



Expansionist Nation

The United States

An Expansionist Nation

The United States An Expansionist Nation



NYC Department of Education
Department of Social Studies
Unit of Study

Joel I. Klein
Chancellor

Santiago Taveras
*I.A. Deputy Chancellor for
Teaching and Learning*

Sabrina Hope King, Ed.D.
Chief Academic Officer
Office of Curriculum, Standards and Academic Engagement

Anna Commitante
Director of English Language Arts, Social Studies and Gifted & Talented

Norah Lovett
Richard Steckmeister
Instructional Specialists

52 Chambers Street
New York, New York 10007
Tel • 212-374-5165

Department of Social Studies

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

Contributing Educators

Richard Bilella
MS 172Q

Jenna Lipton
MS 255M

Elizabeth Schneck
MS 255M

Christine Sugrue
Department of Social Studies

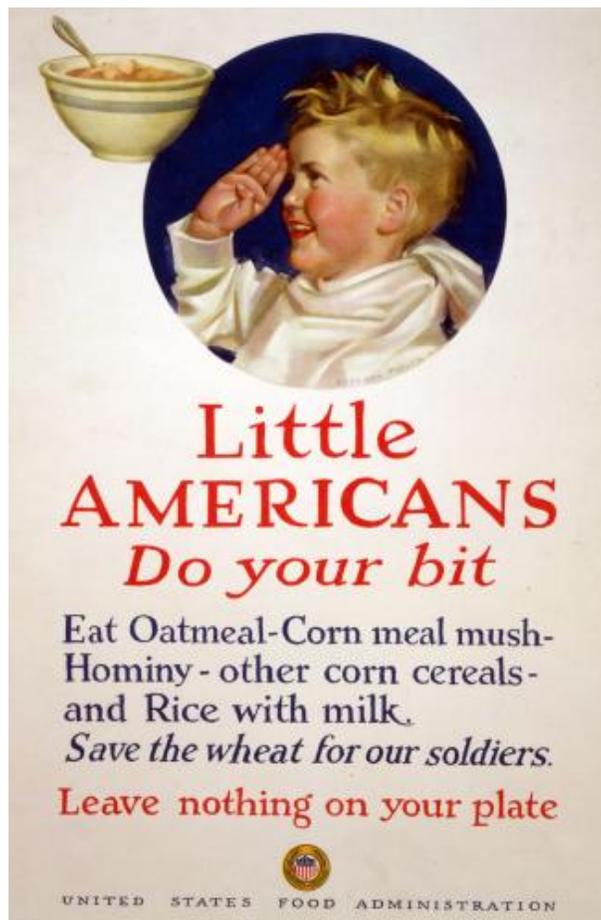
Nancy Welch
PS 124M

THE UNITED STATES AS AN EXPANSIONIST NATION
TABLE OF CONTENTS

I. <u>The Planning Framework</u>	1
How This Unit Was Developed	3
Teacher Background: The United States as an Expansionist Nation	4
Brainstorm Web	6
Essential Question	7
Sample Daily Planner	8
Learning and Performance Standards	15
Social Studies Scope and Sequence	18
II. <u>Principles Guiding Quality Social Studies Instruction</u>	19
Principles of Quality Social Studies Instruction	21
Preparing Children for Global Community	22
Inquiry in the Social Studies Classroom	24
Social Studies Skills	25
New Research on Content Literacy and Academic Vocabulary	26
Social Studies Content Area Reading Strategies	27
Diversity and Multiple Perspectives: An Essential Component	30
Reading As a Historian	32
How to Develop Concept Understanding	35
Interdisciplinary Models: Literacy and Social Studies as Natural Partners	37
III. <u>Teaching Strategies</u>	39
Social Studies Case Study	41
Text Structures Found in Social Studies Texts	42
Encouraging Accountable Talk	45
Project-Based Learning	46
Successful Strategies for Implementing Document-Based Questions	47
Assessing Student Understanding	51
Multiple Intelligences	53
Bloom’s Taxonomy	54
Maximizing Field Trip Potential	55
IV. <u>Sample Lessons, Materials and Resources</u>	57
Trade Book Text Sets	59
Getting Ready for the NYS Grade 8 Social Studies Exam	61
Academic Vocabulary	62
Engaging the Student/Launching the Unit	63
Lesson Plans	65
Putting It All Together	150
Field Trips for The United States as an Expansionist Nation	151
V. <u>Additional Resources</u>	153
Templates	155
Bibliography	169
Professional Resources	173

I.

The Planning Framework

*The United States as an
Expansionist Nation*

World War I propaganda poster

<http://www.learnnc.org/lp/editions/ww1posters/5041>

HOW THIS UNIT WAS DEVELOPED

- This unit is the third unit of the Grade 8 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.
- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **The United States as an Expansionist Nation** is “*How does a nation balance its own needs with the needs of the world?*”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the shift in foreign policy that occurred during this period. Therefore, one of the focus questions is, “Why did the US change its isolationist policy?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.
- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.
- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.
- We have included guidelines on the use of text sets which are central to this unit.
- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.
- A bibliography of appropriate, multi-dimensional and varied resources is provided.
- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND**THE UNITED STATES AS AN EXPANSIONIST NATION**

“It is our true policy to steer clear of permanent alliances with any portion of the foreign world.” -President George Washington

As the first President of the United States, George Washington established the country’s foreign policy for the United States to have limited involvement with foreign nations. Monroe further defined the isolationist foreign policy when he said that any European attempts at further colonization in the Western Hemisphere would be considered acts of aggression. In an attempt to compete with the world powers during the late 19th and early 20th centuries, the United States looked beyond its geographic borders to increase its power and prestige among nations.

Throughout the first half of the 1800’s tremendous growth took place within what presently constitutes the contiguous 48 states. The Louisiana Purchase set the United States on a course of expansion and the country moved toward its goal of ‘Manifest Destiny.’ After expanding to the Pacific coast, the United States began to seek territory outside of its geographic boundaries for reasons both political and economic. The purchase of Alaska, otherwise known as “Seward’s Folly,” was a demonstration of the ability and willingness of the United States to expand. The annexation of Hawaii was primarily the result of American and European businessman seeking personal economic gain. As the 19th Century came to a close the United States’ pursuit of foreign territory became a matter of foreign policy.

In 1898, “Remember the Maine” was the rallying cry that brought the United States to war with Spain with an eye on Spanish territories in both the Eastern and Western Hemispheres. While the sinking of the U.S. navy ship, the Maine, is generally believed to be the impetus for war with Spain, the truth as to what actually caused the explosion is still debated. Subsequently, the quick defeat of Spain, led to the United States acquisition of Puerto Rico, Cuba, the Philippines, and Guam.

After the conflict with Spain, United States world-wide influence continued to grow. The Roosevelt Corollary to the Monroe Doctrine in 1904, asserted the United States’ right to police the Western Hemisphere with force, if necessary. Then the construction of the Panama Canal demonstrated the United States’ willingness to broker whatever deals necessary to attain international dominance. Around the same time, the Open Door Policy with China increased trade opportunities in the eastern hemisphere.

Imperialist policies began to dominate foreign policy under the leadership of President McKinley. They intensified with the election of Theodore Roosevelt and continued under President Taft.

In 1912 Woodrow Wilson entered the White House with different ideas about foreign policy and the rights of people to rule themselves, or self-determination. Wilson’s agenda was a decided shift in U.S. foreign policy of the preceding years. His intentions were sidelined during his second term in office by World War I during which time he tried and was unable to maintain U.S. neutrality.

Though unlikely that one shot could send the world spiraling into one of the deadliest conflicts in history, World War I began with the assassination of the Archduke Ferdinand of Austria-Hungary. Extreme nationalism in Europe created many tensions between nations.

Many countries, such as Austria-Hungary, were comprised of multiple ethnic groups who wanted the right to rule themselves. Also, European nations were in competition with each other and that resulted in militarism and an arms race to demonstrate their strength. All these factors, coupled with a complex alliance system that divided Europe into two teams, led a continent and then most countries of the world into war.

Under the leadership of Woodrow Wilson the U.S. attempted to maintain its neutrality. The citizenry re-elected Wilson in 1916 on a peace platform, though peace for the U.S. would not be maintained. A combination of factors pushed the United States towards war in Europe. The sinking of the Lusitania by a German U-boat resulted in the deaths of over 100 United States' civilians. This was followed by the interception of the Zimmerman telegram stating Germany's intent to resume unrestricted submarine warfare and to form a military alliance with Mexico if the United States entered the war on the side of the Allies. This inflamed American public opinion against Germany, and on April 6, 1917, Congress declared war.

World War I was not just fought by the military. Civilians, including women, played a major role on the homefront. Governments used propaganda to mobilize their citizenry into action. New technology led to the development of weapons that resulted in tremendous loss of life. After devastating destruction on all sides, an armistice was reached on November 11, 1918. This date, commemorating the conclusion of the war, is now designated as the national holiday of Veteran's Day, a day to recognize all Americans who have served the United States in the military.

President Wilson stepped to the forefront of the peace process. His Fourteen Points outlined a decisive change in international relations and proposed a world without secret alliances, and vengeance. The Fourteen Points were not well received by other nations at the Paris Peace Conference and the only point included in the Treaty of Versailles was the League of Nations that proved ineffectual, due partly to the U.S. Congress' failure to ratify the Treaty.

The United States returned to an isolationist position after the "Great War." Sadly, unbeknownst at the time, World War I would not be the 'war to end all wars' As several provisions of the 1919 Treaty of Versailles would soon set the stage for even more devastation within 20 years of its signing.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.

BRAINSTORM WEB

Math

- Chart casualties from American wars
- Examine the impact on the economy of increased foreign trade
- Compare and contrast a communist and free market economy
- Calculate your toll for crossing the Panama Canal

Science

- Discuss the advantages and disadvantages of new technology used in WWI
- Research the Panama Canal's impact on the environment
- List the natural resources made available through the acquisition of foreign territories.

Technology

- Listen to a speech by Woodrow Wilson
<http://www.americanrhetoric.com/top100speechesall.html>
- Explore an interactive WWI timeline
<http://www.pbs.org/greatwar/timeline/>
- View video clips at
<http://www.history.com/video.do?action=home>

Social Studies

- Analyze the Zimmerman Telegram
<http://www.archives.gov/education/lessons/zimmermann/>
- Examine the causes and effects of the Open Door Policy
- Create a map showing the acquisition of foreign territories by the United States
- Create timelines to compare the course of events leading to WWI in the US and Europe
- Defend or deny that the Spanish-American War was a turning point in American foreign policy

Literacy

- Conduct a word study of *isolation* and *intervention*
- Look for current examples of yellow journalism
- Respond to quotes from *All Quiet on the Western Front*
- Analyze Woodrow Wilson's 14 Points
- Compile a set of primary sources from the WWI era demonstrating nationalism, ethnocentrism or racism
- Write a fictional response to a primary source letter from World War I



The Arts

- Analyze poster art from WWI
http://www.pbs.org/wgbh/amex/wilson/gallery/p_war_03.html
- Take a virtual tour of art from WWI
<http://www.art-ww1.com/gb/visite.html>
- Listen to American songs from the WWI era
<http://www.halcyondaysmusic.com/ww1music.htm>

Field trips

- New York Historical Society
- Theodore Roosevelt Birthplace
- Museum of the City of New York
- American Museum of Natural History
- Metropolitan Museum of Art
- World War I monuments
- Whitney Museum of American Art
- Park Avenue Armory

Projects

- Compile an illustrated and captioned song book for World War I.
<http://www.halcyondaysmusic.com/ww1music.htm>
- Conduct a debate on isolation vs. intervention using examples from the past and present
- Design a World War I propaganda poster

ESSENTIAL QUESTION

How does a nation balance its own needs with the needs of the world?

Content/Academic Vocabulary (sample)

isolation Great War	imperialism total war	yellow journalism trench	intervention infantry	alliance No Man's Land	militarism armistice	nationalism xenophobia
------------------------	--------------------------	-----------------------------	--------------------------	---------------------------	-------------------------	---------------------------

Focus Questions

- What factors impacted United States foreign policy?
- Why did the United States change its isolationist policy?
- How did the United States become involved in World War I?
- How did World War I impact the United States?
- What were the results of World War I?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

Evaluate the characteristics of imperialism	Draw conclusions from The Fourteen Points and the Treaty of Versailles
Comprehend the motivations for various foreign policies.	Encourage team members to share ideas and opinions through a questions game.
Examine the impact of World War I on the US and the world	Identify themes that connect past and current events
Use primary source propaganda to recognize the effect of different perspectives on information	Cite all sources using correct bibliographic format

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How does a nation balance its own needs with the needs of the world?	Multiple content understandings addressed	<p><i>Launching the Unit</i></p> <ul style="list-style-type: none"> Analyze quotes from George Washington on foreign policy Complete a PMI chart on Expansion Introduce the Unit Project: Imperialism Debate
2.	What factors impacted US foreign policy?	Multiple content understandings addressed	<p>A Foreign Policy Timeline</p> <ul style="list-style-type: none"> Create a chart or a timeline depicting examples of U.S. foreign policy. <p>Consult <i>A World Contender: Americans on the Global Stage 1900-1912, America in World War I</i></p>
3.	What factors impacted US foreign policy?	<p>U.S. Foreign Policy</p> <ul style="list-style-type: none"> Isolationism The Spanish-American War Yellow journalism Panama Canal Roosevelt Corollary to Monroe Doctrine (Big Stick Policy) Neutrality policy in Europe 	<p><i>Meet Teddy Roosevelt</i> sample lesson</p> <ul style="list-style-type: none"> Examine a political cartoon Complete a Knowledge Chart on Teddy Roosevelt <p>Consult <i>Theodore Roosevelt: A Photo-Illustrated Biography</i>, www.time.com/time/photoessays/2006/roosevelt-cartoons/</p>
4.	What factors impacted US foreign policy?	<p>U.S. Foreign Policy</p> <ul style="list-style-type: none"> Isolationism The Spanish-American War Yellow journalism Panama Canal Roosevelt Corollary to Monroe Doctrine (Big Stick Policy) Neutrality policy in Europe 	<p><i>Press Conference with Teddy Roosevelt</i> sample lesson</p> <ul style="list-style-type: none"> Explore the different roles of Teddy Roosevelt through research Present a mock press conference on Teddy Roosevelt <p>Consult <i>Theodore Roosevelt: A Photo-Illustrated Biography, Roosevelt's Rough Riders, Theodore Roosevelt</i></p>

5.	What factors impacted US foreign policy?	<p>U.S. Interaction with the World</p> <ul style="list-style-type: none"> • Manifest Destiny • Ethnocentrism, racism • Developing technology in transportation and communication • Increased foreign trade • Open Door Policy • Acquisition of foreign lands (importance of resources and markets) 	<p><i>Understanding Imperialism</i> sample lesson</p> <ul style="list-style-type: none"> • Examine the concept of imperialism • Evaluate historical and contemporary quotes • Create criteria to evaluate foreign policy <p>Consult <i>A World Contender, Crossing the Seas, A Country on the Move</i>, http://www.u-s-history.com/pages/h337.html http://www.mtholyoke.edu/acad/intrel/osulliva.htm</p>
6.	What factors impacted US foreign policy?	<p>U.S. Interaction with the World</p> <ul style="list-style-type: none"> • Manifest Destiny • Ethnocentrism, racism • Developing technology in transportation and communication • Increased foreign trade • Open Door Policy • Acquisition of foreign lands (importance of resources and markets) 	<p><i>Understanding Imperialism</i> sample lesson continued</p> <ul style="list-style-type: none"> • Evaluate historic events to determine whether or not they were imperialistic • Begin preparation for debate on imperialism (Unit Project)
7.	Why did the US change its isolationist policy?	Multiple content understandings addressed	<p><i>Intervention or Isolation</i> sample lesson</p> <ul style="list-style-type: none"> • Examine multiple perspectives regarding foreign policy using a Looking at Our Options organizer • Determine whether US foreign policy should be interventionist or isolationist <p>Consult <i>A World Contender: Americans on the Global Stage 1900-1912, America in World War I, Witness to History: World War I</i></p>
8.	Why did the US change its isolationist policy?	<ul style="list-style-type: none"> • The Spanish-American War • Yellow journalism 	<p><i>The Spanish-American War</i> sample lesson</p> <ul style="list-style-type: none"> • Explore the impact of the media on public opinion • Analyze primary sources from the Spanish-American War

			<ul style="list-style-type: none"> • Create an example of yellow journalism Consult <i>Battles of the Spanish-American War</i> • <i>The Buffalo Soldiers, Power Play: The Spanish American War</i>
9.	Why did the US change its isolationist policy?	<ul style="list-style-type: none"> • Panama Canal 	<p><i>The Panama Canal</i> sample lesson</p> <ul style="list-style-type: none"> • Examine maps to determine possible routes to the west coast • Participate in a read-aloud from <i>The Panama Canal</i> • Develop questions in order to play “The Questions Game” <p>Consult <i>A History of Us: An Age of Extremes, Trailblazers of the Modern World. Theodore Roosevelt, Theodore Roosevelt</i></p>
10	How did the US become involved in WWI? How did WWI impact the US? What were the results of WWI?	<p>World War I</p> <ul style="list-style-type: none"> • Multiple content understandings addressed 	<p><i>WWI Flow Chart</i> sample lesson</p> <ul style="list-style-type: none"> • Develop note-taking strategy in order to track events relating WWI
11	How did the US become involved in WWI?	<p>World War I Causes</p> <ul style="list-style-type: none"> • Rise of nationalism • Militarism • Imperialism • Development of alliances • Assassination of Archduke Ferdinand • Annexation of Austria • Sinking of the Lusitania • Zimmerman Note 	<p><i>Causes of WWI</i> sample lesson</p> <ul style="list-style-type: none"> • Complete The MAIN causes of WWI graphic organizer • Create a tableau to depict one of the causes <p>Consult <i>America in World War I, Archie’s War, Assassination in Sarajevo: The Trigger for World War I, Causes of World War I</i></p>
12	How did the US become involved in WWI?	<ul style="list-style-type: none"> • Zimmerman Note 	<p><i>The Zimmerman Telegram</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze the components of the Zimmerman telegram • Break the code in a cryptogram activity <p>Consult <i>Key Battles of World War I, America at War: World War I, An Emerging World Power: 1900-1929</i></p>

13	How did the US become involved in WWI?	<p>The Home Front</p> <ul style="list-style-type: none"> • Isolationism vs. intervention 	<p>Woodrow Wilson: A Pacifist Declares War</p> <ul style="list-style-type: none"> • Participate in a read aloud beginning on the last paragraph of p. 193 to p. 194 of <i>A History of Us: An Age of Extremes</i> • Participate in a Socratic seminar on Wilson's decision to go to war, and whether or not war could be justified. <p>Consult <i>A History of Us: An Age of Extremes, America in World War I, World War I</i> (Marquette)</p>
14	How did WWI impact the US?	<p>The Home Front</p> <ul style="list-style-type: none"> • Isolationism vs. intervention 	<p><i>The US at War</i> sample lesson</p> <ul style="list-style-type: none"> • Narrow a topic into subtopics • Analyze primary sources relating to the impact of the war on the US <p>Consult <i>America in World War I, Archie's War Assassination in Sarajevo: The Trigger for World War I, Causes of World War I</i> Websites: http://www.woodrowwilson.org/learn_sub/learn_sub_show.htm?doc_id=472697 http://iarchives.nysed.gov/Gallery/galleryDetail.jsp?id=1860&ss=WWI http://iarchives.nysed.gov/Gallery/galleryDetail.jsp?id=1891&ss=WWI</p>
15	How did WWI impact the US?	<p>The Home Front</p> <ul style="list-style-type: none"> • Isolationism vs. intervention 	<p><i>The US at War</i> sample lesson continued</p> <ul style="list-style-type: none"> • Write an expository essay on the impact of the war on the US
16	How did WWI impact the US?	<p>The Home Front</p> <ul style="list-style-type: none"> • Isolationism vs. intervention • War promoted suspicion of foreigners • Loyalty issues (Espionage Act of 1917, Sedition Act of 1918) 	<p><i>Patriotism</i> sample lesson</p> <ul style="list-style-type: none"> • Participate in a read aloud • Explore examples of patriotism • Analyze primary source WWI songs <p>Consult <i>A Country on the Move</i>, http://www.halcyondaysmusic.com/ww1music.htm</p>

17	How did WWI impact the US?	<ul style="list-style-type: none"> • War promoted suspicion of foreigners • Loyalty issues (Espionage Act of 1917, Sedition Act of 1918) 	<p><i>How Patriotism can turn into Xenophobia</i> sample lesson</p> <ul style="list-style-type: none"> • Examine the meaning of Xenophobia • Participate in a read-aloud • Evaluate primary sources for evidence of xenophobia <p>Consult <i>War, Peace and All That Jazz</i> http://wwi.lib.byu.edu/index.php/The_U.S._Sedition_Act, http://www.firstworldwar.com/source/espionageact.htm#</p>
18	How did WWI impact the US?	<p>World War I Aftermath of World War I</p>	<p>The War Experience: The advent of “Total War”</p> <ul style="list-style-type: none"> • Investigate roles of the war’s participants. (nurse, foot soldier, pilot, civilian in Europe, sailor) • Participate in an expert jigsaw to determine a definition of total war. <p>Consult <i>World War I (Connolly), In the Trenches: World War I, Pioneer Pilots and Flying Aces of World War I, Amazing Flights: The Golden Age</i></p>
19	What were the results of WWI?	The Home Front	<p>The History of Flight</p> <ul style="list-style-type: none"> • Explore the airplane: impact on war, daily life, design <p>Consult <i>Archie’s War, Pioneer Pilots and Flying Aces of World War I, The Story of Flight: Amazing Flights of the Golden Age</i> http://www.nasa.gov/centers/kennedy/home/index.html, http://www.century-of-flight.net</p>
20	What were the results of WWI?	<ul style="list-style-type: none"> • Russian Revolution • Rise of communism 	<p>The Russian Revolution</p> <ul style="list-style-type: none"> • Examine the Russian Revolution using <i>Revolution News: Power to the People!</i> • Complete a question ladder on the

			<p>headline, “Hot Time in a Cold Town”</p> <ul style="list-style-type: none"> Participate in a read aloud on “Hot Time in Cold Town.” Answer any relevant questions on questions ladder. Create new questions based on the read-aloud. Discuss how WWI triggered a revolution in Russia <p>Consult <i>Revolution News: Power to the People!</i></p>
21	What were the results of WWI?	<ul style="list-style-type: none"> Woodrow Wilson’s Fourteen Points 	<p><i>Woodrow Wilson’s Fourteen Points</i> sample lesson</p> <ul style="list-style-type: none"> Use ‘chunking’ to read difficult text on the Fourteen Points <p>Consult <i>A History of Us: War, Peace, and All that Jazz, America at War: World War I, An Emerging World Power: 1900-1929</i></p>
22	What were the results of WWI?	<ul style="list-style-type: none"> Woodrow Wilson’s Fourteen Points Treaty of Versailles League of Nations 	<p><i>The Treaty of Versailles</i> sample lesson</p> <ul style="list-style-type: none"> Infer from primary source images Analyze the Treaty of Versailles <p>Consult <i>America at War: World War I, An Emerging World Power: 1900-1929</i>, http://www.firstworldwar.com/source/versailles.htm</p>
23	What were the results of WWI?	<ul style="list-style-type: none"> Woodrow Wilson’s Fourteen Points Treaty of Versailles League of Nations 	<p><i>The Treaty of Versailles</i> sample lesson continued</p>
24	How does a nation balance its own needs with the needs of the world?	Multiple content understandings addressed	<p>Unit Project</p> <ul style="list-style-type: none"> Examine the procedure and rules for debate outlined on information sheet Participate in mini-lesson about structuring constructive and rebuttal arguments.

25	How does a nation balance its own needs with the needs of the world?	Multiple content understandings addressed	Unit Project <ul style="list-style-type: none"> • Prepare note cards for debate.
26	How does a nation balance its own needs with the needs of the world?	Multiple content understandings addressed	Unit Project <ul style="list-style-type: none"> • Presentation of debate.
27	How does a nation balance its own needs with the needs of the world?	Multiple content understandings addressed	Academic Vocabulary: Word Games <i>Putting it All Together</i> <ul style="list-style-type: none"> • Discuss World War I as the War to end all Wars • Analyze current US foreign policy • Explore the concept of global responsibility

**LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: THE UNITED STATES AS AN EXPANSIONIST NATION**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>History of the United States and New York State Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical</p> <p>World History Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and</p>	<p>1.1a explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behaviors, and traditions that help define it and unite all Americans.</p> <p>1.2d: Analyze the role played by the United States in international politics, past and present.</p> <p>1.3c: Describe how ordinary people and famous historic figures in the local community, state, and the United States have advanced the fundamental democratic values, beliefs and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.</p> <p>1.4a: Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.</p> <p>2.1a: Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish cultures and civilizations.</p>

the ways different people view the same event or issue from a variety of perspectives.

