http://www.time.com/time/specials/packages/0,28757,1967340,00.html>

<http://www.pbs.org/wgbh/pages/frontline/shows/iraq/etc/cron.html>

<http://www.npr.org/2011/12/14/143669643/timeline-the-u-s-and-the-war-in-iraq>

United States relations with Israel:

<http://www.state.gov/r/pa/ei/bgn/3581.htm>

http://www.jewishvirtuallibrary.org/jsource/US-Israel/roots_of_US-Israel.html

Arab-Israeli Conflict:

<http://www.usatoday.com/news/world/mideast/timeline.htm>

<http://www.pbs.org/pov/pdf/promiese/promises-timeline.pdf>

<http://www.pbs.org/pov/promises/>

Camp David Accords:

http://www.pbs.org/newshour/indepth_coverage/middle_east/conflict/peaceefforts_1.html

<http://www.jimmycarterlibrary.gov/documents/campdavid/>

<http://www.mfa.gov.il/MFA/Peace+Process/Guide+to+the+Peace+Process/Camp+David+Accords.htm>

Palestine Liberation Organization (PLO):

<http://www.history.com/this-day-in-history/plo-is-founded>

<http://www.un.int/wcm/content/site/palestine/pid/12363>

http://avalon.law.yale.edu/20th_century/plocov.asp

Organization of Oil Producing Countries (OPEC):

http://www.opec.org/opec_web/en/about_us/24.htm

<http://www.history.com/this-day-in-history/opec-states-declare-oil-embargo>

Oil Embargo 1979:

<http://www.history.com/this-day-in-history/iranian-students-storm-us-embassy-in-tehran-leading-to-oil-embargo>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/carter-crisis-speech/>

Oil Embargo 1979 primary sources:

<http://www.history.com/audio/carter-imposes-oil-embargo-during-hostage-crisis>

<http://www.history.com/topics/jimmy-carter/audio>

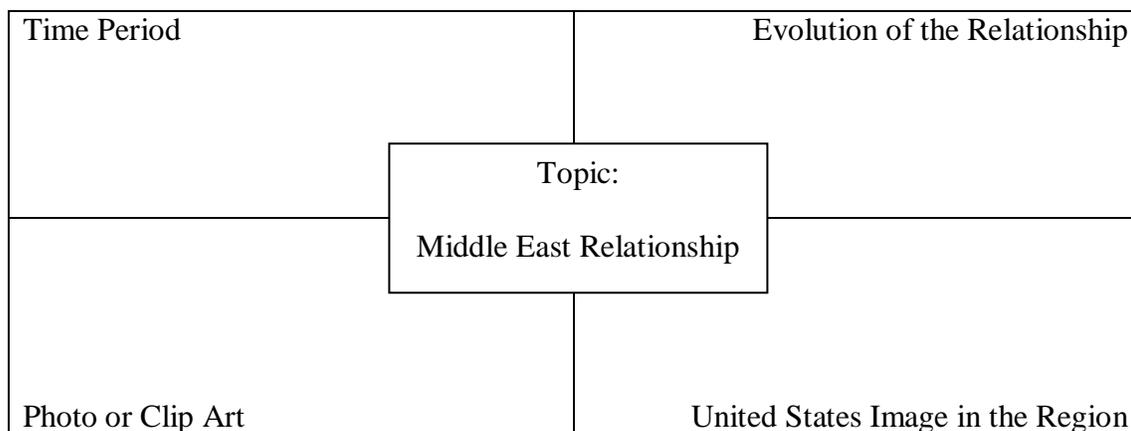
Arab Spring:

<http://www.washingtonpost.com/wp-srv/special/world/middle-east-protests/>

<http://www.bbc.co.uk/programmes/b014grsr>

<http://cnsnews.com/news/article/bush-arab-spring-broadest-challenge-authoritarian-rule-collapse-soviet-communism>

Have students create *vocabulary cards* ([view literacy strategy descriptions](#)) using the United States relationships in the Middle East information. *Vocabulary cards* help students learn content-specific terminology and are excellent visual tools that help to organize content information. Demonstrate how to create a *vocabulary card* with students by writing a key term on the board and drawing a large, rectangular card-like frame around it so that the key term is in the center of the rectangle. In the four corners of the card, write the following words: Time Period, Evolution of the Relationship, Photo or Clip Art, and United States Image in the Region. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term (see the Relationships in the Middle East Vocabulary Card BLM and sample below).