Geography

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

Economics

Key Idea 4.1: The study of economics requires and understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economics and economic systems throughout the world.

Civics, Citizenship and Government

Key Idea 5.1: The study of civics, citizenship and government involves learning about political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance and law.

Key Idea 5.4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

2.1c: Interpret and analyze documents and artifacts related to significant developments and events in world history.

3.1c: Investigate why people and places are located where they are located and what patterns can be perceived in these locations.

3.1d: Describe the relationships between people and environments and the connections between people and places.

3.2d: Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.

4.1c: Understand how scarcity requires people and nations to make choices which involve costs and future considerations.

5.1b: Consider the nature and evolution of constitutional democracies.

5.4a: Respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint.

*Sample list of strategies that Social Studies and ELA have in common.
Check all that apply and add new strategies below*

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

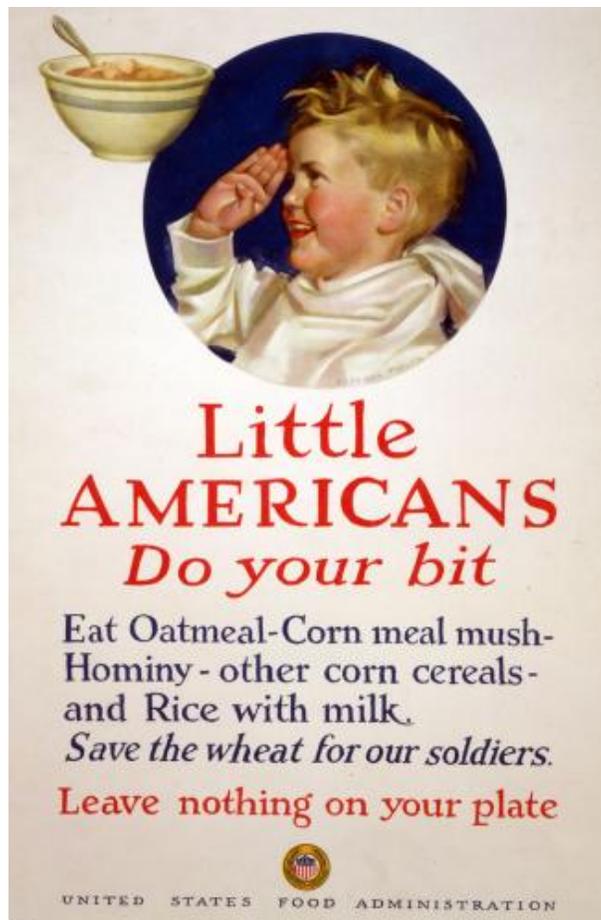
Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others		Families	The Neighborhood	
First	Families are Important	Families, Now and Long Ago		Families in Communities	The Community	
Second	Our Community's Geography	New York City Over Time		Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities	
Third	Introduction to World Geography and World Communities			Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter		Global Interactions (1200-1650)	The First Global Age (1450-1770)	
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)		The 20th Century Since 1945	Global Connections and Interactions	
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making			Participation in Government		

II.

Principles Guiding the Development of this Unit



World War I propaganda poster

<http://www.learnnc.org/lp/editions/ww1posters/5041>

PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

PREPARING CHILDREN FOR A GLOBAL COMMUNITY

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness. The virtual distance between nations and cultures has been rapidly decreasing due to changes in accessibility of information and increasing interdependence. Students need to learn to view the world as one interrelated system, to reflect on cultural lenses, to listen to voices from around the world, and to make connections to engage them as citizens of the world.

Globalization is the process of this interaction and integration among the people, companies, and governments of different nations. It is not new. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances (*The Levin Institute, Globalization101.org*) while exchanging ideas, customs and values.

To nurture and promote global awareness, teachers must be sure to provide students with learning experiences and opportunities that incorporate tolerance of cultural differences, knowledge of world cultures and communities, and the appropriate infusion of global perspectives into daily instruction.

Student must understand that globally aware citizens are able to:

- connect the local and the global, including an understanding of how the actions of people around the planet have an economical, technological and cultural influence on all peoples of the world
- Participate in local and global economies
- Be open-minded, especially in understanding one's own cultural lens as well as others' distinct cultural lenses
- Celebrate similarities amongst different groups of people
- Understand and respect peoples' differences
- Use electronic technologies in order to research people and cultures in every world region
- Understand the importance of cross-cultural communication, both within the United States and across borders
- Recognize and reduce stereotypes and prejudices
- Have compassion for all peoples of the world

Social Studies and the World, 2005

The National Council for the Social Studies (NCSS) believes that global and international education is important because people are constantly influenced by transnational, cross-cultural, multi-cultural and multi-ethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them and increased worldwide communication require that responsible citizens understand global and international issues.

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment.

NCSS has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

- **Culture:** What is culture? What is cultural diversity, and how does diversity develop both within and across cultures?
- **Time, Continuity and Change:** What happened in the past and how do we know? What connections are there between the past, present, and future?
- **People, Places, and Environments:** How do humans forge relationships with places in this nation and in other parts of the world?
- **Individual Development and Identity:** What factors influence how individuals perceive other individuals, groups, and cultures?
- **Individuals, Groups, and Institutions:** How do individuals, groups, and institutions influence society, both local and global?
- **Power, Authority, and Governance:** How do different political structures compare and contrast with that of the United States?
- **Production, Distribution, and Consumption:** How are local production and consumption connected to the global economy?
- **Science, Technology, and Society:** How do changes in science and technology impact individuals, groups, nations and the world?
- **Global Connections:** How can nations with differing belief systems collaborate to address global problems?
- **Civic Ideals and Practices:** How can students participate in meaningful civic action?

Resources

The Sister School Project partners classes in different countries with classrooms in the U.S. <http://www.globalawareness.com>

National Geographic has a variety of educator resources, such as maps, photos, and news stories. <http://www.nationalgeographic.com/education/>

The New York Times Learning Network has current event articles, global history lesson plans, and other educator resources. <http://www.nytimes.com/learning/index.html>

Globalization101.org provides an interdisciplinary approach to studying globalization, and background concerning various issues. <http://www.globalization101.org/>

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role

The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning

Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students’ Role

Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment

Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and the purpose of its creation.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano
& Debra Pickering *Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading

During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review

Post-reading strategies help students review and synthesize what they've read.

Use graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

Stress key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy.... Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” From NCSS.

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	Novices . . .
Seek to <i>discover context and know content</i> .	Seek only to <i>know content</i> .
Ask what the text <i>does</i> (purpose).	Ask what the text <i>says</i> (“facts”).
Understand the <i>subtexts</i> of the writer's language.	Understand the <i>literal meanings</i> of the writer's language.
See any text as a <i>construction</i> of a vision of the world.	See texts as a <i>description</i> of the world.
See texts as <i>made by persons with a view of events</i> .	See texts as <i>accounts of what really happened</i> .
Consider <i>textbooks less trustworthy</i> than other kinds of documents.	Consider <i>textbooks very trustworthy</i> sources.
Assume <i>bias</i> in texts.	Assume <i>neutrality, objectivity</i> in texts.
<i>Consider word choice</i> (connotation, denotation) and <i>tone</i> .	<i>Ignore word choice and tone</i> .
Read slowly, <i>simulating a social exchange between two readers</i> , “actual” and “mock.”	Read to <i>gather lots of information</i> .
<i>Resurrect</i> texts, like a magician.	<i>Process</i> texts, like a computer.

<i>Compare</i> texts to judge different, perhaps divergent accounts of the same event or topic.	<i>Learn the “right answer.”</i>
Get <i>interested</i> in contradictions, ambiguity.	<i>Resolve or ignore contradictions, ambiguity.</i>
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p><i>Source:</i> From Judy Lightfoot, “Outline of Sam Wineburg's Central Arguments in ‘On the Reading of Historical Texts.’” Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on “On the Reading of Historical Texts: Notes on the Breach Between School and Academy,” by Samuel Wineburg, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question (“Today we are going to learn about capitalism” or “What is a peninsula?”).

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
- Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
- Name, label, or define each group (“What is a good name for each group?”)
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department / San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...Activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (*Social Studies at the Center. Integrating, Kids Content and Literacy*, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

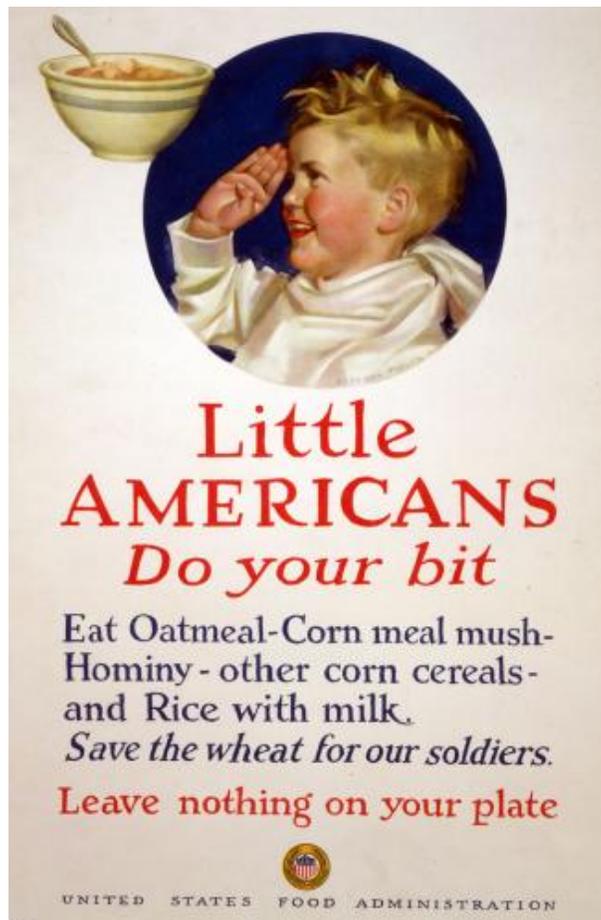
For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

- | | |
|-------------------------------------|--|
| Heidi Hayes Jacobs | <i>Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment</i> |
| Robin Fogarty | <i>How to Integrate Curricula: The Mindful School</i> |
| David B. Ackerman | <i>Intellectual & Practical Criteria for Successful Curriculum Integration</i> |
| Davis N. Perkins | <i>Knowledge by Design</i> |
| Grant Wiggins & Jay McTighe | <i>Understanding by Design</i> |
| Carol Ann Tomlinson and Jay McTighe | <i>Integrating Differentiated Instruction & Understanding by Design</i> |
| Harvey Daniels & Steven Zemelman | <i>Subjects Matter: Every Teacher's Guide to Content Area Reading</i> |
| Stephanie Harvey | <i>Nonfiction Matters. Reading, Writing and Research in Grades 3-8</i> |

III.

Teaching Strategies



World War I propaganda poster

<http://www.learnnc.org/lp/editions/ww1posters/5041>

SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in case studies, deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony's development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them “stand in someone’s shoes,” while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
<p>Chronological Sequence: organizes events in time sequence.</p>	<p>after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when</p>	<ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
<p>Comparison and Contrast: organizes information about two or more topics according to their similarities and differences.</p>	<p>although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet</p>	<ul style="list-style-type: none"> - What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern?

<p>Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> - What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the attributes or characteristics? - How is this pattern revealed in the text?
<p>Description: organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under</p>	<ul style="list-style-type: none"> - What specific person, place, thing, or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important?
<p>Episode: organizes a large body of information about specific events.</p>	<p>a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when</p>	<ul style="list-style-type: none"> - What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effects has this event had on the people involved? - What effects has this event had on society in general?

<p>Generalization/ Principle: organizes information into general statements with supporting examples.</p>	<p>additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically</p>	<ul style="list-style-type: none"> - What generalizations is the author making or what principle is being explained? - What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle? - Do these details appear in a logical order? - Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?
<p>Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.</p>	<p>accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then</p>	<ul style="list-style-type: none"> - What process or subject is being explained? - What are the specific steps in the process, or what specific causal events occur? - What is the product or end result of the process; or what is outcome of the causal events?

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?

Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?

Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

Did I elaborate and build on the ideas or comments of others?

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion-referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.

Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools.” They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
<ul style="list-style-type: none"> • exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues 	<ul style="list-style-type: none"> • higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed “trip sheets” • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	Learning preferences
Verbal-Linguistic “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
Logical- Mathematical “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
Body-Kinesthetic “body-smart”	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
Visual-Spatial “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic “nature smart”	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION		THE COGNITIVE PROCESS DIMENSION							
←		→							
A. Factual Knowledge	B. Conceptual Knowledge	C. Procedural Knowledge	D. Metacognitive Knowledge	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
				Retrieve relevant knowledge from long-term memory	Construct meaning from instructional messages, including oral, written, and graphic information	Carry out or use a procedure in a given situation	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Make judgments based on criteria and standards	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
				<ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	<ul style="list-style-type: none"> Interpret (clarify, paraphrase, represent, translate) Exemplify (illustrate, give examples) Classify (categorize, subsume) Summarize (abstract, generalize) Infer (conclude, extrapolate, interpolate, predict) Compare (contrast, map, match) Explain (construct models) 	<ul style="list-style-type: none"> Execute (carry out) Implement (use) 	<ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	<ul style="list-style-type: none"> Check (coordinate, detect, monitor, test) Critique (judge) 	<ul style="list-style-type: none"> Generate (hypothesize) Plan (design) Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

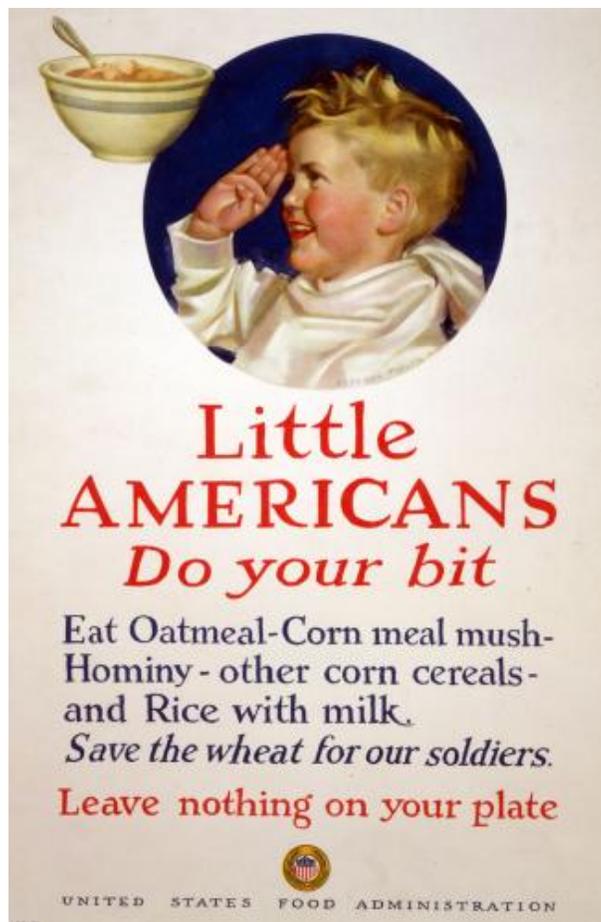
Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources



World War I propaganda poster

<http://www.learnnc.org/lp/editions/ww1posters/5041>

TRADE BOOK TEXT SETS

What are they?

Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students

There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

Getting Ready for the NYS 8th Grade Social Studies Exam

Throughout the sample lessons there are activities that support the development of important content and skills identified as necessary for success on the 8th Grade Social Studies Exam. Making students aware of the skills they are using will help them gain the confidence they need to succeed on the exam. The following suggestions offer further support to students:

Objective or Multiple Choice:

- Have students design their own multiple choice questions and exchange them with a partner. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html>)
- Discuss multiple-choice strategies such as process of elimination, reading all answer choices, using information found throughout the exam to assist in answering questions.
- Use sample questions used on past exams
- Analyze the way that these types of questions are presented/constructed.

Constructed Response Questions (CRQs):

- Have students create questions to accompany the various primary documents found throughout the unit. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html>)
- Have students practice inferring and interpreting information from primary and secondary sources often.
- Provide sample documents used on past exams
- Analyze the types of questions asked when students are asked to view and interpret documents (example: comparing and contrasting 2 or more documents from the same period, etc.)

Document Based Questions (DBQs):

- Have students compile sources and create their own document based question. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies8.html>)
- Have students interpret and infer information from primary and secondary sources
- Have students write a historical background for a DBQ imitating the voice of the historical background provided in an actual DBQ.
- Instruct students on how to create an outline from the bullet points of a DBQ.
- Provide samples from past exams
 - Grade 8 Social Studies Exam 2008 Document Based Question on Industrialization <http://www.nysedregents.org/testing/scostei/jun08/SSS-bk2-eng-608sml.pdf>

ACADEMIC VOCABULARY
GUESS THE WORD GAME

Academic vocabulary games reinforce vocabulary development.

How to Teach Reading When You're Not a Reading Teacher by Dr. Sharon H. Faber, 2006.

Directions: Teacher reads off each clue beginning with number 5 and ending with number 1. Students should have a page in their notebooks or an index card numbered in descending order from 5 to 1. When the student thinks he/she knows the word he/she should write it on the number of the clue. Each number should be given a point value. For example, clue number 1 could be worth one point. The student with the most points wins. Cards could also be set up as flash cards for students to practice on their own or with a partner. Challenge the students to make their own cards to play with a partner.

IMPERIALISM

5. It is a word from Unit 3
4. It is a type of foreign policy
3. Teddy Roosevelt has been accused of it
2. It involves more than one country
1. It completes the sentence, A powerful country exploiting a less powerful country for personal gain is _____.

ISOLATION

5. It is a word from Unit 3
4. It was a foreign policy practiced by the US
3. It involves one country
2. George Washington believed in it
1. It completes the sentence, A country that doesn't enter into alliances practices _____.

ALLIANCE

5. It is a word from Unit 3
4. It is a cause of World War I.
3. It is an agreement between countries
2. The Triple Entente is an example of one
1. It completes the sentence, The _____ system in Europe created a domino effect when the Archduke Ferdinand was assassinated.

XENOPHOBIA

5. It is a word from Unit 3
4. It is a result of WWI
3. The root word phobia means fear
2. It impacts foreigners, or people seen as different by the majority.
1. It completes the sentence, German-Americans experienced the negative effects of _____ during WWI.

ENGAGING THE STUDENT/ LAUNCHING THE UNIT
THE UNITED STATES AS AN EXPANSIONIST NATION

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch “The United States as an Expansionist Nation” unit is to display the following quotes from George Washington relating to foreign policy.

Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens,) the jealousy of a free people ought to be constantly awake; since history and experience prove, that foreign influence is one of the most baneful foes of Republican Government. But that jealousy, to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defence against it. Excessive partiality for one foreign nation, and excessive dislike of another, cause those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

George Washington’s Farewell Address, September 17, 1796

Tis our true policy to steer clear of permanent alliances with any portion of the foreign world.

George Washington

My policy has been, and will continue to be, while I have the honor to remain in the administration of the government, to be upon friendly terms with, but independent of, all the nations of the earth. To share in the broils of none. To fulfill our own engagements. To supply the wants, and be carriers for them all: Being thoroughly convinced that it is our policy and interest to do so. George Washington in a 1795 - letter to Gouverneur Morris

Guiding questions can include:

- How would you put these quotes into your own words?
- Does the current president seem to agree or disagree with George Washington?
- How is the world of global affairs different today than at the time of George Washington?
- Is George Washington’s advice feasible in our contemporary world? Explain.

Another way to launch the unit is to have students create and complete a PMI chart on ‘Expansion as a Foreign Policy’ in their notebooks. *Note: A PMI chart allows students to look at advantages and disadvantages while providing a place for items that may not specifically be considered positive or negative.* (Edward DeBono, 1983) Students may refer back to their chart and reevaluate their initial thoughts as they proceed through the unit.

+ (Pluses)	- (Minuses)	I (Interesting/Implications)
Ex. More natural resources	Ex. Unfair to indigenous people, or citizens of the nation	Ex. Most powerful nations are expansionist to some degree

Finally, you could provide students with an outline map of the world. Have students browse through the trade books looking for examples of US involvement in foreign nations. Student should use a colored pencil to shade in these countries. Students should also look through current newspapers or news magazines for examples of the United States interacting with other nations today. Students may choose a different color to represent contemporary examples. Students should then create a map key depicting US foreign relations or interactions. Throughout the unit students may add captions to the map providing details on various events in US foreign policy.

LESSON PLANS
MEET TEDDY ROOSEVELT

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: What factors impacted US foreign policy?

The Teaching Point:

- Students will explore the persona, viewpoints and accomplishments of Theodore Roosevelt.
- Students will read text and summarize key points.

Why/Purpose/Connection: This lesson introduces students to a major figure in the formation of US foreign policy and his many accomplishments. It sets the stage for an examination of the pros and cons of imperialism.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *Theodore Roosevelt: A Photo-Illustrated Biography*
 - *Roosevelt's Rough Riders*
 - *Theodore Roosevelt*
 - *The Spanish American War* (Poulakidas)
 - *The Spanish American War* (Graves)
 - *Power Play: The Spanish American War*
 - *Our Century 1900-1910*
 - *The Panama Canal*
 - *A Country on the Move*
 - *An Emerging World Power*
 - *A World Contender: Americans on the Global Stage 1900-1912*
 - *An Age of Extremes (A History of Us)*
- Websites:
 - www.time.com/time/photoessays/2006/roosevelt_cartoons/ (image numbers: 1,4, 6, 8, 9, 11)
- Knowledge Chart (Teacher could provide handout or students could create in their notebooks)

Model/Demonstration:

- Motivation: Teacher displays first Roosevelt cartoon from Time website, and asks if any students can recognize the man in the cartoons. Teacher explains that today they will get to know this huge character in American history.
- Teacher models thinking about first image. "From this cartoon, I'm getting the sense that he is a strong leader. Here he is at the wheel of a ship, probably in a storm because he's wearing rain gear. And his face looks really determined. So, I think I'll jot down 'leader, in charge, determined, strong.'
- "Let's look at a few more cartoons and see what we can find out about him. As you view each image, think to yourself "What kind of a man was

**Gr. 8 SS
Exam Alert**

Provides practice with drawing inferences and analyzing political cartoons.

this?” Are there any hints about what he cared about and what kind of role he played in history? Jot down your list of ideas on a clean page in your notebook. You can title it “Teddy Roosevelt Cartoon Inferences,” as I’m doing up here. Then we’ll share some ideas afterward.”

- Students view cartoons and make quick notes.
- Teacher asks students to share their impressions with someone near them.
- Teacher assembles whole class, and adds to class chart with suggestions from students.
- Teacher explains that students will now do some reading about Teddy Roosevelt. Teacher places bins of the books listed above on tables, pointing out that some books can be read cover to cover because they are all about Roosevelt, but with other books students will need to find information about him by using the index.
- Teacher explains that students will be using a Knowledge Chart to record their findings. *Note: A Knowledge Chart is a strategy to help students quickly build background knowledge needed for a more comprehensive study. (More Tools for Teaching Content Literacy. Janet Allen, 2008.)* Teacher models filling in a couple of items in each column. “For example, on this right side I’ll put that I know he was a US president, and from our viewing of the cartoons and our discussion just now—that counts as prior knowledge—I’ll put that I know he was very strong and determined and loved wildlife. Now I’ll look into this book here (*Theodore Roosevelt* by Horn) to find out something new. Oh look, here’s a picture of Mt. Rushmore (p. 5) [model skimming over “A Face on Mt. Rushmore” section]. So, I’ll put in this right-hand column that TR ‘is one of the presidents on Mt. Rushmore, Borglum included him because he started construction of the Panama Canal.’ But I also need to read more deeply. Here’s an interesting section on TR’s Accomplishments. [Teacher models reading first paragraph of section very carefully.] This part about Roosevelt fighting corruption among politicians really interests me. I don’t want to copy this whole section, though. So, I’ll add as #2 on my list, ‘Worked to end corruption in state and local government.’

Guided Practice:

- Teacher asks students to identify some new information in the paragraph. “Could you look back over this paragraph to see if there are other interesting or important facts I can put on my list? Tell the person next to you.”
- Teacher then takes one suggestion for a third new fact to include on the model Knowledge Chart. Teacher praises student response, “I like the way you put that so clearly and briefly in your own words.”

Independent Exploration:

- Teacher distributes a Knowledge Chart to each student.
- Teacher explains that some students may find a whole book on Teddy Roosevelt, but others may need to dig for information about him by using the index in books on other topics such as the Spanish-American War. Teacher encourages students to explore the resources and use a variety of books.
- Teacher reminds students that they can gather information from pictures and captions, but also through close reading of a section that interests them.
- Teacher circulates to support students in finding information of interest to them and noting it succinctly.

Differentiation:

- Students in need of extra support can be guided toward using the following resources: *Theodore Roosevelt: A Photo-Illustrated Biography*, *Roosevelt's Rough Riders*, and *The Spanish American War* (Poulakidas).
- Teachers can suggest Chapters 27 and 28 of *An Age of Extremes* for advanced readers.
- Students ready for new challenges can also generate a list of questions that their reading inspires and note them on the back of the Knowledge Chart.

Share/Closure:

- After about 20 minutes of research time, teacher has students share their New Knowledge columns (and questions, as applicable) in pairs.
- Teacher brings whole class back together and has 10-15 students read out the most interesting or important facts they found about Teddy Roosevelt.
- Teacher emphasizes the wide range of roles Roosevelt played and how the students' new knowledge falls into the following "role" categories (teachers can choose among them):
 1. TR the Trustbuster
 2. TR the Reformer
 3. TR the Conservationist
 4. TR the Rough Ride
 5. TR the Peacemaker
 6. TR the International Leader
 7. TR the Family Man
 8. TR the Cowboy
- Teacher explains that next lesson will reveal more about Teddy Roosevelt in other roles.

Assessment:

- Teacher monitors student progress during work time.
- Teacher assesses Knowledge Charts for volume, accuracy and success in paraphrasing.
- As applicable, teacher assesses critical thinking level of questions generated.
- Assessment may be useful in designing differentiated groups for the following lesson.

Next Steps: Conduct a mock Press Conference with Teddy Roosevelt.

Teddy Roosevelt Knowledge Chart

Add ten new pieces of information to what you already know about Teddy Roosevelt!
 Bonus: Write a list of questions this information generates for you on the back of this sheet.

Prior Knowledge about Teddy Roosevelt	New Knowledge about Teddy Roosevelt
1. was a US president 2. strong 3. determined 4. loved wildlife	1. is one of the presidents on Mt. Rushmore. Borglum included him because he started construction of the Panama Canal 2. worked to end corruption in state and local government 3. 4. 5. 6. 7. 8. 9. 10.

PRESS CONFERENCE WITH TEDDY ROOSEVELT

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: What factors impacted US foreign policy?

The Teaching Point:

- Students will continue to explore the persona, viewpoints and accomplishments of Theodore Roosevelt through research and role play.

Why/Purpose/Connection: This lesson introduces students to a major figure in the formation of US foreign policy and his many accomplishments. It sets the stage for an examination of the pros and cons of imperialism.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *Theodore Roosevelt: A Photo-Illustrated Biography*
 - *Roosevelt's Rough Riders*
 - *Theodore Roosevelt*
 - *The Spanish American War* (Poulakidas)
 - *The Spanish American War* (Graves)
 - *Power Play: The Spanish American War*
 - *Our Century 1900-1910*
- Students' Knowledge Charts from previous lesson
- Copies of Group Instruction Sheet (one copy per group)
- White index cards and colored index cards

Model/Demonstration:

In preparation for this lesson, teacher has prepared bins of resources for various “TR as” groups.

- Motivation: Teacher conducts shared reading of an excerpt from Roosevelt’s 1910 speech in Paris. (*Theodore Roosevelt* by Geoffrey Horn, text box on page 9) Teacher puts questions to the class: “Who do you think spoke these words in Paris in 1910? How can you tell?” [Teacher guides students to a brief discussion of Teddy Roosevelt’s active nature and his many accomplishments.]
- “Yesterday you read widely about Teddy Roosevelt. (*Note: Reading widely refers to an independent reading time when students are free to explore a variety of books about a general topic.*) We discovered that this man was, in a way, larger than life. He played many different and important roles, and he accomplished amazing things. At the end of class I showed you this list of categories that we might say his actions fall within. (Teacher should select appropriate number of categories for groups of 5 students. Teacher should also provide or elicit some definitions or explanations for certain terms like trustbuster, diplomat, etc.):
 1. TR the Trustbuster
 2. TR the Reformer
 3. TR the Conservationist

**Gr. 8 SS
Exam Alert**

Provides practice with CRQ skills: analyzing a quote and drawing conclusions.

4. TR the Rough Rider
 5. TR the Peacemaker
 6. TR the International Leader
 7. TR the Family Man
 8. TR the Cowboy
- Teacher gives instructions for Press Conference activity:
 - Teacher explains the meaning and purpose of a press conference. Teacher can motivate and engage students by asking them if they have ever viewed one of Barack Obama’s press conferences on TV. Students can share what they would infer are the purposes and procedures of press conferences (e.g., a chance for the press to question the president—or whoever is holding the conference—and get information directly from him/her. It could be pointed out that press conferences are usually timed to communicate announcements or information about a current event or situation.) Mention that Obama has held press conferences about the economic crisis, his health care plan, etc.
 - Explain the procedure. Each group will choose one person who will act as their group’s Teddy Roosevelt. The rest of the class will act as news reporters from that time period. Groups will come up with three questions that class “press corps members” will ask their Teddy Roosevelt. They will write these questions onto three different colored index cards. They will also write notes on separate white index cards for their representative Teddy Roosevelt to use when answering the questions. Each group’s TR will get a turn to answer the three questions they have formulated.
 - Teacher shares clear expectations for depth required of the researched TR answers. Students should use relevant information that might be in their Knowledge Charts from the previous day, but they will also need to investigate these issues more deeply.
 - Teacher models researching and writing an in-depth question and answer:
 - “For example, let’s say I’m in the “TR the Reformer” group, and I wrote down on my Knowledge Chart that Roosevelt settled the coal miners strike in 1902. I can’t just write a question like “Mr. Roosevelt, what did you do about the coal miners strike?” and have the answer be “I settled it.” That gives almost no information! I need to do some research on this. Here’s a book on political reformers (hold up *Progressive Leaders*, Sakany), and by using the index I’ve found many sections that mention Teddy Roosevelt. These pages here deal with the coal miners strike.” Teacher does a shared reading of pages 11 (bottom lines) and 12.
 - “So a better way to phrase the question might be to pretend this press conference is going on right as the strike is underway. The reporter could ask, ‘President Roosevelt, as you know, winter is approaching, fuel is running low, and the coal miners’ strike drags on. What actions are you taking to resolve the situation?’ [Teacher writes the question on a mock chart paper or transparency index card.] Do you see how much fuller the question is? It gives us some background and sets the scene.”

Guided Practice:

- “A really thorough answer will need to mention all the things he did ... Let’s see ... I need to go back to the text [teacher rereads, thinking]... One thing TR did was to create a commission to study working conditions in the mines. [Teacher writes on mock answer card.] Could you and the person next to you find a couple more things in this paragraph to include in the answer? [Take three or so brief responses and write them down.] OK, so now we’ve got four bullet points. Our Teddy Roosevelt is definitely ready to answer this question completely.

Independent Exploration:

- Teacher sends groups off to continue their research and draft question and answer cards.
- Teacher distributes Group Instruction Sheet as reminders to groups.
- Teacher circulates to monitor progress, assist with research, and nudge groups toward deeper questions and answers.
- Students collaborate to choose a representative to role play as their TR, and write up question and answer cards.

Differentiation:

- Students in need of extra support can be part of the “TR as Rough Rider” or “TR as Family Man” group, as they may use appropriate level resources and/or deal with less complex content.
- Books at easier reading levels to make available: *Theodore Roosevelt: A Photo-Illustrated Biography* (Potts), *Roosevelt’s Rough Riders* (Santella), *The Spanish American War* (Poulakidas).
- Teacher offers extra support by helping students recognize what they already know, imagine a setting and context for the press conference, formulating questions, and finding information for complete answers.
- Teachers can suggest Chapters 27 and 28 of *An Age of Extremes* for advanced readers.

Share/Closure:

- Chairs in the classroom can be configured into theatre-style seating for the press conference, or students can be gathered in one area of the room. Teacher collects colored question cards from first group while their TR representative takes his place at the front of the group.
- Teacher distributes the questions to random students in the “press audience.”
- Each of the 6 or 7 TRs gets a turn to stand up and use the notes he and his group have prepared to answer questions from the press audience.
- Students in audience evaluate each TR according to the guidelines in the rubric. Optional student evaluation grids are provided at the end of the lesson.

Assessment:

- Teacher looks for evidence of higher level thinking in formulation of questions.
- Teacher assesses clarity, thoroughness, accuracy and depth of knowledge of TR’s answers for each group.
- Optional: Have the students evaluate each representative TR with the attached rubric and give a prize to the group with the highest score.

Next Steps: Future lessons explore the concept of imperialism and examine case studies of Roosevelt’s imperialist policies and actions.

Group Instruction Sheet for TR Press Conference Preparation

1. Read your Knowledge Chart. What can you use?
2. What are some important issues you can explore?
3. Research!
4. Decide when your press conference will take place. For the time period you've chosen, how should the reporters address TR? Mr. President? Governor Roosevelt? Mr. Roosevelt?
5. Write three questions neatly on three separate colored index cards and label them with your group's title ("TR as ..."). The teacher will collect these and give them out.
6. Write three answer cards. Go for at least 3 points TR will make.
7. Choose one person to be your group's TR in the press conference.

TR Press Conference Rubric



Name of Group: TR as _____

Category	Criteria	Score: 1-4
Quality of Questions	Did the questions involve important issues? Did the questions require in-depth answers? Did the questions give background information if necessary? Were the questions phrased clearly?	
Thoroughness of Answers	Did you learn something from the answers? Did the answers provide enough information? Did TR give some background information if needed?	
Presentation Skills/Creativity	Did TR express himself clearly? Were you entertained? Did TR show his personal qualities? Were the questions and answers interesting?	

TOTAL POINTS: _____

Unit Project: Imperialism Debate Teacher Guide

Introduce the project early in the unit. Students will be taking notes and developing a point of view throughout the unit. This project can extend over as many days as the teacher desires depending on how deeply the teacher wishes to address debating skills and strategies. The following sample outline provides a three day strand of lessons, with optional additions.

Materials:

- Copies of Student Information Sheet
- Index cards
- Multiple selections from the trade book text set

In advance of beginning the project:

- Students have collected evidence in their notebooks about the benefits and drawbacks of imperialism.
- The teacher has assessed students for conceptual understanding.
- The teacher has divided the students into groups of seven.

Day One:

- Teacher seats the students in their groups of seven.
- Teacher introduces the project and distributes the Student Information Sheet.
- Teacher explains the procedure and rules for debate outlined on information sheet.
- Teacher teaches mini-lesson about structuring constructive and rebuttal arguments.
 - Teachers may wish to use the Middle School Public Debate Program (MSPDP) handout that explains the A-R-E and 4-Step Refutation methods:
<http://www.middledebate.com/resources/documents/Speaking.Listening.handout.06.pdf>
 - Students get to try out the structures with fun sample arguments. For example: “Skittles are better than Jolly Ranchers (assertion), because Jolly Ranchers are just too sour and they can give you a stomach ache (reasoning). For example (evidence), my cousin ate a whole bag of them and had to take Pepto Bismol, but I eat Skittles all the time and my stomach never hurts.”

Day Two:

- Teacher assigns roles for the debate and sends students off to prepare their note cards. Teacher makes sources available on tables and reminds students to use the notes in their notebooks, but to also return to the books to gather specific information that will bolster their arguments. While students are working, teacher pulls the following small groups as needed:
 - Moderators -- to provide instruction in preparing their neutral introductory remarks and be sure they understand the debate procedure and protocol.
 - Speaker 1s and 2s -- to check progress on their opening arguments and brainstorm with them ways that Speaker 2 can avoid simply repeating the points that Speaker 1 makes.
 - Speaker 3s – to reinforce the 4-step refutation model and show them how to take notes in columns so that they can keep track of the arguments and refer back to comments by specific speakers. Students can make their own sheet or teachers can use/modify the MSPDP chart:
<http://www.middledebate.com/documents/note-takingtemplate.pdf>
- Teacher explains and distributes debate rubric.

Day Three:

- Teacher sets up two sets of seven desks on opposite sides of the room for the debates.
- One debate group performs on each side of the room while another group observes and evaluates them using the rubric.
- Groups switch places.
- Teacher observes groups alternately.

Optional additional days:

- Note-taking Lesson Day: All students (rather than just a small group) learn skills for note-taking during the debate. Teacher models taking notes in the format, using efficient strategies, and using notes to bolster a refutation.
- Rehearsal Day: Groups are given time to rehearse. Teacher observes and provides support/feedback.

Differentiation:

- Students in need of extra support should be assigned to Speaker 1 role. Teacher can plan for appropriate amounts of small group work with this group.
- Students with particularly strong analytical skills would be challenged in the Speaker 2 role, as they must find ways to amplify the argument rather than simply repeat it.
- Students who need experience in leadership may benefit from serving as Moderators.
- Teachers may reserve the Speaker 3 role for students harder to engage.

Assessment:

- Students will assess their peers using the rubric.
- Teachers will assess all groups' debate performances using the rubric.
- Teachers will assess quality of note cards, use of class time and participation, as per grading systems on Student Information Sheet above.

Unit Project: Imperialism Debate Student Information Sheet

We've been studying the time period when the United States became a world power economically, militarily and politically. We have explored the concept of imperialism in-depth and applied that knowledge to the US and its dealings with other countries. We have looked deeply at case studies, such as the Spanish-American War, the Panama Canal and the annexation of territories. Throughout the unit, we've been keeping notes on the good and bad consequences of imperialism.

We've seen that imperialism has had some very negative effects, especially on indigenous people and the economies of their countries. However, it can be argued that imperialism has brought advances, both for the empire nation and its territories. In this project, you'll be asked to defend one of these positions in a formally structured debate. You will need to either prove or disprove the following statement: **"Imperialism as a Foreign Policy Does More Harm than Good."**

The class will be divided into four debate groups, with seven students in each group. The groups will have three people on each side, and one moderator. If you're on the Proposition team, you will argue in favor of the statement. If you're on the Opposition team, you will argue against it. Moderators are neutral.

ROLE	RESPONSIBILITIES	TIME LIMIT
Moderator	<ul style="list-style-type: none"> ➤ Makes neutral introductory statement ➤ Calls on people to speak in proper order ➤ Keeps time ➤ Approves Points of Information ➤ Subtracts points in the event of unruly behavior by debaters or audience 	3 minutes
1 st Speaker (Prop.)	<ul style="list-style-type: none"> ➤ Makes Proposition opening statement, organized into 3 or 4 main points 	5 minutes
1 st Speaker (Opp.)	<ul style="list-style-type: none"> ➤ Makes Opposition opening statement organized into 3 or 4 main points 	5 minutes
2 nd Speaker (Prop.)	<ul style="list-style-type: none"> ➤ Builds on Prop. Speaker 1's statement ➤ Refutes Opposition points 	5 minutes
2 nd Speaker (Opp.)	<ul style="list-style-type: none"> ➤ Builds on Opp. Speaker 1's statement ➤ Refutes Proposition points 	5 minutes

3 rd Speaker (Prop.)	<ul style="list-style-type: none"> ➤ Takes notes during speeches ➤ Attempts to disprove the Opposition speakers' arguments ➤ Sums up Proposition argument ➤ Cannot introduce new points 	3 minutes
3 rd Speaker (Opp.)	<ul style="list-style-type: none"> ➤ Takes notes during speeches ➤ Attempts to disprove the Proposition speakers' arguments ➤ Sums up Opposition argument ➤ Cannot introduce new points 	3 minutes

Debate rules to keep in mind: (adapted from Middle School Public Debate Program)

1. Once the debate begins, you may not use any sources other than the index cards you have prepared.
2. You may not speak for more than your allotted time, but you are not required to use all the time.
3. A debater may interrupt the other side if she has a question or a correction to make, but only if she says "Point of Information" and the Moderator allows it. She has 15 seconds to state her PoI. The person making the PoI may not interrupt the speaker's response to the PoI, or pose follow-up questions or make any comment, without making a separate PoI request and being permitted to speak by the moderator.
4. Debaters can cheer, but you must do it debate-fashion (called heckling). If you like what the speaker on your team says and want to show your support, you can pound on your desk with an open palm 3 or 4 times, and also say "Here, here!" if you wish. If you do not like what a speaker says, you can say (not shout) "Shame, shame." If cheering becomes disruptive, the moderator can deduct points from the offending side's score.

Grading for the Project

Your grade will not be based upon whether or not you win the debate (although we will determine a winner based on points awarded by the audience members and the teacher). Your final grade for the project will be determined by the following factors, all individually graded, except for the performance grade:

Participation in discussions and lessons	10 points
Use of class time during research/preparation for the debate	20 points
Quality of your note cards	30 points
Performance during debate (team grade—see rubric*)	30 points
Behavior as an audience member	10 points

*Moderator's grade will be determined from a separate rubric.

Debate RubricAdapted from Middle School Public Debate Program (www.middle-school-debate.com)**Proposition Team**

Team Members' Names _____ Your Name _____

Points	Research	Argumentation	Organization	Protocol	Presentation
Excellent 27-30	Research is entirely accurate and relevant to the debate. Speakers draw on a variety of sources and examples. All team members show a thorough understanding of information.	Assertions are backed up by clear reasoning and sufficient evidence. Refutations are closely linked to other side's points and successfully disprove them with clear reasoning and factual evidence. Speaker 3 consistently uses the 4 step refutation model.	Speaker 1 makes 3 or 4 convincing points in a very clear structure. Points are distinct and not repetitive. All speakers assert and refute in a highly organized way.	Speakers do not exceed time limits. Speakers make and respond to Poles skillfully and within guidelines. Speakers are courteous when listening and speaking. Heckling is not disruptive.	Speakers are confident and audible. Excellent clarity of speech and eye contact. Speakers also use humor, pausing, and vocal inflection.
Good 22-26	Research is accurate and relevant to the debate. Speakers draw on some of the sources and examples explored in class. Team members show an adequate understanding of material, but miss some subtle points.	Assertions are usually backed up by clear reasoning and evidence. Speakers sometimes repeat one another instead of amplifying the argument or refuting the other side. At times arguments may lack in reasoning or evidence. Speaker 3 uses the 4 step refutation model.	Speaker 1 makes 3 or 4 points in a clear structure. Some points are related. Speakers may at times ramble or reiterate.	Speakers do not exceed time limits. Speakers make and respond to Poles within guidelines. Speakers are courteous when listening and speaking. Heckling is not disruptive.	Speakers are usually confident and audible. Good clarity of speech and eye contact. Speakers use vocal inflection to some extent.
Not so Hot 21 or below	Some research is inaccurate and/or irrelevant to the debate. Speakers draw on a few sources and examples. Team members show a basic understanding of material, but may have some misconceptions.	Some assertions are backed up by reasoning and evidence, but others may be lacking. Speakers often repeat one another instead of amplifying the argument or refuting the other side. Speaker 3 does not use the 4 step refutation model effectively.	Speakers' points are repetitive or disorganized. Speakers frequently ramble or backtrack.	Speakers exceed time limits. Speakers do not make or respond to Poles appropriately. Heckling is disruptive.	Speakers may lack confidence or enthusiasm. Speech may be inaudible or unclear. Little eye contact.

GROUP SCORE: _____

Debate RubricAdapted from Middle School Public Debate Program (www.middle-school-debate.com)**Opposition Team****Team Members' Names** _____**Your Name** _____

Points	Research	Argumentation	Organization	Protocol	Presentation
Excellent 27-30	Research is entirely accurate and relevant to the debate. Speakers draw on a variety of sources and examples. All team members show a thorough understanding of information.	Assertions are backed up by clear reasoning and sufficient evidence. Refutations are closely linked to other side's points and successfully disprove them with clear reasoning and factual evidence. Speaker 3 consistently uses the 4 step refutation model.	Speaker 1 makes 3 or 4 convincing points in a very clear structure. Points are distinct and not repetitive. All speakers assert and refute in a highly organized way.	Speakers do not exceed time limits. Speakers make and respond to PoIs skillfully and within guidelines. Speakers are courteous when listening and speaking. Heckling is not disruptive.	Speakers are confident and audible. Excellent clarity of speech and eye contact. Speakers also use humor, pausing, and vocal inflection.
Good 22-26	Research is accurate and relevant to the debate. Speakers draw on some of the sources and examples explored in class. Team members show an adequate understanding of material, but miss some subtle points.	Assertions are usually backed up by clear reasoning and evidence. Speakers sometimes repeat one another instead of amplifying the argument or refuting the other side. At times arguments may lack in reasoning or evidence. Speaker 3 uses the 4 step refutation model.	Speaker 1 makes 3 or 4 points in a clear structure. Some points are related. Speakers may at times ramble or reiterate.	Speakers do not exceed time limits. Speakers make and respond to PoIs within guidelines. Speakers are courteous when listening and speaking. Heckling is not disruptive.	Speakers are usually confident and audible. Good clarity of speech and eye contact. Speakers use vocal inflection to some extent.
Not so Hot 21 or below	Some research is inaccurate and/or irrelevant to the debate. Speakers draw on a few sources and examples. Team members show a basic understanding of material, but may have some misconceptions.	Some assertions are backed up by reasoning and evidence, but others may be lacking. Speakers often repeat one another instead of amplifying the argument or refuting the other side. Speaker 3 does not use the 4 step refutation model effectively.	Speakers' points are repetitive or disorganized. Speakers frequently ramble or backtrack.	Speakers exceed time limits. Speakers do not make or respond to PoIs appropriately. Heckling is disruptive.	Speakers may lack confidence or enthusiasm. Speech may be inaudible or unclear. Little eye contact.

GROUP SCORE: _____

Moderator Rubric

Name _____

SCORE 1-10	
	Introductory Statement <ul style="list-style-type: none"> • Displays thorough understanding of the concept • Provides important background information • Is well organized • Is clearly worded and carefully edited • Takes a neutral stance
	Debate Protocol <ul style="list-style-type: none"> • Keeps accurate time and enforces time limits • Conducts debate in proper procedure • Responds fairly to Points of Information • Reminds debaters of guidelines as necessary • Monitors heckling effectively and fairly
	Presentation <ul style="list-style-type: none"> • Displays confidence • Speaks audibly and clearly • Makes eye contact • Uses pausing/vocal inflection/humor • Maintains a neutral tone

OVERALL MODERATOR SCORE: _____

UNDERSTANDING IMPERIALISM

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: What factors impacted US foreign policy?

The Teaching Point:

- Students will develop a deep understanding of the concept of imperialism.

Why/Purpose/Connection:

This lesson allows students to evaluate whether various foreign policy actions in U.S. history could be considered to be imperialist.

Materials/Resources/Readings:

- Titles from the trade book text set :
 - *A World Contender*
 - *Crossing the Seas*
 - *A Country on the Move*
 - *America in World War I*
 - *An Emerging World Power*
 - *Theodore Roosevelt*
 - *The Panama Canal*
 - *The Spanish-American War*
 - *America in World War I*
 - *Theodore Roosevelt (Horn)*
 - *Power Play*
 - *An Age of Extremes*
- Websites:
 - <http://www.u-s-history.com/pages/h337.html>
 - <http://www.mtholyoke.edu/acad/intrel/osulliva.htm>
 - <http://www.ourdocuments.gov/doc.php?flash=true&doc=23>
 - http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/19_03_08_bush_speech.pdf
 - <http://www.timeforkids.com/TFK/specials/iraq/0,8805,424876,00.html>
 - <http://www.globalpolicy.org/iraq/political-issues-in-iraq/oil-in-iraq.html>
 - http://www.allacademic.com/meta/p_mla_apa_research_citation/0/2/1/2/8/p21288_index.html
- Copies of Four Corner Pass sheets
- Chart paper
- Markers

Model/Demonstration:

Day 1: Defining Imperialism and Formulating Criteria

- Motivation: Teacher displays big stick cartoon of Teddy Roosevelt (from *Theodore Roosevelt* by Geoffrey Horn, p. 36) and invites students to talk to a partner about what they see and what they think the message of the cartoon is. Teacher can use open-ended questions like: “Is Roosevelt portrayed positively or negatively in this cartoon? Do the labels on the image give you hints about the opinion being

expressed? What kind of event or condition in the country may have prompted the cartoonist to draw this?