Once cards are completed, allow time for students to review their Middle East Relations' topics individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

In a culminating activity, have student groups create a graffiti wall tracing the evolution of the United States' relationships with their assigned Middle East topic through their own drawings. Ask students to use events, symbols, or facts to explain how these interactions have defined the United States image in the Middle East. Ask students to explain their graffiti walls. Display graffiti walls in the classroom.

Activity 5: Perceptions of Government (GLEs: US.1.1, US.1.5, US.6.4; CCSS: RH.11-12.2, RH.11-12.9, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)

Materials List: Events that Changed American Public Opinion BLM, Responses to Perception-Changing Events BLM, chart paper and/or posters, markers, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of events that changed the American public's perception of the federal government

Discuss with students current events that have altered the American public's perception or opinion of the United States government. Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) by setting and checking predictions about events that changed the American people's perceptions of government throughout the reading of informational texts. The discussion should activate students' interest and build on background knowledge concerning events that have altered American public opinion of their government. Students' attention should be directed to recent events as well as to events in the past.

Invite students to make predictions about the content they will be reading. Have students write their predictions in their *learning logs* ([view literacy strategy descriptions](#)) in order to keep a record of them while they learn the new content.

Explain how the action and/or in-action of the government toward an event often alters public opinion toward the president, his administration, and the government as a whole. Guide students through a reading selection on an event that changed American public opinion toward their government, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content.

Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Organize the class into groups of two. Assign each group one of the following events that changed American perspective of the United States government topics:

- Vietnam War
- Pentagon Papers
- Watergate scandal
- Love Canal
- Iran-Contra Affair
- Clarence Thomas Supreme Court nomination hearing
- "Don't Ask, Don't Tell" policy
- Clinton impeachment
- presidential election of 2000
- response to 9/11 attacks

- wars in Iraq and Afghanistan
- response to Hurricane Katrina
- federal debt

Have students use primary and secondary source documents (books, encyclopedias, and reliable Internet resources) to research information concerning their assigned topic. Using *split-page notetaking* ([view literacy strategy descriptions](#)), have students examine and describe the event that changed America’s perspective of their government. See the Events that Changed American Public Opinion BLM and sample below.

Topic: <i>Pentagon Papers</i> Time Period: 1971	Supporting Details:
What were the Pentagon Papers?	<ul style="list-style-type: none"> • A 7,000 page document that contained information about the war in Vietnam.

Students will present their research to the class using PowerPoint© presentations, posters, or various other visual presentations. As presentations are being conducted, have students create and complete a new *split-page notes* sheet modeled on the Event that Changed the Opinion of the American Public BLM for each presentation.

Solicit observations from students and discuss their research with the class. Compare student findings. Some teacher guidance may be needed. Students should check their *split-page notes* for accuracy of information in order to use the notes as a study guide for future assessments.

Have students use their completed Events that Changed the Opinion of the American Public *split-page notes* sheets to construct and complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they record and organize information concerning the events that changed the American people’s perceptions of their government over time and identify the president that was in command when the event occurred (see Responses to Perception-Changing Events BLM and sample below).

President	Event	Time Period	Presidential Reaction to the Event	American Public Reaction to the Event	Other Information
Lyndon Johnson					

Gather the class back together. Solicit volunteers to explain the information in their *graphic organizer* and discuss their findings with the class. Compare student findings and check them for accuracy and logic. Some teacher guidance may be needed.