- Teacher connects today’s lesson to previous one. Teacher explains that in the previous lesson, they gained lots of information about Teddy Roosevelt’s heroic accomplishments, but there were also controversial aspects to his leadership, especially in the area of foreign policy. Teacher can say, “There is no disputing the fact that Teddy Roosevelt wanted the US to get bigger and more influential in the affairs of the world and to achieve dominance in the Western Hemisphere. Some people agreed with this position and some people disagreed. He has come to be known as a major force in the beginnings of US imperialism. Today, we will fully explore this important concept of imperialism. To get started, I’m going to give you some quotations related to imperialism. Please read them carefully as you pass them around your tables and jot down your reactions. Do they bring up opinions of your own? Prior knowledge? Questions? Just jot down what you’re thinking in one of the corners provided.”
- Four Corner Pass: Students are seated in groups of four. Teacher distributes a Four Corner Pass sheet to each student, making sure that each student at a table receives a different quotation. After reading the quotation carefully, students are instructed to write a response in one of the quadrants and pass the paper to the person on their left. The sheets circulate until all four quadrants have been filled in, meaning all four students have responded to the four quotations. When a student receives back the quotation he/she began with, he/she will turn it over and take a first try at defining the word “imperialism.”
- Teacher takes suggestions for an initial class definition of imperialism and writes it on chart paper, transparency, or Smart Board.

**Gr. 8 SS
Exam Alert**

Provides practice with cartoon and quote analysis.

Guided Practice:

- First read aloud: *A World Contender: Americans on the Global Stage, 1900-1912* (pp. 9-12 - end at “for I think this country needs one.”) Before reading, teacher asks students to listen for ways that the passage can be used to make the class definition of imperialism more accurate or more complete. While the teacher is reading, students jot down ideas. After the reading, students share with a partner, then offer teacher suggestions for revising the definition.
- Second read aloud: *An Age of Extremes: 1870-1917* (A History of Us, inset on Expansionism, p. 149). Repeat the think/pair/share process above.
- Teacher leads students in developing a list of criteria for use in evaluating events/ideas/policies in history as imperialist or not.
 - “So we have a good definition now, based on our research. [The definition will read something like: A country is imperialist when it wants to get bigger and have power over other smaller or weaker nations, sometimes for the benefit of those countries, and always for the benefit of itself.]” Teacher asks a student or two to consult a dictionary, and class refines the definition once more if necessary. If students begin to debate the merits or fairness of imperialism, welcome the thinking, but encourage students to save the discussion for later and continue to gather information with those questions in mind.

- Teacher explains concepts of evaluation and criteria. “In a few minutes you’ll be divided into ‘evaluation groups.’ Each group will receive a policy or event from US history to evaluate. You’ll do some reading and you’ll decide as a group whether or not the US was behaving or thinking in an “imperialist” manner. When you evaluate something, it’s kind of like judging it, but you don’t just judge it according to your own whims or personal opinions. For example, when I evaluate, or size up your work, I try to do it as objectively as I can. I develop a rubric or a checklist, and your evaluation is determined by how you measure up according to those points, or **criteria**. Before you start, let’s create a list of criteria, or the factors you will consider as you evaluate your event or policy.
- “Let’s make some bullet points. According to our definition, I think the action or idea must extend a country’s influence by giving it power over another nation.” Teacher writes first bullet point (“One country gets power over another country.”) Right now, with a partner, create a list of criteria that will help you decide if an event or policy is imperialist or not.”
- Students then share out criteria and teacher charts them. When the criteria list is finished it might look something like the one below. Allow the groups to construct the list independently (with guidance from teacher only if necessary).
 - One country gets power over another country.
 - A country gets bigger.
 - One country spreads its ideas to other places.
 - One country controls economic affairs in another country.
 - One country gets rich off the other country.
 - One country fights another for power for influence over an area.
- Teacher leads students in thinking critically about the criteria with questions such as, “Do you think all these criteria need to be present in order for an action to be considered imperialist? If even one is present, is the action imperialist? What would a non-imperialist policy or action look like?”

Model/Demonstration:

Day 2: Using Criteria to Read, Think and Make Notes

- Teacher models using the resource table to find information, reading it, thinking about it in relation to the imperialism definition and making notes.
- “For example, if I’m in the Monroe Doctrine group, I’ll look at the table and it says there is information on pages 12-14 in the *Crossing the Seas* book. So I’m going to read that section and think ‘How does this fit in with the criteria?’ [Teacher reads p. 12 (bottom) to 13 and thinks aloud, noting that the intention to “limit European expansion into the Western Hemisphere” is not necessarily imperialist. [Teacher explains her reasoning using the criteria list.]

Guided Practice:

- Teacher asks students to turn and talk about whether the next part, that the Doctrine “assigned the US the responsibility of protecting all Western nations from outside intervention,” could be considered an imperialist policy.

- Teacher engages class in a brief discussion
- Teacher models writing notes in an Imperialist/Not Imperialist T-chart, and instructs students to document their research in this way.

Independent Exploration:

- Teacher gives instructions for group activity. Groups are given one of the topics below to research and evaluate as imperialist or not. Students are asked to read, take notes, discuss their topic, reach a conclusion, and appoint a spokesperson to state their case. Groups will also create a common chart, listing supporting evidence for their decision. Charts should be labeled with topic name, “Imperialist” or “Not Imperialist” and three or four bulleted points below.
- Teachers can use the table below to choose topics, make groups and gather resources for groups. Teachers may also wish to distribute the table to students to facilitate their research.

Differentiation:

- Students who can handle lots of reading about a complex topic might be well suited to the World War I group, while those in need of extra support might be most successful in the Spanish-American War group (easier resources available) or the Manifest Destiny group (content is basically a review of 7th grade).
- Teachers may challenge and engage accelerated classes by allowing them to discuss and formulate the criteria independently in groups.
- Students savvy about current events can handle the U.S. Invasion of Iraq easily, and should also be encouraged to watch for and discuss bias in the sources they use.
- Students may work in peer mentoring partnerships, especially as they navigate more difficult texts, such as *Crossing the Seas*, *A World Contender*, and *An Age of Extremes*.

Share/Closure:

- Groups post their charts at the front of the room, with Imperialist charts on one side and Not Imperialist on the other.
- Spokespersons from groups *briefly* share their decisions and supporting points. (*Caution:* whole-class group share-outs can be tedious and long. Teachers may wish to limit the number of points that can be discussed in order to sustain student interest.)
- Other sharing options:
 - Students can read the charts independently in a gallery walk.
 - Teacher pairs up groups to share with one another and pose questions.
- Teacher announces that the unit will conclude with a debate project about imperialism. In preparation for the project, students will gather evidence during the coming weeks about the pros and cons of imperialism.
 - Teacher has students set up a section in their notebooks for recording information both in favor of and against the policy of imperialism.
 - Teacher models finding that information from the charts produced that day. For example, “I notice that the Manifest Destiny group supported their evaluation that Manifest Destiny was an imperialist concept by pointing out that Native American cultures were not just dominated, but extinguished in many cases. So, I would note that information in my ‘AGAINST

IMPERIALISM' page." [Teacher writes the information on a chart; students can record it also as their first entry.]

- At this point, students can engage in adding to their FOR/AGAINST research pages using the charts, or teacher can save the charts and engage them in this activity at a later point in the unit.

Assessment:

- Teacher listens for understanding during partner talk following read alouds.
- Teacher listens for understanding during formation of criteria for imperialism.
- Teacher circulates during research to monitor student progress and participation.
- Teacher evaluates group charts.

Next Steps: Students will debate the beneficial and harmful aspects of imperialism at the end of the unit as a final project.

TOPIC	RESOURCES
Manifest Destiny	<i>A World Contender</i> , pp. 14 <i>Crossing the Seas</i> , pp. 86-87 http://www.u-s-history.com/pages/h337.html http://www.mtholyoke.edu/acad/intrel/osulliva.htm
The Monroe Doctrine	<i>Crossing the Seas</i> , pp. 12-14, 86-87 <i>A World Contender</i> , pp. 35-36 http://www.ourdocuments.gov/doc.php?flash=true&doc=23
Roosevelt Corollary to the Monroe Doctrine	<i>A World Contender</i> , pp. 35-44 <i>An Emerging World Power</i> , pp. 12
Open Door Policy	http://www.pinzler.com/ushistory/opendoorsupp.html http://www.u-s-history.com/pages/h908.html http://www.britannica.com/EBchecked/topic/429642/Open-Door-policy http://videos.howstuffworks.com/hsw/11664-america-becomes-a-world-power-the-open-door-policy-video.htm
Construction of the Panama Canal	<i>A World Contender</i> , pp. 21-33 <i>A Country on the Move</i> , 45-47 <i>America in World War I</i> , pp. 14-15 <i>An Emerging World Power</i> , pp. 10-11 <i>Theodore Roosevelt</i> , pp. 36-38 <i>The Panama Canal</i> , pp. 11-15
Annexation of Cuba	<i>Crossing the Seas</i> , pp. 53-69 <i>A Country on the Move</i> , pp. 4-5 <i>The Spanish American War</i> <i>Power Play</i> 6-7, 13-14, 19-23, 28-29
Spanish-American War	<i>The Spanish-American War</i> <i>America in World War I</i> , pp. 10-14 <i>Theodore Roosevelt (Horn)</i> , pp. 28-29 <i>An Age of Extremes</i> , pp. 150-155 <i>Crossing the Seas</i> , 46-47, 50, 63-66, 68-69, 74-79, 82, 85*
Annexation of Puerto Rico	<i>Crossing the Seas</i> , pp. 81-87 <i>An Age of Extremes</i> , pp. 150-155 <i>Power Play</i> , pp. 14, 22, 28
Annexation of Hawaii	<i>Crossing the Seas</i> , pp. 28-51 <i>America in World War I</i> , pp. 7-10 <i>An Age of Extremes</i> , pp. 156-161
Annexation of the Philippines	<i>Crossing the Seas</i> , pp. 71-80, 86-87 <i>An Age of Extremes</i> , pp. 153 <i>Power Play</i> , pp. 26-27, 29
US Involvement in World War I	<i>A World Contender</i> , pp. 79-85 <i>A Country on the Move</i> , 47-50 <i>World War I (Marquette)</i> <i>America in World War I</i> , pp. 23-35 <i>An Emerging World Power</i> , pp. 16-23 <i>World War I (Witness to History)</i> , pp. 34
US Invasion of Iraq	http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/19_03_08_bush_speech.pdf http://www.timeforkids.com/TFK/specials/iraq/0,8805,424876,00.html http://www.globalpolicy.org/iraq/political-issues-in-iraq/oil-in-iraq.html http://www.allacademic.com/meta/p_mla_apa_research_citation/0/2/1/2/8/p21288_index.html

“I am a bit of a believer in the manifest destiny doctrine. I believe in more ships. I believe in ultimately driving every European power off this continent, and I don’t want to see our flag hauled down where it has been hauled up.”

Theodore Roosevelt

America is a friend to the people of Iraq. Our demands are directed only at the regime that enslaves them and threatens us. When these demands are met, the first and greatest benefit will come to Iraqi men, women and children.

The wisest use of American strength is to advance freedom.

President George W. Bush

“Those who do not want the United States to annex foreign lands tell us we ought not to govern a people without their consent. I answer, “That rule of government applies only to those people who are capable of self-government.”

Senator Albert Beveridge

**I am an anti-imperialist. I am
opposed to having the eagle put its
talons on any other land.**

Mark Twain

INTERVENTION OR ISOLATION

Unit of Study/Theme: The Progressive Era

Focus Question: Why did the US change its isolationist policy?

The Teaching Point:

- Students will understand the key terms of isolationism and intervention.
- Students will be able to examine multiple perspectives for government policies regarding intervention and isolation during a variety of historic events.

Why/Purpose/Connection: This lesson explores how the United States changed its policy regarding isolationism at the turn of the 19th century. Factors influencing government decisions can be applied to multiple historic events as well as current events.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *A World Contender: Americans on the Global Stage 1900-1912*
 - *America in World War I*
 - *Witness to History: World War I*
 - *The Spanish-American War* (Poulakidas)
 - *Power Play: The Spanish-American War*
 - *Crossing the Seas: America forms an Empire*
- Looking at Our Options Graphic Organizers

Model/Demonstration:

- Teacher motivates students by asking them to respond to the quote by President Theodore Roosevelt, “Speak softly and carry a big stick.” Guiding questions/activities include:
 - How could you rephrase this quote?
 - Create an image that reflects the quote.
 - Write a brief scenario using the quote as a title.
- Students share their response within their groups.
- Teacher explains that the quote reflects a change in U.S. foreign policy that occurred at the turn of the century.
- Teacher displays the words, isolation and intervention and asks students to brainstorm synonymous words. Teacher explains that these words could be applied to government policy in foreign affairs, that countries could intervene in other countries or they could remain isolated or alone.
- Teacher facilitates a discussion on the pros and cons of both policies and charts student responses.
- Teacher explains that student groups are going to look at a number of events in US history and determine possible consequences of either policy.
 - The Spanish-American War, World War 1, Annexation of Hawaii,

Guided Practice:

- Teacher displays the Looking at Our Options graphic organizer with the Problem/Dilemma filled in with “The Panama Canal.” Teacher explains that class will use this to look at multiple perspectives.
- Teacher directs students to listen to a read aloud while considering the possible consequences of building the Panama Canal. Teacher then reads aloud pp. 36-37 of *Theodore Roosevelt* (Horn) and charts students’ responses on the graphic organizer.

Independent Exploration:

- Teacher explains that student groups will read passages from the trade book regarding their assigned topic to determine possible consequences of isolationism and intervention by completing a Looking at our Options graphic organizer. *Note: Many adolescents believe there is only one option for every problem. This graphic organizer helps students examine a dilemma, put forth the options and then examine the consequences of each of these options. (Reading History by Janet Allen, 2005).*
- Student groups then must explain which policy they would advocate.
- Students groups are then reassembled to represent the different historical situations. Students share their perspective and try to determine whether the US should have a strict isolationist or interventionist policy regarding foreign affairs.

Share/Closure:

- Students write a journal entry in their notebooks regarding the importance of looking at multiple perspectives in history. Guiding questions include:
 - What conclusions could you draw about government decision making?
 - What factors do you think should be most important when a government makes a decision?
 - Why did the US move from an isolationist policy to one of intervention?

Assessment:

- Teacher evaluates Looking at our Options graphic organizer.
- Teacher evaluates journal entries.

Next Steps:

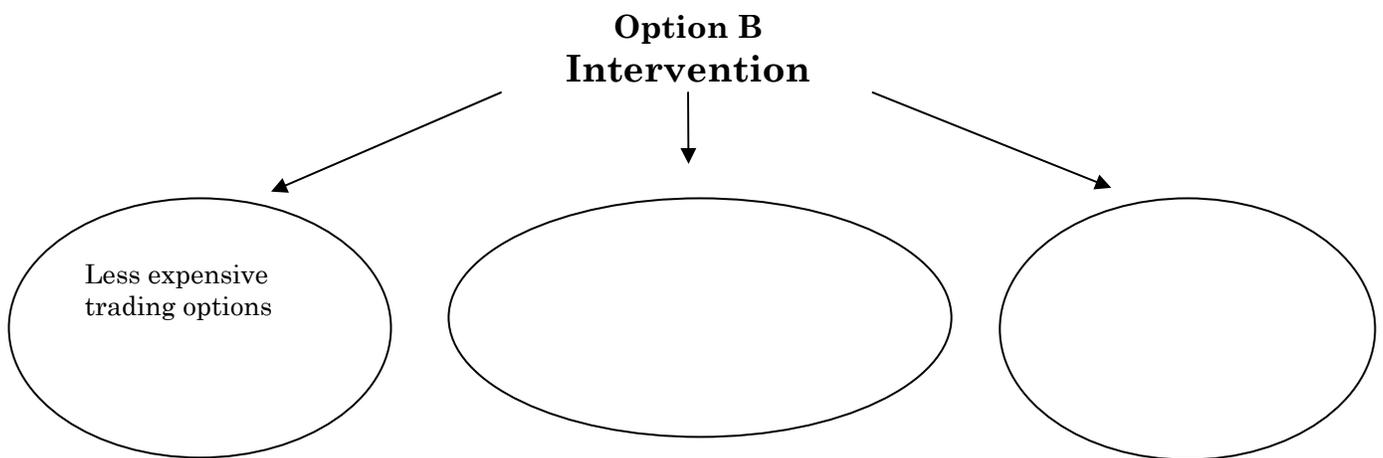
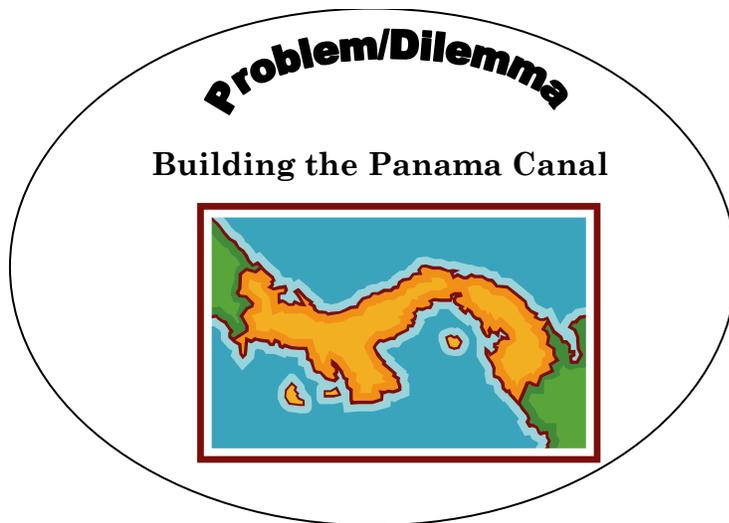
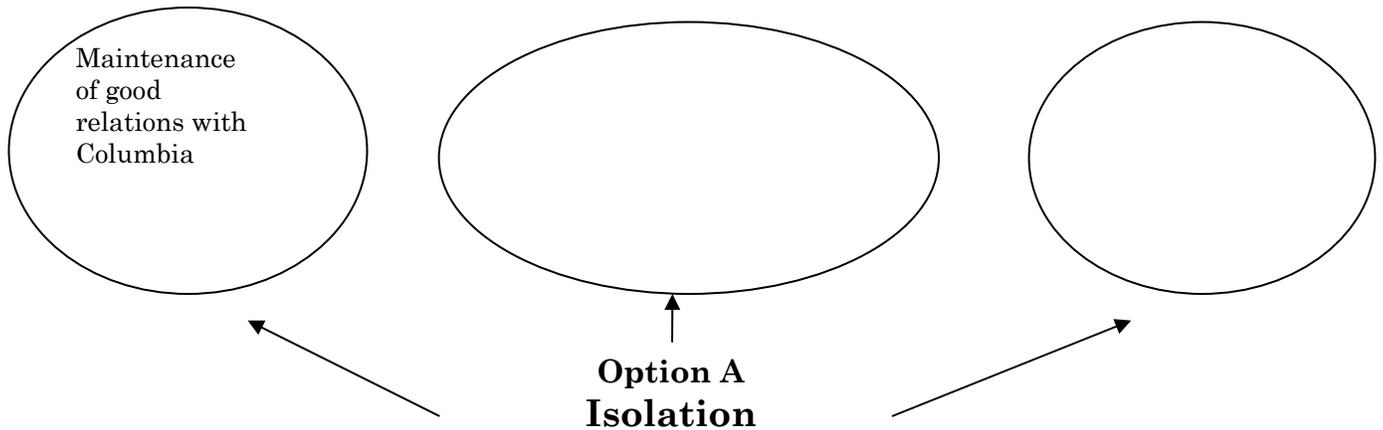
- Students evaluate an issue in current US foreign policy by looking at the possible consequences of isolation vs. intervention.
- Students discuss multiple perspectives provided by different sources/trade books.

Possible reading selections

Topics	Trade book	Pages
Annexation of Hawaii	<ul style="list-style-type: none"> • <i>Crossing the Seas: America forms an Empire</i> 	<ul style="list-style-type: none"> • 37-51
Spanish American War	<ul style="list-style-type: none"> • <i>The Spanish-American War (Poulakidas)</i> • <i>Power Play: The Spanish-American War</i> 	<ul style="list-style-type: none"> • 21 • 26-29
World War I	<ul style="list-style-type: none"> • <i>A World Contender: Americans on the Global Stage 1900-1912</i> • <i>America in World War I</i> • <i>Witness to History: World War I</i> 	<ul style="list-style-type: none"> • 79-85 • 9-35 • 34-35

Looking at our Options

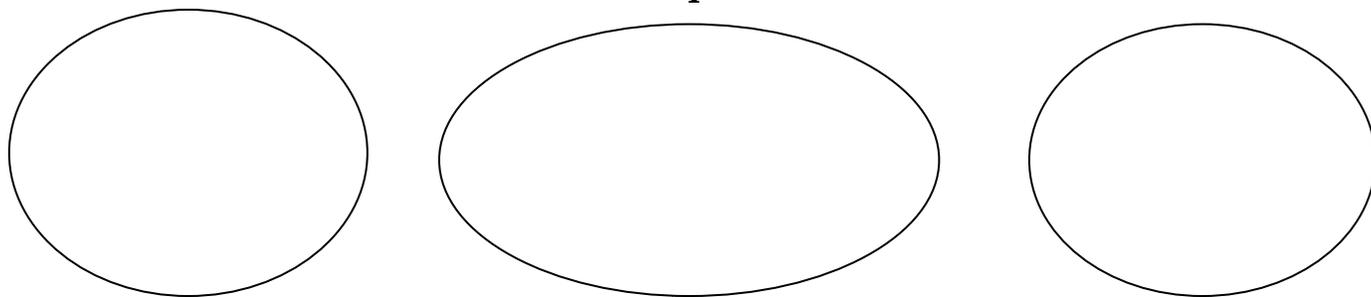
Possible Consequences



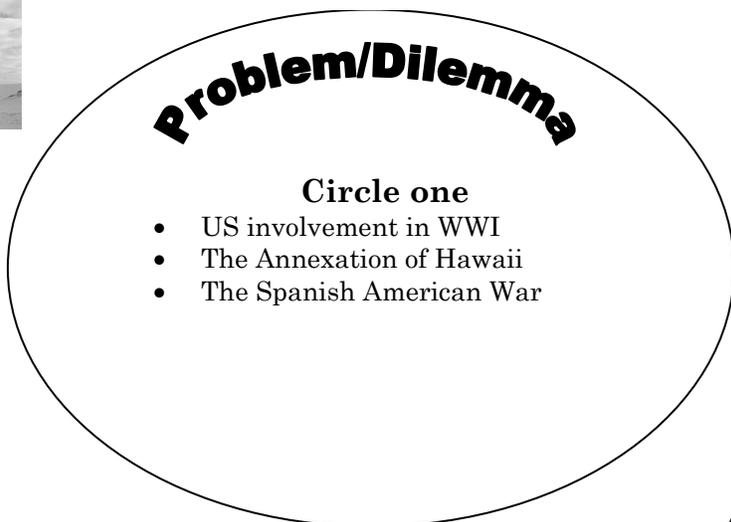
Possible Consequences

Looking at our Options

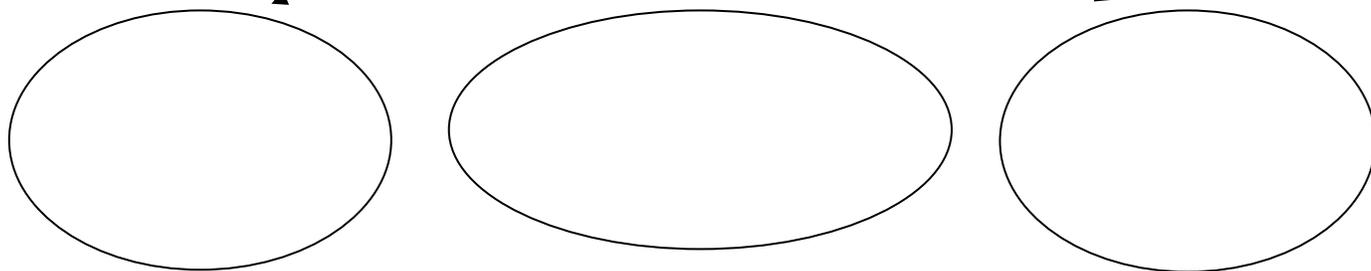
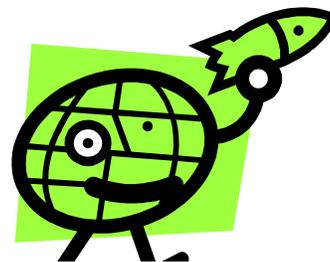
Possible Consequences



Option A
Isolation



Option B
Intervention



Possible Consequences

The Spanish-American War

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: Why did the US change its isolationist policy?