Have students create collages depicting the events that changed American people’s perceptions of government over time. Encourage the use of markers, colored pencils, colors, computer graphics, etc. Conduct a show-and-tell session in which the students

explain their collages. Students should be able to describe the events that over time altered the American public's perception of their government and governmental leaders. Display the collages in the classroom.

Have students write a comparative essay in which they compare and contrast an event that altered the American public's perception of their government and governmental leaders in the past to an event that has recently occurred. Solicit volunteers to read their essays and discuss their chosen events with the class. Ask students to listen for accuracy and logic as the essays are shared. Facilitate any resulting discussions.

Have students construct a timeline that may be displayed on butcher paper around the classroom. Students will record the information about important events concerning events that over time altered the American public's perception of their government and governmental leaders above the date that it occurred (dates and locations of key events should be included on the timeline). The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Activity 6: Supreme Court Decisions and Perceptions of Government (GLEs: US.1.1, US.1.5, US.6.5; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.9, WHST.11-12.4, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: Landmark Supreme Court Cases BLM, *Miranda v. Arizona* Before and After BLM, Impact of Supreme Court Decisions BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of landmark Supreme Court Cases, the Warren Court, and the impact of these decisions on political and social institutions

Hold a class discussion concerning reforms made by the United States Supreme Court from the period of the Warren Court to the present. Discuss one of the landmark Supreme Court decisions. Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students activate prior knowledge and anticipate new content about landmark Supreme Court decisions. Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of key words or terms and ask students to use the key terms to make a guess about what content will be covered in this lesson (see Landmark Supreme Court Cases BLM and sample below).

<p>Impression Words: “read your rights,” rights of the accused, right to remain silent, and right to have an attorney</p>
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Have students respond to the impression words by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) predicting what content they think will be covered in the lesson. Ask student volunteers to read what they have written to the class. A student's impression text might look like this example:

Impression Text: *My friend was arrested last night for speeding and driving without a driver's license. The police officer that stopped him said, "I am going to **read your rights** to you." The police officer said everyone is entitled to the **rights of the accused**. This is what the officer read to my friend: You have the **right to remain silent**. Anything that you say can be used against you in a court of law. You have the **right to have an attorney** present now and during any future questioning. If you cannot afford an attorney, one will be appointed to you free of charge if you wish.*

Have students read, listen to or view closely information involving the Supreme Court decision of *Miranda v. Arizona* and compare their impressions text with the actual information presented.

Have students keep track of the similarities and differences between their impression text and what they learn about *Miranda v. Arizona* by creating a Venn diagram in which one circle contains their ideas, the other circle the actual information, and in the overlapping space, the common ideas. See *Miranda v. Arizona* Before and After BLM in the blackline masters.

Conduct a show-and-tell session in which students explain their Venn diagram *graphic organizers*. Students should be able to describe their ideas before and after studying the *Miranda v. Arizona* case. Display the Venn diagrams in the classroom.

Organize the class into groups of two. Assign each group one of the following Supreme Court decisions:

- *Gideon v. Wainwright*
- *Roe v. Wade*
- *Escobedo v. Illinois*
- *Reynolds v. Sims*
- *New York Times v. Sullivan*
- *Griswold v. Connecticut*
- *Engle v. Vitale*
- *Miranda v. Arizona*

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research information concerning their assigned topic.

Information on the Supreme Court cases may be found on the following websites:

Gideon v. Wainwright:

http://www.oyez.org/cases/1960-1969/1962/1962_155

http://www.pbs.org/wnet/supremecourt/rights/landmark_gideon.html

Roe v. Wade:

<http://www.ushistory.org/us/57d.asp>
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0410_0113_ZS.html
Escobedo v. Illinois:
http://www.oyez.org/cases/1960-1969/1963/1963_615
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0378_0478_ZS.html
Reynolds v. Sims:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0377_0533_ZS.html
http://www.pbs.org/wnet/supremecourt/rights/landmark_reynolds.html
New York Times v. Sullivan:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0376_0254_ZS.html
Griswold v. Connecticut:
http://www.pbs.org/wnet/supremecourt/rights/landmark_griswold.html
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0381_0479_ZO.html
Engle v. Vitale:
http://www.law.cornell.edu/supct/html/historics/USSC_CR_0370_0421_ZS.html
<http://www.pbs.org/jefferson/enlight/prayer.htm>
Miranda v. Arizona:
http://www.oyez.org/cases/1960-1969/1965/1965_759
http://www.pbs.org/wnet/supremecourt/rights/landmark_miranda.html

Using *split-page notetaking* ([view literacy strategy descriptions](#)) have students examine their assigned Supreme Court decision, categorize the ideology of the decision, and assess the impact on political and social institutions in America. See the Impact of Supreme Court Decisions BLM and sample below.

Supreme Court Decision: <i>Miranda v. Arizona</i> Date of the Decision: 1966	Facts and Supporting Details:
Identify the plaintiff(s) and defendant(s) in the case?	<i>Ernesto Arturo Miranda versus the State of Arizona</i>

Have students present their findings to the class using PowerPoint© presentations, posters, or various other visual presentations. As presentations are conducted, have students create and complete a new *split-page notes* sheet modeled on the Impact of Supreme Court Decisions BLM for each presentation.

Solicit observations from students and discuss their research with the class. Students should check their *split-page notes* for accuracy of information in order to use the notes as a study guide for future assessments.

Use the Think Pair Square Share *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- How did the decisions of the Warren Court impact political institutions in

America?

- How did the decisions of the Warren Court impact social institutions in America?
- How would you categorize the ideology of the decisions from the Warren Court to the present?

Ask students to think alone for a short period of time about the questions and then pair up with someone to share their thoughts. Next, have pairs of students share with another pair, forming small groups of four students. Monitor the brief discussions and elicit responses from the students. Be sure to encourage student pairs not to automatically adopt the ideas and solutions of their partners. Call the class back together and ask groups to share their responses with the class.

Have students write an expository essay in which they explain a landmark Supreme Court decision and assess the impact on political and social institutions in America. Students should describe ways in which this decision affects American lives today. Solicit volunteers to read their essays and discuss their readings with the class. Ask students to listen for logic and accuracy in the essay presentations. Facilitate any resulting discussions and clarify any misconceptions.

Activity 7: Rise of Domestic and Foreign Terrorism (GLEs: US.1.1, US.1.5, US.6.6; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.9, WHST.11-12.2, WHST.11-12.7, WHST.11-12.9)

Materials List: Domestic and Foreign Terrorism BLM, Rise of Terrorist Organizations BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the rise in domestic and foreign terrorism and its effect on America's way of life

Students will use *SQPL-student questions for purposeful learning* ([view literacy strategy descriptions](#)) to learn more about the rise in domestic and foreign terrorism in the United States and its effect on Americans' way of life. Generate a statement based on the topic of modern terrorism. This statement should be thought-provoking to encourage students to wonder and challenge. For example, an SQPL statement about domestic and foreign terrorism might be:

“Terrorism has become the systematic weapon of a war that knows no borders or seldom has a face.” JACQUES CHIRAC, speech, Sep. 24, 1986

Present the statement to students. Have students pair up to generate two or three questions they would like answered. Next, student pairs will share questions which are recorded on the board. Questions shared from more than one group should be highlighted to show their importance. Add questions to be sure all content gaps are filled. Students are now ready to find the answers to their questions. As content is covered, stop periodically and allow groups to convene to determine if their questions have been answered.

Using information from primary and/or secondary source readings, Internet resources, and lectures, have students read about and trace the rise in domestic and foreign terrorism in the United States and in the world. Students should research its effect on America’s way of life in their textbooks, teacher handouts, or online resources. As students read, have them construct a *graphic organizer* ([view literacy strategy descriptions](#)) to record information concerning each of the following domestic and foreign terrorist events:

- Beirut, Lebanon U.S. Marine Corps bombing
- Oklahoma City bombing
- USS *Cole* bombing
- September 11, 2001

See the Domestic and Foreign Terrorism BLM and sample below. Information should include facts concerning the domestic and foreign terrorist attacks and an analysis of their effects on America’s way of life.