The Teaching Point:

- Students will practice the skill of developing and asking questions while researching yellow journalism as a contributing factor in the Spanish-American War.

Why/Purpose/Connection: This lesson explores how yellow journalism influences public opinion.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *A History of Us: An Age of Extremes*
 - *Battles of the Spanish-American War*
 - *The Buffalo Soldiers*
 - *Power Play: The Spanish American War*
 - *Spanish-American War* by Kerr A. Graves
 - *Spanish-American War* by Georgene Poulakidas
 - *Roosevelt's Rough Riders*
 - *Theodore Roosevelt, Trailblazers of the Modern World*
- Websites
 - http://www.pbs.org/crucible/frames/_journalism.html

Model/Demonstration:

- Motivation: Students enter the room and see headlines from the New York Journal from February 17, 1898 displayed. Teacher may find additional headlines at http://www.pbs.org/crucible/frames/_journalism.html.
 - \$50,000 REWARD,-WHO DESTROYED THE MAINE!-\$50,000 REWARD
 - DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY: Assistant Secretary Roosevelt Convinced the Explosion Was Not an Accident
 - \$50,000! \$50,000 REWARD! For the Detection of the Perpetrator of the Maine Outrage!
- Teacher instructs students to create a Questions/Facts T-chart in their notebooks and fill-in at least 3 items in each column based on the headlines. *Note: The Questions/Facts T-chart stresses the importance of questions in developing understanding and gaining new knowledge. (Strategies That Work. Stephanie Harvey and Anne Goudvis, 2007).* Teacher instructs students to leave space after each fact. Students will use the space later to help develop their article.
- Teacher then reads aloud *An Age of Extremes*, pp. 150- 152 ending with “War was declared on Spain.” Teacher asks students to put an ‘A’ next to any questions that were answered. Teacher instructs students to add to their Questions/Facts T-chart. Teacher then compiles a few more items for the class T-chart.

Gr. 8 SS
Exam Alert

Provides
practice
with
interpreting
headlines.

Questions	Facts
What was the Maine? A	The Maine was destroyed.
Why was it destroyed? A	Roosevelt is a key figure in the investigation
Why would America be involved in negotiations between Spain and Cuba? BK, R	The Maine was a US ship sent to Cuba to pick up Americans
Why would anyone want a war? D	The cause of the Maine's explosion was debated.
What is the role of the newspaper in forming public opinion? D, R	

- Teacher then helps class categorize some of the questions. (See example above.) Teacher explains that students will categorize their questions based on how they believe they will find the answers using the following key.
 - A: Answered
 - BK: Questions answered by classmates background knowledge
 - I: Questions whose answer may be inferred from a text
 - D: Questions that should be explored through further discussion
 - R: Questions that require further research in the trade books
 - C: Questions that indicate confusion on the topic
- Teacher models labeling the questions that are on the class T-Chart.
- Teacher explains, “You are going to use your Questions/Facts T-chart to gather more information on the Spanish-American War so that you can write a newspaper article in the style of yellow journalism.”
- If it has not already been listed teacher asks students if anyone has yellow journalism on their T-chart.
- Teacher reads students the definition of yellow journalism from the *Battles of the Spanish-American War*, inset on p. 6. Teacher asks students to put the definition in their own words. A possible definition could be, Yellow Journalism: Sensational ways to catch the attention of readers. Ask students to consider why the color yellow is associated with this type of journalism.

Guided Practice:

- Teacher explains that the student pairs will use the trade books to add to their Questions/Facts T-Chart. Students should use questions labeled ‘R’, and ‘I’ to guide their research as they explore trade books recording both new facts and new questions. Upon recording new questions students should place the questions within a category.
- To further guide research teacher elicits from students possible key words from motivation and posts them on chart paper. Possible terms include Spain, Cuba, Roosevelt, Maine, Yellow Journalism.
- Teacher circulates assisting students in their research.

Independent Exploration:

- After students have gathered a list of facts on the Spanish-American War, teacher explains to students that, with their partner, they will circle the facts that they would like to use for their article.
- Teacher instructs students to write an exaggeration under each circled fact.
- Students then create a 'Yellow Journalism' newspaper article using the information gathered in their T-chart.

Differentiation:

- Extra support: Provide student with a list of facts from which the student can create the exaggerations.
- Enrichment: Provide students with an opportunity to explore the questions labeled D for discussion.

Share/Closure:

- Teacher asks students to share some of their exaggerations.
- Teacher compiles a list of questions that were designated for discussion and chooses one to explore further in a whole class discussion.

Assessment:

- Teacher evaluates articles for an understanding of yellow journalism and the Spanish-American War.

Next Steps: Students compare and contrast motivations for entering the Spanish-American War versus World War I.

THE PANAMA CANAL

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: Why did the U.S. change its isolationist policy?

The Teaching Points:

- Students will be able to think about and discuss different perspectives of Theodore Roosevelt's decision to build the Panama Canal.
- Students will develop the skills to ask deeper historical questions.

Why/Purpose/Connection: Students have been learning about US foreign intervention and Teddy Roosevelt. This lesson serves as an example of one of Roosevelt's actions in a foreign nation.

Materials/Resources/Readings:

- Titles from trade book set
 - *The Panama Canal*
 - *How America Became America: A World Contender*
 - *A History of Us: An Age of Extremes*
 - *Trailblazers of the Modern World: Theodore Roosevelt*
 - *Theodore Roosevelt*
- Map of western hemisphere <http://merln.ndu.edu/imgUploaded/americanmap.jpg>
- Question Ladder graphic organizer
- New York Times article "Panama Canal Project Opens Tropical Window"(homework)
http://www.nytimes.com/2009/07/07/science/07angier.html?_r=1&scp=1&sq=panama%20canal&st=cse

Model/Demonstration:

- Motivation: Teacher motivates the class by displaying the Teddy Roosevelt quote, "I took the Canal Zone and let Congress debate; and while the debate goes on, the canal does also." Teacher guides a brief class discussion with the following questions:
 - What is your reaction to this quotation? What does it mean?
 - What is Teddy Roosevelt saying? Ask students to paraphrase using their own words
 - Thinking back to what you already know about Theodore Roosevelt, what does this quote add to what you know about him?
- Teacher facilitates a brief discussion and charts some student responses.
- Teacher then tells students that Teddy Roosevelt wanted to strengthen the U.S. Navy and decided that there needed to be an easier way to travel from the Atlantic Ocean to the Pacific Ocean (and vice versa).
- Teacher distributes copies of maps and tells students to discuss with their partner and then draw what they think the fastest route from New York City to California is as if they were living in the 1800's. Teacher reminds the students that there was no air travel at this time!
- Students work quickly to draw the fastest route on the map (students need only draw a line/arrow on the map).
- Teacher elicits student responses. Teacher guides the class to see that the fastest way was to cut out a piece of land in the country of Panama. Teacher tells the class that this is just what happened but it was a long and dangerous road to get there.
- Teacher distributes Question Ladder graphic organizers.

- Teacher reads aloud from *The Panama Canal*. Before reading, s/he says, “Today you are going to listen to the story of the building of the Panama Canal. Our goal is to answer the following big question: ‘Was Theodore Roosevelt correct in building the Panama Canal?’ You don’t have to answer it just yet. I am going to stop periodically and ask smaller questions that will hopefully lead me to answer my big question. You are going to do the same thing. We want to practice asking deeper questions as we read about history. So, if a question pops into your head as I read, jot it down in a rung of the Question Ladder. At the end of the read aloud, you are going to share your questions with a partner and group. Our goal is for our questions to get deeper and more critical as we go up the ladder. If you have a smaller question or a note that you think would help you but is not deep enough for the ladder, write it in the box to the left of the ladder.”
- Teacher reads aloud, stopping to think aloud and model asking deeper questions. If time does not allow for a read aloud of the entire book, the teacher can use his/her judgment and pick out certain sections of the book. The idea is not for the students to answer the questions the teacher is asking; it is for the students to hear how the teacher is coming up with these deeper questions and then for the students to try to replicate the strategies. Here are some possible stopping points and corresponding “deep” questions:
 - p. 8, end of the page: Were the workers aware of this danger before they signed up for the job?
 - p. 11, end of the first paragraph: Why didn’t Ferdinand de Lesseps learn from the experiences of the Spanish or the Americans?
 - p. 12, end of paragraph: Was this action of Teddy Roosevelt ethical? Do the ends justify the means?
 - p. 15, end of the first paragraph: Did Teddy Roosevelt have the right to use U.S. funds for this project?

Guided Practice:

- Students practice this strategy by trying to ask a deep question at one point during the read aloud. One possible point could be at the end of p. 34. A possible question students may ask is, “Was this worth the workers’ lives?”
- Some students share out their questions and teacher/class evaluates if they are “deep enough.” One way to do this is to see if the questions can facilitate a discussion.

Independent Exploration:

- Teacher breaks the class up into groups to read whatever they can find about the Panama Canal (see the list of trade books under “materials”).
- Teacher explains that the students are going to read the sections of the trade books containing information on the Panama Canal and jot down a few more deep questions on their Question Ladder. If students need more room, they may use the back of the organizer or their notebooks.
- Students play “Questions Game” *Note: This game is a great way for students to push each other to ask progressively deeper questions. Students learn to support connections and question the texts they read. (Tools for Teaching Content Literacy. Janet Allen, 2004.)* Below are the directions:
 - Students choose a partner, exchange questions, and try to answer each other’s questions. (In writing; 5 minutes) Partners then sit together to discuss answers to each other’s questions. At the end of the discussion time, these partners form three new questions. These questions can be extensions of questions students wrote on their ladder, questions that remain unanswered or new questions that came out of their discussion. (10 minutes)
 - Each two-person team exchanges questions with another two-person team. The partners discuss the questions they have received and attempt to answer them. (10 minutes)

- The two, two-person teams who have exchanged questions combine into a four-person group. The four students discuss the six questions represented in their group. (10 minutes)
- When time is called, each four person group comes up with one question that is still unanswered or that they would like to bring to the whole-class discussion.

Differentiation:

- Extra Support: Students should be placed in the group reading the *Theodore Roosevelt* picture book. These students may also benefit from more explicit teaching of question words (who, what, why, when, how...).

Share/Closure:

- Teacher brings class back together for a whole-class discussion.
- Students share out questions generated from the read aloud, the trade book inquiry, or the “Questions Game.”
- Teacher facilitates a class discussion, eventually returning the class to the big question, “Was Theodore Roosevelt correct in building the Panama Canal?”
- Teacher can take a class poll and push students to defend their positions.

Assessment:

- Teacher listens for deep questions during the guided practice.
- Teacher circulates during the “Questions Game” and listens for deep questions.
- Teacher listens for student understanding regarding the big question during the share.
- Teacher assesses student “Question Ladders.”

Next Steps:

- For homework, students may read the NY Times article entitled, “Panama Canal Project Opens a Tropical Window” and reflect on its current relevance in writing.
- Students will continue their study of imperialism, looking at other timely examples.

Question Ladder (adapted from Janet Allen)

Jot down your “smaller” questions/notes here...

Question
Was Theodore Roosevelt correct in building the Panama Canal?

Question

Question

Question



Question

Question

Question

Question

North and South America



FLOWCHART OF WORLD WAR I

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Questions:

- How did the U.S. become involved in WWI?
- How did WWI impact the United States?
- What were the results of WW I?

The Teaching Points:

- Students will recognize cause and effect of WWI events.

Why/Purpose/Connection: This lesson explores how causal relationships can be understood more clearly and clarified by interpreting a flowchart.

Materials/Resources/Readings:

- Titles from trade book set
 - *America in World War I*
 - *Archie's War*
 - *Assassination in Sarajevo: The Trigger for World War I*
 - *Causes of World War I*
 - *Country on the Move: The United States from 1900-1929*
 - *Emerging World Power, An: 1900-1929*
 - *War, Peace, and All That Jazz: History of US, 1918-1945*
 - *Woodrow Wilson*
 - *World Contender: Americans on the Global Stage 1900-1929*
 - *World War I: America at War*
 - *World War I: Kids Discover*
 - *On the Front Line: In the Trenches of WWI*
- Rulers
- Colored pencils
- Student notebooks
- "The Story of WWI" flowchart (for model and for struggling students)

Model/Demonstration:

- Teacher introduces the lesson by saying, "Today we are going to begin a flowchart about WWI that we will add to throughout the unit. This is your chance to create something both resourceful and helpful in your notebooks. A flow chart is a note taking strategy that organizes causes and effects through a graphic representation. It is different from a timeline because one event doesn't just result in another event; there can be many different outcomes from one event. I am going to show you the beginning of my flowchart but yours does not need to look exactly the same. In fact, you should try your best to utilize symbols, drawings, and shapes that represent your understanding of the events of WWI and their relationships to each other."

**Gr. 8 SS
Exam Alert**

Provides practice with recognizing cause and effect.

- Teacher motivates the class by instructing them to create a sample flowchart in their notebooks of something they know a lot about. Examples include: a musician’s rise to fame, their favorite sports teams’ best/worst season, their own best/worst day, how to solve a problem (all of the different routes it can take)...
- Students create a practice flowchart in their notebooks. The teacher informs the students that when they create their WWI flowcharts, they will pay attention to detail by using rulers and colored pencils. They may also use drawings to represent some areas of the flowchart.
- Teacher calls on a few students to share and talk through their flowcharts.
- Teacher conducts a shared reading of short sections of three books to emphasize the importance of using a variety of sources. These books include:
 - *On the Front Line: In the Trenches of WWI*, pp. 6
 - *World War I: America at War*, pp. 9
 - *Assassination in Sarajevo: The Trigger for World War I*, p.14
- Teacher thinks aloud, “After reading these three pages, there are so many ways that I can begin my flowchart. I want to show some of the more indirect causes of WWI so I think I am going to start with the idea that there were five powerful countries.” Teacher creates the first box of his/her flowchart in front of the class (on an overhead projector or SMARTBoard). Teacher reminds students of the importance of citing their sources and models noting the title and page number.
- Teacher continues to think aloud, “As I was reading, I discovered that there were two results of the unrest in Europe: Germany, Italy, Austria-Hungary formed one alliance and Russia, Britain, and France formed another.” Teacher models how s/he represents this with two more boxes.
- Teacher continues to think aloud, “Then I read that there was competition between the two alliances in the form of an arms race. This must have been powerful so I am going to represent it with an explosion symbol. I can also draw pictures and play with my arrows so they represent what actually happened.” Teacher models how s/he represents this action with the explosion symbol.

Guided Practice:

- Students attempt this note taking strategy by trying to add onto the box under “Guided Practice” in the sample below (The Story of WWI). This should be completed in their notebooks so the teacher will have to display just that box for the class.
- Students share out their different representations of the next event. Answers will vary but should lead to the assassination of Archduke Ferdinand. Teacher may want to chart the different symbols used by the students, providing others with a guide.

Independent Exploration:

- Students begin their own flowcharts of WWI. They will need rulers and colored pencils to guide their representations. Depending on how much the students have studied so far about the war, they may reach different places on their flowcharts.
- Teacher reminds students that this is an ongoing activity and they will not finish it today. They may need to set aside 3-4 pages in their notebooks so that they have enough room for the entire chart.

Differentiation:

- Students in need of extra support may use the template flowchart provided. This could be used as practice as well as serve as a guide for struggling students.
- Teacher may provide struggling students with the key events of the war so that they may fill in their corresponding causes and effects.

Share/Closure:

- Students turn and talk to their partner about their flowcharts. Students share their varying methods of representation and then, as a partnership, decide the best one to share with the class.
- Teacher gathers the class back together and selected partnerships share out their best representations as teacher charts responses (adding to the chart from the “Guided Practice”).

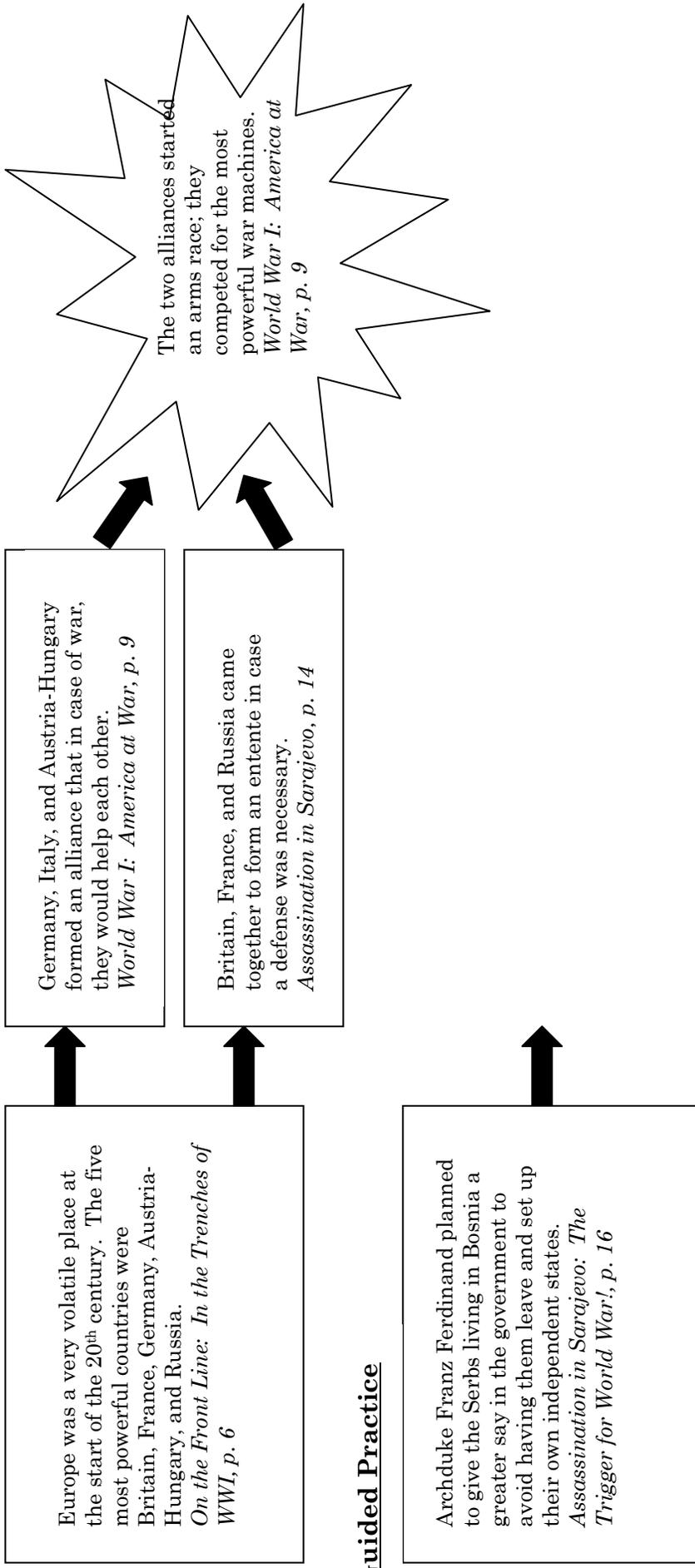
Assessment:

- Teacher circulates during the independent exploration, making sure that students understand the content as well as the note taking strategy.
- Teacher collects notebooks and reviews the beginnings of students’ flowcharts for skill and content understanding before allowing them to continue their representations.

Next Steps: Students continue their study of WWI, adding something to their flowcharts during each lesson. This could take place at the end of every class or as part of their ongoing homework.

The Story of WWI

Model



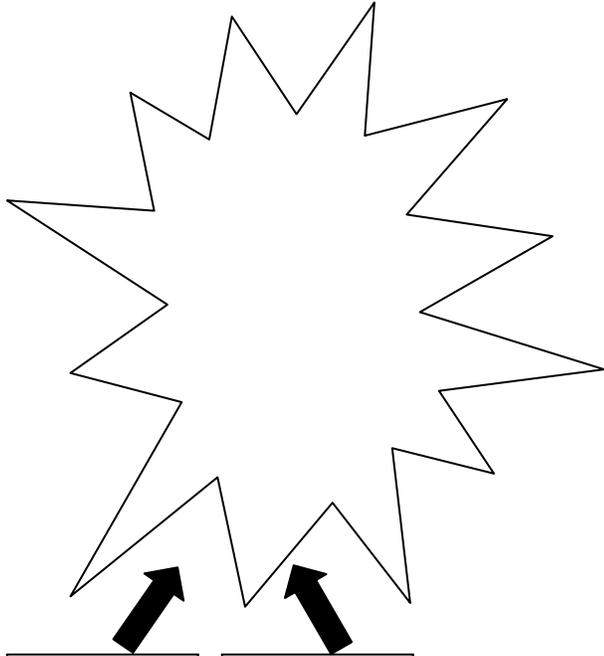
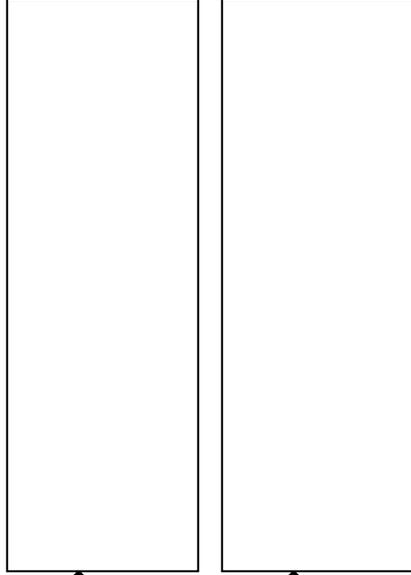
Guided Practice

Archduke Franz Ferdinand planned to give the Serbs living in Bosnia a greater say in the government to avoid having them leave and set up their own independent states.
Assassination in Sarajevo: The Trigger for World War!, p. 16

The Story of WWI

Europe was a very volatile place at the start of the 20th century. The five most powerful countries were Britain, France, Germany, Austria-Hungary, and Russia.
On the Front Line: In the Trenches of WWI, p. 6

Archduke Franz Ferdinand planned to give the Serbs living in Bosnia a greater say in the government to avoid having them leave and set up their own independent states.
Assassination in Sarajevo: The Trigger for World War!, p. 16



THE CAUSES OF WORLD WAR I

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: How did the US become involved in WWI?

The Teaching Point:

- Students will be able to analyze and remember the causes of WWI using a mnemonic device.

Why/Purpose/Connection: This lesson explores the factors that led to World War I.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *America in World War I*
 - *Archie's War*
 - *Assassination in Sarajevo: The Trigger for World War I*
 - *Causes of World War I*
 - *Country on the Move: The United States from 1900-1929*
 - *Emerging World Power, An: 1900-1929*
 - *War, Peace, and All That Jazz: History of US, 1918-1945*
 - *Woodrow Wilson*
 - *World Contender, A: Americans on the Global Stage 1900-1929*
 - *World War I*
 - *World War I*
 - *World War I, America at War*
 - *World War I – Kids Discover*
- The M.A.I.N. Causes of World War I Graphic Organizer

Model/Demonstration:

- Motivation: Teacher asks students to think of strategies that they use to remember things, like phone numbers, homework assignments, song lyrics, etc.
- Teacher explains that one strategy for remembering facts is a mnemonic device, a special word or poem to help remember something.
- Teacher posts the word MAIN and explains, “Today you are going to look at the MAIN causes of World War I. Teacher explains that MAIN is a mnemonic for the causes of World War I: Militarism, Alliances, Imperialism and Nationalism.
- Teacher asks student pairs to turn and talk and see if they could come up with any of the causes. After a few seconds teacher elicits student responses and fills in any correct answers.
- Teacher explains, “Mnemonics help you remember something you already know, so in order for the mnemonic to be useful students need to learn more about the causes of WWI.”

**Gr. 8 SS
Exam Alert**

Provides a strategy for remembering content knowledge.

Guided Practice:

- Teacher distributes The MAIN Causes of WWI graphic organizer.
- Teacher explains that the students will need to use the trade books to find examples supporting each item as a cause of WWI.

- Teacher assigns each group a cause and provides each group with a number of trade books to try to figure out the definition. Teacher asks students which places they should look for their term. Possible answers include glossary, index, or table of contents.
- Teacher asks each group to share their definition and fills in definition on class chart.

Independent Exploration:

- Students work with their partner to complete the graphic organizer, looking for three examples for each cause.
- Student pairs create a tableau to reflect the cause they feel would be most significant to inciting a war. *Note: A tableau is a dramatic representation without words. The students form a human statue.*

Differentiation:

- Extra support: Teacher assigns a particular reading relating to a particular cause to students.
 - Alliances, *World War I* (Connolly), p. 8
 - Nationalism, *Assassination in Sarajevo: Trigger for World War I*, pp. 6-7

Share/Closure:

- Students present their tableaux as other members of the class speculate which cause of WWI they are presenting.