Terrorism	Date of Attack	Location of Attack	Terrorist(s)	Motive for the Attack	Describe the Attack	Effect(s) on America’s Way of Life
Oklahoma City Bombing	4/19/95	<i>Alfred P. Murrah Federal Building Bombing</i>	<i>Timothy McVeigh and Terry Nichols</i>	<i>McVeigh was angry over government handling of the Waco tragedy.</i>	<i>168 innocent people died and over 500 injured, including children in the daycare in the building.</i>	<i>Made people feel that they were not safe in their own workplace or country</i>

Conduct a guided discussion on the information in the *graphic organizers*. Solicit observations from the students and discuss their findings with the class. Facilitate class discussions and ask students to check their *graphic organizers* for accuracy of information in order to use the notes as a study guide for future assessments.

Have students use primary and secondary source documents (books, encyclopedias, and reliable Internet resources) to analyze the effects of the terrorist organizations in the rise of domestic and foreign terrorism. Topics should include the following key concepts associated with terrorist organizations:

- al-Qaeda
- Osama bin Laden
- Taliban
- weapons of mass destruction
- Department of Homeland Security
- Transportation Security Administration

- Patriot Act
- Guantánamo Bay, Cuba, detention camp

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the rise of foreign and domestic terrorism and terrorist organizations (see Rise of Terrorist Organizations BLM and sample below).

Rise of Terrorist Organizations and Reactions to Terrorism:

Explain the mission of Islamic terrorist organizations.

Ask students to work with a partner to respond to the statements and questions in the *process guide*. Students are then asked to share their findings. Engage the class in a discussion of the rise of terrorist organizations, their motives and missions, and America's response to these threats of terrorism.

Have students write an expository essay in which they trace the rise in domestic or foreign terrorism and have them analyze its effect on America's way of life. Students should describe ways in which they have personally experienced the effects of terrorism in their lives today. Solicit volunteers to read their essays and discuss their research with the class. Compare student essays and check them for accuracy and logic. Some teacher guidance may be needed.

Information on domestic and foreign terrorism and United States response to these acts may be found on the following websites:

Patriot Act: (10/26/01)

<http://www.justice.gov/archive/ll/highlights.htm>

Department of Homeland Security: (9/21/01)

http://www.dhs.gov/xabout/history/gc_1297963906741.shtm

Transportation Security Administration (11/19/01):

http://www.tsa.gov/who_we_are/what_is_tsa.shtm

<http://www.tsa.gov/research/tribute/history.shtm>

Guantanamo Bay, Cuba, Detention Center:

<http://www.pbs.org/now/shows/220/guantanamo-bay-history.html>

Have students construct a timeline that may be displayed on butcher paper around the classroom. Students will record information about important events involving foreign and domestic terrorism and the United States' actions to combat terrorism above the date that it occurred (dates and locations of key acts of domestic and foreign terrorism should all be included on the timeline). The timeline should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Activity 8: 9/11/2001, The Day That Changed America (GLEs: US.1.1, US.6.6; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.9; WHST.11-12.10)

Materials List: 9/11 Terrorist Attacks BLM, Remembering the Victims RAFT BLM, primary and secondary sources (books, encyclopedias, Internet access optional) on the topic of the terrorist attacks of September 11, 2001.

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the events of the 9/11 terrorists attacks on the United States. Using *split-page notetaking* ([view literacy strategy descriptions](#)) have students examine the 9/11 terrorist attacks (see 9/11 Terrorist Attacks BLM and the sample below).