Assessment:

- Teacher evaluates The MAIN Causes of WWI graphic organizer.

Next Steps: Students explore how the causes of World War I are interconnected. Guiding questions include:

- How are the causes of World War I interconnected?
- Could World War I have been prevented if any one of the causes was eliminated?

The M.A.I.N. Causes of WWI

	M ilitarism	A lliances	I mperialism	N ationalism
Define				
Example				
Example				
Example				

THE ZIMMERMAN TELEGRAM NOTE

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: How did the U.S. become involved in World War I?

The Teaching Points:

- Students will understand why the United States entered World War I by analyzing a primary source document, the Zimmerman Note.

Why/Purpose/Connection:

Students have been learning about Wilson’s desire to stay out of WWI and during this lesson, they will discover why he changed his mind.

Materials/Resources/Readings:

- Titles from trade book set
 - *Key Battles of World War I* (p. 36)
 - *America at War: World War I* (p. 28)
 - *An Emerging World Power: 1900-1929* (p. 18)
 - *On the Front Line: In the Trenches in World War I* (p. 36)
 - *Witness to History: World War I* (p. 34)
 - *America in World War I* (p. 28)
- Websites:
 - <http://www.archives.gov/education/lessons/zimmermann/decoding-activity.html>
 - <http://www.firstworldwar.com/source/zimmermann.htm>
 - <http://www.cryptograms.org>
- Decoding Activity
- The Zimmerman Telegram Decoded
- Written Document Analysis Worksheet
- Political cartoon

Model/Demonstration:

- Teacher motivates the class by saying, “Think about a time when someone made a promise to you and didn’t keep it. How did that make you feel?”
- Teacher elicits responses from the class.
- Teacher continues, “We have been learning about how hard President Wilson fought to stay out of WWI. He even ran a presidential campaign on that promise! Well, we know that the United States ended up entering the war. Why did things change? What would have made a pacifist like Woodrow Wilson enter into a world war?”
- Teacher calls on students and charts responses.
- Teacher conducts a shared reading of *Key Battles of World War I* (p. 36), “Enter the United States!”
- Teacher models reading a text very closely. Teacher reads until the end of the section entitled “The Zimmerman Telegram” and thinks aloud, “Of course the U.S. was furious but they were also probably scared. Mexico is geographically VERY close to the U.S.; they share our southern border!”

Guided Practice:

- Students use this close reading strategy to continue reading the pages in the trade books that discuss the Zimmerman Telegram (see books and page numbers under “materials”).
- Teacher can divide the class into groups to share resources.
- Some guiding questions can include:
 - What did the Zimmerman Telegram say?
 - How did the Zimmerman Telegram lead to the U.S.’s entry into WWI?
- Students can answer the questions in their notebooks or just be prepared to share out their findings.
- Students share out what they discovered from the readings and teacher may chart responses.

Independent Exploration:

- Teacher says, “As we now know, the British cracked the code on the Zimmerman Telegram and then told the U.S. what it said. The Zimmerman Telegram was transmitted as a cryptogram. A cryptogram is a message written in code. It is like solving a puzzle. Today we are going to pretend that we are the British and try to decipher a fictitious cryptogram. Then, we are going to look at the actual text of the Zimmerman Telegram.”
- Teacher distributes copies of the “Decoding Activity” (without the answer!) and instructs students to read the directions to figure out how to solve this type of substitution code. This is the same type of code that was used in the Zimmerman Telegram.
- Students complete the activity and then share out the answers. There is no punctuation in the code so the teacher may need to help the students so it makes sense.
 - ANSWER:
February 22, 1917
To: von Eckhardt
Mexico City
British crack top secret code. U.S. press may leak German plot with Mexico. Prepare to leave embassy on short notice.

**Gr. 8 SS
Exam Alert**

Provides practice with analyzing a primary source document.

Bernstorff
Washington, D.C

Source: <http://www.archives.gov/education/lessons/zimmermann/decoding-activity.html>

- Teacher gathers class back together and displays the primary source document of the Zimmerman Telegram (provided).
- Teacher models primary source analysis by thinking aloud, “The first thing that I do when I encounter a primary source document is I try to find the date it was written. The only date I see is October 27, 1958. I know that this can’t be when the document was written because from today’s reading I discovered that Zimmerman Telegram was sent in January of 1917. This date must just be a stamp from the archives.” I also think about the sender and the receiver of the telegram. Who was sending the telegram? Who was receiving the telegram? What is the content of the telegram? Why is it important? Why would it be sent in code?
- The students may need to know (or be able to determine) that the telegram was sent by German Foreign Minister Arthur Zimmerman to the German Minister in Mexico, Von Eckhardt.

- Teacher distributes copies of the decoded Zimmerman Telegram and the “Written Document Analysis Worksheet.” The teacher may also choose to post the guiding questions from the worksheet and have the students analyze the document in their notebooks.
- Students analyze the primary source document.

Differentiation:

- Students in need of extra support may read the background information found in *On the Front Line: in the Trenches in World War I* as it contains a less challenging overview of the Zimmerman Telegram.
- Students in need of extra support may also want to use the “Written Document Analysis Worksheet.”
- Highly able students may record their analysis in their notebooks.
- Extension: Students may further investigate the Zimmerman Telegram and cryptograms by visiting the following websites:
 - <http://www.firstworldwar.com/source/zimmermann.htm>
 - <http://www.cryptograms.org>
- Extension: Students may read and analyze “U.S. Declaration of War with Germany, 2 April 1917.” Students may use a similar “Written Document Analysis Worksheet” to read this primary source document. The document can be found at the following website: <http://www.firstworldwar.com/source/usawardeclaration.htm>

Share/Closure:

- Selected students share out some answers from the “Written Document Analysis” guiding questions.
- Teacher displays the political cartoon to provoke a final whole class discussion about the United States’ entry into WWI.
- Teacher guides the students into a discussion of the cartoon, focusing on the fact that this April 1917 (right after Congress voted by 531 votes to 56 to declare war on Germany) cartoon depicts a German, possibly Arthur Zimmerman, showing a telegram to a Mexican reading, “Join with Germany and you get a bit of United States.” What does this cartoon say about how Americans felt about what happened?

Assessment:

- Teacher listens for student understanding of the background information. Teacher circulates during group work and listens during the whole class share.
- Teacher assesses the “Written Document Analysis Worksheet” for primary source understanding.

Next Steps:

- Students will learn how the United States’ entrance into WWI impacted the country.
- Students will also make modern day connections with the war in Iraq.

Decoding Activity

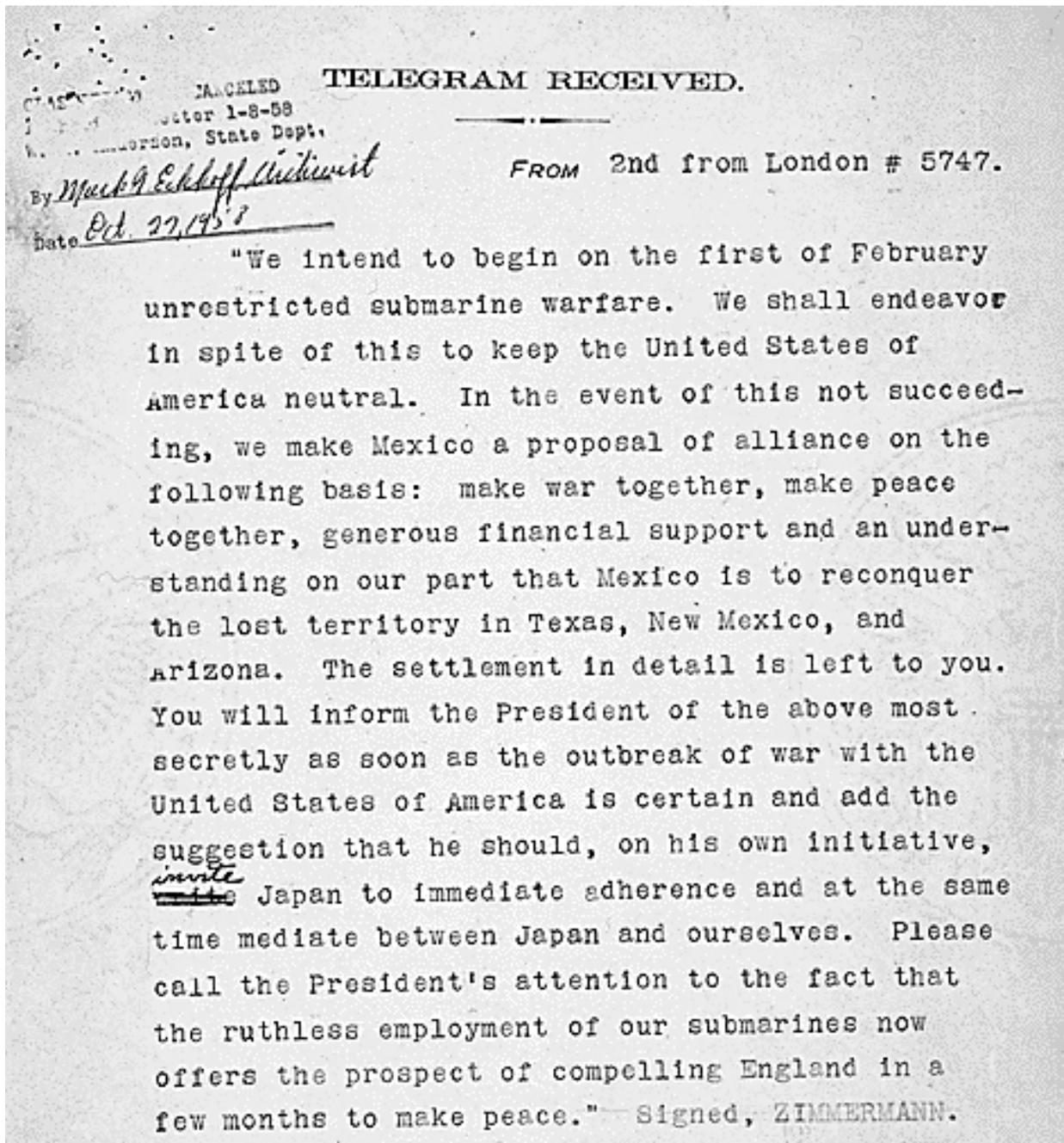
In substitution codes, the letters of the plain text (message to be put into secret form) are replaced by other letters, numbers, or symbols. In this code system, each letter of the alphabet and each of the numbers from 1 to 9 appears in the matrix of the grid. Each letter in the grid is replaced by two letters in the coded message. The first letter in the message is from the vertical axis of the grid, and the second letter is from its horizontal axis. For example, if "DG" were the first two letters to decipher in a cryptogram, you would find the letter "D" on the vertical axis and the letter "G" on the horizontal axis. Trace them across the grid to their intersection at the letter "A" in the plaintext.

To decode the fictitious message in the cryptogram, begin by grouping each set of two letters starting with the first two letters (FG) and continuing through the message. The code letters are arbitrarily arranged in groups of five letters. Some letter pairs will carry over from one line to the next. As you locate each letter in the grid, you should write that letter above the pair of code letters to which it corresponds. There are no punctuation marks in the telegram, so your teacher may need to help you in clarifying the message.

Cryptogram								
FGAFA	AAVXA	DGAVX	VADAD	DVDDD	VGA			
VXVDX	DVDDF	AFDXG	XGDDG	AVFDV	X			
VAAFX	GDADX	VDDXD	AVXXV					
AAAVD	AVXDA	VVGDD	XAVDG	DXGXV	XVDVF	VVAFD	XAVAF	
VXDXV	DFDAF	XAVVV	FAVAF	VVVVV	ADGXV	AXAFD	GGXFX	AFAVV
ADGDF	VFAXV	DVXXF	DAVXG	DVAAF	XGDAD	XVDVF	AVAFV	FDGAV
AFVXV	DAXAF	DGXDA	FAFVA	AADGV	VVVXV	VDDFV	VGDVD	AVXVD
FVDVX	DADXA	F						
AAAFV	VDFVV	VXVDA	VFGFG	XFDGV	VGDDA	DFFXV		
XVDDF	FDDX							

Grid						
	A	D	F	G	V	X
A	B	2	E	5	R	L
D	I	9	N	A	1	C
F	3	D	4	F	6	G
G	7	H	8	J	0	K
V	M	O	P	Q	S	T
X	U	V	W	X	Y	Z

Zimmerman Telegram Decoded



Source:

<http://www.archives.gov/global-pages/larger-image.html?i=/education/lessons/zimmermann/images/decoded-message-1.jpg&c=/education/lessons/zimmermann/images/decoded-message.caption.html>

Written Document Analysis Worksheet

Type of Document:

<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other
---	--	---

Unique physical characteristics of the document:

<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other
---	---

Date(s) on document: _____

Author(s) (creator) of document: _____

For whom (what audience) was the document intended?: _____

DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Adapted from the National Archives and Records Administration

Zimmerman Telegram Political Cartoon (for use during the share/closure)



© Press Publishing Company

SOME PROMISE!

April 191

Source: <http://faculty.umf.maine.edu/%7Ewalters/web%20104/ww1%20zimmerman%20cartoon.jpeg>

THE US AT WAR

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: How did the US become involved in WWI?

Teaching Points:

- Students will be able to narrow a broad topic into subtopics as they explore the impact that the US declaration of war on Germany had on Americans at home and abroad.
- Students will be able to analyze primary sources.

Why/Purpose/Connection: This lesson examines the broad impact of WWI on the United States.

Materials/Resources/Readings:

- Titles from the trade book text set
 - *America in World War I*
 - *Archie's War*
 - *Assassination in Sarajevo: The Trigger for World War I*
 - *Causes of World War I*
 - *Country on the Move: The United States from 1900-1929*
 - *Emerging World Power, An: 1900-1929*
 - *Woodrow Wilson*
 - *World Contender, A: Americans on the Global Stage 1900-1929*
 - *World War I*
 - *World War I*
 - *World War I, America at War*
 - *World War I – Kids Discover*
- Websites:
 - http://www.woodrowwilson.org/learn_sub/learn_sub_show.htm?doc_id=472697
 - <http://iarchives.nysed.gov/Gallery/galleryDetail.jsp?id=1860&ss=WWI>
 - <http://iarchives.nysed.gov/Gallery/galleryDetail.jsp?id=1891&ss=WWI>
 - <http://www.digitalhistory.uh.edu/database/subtitles.cfm?TitleID=73>
 - <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/wwone/pinafore.html>
- Facts and Questions ladder
- Note-taking template
- Suggested Resources list or prepared bins with pages tagged
- Internet access or copies of primary sources

Model/Demonstration:

- Motivation: Teacher posts the quote from Woodrow Wilson's speech to Congress requesting a declaration of war on Germany.
 - "We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included; for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience. The world must be made safe for democracy....It is a fearful thing to lead this great peaceful people into

war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts."--Declaration of war against Germany, April 2, 1917

http://www.woodrowwilson.org/learn_sub/learn_sub_show.htm?doc_id=472697

- Teacher directs students to complete a Facts and Questions ladder based on the declaration of war's impact on the American people and students' background knowledge of WWI.
- Teacher asks students to share and charts a number of facts as a way to build background knowledge.
- Teacher asks students to share their questions. Teacher then asks for student pairs to group questions that relate to similar topics and to give the groups of questions a category or title.
- Teacher explains that students will narrow the broad topic 'US Declares War' into smaller specific topics. Students can use the categories of questions as possible sub-topics.
- Teacher distributes or displays the note-taking template. Students can create the template in notebooks. Teacher models narrowing the topic. Teacher says, "I wonder if the declaration of war had a particular impact on women. I am going to fill in the role of women as one of my sub-topics. I wonder if women made any contributions as a group to the war effort. I will fill that in as a question for my subtopic." Teacher reads inset on p. 24 of *In the Trenches*. Teacher then fills in 'Women replaced men in the factories to help with the war effort in the second column. Teacher explains that some of the readings will provide enough information that they could fill-in more than one detail; others will only provide one detail, like this reading.
- Teacher explains that students will analyze a related primary source for the fourth column, and finally answer their question in the final column.

Guided Learning:

- Teacher instructs students to fill in their subtopics with accompanying questions. Below is a list of topics that students may generate from the Facts and Questions ladder and corresponding resources. If students come up with any additional topics, they may need assistance gathering resources.
- Teacher circulates helping students generate questions to guide their research.
- Teacher explains that students are going to be gathering their information from two types of sources, primary and secondary. Teacher explains that the first two columns of their notes will contain details from secondary sources but the third column will be an inference from a primary source, and the final column contains their conclusions on their initial question.
- Teacher reads aloud *World War I* (Marquette) p. 31, and has students fill in the second column for the role of women. Teacher then reads aloud the primary source on *In the Trenches* pp. 22-23 and directs students to fill in the primary source column. Teacher directs students to share their details with a partner and then collaborate to fill in the final column. Teacher circulates assessing student understanding of the activity. Teacher asks select pairs to share their final column.

Gr. 8 SS
Exam Alert

Provides practice with DBQ skills:
Organizing notes into an essay.

Independent Exploration:

- Student pairs use the trade books and primary sources to find details that answer the questions in their subtopics.
- Students use their notes as an outline to write an expository essay on the impact of the declaration of war on Americans.

Differentiation:

- Extension: Have students use the note-taking chart to write a sample Document Based Question.
- Extra support: Students needing extra help can be given a chart with questions filled in.

Share/Closure:

- Students exchange essays with their partner offering suggestions for revisions.

Assessment:

- Teacher circulates monitoring students' work.
- Teacher evaluates student's research and graphic organizers.

Next Steps: Students edit and revise their essays.

Suggested Resources

Topic	Readings	Primary Sources
Propaganda	http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=531	<i>In the Trenches</i> (x3) pp. 9, 11 <i>World War I</i> (Marquette) (x3) p. 26 <i>Key Battles of World War I</i> p. 36 War Time song: http://iarchives.nysed.gov/Gallery/galleryDetail.jsp?id=1860&ss=WWI
Women	<i>In the Trenches</i> (x3) p. 13 <i>World War I</i> (Marquette) (x3) pp. 27-31	<i>In the Trenches</i> (x3) pp. 22-23 http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/wwone/pinafore.html
A Soldier's Life	<i>In the Trenches</i> (x3) p. 19-21 <i>World War I</i> (Marquette) (x3) pp. 15-19, 27-31 <i>Key Battles of World War I</i> (x3) pp. 16-17 <i>An Emerging World Power</i> (x1) p. 20	<i>In the Trenches</i> (x3) p. 18 <i>World War I</i> (Connolly) (x6) p. 35 <i>World War I</i> (Marquette) (x3) p. 16 <i>An Emerging World Power</i> (x1) p. 23
African-American Soldiers	<i>In the Trenches</i> (x3) pp. 14-15 African-Americans: http://www.archives.gov/education/lessons/369th-infantry/index.html	<i>In the Trenches</i> (x3) p. 15 <i>World War I</i> (Marquette) (x3) p. 40 http://www.archives.gov/education/lessons/369th-infantry/index.html#documents http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/wwone/mybit.html
Life at home	<i>World War I</i> (Marquette) (x3) pp. 27-31 Food: http://www.archives.gov/education/lessons/sow-seeds/index.html http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=531	<i>In the Trenches</i> (x3) pp. 9, 11 <i>World War I</i> (Marquette) (x3) p. 26, 28, 30 Rationing: http://iarchives.nysed.gov/Gallery/galleryDetail.jsp?id=1891&ss=WWI Food: http://www.archives.gov/education/lessons/sow-seeds/index.html#documents Objectors: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/wwone/rebel.html

Facts and Questions Ladder US DECLARES WAR



[http://leweb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field\(NUMBER+@1\(cph+3g03802\)\)](http://leweb2.loc.gov/cgi-bin/query/h?pp/PPALL:@field(NUMBER+@1(cph+3g03802)))

Fact

Question

Fact

Question

Fact

Question

Fact

US DECLARES WAR

SUB TOPICS	Details from text 1	Details from text 2	Inference from Primary source	In your own words
<p><i>Role of Women</i></p> <p>How did women contribute to the war effort?</p>	<p>Women replaced men in factories to help with the war effort.</p> <p>-<i>In the Trenches</i> p. 24</p>	<p>Women were killed participating in dangerous work with weapons in factories.</p> <p>-<i>World War I</i> (Marquette) p. 31</p>	<p>Women participated in the actual war as nurses caring for wounded soldiers. They experienced the horrors of war first-hand.</p> <p><i>In the Trenches</i>. pp. 22-23</p>	<p>Women contributed to the war front at home and abroad. Women built weapons in factories and healed men injured by weapons. Both jobs were dangerous and important to the war effort.</p>

PATRIOTISM IN THE US DURING WWI

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: How did World War I impact the United States?

The Teaching Point:

- Through a read-aloud and examination of primary sources (songs), students will understand how the experiences of World War I shaped American patriotism.

Why/Purpose/Connection:

This lesson demonstrates that although WWI was fought across an ocean in Europe, the effects were felt in the USA.

Materials/Resources/Readings:

- Titles from the trade book text set:
 - *A Country on the Move*
- Websites:
 - <http://www.halcyondaysmusic.com/ww1music.htm> (Halcyon Days Music: American Patriotic Songs from WWI)
 - <http://www.loc.gov/teachers/lyrical/tools/>
- Chart paper for Brainstorming.
- Song Analysis Worksheet
- Lyrics to songs from World War I

Model/Demonstration:

- Motivation: Teachers begins lesson with a “think aloud.” Teacher says, “You know I was thinking about World War I and wondering how it affected the lives of ordinary people in the USA. It is easy to see how it affected people in Europe where the war was fought, but could a war *fought* on another continent affect the lives of people 3000 miles away? Point to a world map for emphasis.
- Teacher then says, “Before I get deeper into the lesson I think we should do a little brainstorming.” On chart paper teacher draws a circle and in the center writes **Ways in which the effects of WWI were felt in the USA.** Together class creates a brainstorm web.
- Teacher says, “One of the effects of WWI felt in the USA was an increase in *patriotism.*” Together teacher and class define what it means to be *patriotic.*
- Teacher asks the students to open their notebooks and create their own web. In the center circle they should write **Examples of American Patriotic Behavior during WWI.**
- Teacher conducts read aloud of all of page 50 and the 1st half of page 51 from *A Country on the Move.* Teacher reads once while students listen for instances of American patriotism. Students complete web in notebook.
- Teacher explains that patriotism was often expressed through music.
- Teacher provides students with the lyrics to the song, “Over There.” Teacher can play the song at <http://www.halcyondaysmusic.com/ww1music.htm>.
- Teacher asks students to look at the first verse, and then says, “Some of

**Gr. 8 SS
Exam Alert**

Provides practice with analyzing a primary source song.

these words and phrases may relate to patriotism, like ‘son of liberty’, and ‘be proud her boy’s in line’,

Guided Practice:

- Teacher explains that students will examine music of the World War 1 era as symbols of patriotism.
- Teacher asks students to highlight words or phrases that seem patriotic. Teacher charts students’ responses.
- Teacher explains that students will analyze the song as a primary source.
- Teacher displays Song Analysis worksheet and explains to students that they will use the worksheet to help them make inferences about the meaning of the song.

Independent Exploration:

- Teacher directs students to the Halcyon Music website <http://www.halcyondaysmusic.com/ww1music.htm> where they can listen to and read the lyrics to American patriotic songs from WWI. Students should choose one song. Note: Teacher may provide students with copies of songs if computers are accessible.
- Teacher instructs students to complete their song analysis worksheet.
- Teacher allows the students a few minutes to look at and read the lyrics silently. Students may also be given an opportunity to listen to the song.
- Have students work in small groups to discuss and analyze the piece as a historical artifact, writing down their individual responses on the organizers.
- Student groups write their own patriotic song.

Share/Closure:

- Teacher can end lesson with a question. “Today we have seen instances of patriotism as a positive movement for change and unification, but can you imagine a situation where patriotism can become distorted and lead to something we shouldn’t be proud of?”

Assessment:

- Teacher evaluates Song Analysis worksheet.
- Teacher evaluates patriotic songs.

Next Steps: Lesson addressing how patriotism after WWI led to xenophobia.

Over There

First Verse

Johnnie get your gun, get your gun, get your gun, Take it on the run, on the run, on the run, Hear them calling you and me; Every son of Liberty. Hurry right away, no delay, go today. Make your daddy glad to have had such a lad. Tell your sweetheart not to pine, To be proud her boy's in line.