Terrorist Attacks:	Facts and Supporting Details:
American Airlines Flight 11	<ul style="list-style-type: none"> • <i>American Airlines Flight 11 hit the north tower of the World Trade Center at 08:46 EDT</i> • <i>The flight left from Boston’s Logan Airport at 07:59 EDT and was headed to Los Angeles.</i> • <i>It hit the north tower between the 95th and the 103rd floor.</i>

Solicit observations from the students and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed. Students should check their *split-page notes* for accuracy of information in order to use the notes as a study guide for future assessments. Students should be allowed to review their notes individually and with a partner in preparation for other class activities and assessments.

Information concerning the terrorist attacks of 9/11 may be found on the following websites:

<http://www.911memorial.org/>

http://news.bbc.co.uk/1/hi/english/static/in_depth/americas/2001/day_of_terror/the_four_hijacks/flight_11.stm

<http://www.legacy.com/Sept11/Home.aspx>

<http://old.911digitalarchive.org/websites/content/memorial>

9/11 timeline:

<http://www.911memorial.org/interactive-911-timeline>

<http://www.history.com/videos/911-timeline#911-timeline>

<http://www.archive.org/details/911/day>

9/11 primary sources:

<http://911digitalarchive.org/>

<http://www.cnn.com/SPECIALS/2002/america.remembers/index.html>

<http://www.nationalgeographic.com/remembering-9-11/>

<http://www.time.com/time/photogallery/0,29307,1660644,00.html>

http://www.newseum.org/todaysfrontpages/default_archive.asp?fpArchive=091201

9/11 videos:

http://www.history.com/topics/9-11-attacks/videos?paidlink=1&cmpid=PaidSearch_Google_HIS_September%2011_9%2B11%2Btimelines&utm_source=google&utm_medium=cpc&utm_campaign=September%2011&utm_term=9%2011%20timelines

9/11 commemoration sources:

<http://www.socialstudies.org/resources/911commemorationresources>

<http://www.ibiblio.org/slanews/internet/911/>

Working in groups of two, have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research and report on one of the people that were killed in the 9/11 attacks. Have the groups use a variety of sources and present their research in appropriate format(s) (e.g., visual, electronic, written).

List of victims of 9/11 terrorist attacks:

<http://www.cnn.com/SPECIALS/2001/memorial/lists/by-name/>

<http://www.pbs.org/newshour/rundown/2011/09/remembering-the-victims-of-911.html>

Portraits of victims of 9/11 terrorist attacks:

<http://www.nytimes.com/interactive/us/sept-11-reckoning/portraits-of-grief.html>

<http://projects.washingtonpost.com/911victims/>

After viewing the group presentations, have students create a memorial to the lives that were lost on that fateful day.

Using *RAFT writing* ([view literacy strategy descriptions](#)), have students write a brief memorial speech in which they honor the life of a victim of the 9/11 attacks. Students will assume the role of a friend who has been asked to remember the life of one lost in the terrorist attacks. They will write a speech in which they describe the life of their friend that was killed in the attacks on 9/11. (See Remembering the Victims RAFT BLM and the sample below.)

Role	Audience	Format	Topic
Friend of a person killed in the 9/11 attacks	People attending a memorial service	Speech	Remembering the Victims

Student groups should orally present their speeches to the class and then display the *RAFT* speeches on a thematic bulletin board.

After viewing the group presentations and listening to the Remembering the Victims *RAFT* speeches, have students create a memorial to the lives that were lost on that fateful day. Display memorials and have students explain any symbolism or phrases placed on the memorials to the class. Facilitate student discussions.

Sample Assessments

General Guidelines

- Students should be monitored on all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments should be selected that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments:

- Activity 5: Have students create a political cartoon in which they depict one of the events that changed the American public's perceptions of government. Political cartoons should be assessed according to established criteria distributed to students before the cartoon is created.
- Activity 6: Have students create a collage in which they depict information that they have learned concerning the landmark Supreme Court decisions that impacted political and social institutions in America. Collages should be assessed according to established criteria distributed to students before the collage is created.
- Activity 7: Have students use outline maps of the world to will identify areas of the world that have been and are targets of terrorists activities. Outline maps should be assessed according to established criteria distributed to students before the map is begun.