Second Verse

Johnnie get your gun, get you gun, get your gun. Johnnie show the Hun, you're a Son-of-a-Gun. Hoist the flag and let her fly. Like true heroes do or die. Pack your little kit, show your grit, do your bit. Soldiers to the ranks from the towns and the tanks. Make your Mother proud of you and to Liberty be true.

Chorus

Over There, Over There. Send the word, send the word, Over There That the Yanks are coming, The Yanks are coming, The drums rum tumming everywhere. So prepare, Say a Prayer. Send the word, Send the word to beware. We'll be over, we're coming over. And we won't be back till it's over over there!

Chorus 2

Over There, Over There. Send the word, send the word, Over There. That the Yanks are coming, The Yanks are coming, The drums rum tumming everywhere. So prepare, Say a Prayer. Send the word, Send the word to beware. We'll be over, we're coming over.



Song Analysis
 Adapted from the Library of Congress
www.loc.gov/teachers/lyrical



Lyrics	
Looking at the song	What people, places, events, are mentioned?
Responding to the song	What are your personal reactions to the music?
Thinking about the history	<p>Why do you think the artist wrote this song? What clues suggest this?</p> <p>For what audience was the song written?</p> <p>What does the song tell you about what life was like during this time?</p>
	Explain any evidence of patriotism.

HOW CAN PATRIOTISM TURN INTO XENOPHOBIA

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: How did World War I impact the United States?

The Teaching Point:

- Students will analyze primary sources to determine if they contain evidence of xenophobia.

Why/Purpose/Connection:

In a previous lesson students learned about patriotism. In this lesson students will explore how misplaced patriotism can turn into an assault on democracy. They will explore the meaning of the word xenophobia and how it applied to the Espionage Act, the Sedition Act as well as other efforts at Americanization.

Materials/Resources/Readings:

- Titles from the trade book text set and websites:
 - *War, Peace and All That Jazz*
- Websites:
 - http://wwi.lib.byu.edu/index.php/The_U.S._Sedition_Act
 - <http://www.firstworldwar.com/source/espionageact.htm#>
 - <http://iarchives.nysed.gov/Gallery/gallery.jsp?id=149&ss=WWI>
 - <http://whitney.org/Collection/BenShahn>

Model/Demonstration:

- Teacher begins lesson by waving an American flag and singing the *Star Spangled Banner* or *America the Beautiful*. Teacher asks students what she/he is demonstrating. Students answer that the teacher is showing patriotism. Teacher then says that after 9-11 when the nation was feeling the shock of the attack many people showed their patriotism by waving flags and singing patriotic songs.
- Teacher asks students to review ways in which people in the United States showed Patriotism during WWI.
- Teacher then conducts think-aloud. “I was thinking that in general, patriotism is a good thing and most of the ways in which people in the USA showed their support for our country is positive. They bought war bonds, they sang patriotic songs and they worked in factories that produced war goods. Unfortunately, during WWI some people took patriotism too far and it turned into xenophobia.”
- Teacher writes the word xenophobia on the chart tablet and draws a slash separating the word into two parts so it looks like this. XENO/PHOBIA. Teacher then underlines phobia. Teacher says “Phobia means *fear of*. For instance acrophobia means fear of heights and a person who is afraid of heights is called acrophobic. A claustrophobic person is afraid of tight or enclosed spaces. People with claustrophobia generally dislike flying on planes. The prefix xeno (teacher now underlines xeno means stranger or foreigner. Now put the prefix and the root together and can you guess what the word XENOPHOBIA means.” Students then define xenophobia as “fear of foreigners.”

- Teacher then provides some current examples of xenophobia. Teacher says after 9-11 for example, unfortunately some people started to become afraid of Islam and Muslim-Americans were beaten-up or taunted. In fact there were some stories about Muslim owned businesses being burnt down and women having their head scarves torn off. Another example of xenophobia happened during the first Iraq War. America wanted help from other countries in fighting the war and the French said “no.” As a result some businesses decided to change the name of FRENCH FRIES to FREEDOM FRIES.
- Teacher then asks students to discuss what motivated people to persecute Muslim Americans and the rename of French Fries and how they feel about it.

Guided Practice:

- Teacher reads aloud inset on p. 20 of *War, Peace, and All that Jazz*.
- Teacher asks students if there is anything in the read aloud that may be perceived as xenophobia.
- Teacher explains that students will analyze primary sources to determine if they would be considered examples of xenophobia or if they would have been protecting the US against a ‘clear and present danger.’

Independent Exploration

- Student pairs then visit centers each containing a primary source. At each center students must explain if the source is an example or a non-example of xenophobia.
- Teacher should have a piece of chart paper with a ‘Xenophobia, Yes or Not’-chart at each center. Student pairs will record their thought in either the yes or no column.
- Possible Centers include:
 - Excerpts from the U.S. Espionage Act, 1917:
<http://www.firstworldwar.com/source/espionageact.htm#>
 - Excerpts form the U.S. Sedition Act, 1918:
http://wwi.lib.byu.edu/index.php/The_U.S._Sedition_Act
 - Multiple Documents relating to Americanization:
<http://iarchives.nysed.gov/Gallery/gallery.jsp?id=149&ss=WWI>
 - WWI poster: <http://www.learnnc.org/lp/editions/ww1posters/4963>
 - WWI Food Administration Poster:
<http://www.archives.gov/education/lessons/sow-seeds/images/food-win-war.gif>
 - Song. “Don’t bite the hand that feeds you.” Lyrics:
<http://leweb2.loc.gov/diglib/ihas/loc.natlib.ihas.100007833/pageturner.html?page=1§ion=&size=640>
 - Audio: [http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field\(NUMBER+@band\(edrs+50357r\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(edrs+50357r)))

Gr. 8 SS
Exam Alert

Provides practice with analyzing a variety of primary sources.

Differentiation:

- Determine the number of centers students need to visit. Students needing extra support could visit visual centers, while students needing enrichment could visit the more text rich centers such as the U.S. Espionage Act.

Share/Closure:

- Teacher uses the Xenophobia T-charts to facilitate a discussion on what the line is between ‘clear and present danger’ and xenophobia.
- Teacher ends the lesson by asking students what a nation can do to build patriotism without creating xenophobia.

Assessment:

- Students are assessed through how they defined xenophobia and whether they were able to identify instances of it within the sources.

Next Steps/Enrichment: Visit <http://whitney.org/Collection/BenShahn> to study the painting *The Passion of Sacco and Vanzetti* by Ben Shahn or take a field trip to The Whitney Museum of American to view the painting. Conduct a mock trial on Sacco and Vanzetti.

Primary Documents - U.S. Espionage Act, 15 June 1917

Reproduced below is a portion of the text of the Espionage Act passed by the U.S. Congress on 15 June, some two months following America's declaration of war with Germany.

The Act was amended in May 1918. [Click here](#) for details of the amendment.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled

Title I - ESPIONAGE

Section 1

That:

(a) whoever, for the purpose of obtaining information respecting the national defence with intent or reason to believe that the information to be obtained is to be used to the injury of the United States, or to the advantage of any foreign nation, goes upon, enters, flies over, or otherwise obtains information, concerning any vessel, aircraft, work of defence, navy yard, naval station, submarine base, coaling station, fort, battery, torpedo station, dockyard, canal, railroad, arsenal, camp, factory, mine, telegraph, telephone, wireless, or signal station, building, office, or other place connected with the national defence, owned or constructed, or in progress of construction by the United States or under the control of the United States, or of any of its officers or agents, or within the exclusive jurisdiction of the United States, or any place in which any vessel, aircraft, arms, munitions, or other materials or instruments for use in time of war are being made, prepared, repaired, or stored, under any contract or agreement with the United States, or with any person on behalf of the United States, or otherwise on behalf of the United States, or any prohibited place within the meaning of section six of this title; or

(b) whoever for the purpose aforesaid, and with like intent or reason to believe, copies, takes, makes, or obtains, or attempts, or induces or aids another to copy, take, make, or obtain, any sketch, photograph, photographic negative, blue print, plan, map, model, instrument, appliance, document, writing or note of anything connected with the national defence; or

(c) whoever, for the purpose aforesaid, receives or obtains or agrees or attempts or induces or aids another to receive or obtain from any other person, or from any source whatever, any document, writing, code book, signal book, sketch, photograph, photographic negative, blue print, plan, map, model, instrument, appliance, or note, of anything connected with the national defence, knowing or having reason to believe, at the time he receives or obtains, or agrees or attempts or induces or aids another to receive or obtain it, that it has been or will be obtained, taken, made or disposed of by any person contrary to the provisions of this title; or

(d) whoever, lawfully or unlawfully having possession of, access to, control over, or being entrusted with any document, writing, code book, signal book, sketch, photograph, photographic negative, blue print, plan, map, model, instrument, appliance, or note relating to the national defence, wilfully communicates or transmits or attempts to communicate or transmit the same and fails to deliver it on demand to the officer or employee of the United States entitled to receive it; or

(e) whoever, being entrusted with or having lawful possession or control of any document, writing, code book, signal book, sketch, photograph, photographic negative, blue print, plan, map, model, note, or information, relating to the national defence, through gross negligence permits the same to be removed from its proper place of custody or delivered to anyone in violation of his trust, or to be lost, stolen, abstracted, or destroyed, shall be punished by a fine of not more than \$10,000, or by imprisonment for not more than two years, or both.

Section 2

Whoever, with intent or reason to believe that it is to be used to the injury or the United States or to the advantage of a foreign nation, communicated, delivers, or transmits, or attempts to, or aids, or induces another to, communicate, deliver or transmit, to any foreign government, or to any faction or party or military or naval force within a foreign country, whether recognized or unrecognized by the United States, or to any representative, officer, agent, employee, subject, or citizen thereof, either directly or indirectly and document, writing, code book, signal book, sketch, photograph, photographic negative, blue print, plan, map, model, note, instrument, appliance, or information relating to the national defence, shall be punished by imprisonment for not more than twenty years: Provided, That whoever shall violate the provisions of subsection:

(a) of this section in time of war shall be punished by death or by imprisonment for not more than thirty years; and

(b) whoever, in time of war, with intent that the same shall be communicated to the enemy, shall collect, record, publish or communicate, or attempt to elicit any information with respect to the movement, numbers, description, condition, or disposition of any of the armed forces, ships, aircraft, or war materials of the United States, or with respect to the plans or conduct, or supposed plans or conduct of any naval or military operations, or with respect to any works or measures undertaken for or connected with, or intended for the fortification of any place, or any other information relating to the public defence, which might be useful to the enemy, shall be punished by death or by imprisonment for not more than thirty years.

Section 3

Whoever, when the United States is at war, shall wilfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States or to promote the success of its enemies and whoever when the United States is at war, shall wilfully cause or attempt to cause insubordination, disloyalty, mutiny, refusal of duty, in the military or naval forces of the United States, or shall wilfully obstruct the recruiting or enlistment service of the United States, to the injury of the service or of the United States, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both.

Section 4

If two or more persons conspire to violate the provisions of section two or three of this title, and one or more of such persons does any act to effect the object of the conspiracy, each of the parties to such conspiracy shall be punished as in said sections provided in the case of the doing of the act the accomplishment of which is the object of such conspiracy. Except as above provided conspiracies to commit offences under this title shall be punished as provided by section thirty-seven of the Act to codify, revise, and amend the penal laws of the United States approved March fourth, nineteen hundred and nine.

Section 5

Whoever harbours or conceals any person who he knows, or has reasonable grounds to believe or suspect, has committed, or is about to commit, an offence under this title shall be punished by a fine of not more than \$10,000 or by imprisonment for not more than two years, or both.

Section 6

The President in time of war or in case of national emergency may by proclamation designate any place other than those set forth in subsection:

(a) of section one hereof in which anything for the use of the Army or Navy is being prepared or constructed or stored as a prohibited place for the purpose of this title: Provided, That he shall determine that information with respect thereto would be prejudicial to the national defence.

Section 7

Nothing contained in this title shall be deemed to limit the jurisdiction of the general courts-martial, military commissions, or naval courts-martial under sections thirteen hundred and forty-two, thirteen hundred and forty-three, and sixteen hundred and twenty-four of the Revised Statutes as amended.

Section 8

The provisions of this title shall extend to all Territories, possessions, and places subject to the jurisdiction of the United States whether or not contiguous thereto, and offences under this title, when committed upon the high seas or elsewhere within the admiralty and maritime jurisdiction of the United States and outside the territorial limits thereof shall be punishable hereunder.

Section 9

The Act entitles "An Act to prevent the disclosure of national defence secrets," approved March third, nineteen hundred and eleven, is hereby repealed.

Secretary of the Soviet

N. Gorbunov

<http://www.firstworldwar.com/source/espionageact.htm#>

U.S. Sedition Act

SECTION 3. Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States, or to promote the success of its enemies, or shall willfully make or convey false reports, or false statements, . . . or incite insubordination, disloyalty, mutiny, or refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct . . . the recruiting or enlistment service of the United States, or . . . shall willfully utter, print, write, or publish any disloyal, profane, scurrilous, or abusive language about the form of government of the United States, or the Constitution of the United States, or the military or naval forces of the United States . . . or shall willfully display the flag of any foreign enemy, or shall willfully . . . urge, incite, or advocate any curtailment of production . . . or advocate, teach, defend, or suggest the doing of any of the acts or things in this section enumerated and whoever shall by word or act support or favor the cause of any country with which the United States is at war or by word or act oppose the cause of the United States therein, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both...

http://wwi.lib.byu.edu/index.php/The_U.S._Sedition_Act

Many Peoples—One Nation
Let Us Unite to Americanize America

Americanization Day—Fourth of July

Suggesting What to Do on Americanization Day and How to Conduct a Citizenship Reception:

Americanization Day is a Call to National Service and National Allegiance of foreign-born and native-born alike. Over one hundred and seven cities in America conducted Americanization celebrations on Fourth of July, 1915, when the movement was first nationalized. Many others joined these cities in 1916. This year on account of the declaration of a state of war, a new emphasis has been placed on National Unity and the Loyalty and Sympathetic Understanding of our foreign-born residents.

Is your city in line this year? Why not begin preparations at once?

I. HOW TO ORGANIZE AN AMERICANIZATION DAY RECEPTION

1. **A Citizens' Americanization Day Committee** should be appointed by the mayor or the chairman of an Independence Day or Sans Fourth Committee. This committee should represent the city government, naturalization officials, board of education, chamber of commerce, city club, social agencies, patriotic societies, women's clubs, and fraternal organizations among the foreign born.
2. **The services of an executive secretary**, possibly obtained from some local organization, will be of great assistance in organizing the work. A secretary's services can usually be secured on a volunteer basis.
3. **The following sub-committees are suggested:**
 - (a) Arrangements—Program, speakers, and decorations.
 - (b) Finance—Funds can be raised by private subscriptions or by special appropriation by the City Council from public funds. Several cities have heretofore made appropriations.
 - (c) Publicity—Invitations, newspapers, etc.

II. HOW TO SECURE THE ATTENDANCE OF FOREIGN-BORN AND NATIVE AMERICANS

1. **Reaching the newly naturalized citizens and their countrymen:**
 - (a) It is very essential that a well-directed publicity campaign be conducted through the foreign press by news releases, cartoons, and announcements.
 - (b) The newly naturalized citizens, the honored guests of the occasion, should receive special invitation cards. These invitations can be mailed or distributed by Boy Scouts. Names and addresses can be obtained through the clerks of the local naturalization courts.
Don't forget to invite the entire family. When a husband is naturalized, his wife and children also become American citizens.

<http://iarchives.nysed.gov/Gallery/gallery.jsp?id=149&ss=WWI>

Form of Card used in writing Men. Postal Size

FRONT
PENALTY FOR PRIVATE USE \$300

WAR DEPARTMENT
OFFICIAL BUSINESS
Local Board 142 N. Y. C.

(Blue Stock)

BACK
Serial No. Order No.

Dear Sir:

You are hereby requested to meet, with other men of Class I-A, at 153 East 86th Street, on Thursday evening, March 14th, 1918.

In addition to receiving instructions regarding your responsibilities here and "over there," you will have opportunity to present any problem or question involved in your being called to service.

PLEASE BE THERE PROMPTLY AT 7:45.

Isidor Wasservogel,	Samuel Marcus,
Lawrence E. Sexton,	William C. Wilson,
Herbert A. Trebing,	Arthur C. Patterson,
Ralph W. Brown,	Howard Clark Barber, Chairman,

SOLDIERS ADVISORY COMMITTEE, FOR LOCAL BOARD No. 142.

NOTE: Bring this notice with you.

Mr. R. W. Brown, Secretary at East Side, writes: "We had no difficulty in using this card. We called up Adjutant-General Sherrill's office, and were told that we had a perfect right to use these cards if it was in line with the business of Local Board 142. Our Soldiers' Advisory Committee has made a special point of this being official business of the Local Board, equally as important as any other piece of business they are doing, so we felt perfectly free to use any part of the Government machinery in bringing this meeting about."

Issued March 29th, 1918, by the
STATE EXECUTIVE COMMITTEE
of the Young Men's Christian Associations
215 West 23rd Street New York City

What We ought to Do for Class I, Drafted Men, Now!

It is estimated that about 30,000 men in our camps do not sufficiently understand English to interpret orders given by officers, or to read official bulletins. In addition to this, it is surprising what a vast number of men do not understand the issue of this great war.

These problems ought to be solved largely before the men leave for the camps.

THIS IS WHAT ONE ASSOCIATION HAS DONE.

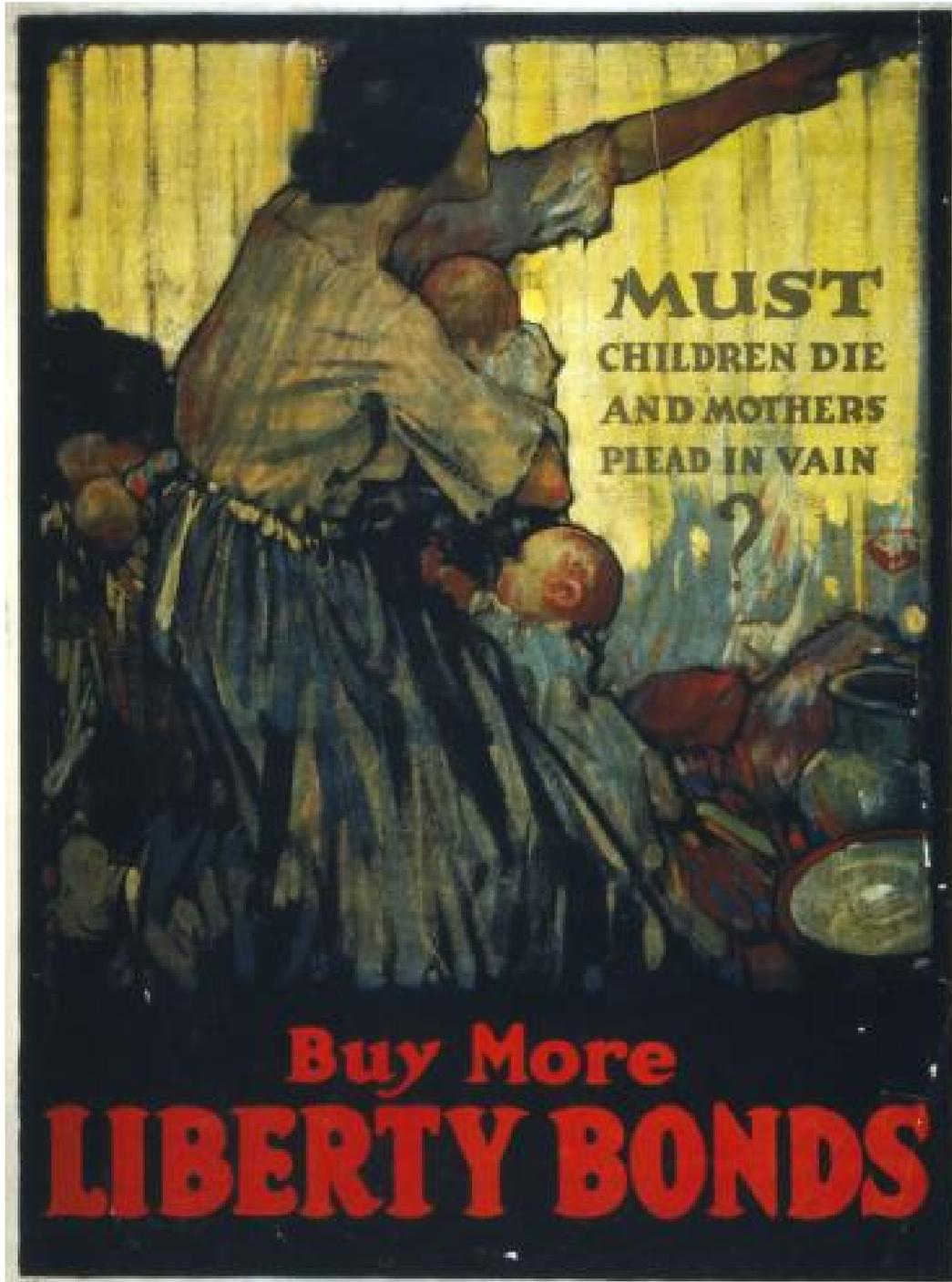
The East Side Branch Y. M. C. A., New York City, rendered effective services in this respect recently for the men of Class I, in one draft district. The meeting was held at the Association Building, 153 East 86th Street, with the following program:

1. Music of popular songs.
2. Short Address: Sergeant Reynolds: "Over the Top;" Dr. Clarke: "Disease and Efficiency;" Rev. Dr. Woelfkin: "The Issues of the War."
3. Group interviews.

STEPS TAKEN IN SETTING UP THE MEETING

1. Secured approval of plan from Chairman of Local Draft Board and Chairman of Legal Advisory Board, and then presented plan to all the members of these Boards at a joint meeting, enlisting their support and co-operation.

<http://iarchives.nysed.gov/Gallery/gallery.jsp?id=149&ss=WWI>



<http://www.learnnc.org/lp/editions/ww1posters/4978>



FOOD WILL WIN THE WAR
You came here seeking Freedom
You must now help to preserve it
WHEAT is needed for the allies
Waste nothing

UNITED STATES FOOD ADMINISTRATION

<http://www.archives.gov/education/lessons/sow-seeds/images/food-win-war.gif>

WOODROW WILSON’S FOURTEEN POINTS

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: What were the results of WW I?

The Teaching Points:

- Students will understand the main ideas of Woodrow Wilson’s Fourteen Points and their implications by learning strategies for reading challenging non-fiction text
- Students will practice breaking text into “chunks.”

Why/Purpose/Connection: Students have been learning about WWI and during this lesson, students will begin their study of its results.

Materials/Resources/Readings:

- Titles from trade book set
 - *A History of Us: War, Peace, and All that Jazz*
 - *America at War: World War I*
 - *An Emerging World Power: 1900-1929*
 - *On the Front Line: In the Trenches of World War I*
 - *Witness to History: World War I*
 - *America in World War I*
- Websites
 - <http://www.firstworldwar.com/source/fourteenpoints.htm>
- Post-it notes

Model/Demonstration:

- Teacher motivates the class by asking, “Has anyone ever had a disagreement with a friend or sibling about something that you both wanted? What did you do?” Teacher elicits a few responses from the students.
- Teacher then asks the same students, “How did you settle the argument?” Teacher elicits a few responses from the students.
- Teacher explains that today the class is going to learn about how Woodrow Wilson proposed “Fourteen Points” to end World War I. Students are going to understand the main idea of these “Fourteen Points” by learning how to chunk smaller pieces of text and identify the main ideas.
- Teacher models how to read a difficult text by approaching the text in manageable “chunks.” Teacher conducts a shared reading of *A History of Us* and models the chunking strategy using the first two paragraphs on p. 16.
- Teacher thinks aloud: “Sometimes a “chunk” can be a paragraph and sometimes it can be a few paragraphs. In this case, the chunk seems to be the first two paragraphs because paragraph two is a continuation of paragraph one. Therefore, I think I am going to stop there.”
- Teacher models identifying the main idea of this chunk using the following strategy and the first two paragraphs on p. 16:

This part is mainly about how _____.

Woodrow Wilson

_____ wanted to better the way the world conducted itself at the end of WWI and some people did not appreciate this change.

- Teacher writes the sentence expressing onto a post-it, “This part is mainly about how Woodrow Wilson wanted to better the way the world conducted itself at the end of WWI and some people did not appreciate this change.”

Guided Practice:

- Students practice this reading strategy with the next chunk of text (individually or with a partner). Students decide how to chunk the next piece of text, read it and then use the strategy by completing the sentence: “This part is mainly about how _____” onto a post-it note.
- Teacher calls on a partnership to volunteer their chunk and corresponding main idea post-it. Students review the next three paragraphs (p.p. 16-17) together as the next chunk of text (responses may vary). Students share the main idea sentence as well.

Independent Exploration:

- Teacher instructs students to use the other trade books about WWI to further investigate Woodrow Wilson’s Fourteen Points. There are six titles listed in the “materials” section for the students to read. Teacher could divide the class into six reading groups or mix up the books and place the students into partnerships.
- Students read the sections of the texts that discuss Wilson’s Fourteen Points, chunking the text and noting the main idea of each chunk onto a post-it (using the main idea strategy from the model).
- Students then sequence their main idea post-its onto a clean page in their notebooks.
- Students share post-its with their group or partner and discuss overall main ideas or big ideas by looking over their work. Students should be ready to share out the overall main ideas of Wilson’s Fourteen Points.

Differentiation:

- Teacher may choose to photocopy the main idea strategy as a sentence skeleton and distribute to students in need of extra support. This would be in lieu of the post-it notes.
- Students in need of extra support can read from *America at War: World War I*.
- For students in need of a challenge, they can read the exact wording of the Fourteen Points (primary source document) and analyze its content (<http://www.firstworldwar.com/source/fourteenpoints.htm>)

Share/Closure:

- Selected students share out overarching main ideas using this language, “This whole document is mainly about how Wilson’s Fourteen Points_____.” Teacher calls on a few different students and charts responses for the class.

- Teacher guides students to say something like, “This document is mainly about how Wilson’s Fourteen Points was really peace without victory.”
- Teacher returns to the motivation from the beginning of class stating, “Think about the scenario that I gave you in the beginning of class about arguing over something. Many of you said that one person has to win the argument. Based on what you read today about Woodrow Wilson, would he agree? How would he have settled the argument? How would you handle the situation now? Did you change your mind?”
- Teacher elicits student responses.
- Teacher guides students to say something like, “Wilson wanted peace and did not care if anyone was credited with winning the war. Is this possible after a world war?”
- If time (or for homework), students can come up with their own Fourteen Points to end WWI.

Assessment:

- Teacher reads post-it notes with main idea sentences and assesses for content and skill understanding.
- Teacher circulates during independent exploration.

Next Steps:

- Students will continue to study the results of WWI with a targeted lesson on the elements of the Fourteen Points including the Treaty of Versailles and The League of Nations.
- Students will learn about how the other countries reacted to Wilson’s Fourteen Points.
- As an extension activity, students can think about the current wars involving the United States. Would any of Wilson’s Fourteen Points be applicable today?

THE TREATY OF VERSAILLES

(This lesson covers 2 days)

Unit of Study/Theme: The United States as an Expansionist Nation

Focus Question: What were the results of WW I?

The Teaching Points:

- Students will compare and contrast Wilson’s Fourteen Points with the Treaty of Versailles by looking at primary source documents. Students will also examine the United States’ reaction to the League of Nations.

Why/Purpose/Connection: Students have just learned about the main ideas of Wilson’s Fourteen Points. During this lesson, students will begin to understand why the League of Nations did not succeed in its goals.

Materials/Resources/Readings:

- Titles from trade book set
 - *A History of Us: War, Peace, and All that Jazz*
 - *America at War: World War I*
 - *An Emerging World Power: 1900-1929*
 - *On the Front Line: In the Trenches of World War I*
 - *Witness to History: World War I*
 - *America in World War I*
- Primary source documents (<http://www.firstworldwar.com/source/versailles.htm>)
 - Excerpts from Treaty of Versailles: Articles 1-30 and Annexes (copies)
 - Excerpts from Treaty of Versailles: Articles 231-247 and Annexes (copies)
 - Woodrow Wilson’s Fourteen Points, *An Emerging World Power* (p. 22)
- Inferring from Visuals graphic organizer
- Alike but Different graphic organizer
- Chart paper
- Markers

Model/Demonstration:

Day 1:

- Teacher motivates the class by stating, “Let’s pretend that during one of this year’s games between the Yankees and the Mets, both teams got together and decided to avoid any problems in New York by NOT declaring a clear winner. As a baseball fan, how would you feel if there was no victor?”
- Teacher elicits responses from the class.
- Teacher continues, “Yesterday we discussed the main ideas of President Wilson’s Fourteen Points to end WWI. At the end of the class, we realized that he wanted ‘peace without victory.’ We also talked about how we weren’t sure if all of the other countries involved agreed with him. We are going to start by working in our table groups with one of the texts that we read yesterday, but this time, we are going to focus only on the images. Our goal is to infer from the images how others felt about Wilson’s Fourteen Points and his plans for peace. When your group receives your book(s) and graphic organizers, please follow the directions. Remember, we are not

reading the text yet (although you may have read it yesterday). We are just going to infer using the images on the page.”

- In groups student work on the image activity by completing the Inferring from Visuals graphic organizer. *Note: Visual cues help readers build and extend their background knowledge of content. This organizer helps students preview text, make predictions, understand the organization of the text, gain factual information and develop a purpose for reading. (More Tools for Teaching Content Literacy, Janet Allen, 2008).* Alternatively, teacher can give students the guiding questions from the chart and have them infer from the images in their notebooks.
- After about 10 minutes of work time, teacher facilitates a discussion. Teacher charts student responses from the “Image makes me think...” column and engages students in a very brief conversation. Possible guiding questions:
 - How did Americans feel about Wilson’s Fourteen Points?
 - How did Germany feel?
 - How did other countries feel?
- Teacher states, “We can see that there were varying opinions about Woodrow Wilson’s Fourteen Points. How did it all play out? Today we are going to learn about a very heated peace conference held in a beautiful palace outside of Paris, France. At the end of these talks that lasted six months, world powers signed the Treaty of Versailles. As we read we will consider how the final treaty differed from Wilson’s proposed peace.”
- Teacher conducts a shared reading of the first lines of Article 231 of the Treaty of Versailles (primary source document provided) to model how a careful reader can compare and contrast what s/he knows about Wilson’s Fourteen Points and The Treaty of Versailles.
- Teacher thinks aloud, “Wow! This really holds Germany accountable. Wilson’s Fourteen Points were much more forgiving of Germany.”

**Gr. 8 SS
Exam Alert**

Guided Practice:

- Students work with a partner to compare and contrast Wilson’s Fourteen Points with “Reparations, Article 232.”
- Teacher allows for a brief partner talk and then brings the class back together for a brief discussion.

Provides practice with comparing and contrasting documents.

Independent Exploration:

Day 2:

- Students work in groups to compare and contrast Wilson’s Fourteen Points and their section of the Treaty of Versailles (provided).
- Each group receives a different section of the Treaty of Versailles (divided and provided). There are enough sections provided for seven groups but the teacher can access more at <http://www.firstworldwar.com/source/versailles.htm>.
- Students complete the Alike but Different graphic organizer to track their thinking. *Note: This is an adaptation of an academic vocabulary organizer that will help the students summarize what they read and compare information and ideas (adapted from Tools for Teaching Content Literacy by Janet Allen, 2004).*

Differentiation:

- Students in need of extra support may struggle with the primary source analysis. These students may use the text box entitled “Major Terms of the Versailles Treaty: 1919” from *An Emerging World Power* (p. 25). This provides a summary of the Treaty in modern language.

Share/Closure:

- One member from each group shares the section of the Treaty.
- One member from each group shares some similarities and differences.
- Teacher charts student responses.
- Teacher conducts class vote on the ratification of the treaty.
- Teacher closes the lesson by informing students that even after all of Wilson’s talk about the League of Nations, it did not get a lot of support from Congress and the American people. In the end, the U.S ironically, decided not to join.

Assessment:

- Teacher assesses students’ graphic organizers for content and skill understanding.
- Teacher circulates during group work.

Next Steps:

- Students continue to learn about the formation of the League of Nations and the United States’ reaction.
- Students will learn that the League of Nations was a precursor to the United Nations.

Inferring from Visuals

Directions: Below is a list of the books you are using for this activity. Please locate the specific book that is placed on your table and the page numbers you will be using. Then, look **ONLY** at the visuals on those pages and complete the chart. If your book does not have enough images to fill up the chart, don't worry! Complete as many rows as you can. Adapted from *More Tools for Teaching Content Literacy*, Janet Allen, 2008

A History of Us: War, Peace, and All that Jazz (pp. 16-20)
America at War: World War I (pp. 33-43)
An Emerging World Power: 1900-1929 (pp. 21-31)
On the Front Line: In the Trenches of World War I (pp. 24-29)
Witness to History: World War I (pp. 48-49)
America in World War I (pp. 40-43)

Title of book on my table _____

Image page #	My first impression/response	Fact(s) from the image	Image makes me think (about the world's reaction to "peace without victory")...

Primary Source Documents

This is for use during the lesson as well as during the independent exploration group work activity. Teacher should prepare and cut pieces for the group work activity and distribute only one section of the Treaty for each group to analyze.

The Treaty of Versailles
Signed June 28, 1919

For use during the lesson

Reparations, Article 231 (to be used during the model lesson)

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

Reparations, Article 232 (for guided practice)

The Allied and Associated Governments recognize that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the present Treaty, to make complete reparation for all such loss and damage.

For use during independent exploration group work

Group 1: Reparations, Article 232

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto.

Group 2: Reparations, Article 233

The amount of the above damage for which compensation is to be made by Germany shall be determined by an Inter-Allied Commission, to be called the Reparation Commission and constituted in the form and with the powers set forth hereunder and in Annexes II to VII inclusive hereto. This Commission shall consider the claims and give to the German Government a just opportunity to be heard. The findings of the Commission as to the amount of damage defined as above shall be concluded and notified to the German Government on or before May 1, 1921, as representing the extent of that Government's obligations.

Group 3: Reparations, Article 235

In order to enable the Allied and Associated Powers to proceed at once to the restoration of their industrial and economic life, pending the full determination of their claims, Germany shall pay in such installments and in such manner (whether in gold, commodities, ships, securities or otherwise) as the Reparation Commission may fix, during 1919, 1920 and the first four months of 1921, the equivalent of 20,000,000,000 gold marks. Out of this sum the expenses of the armies of occupation subsequent to the Armistice of November 11, 1918, shall first be met, and such supplies of food and raw materials as may be judged by the Governments of the Principal Allied and Associated Powers to be essential to enable Germany to meet her obligations for reparation may also, with the approval of the said Governments, be paid for out of the above sum. The balance shall be reckoned towards

liquidation of the amounts due for reparation. Germany shall further deposit bonds as prescribed in paragraph 12 (c) Of Annex II hereto

Group 4: German Rights and Interests Outside Germany, Article 118

In territory outside her European frontiers as fixed by the present Treaty, Germany renounces all rights, titles and privileges whatever in or over territory which belonged to her or to her allies, and all rights, titles and privileges whatever their origin which she held as against the Allied and Associated Powers.

Germany hereby undertakes to recognize and to conform to the measures which may be taken now or in the future by the Principal Allied and Associated Powers, in agreement where necessary with third Powers, in order to carry the above stipulation into effect.

Group 5: German Rights and Interests Outside Germany, Article 120

All movable and immovable property in such territories belonging to the German Empire or to any German State shall pass to the Government exercising authority over such territories, on the terms laid down in Article 257 of Part IX (Financial Clauses) of the present Treaty. The decision of the local courts in any dispute as to the nature of such property shall be final.

Group 6: The Covenant of the League of Nations

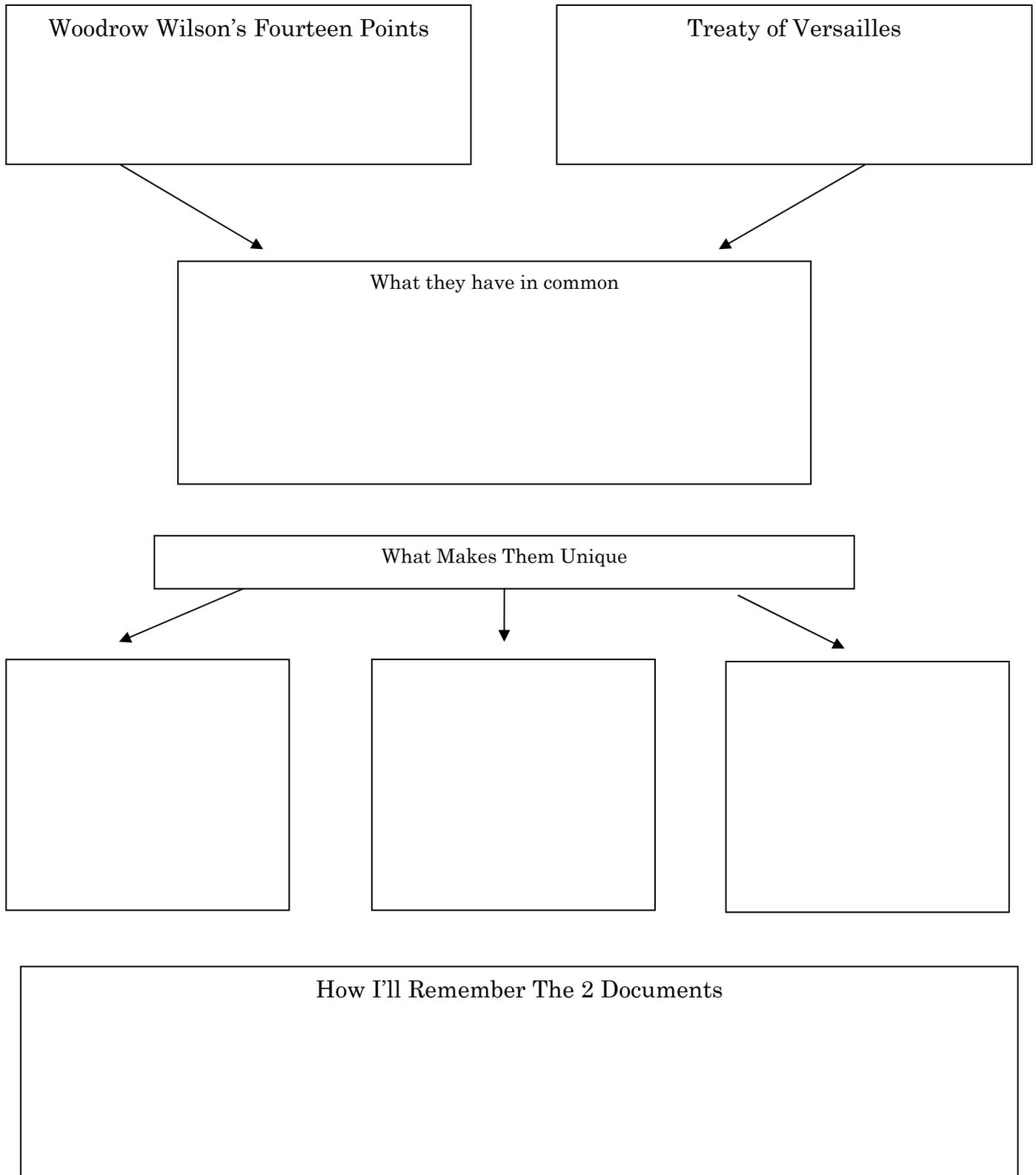
THE HIGH CONTRACTING PARTIES, In order to promote international co-operation and to achieve international peace and security by the acceptance of obligations not to resort to war by the prescription of open, just and honourable relations between nations by the firm establishment of the understandings of international law as the actual rule of conduct among Governments, and by the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organised peoples with one another Agree to this Covenant of the League of Nations.

Group 7: The Covenant of the League of Nations, Article 1

The original Members of the League of Nations shall be those of the Signatories which are named in the Annex to this Covenant and also such of those other States named in the Annex as shall accede without reservation to this Covenant. Such accession shall be effected by a Declaration deposited with the Secretariat within two months of the coming into force of the Covenant Notice thereof shall be sent to all other Members of the League. Any fully self-governing State, Dominion, or Colony not named in the Annex may become a Member of the League if its admission is agreed to by two-thirds of the Assembly provided that it shall give effective guarantees of its sincere intention to observe its international obligations, and shall accept such regulations as may be prescribed by the League in regard to its military, naval, and air forces and armaments. Any Member of the League may, after two years' notice of its intention so to do, withdraw from the League, provided that all its international obligations and all its obligations under this Covenant shall have been fulfilled at the time of its withdrawal.

Alike but Different

Adapted from *Tools for Teaching Content Literacy* by Janet Allen, 2004



PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the “real world,” they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, **The United States as an Expansionist Nation**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

The War to end all Wars

At the conclusion of World War I, it was thought that humankind would learn from the massive devastation, and never allow such a thing to happen again. This was proven wrong in less than 25 years and has been repeatedly disproved since then. Ask the students if the thought that WWI could be the “war to end all wars” was an unrealistic thought. Is it possible for the world to ever be totally free of war? What would be necessary to make this possible?

Current Foreign Policy

Allow students to view current US foreign policy at http://www.whitehouse.gov/issues/foreign_policy/. Students can choose one component to research further in current news articles. Students should discuss the merits and flaws of current foreign policies.

Global Responsibility

In an ever shrinking world, the concept of global responsibility is often discussed. It is frequently said that we have a responsibility to the world community in regards to offering aid to people in need, and in protecting the environment. What is the difference between a government acting globally and imperialism? Is it possible for a government to do one without the other? If so, how? If not, why?

Field Trips for The United States as an Expansionist Nation

Location

Exhibits and Programs

The American Museum of Natural History
Central Park West and 79th Street, Manhattan
212-769-5100
www.amnh.org

Theodore Roosevelt Memorial Hall

The Cradle of Aviation
1 Davis Avenue, Garden City, NY
516-572-4111
<http://www.cradleofaviation.org/>

The Great War

The Metropolitan Museum of Art
1000 5th Avenue, Manhattan
212-535-7710
<http://www.metmuseum.org/toah/intro/atr/atr.htm>

Use the Heilbrunn Timeline of art history to choose pieces that were influenced by WWI. e.g., Vaux #2, After Attack, Edward Steichen

New York Historical Society
Central Park West at 77th Street, Manhattan
212-873-3400
www.nyhistory.org

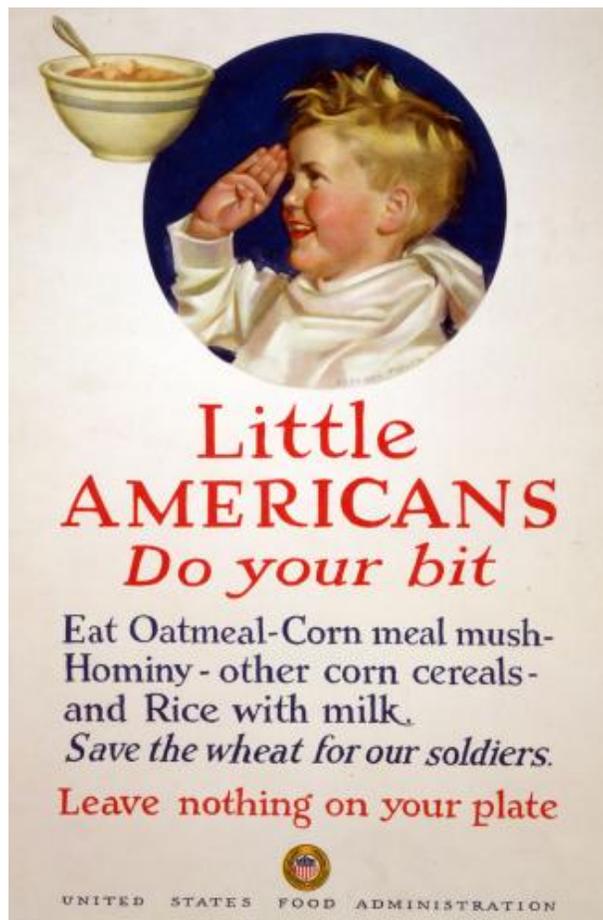
Paintings: Childe Hassam's 1918 "Flags on Fifth Avenue"

World War I Memorials

- Clock Tower at Pier A, Battery Park
- 14th Regiment Statue, 1402 8th Avenue, Brooklyn
- Richmond Hill Statue, Forest Park, Queens

V.

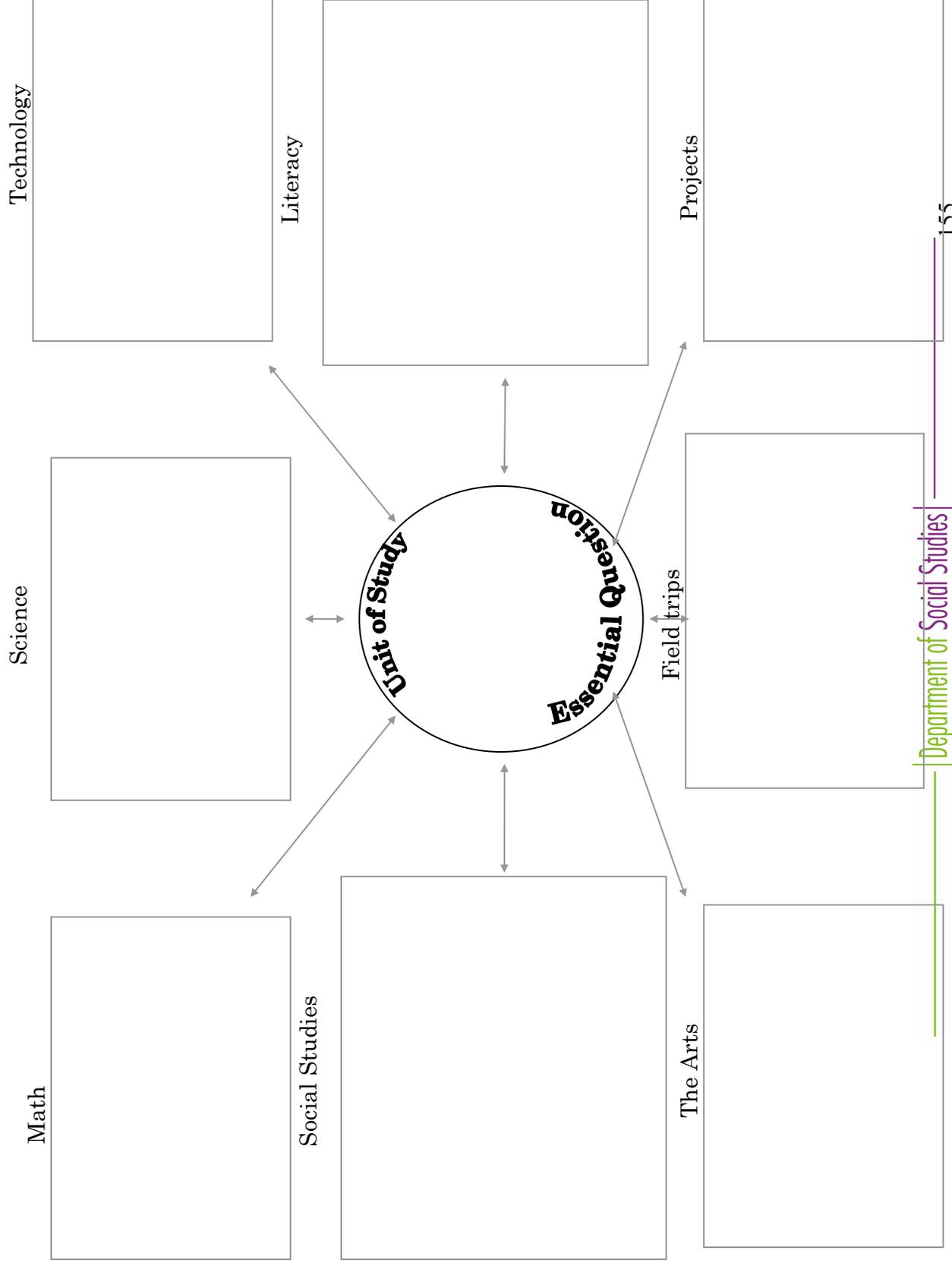
Additional Resources



World War I propaganda poster

<http://www.learnnc.org/lp/editions/ww1posters/5041>

BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

Content/Academic Vocabulary (sample)

Focus Questions



Student Outcomes
Think about what you want the student to know and be able to do by the end of this unit.
Content, Process and Skills

INTERDISCIPLINARY PLANNING TEMPLATE

Focus Question							
Social Studies							
Reading connected to the Social Studies curriculum							
Writing Connected to the Social Studies Curriculum							
Math							
Technology							
Arts							
Science							

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

TEXT SELECTION PLANNER**Text Title:** _____ **Author:** _____**Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect, visualizing)?

-
-
-

What will students do to interpret this text (read and discuss, high-light, take notes, complete graphic organizer, etc.)?

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

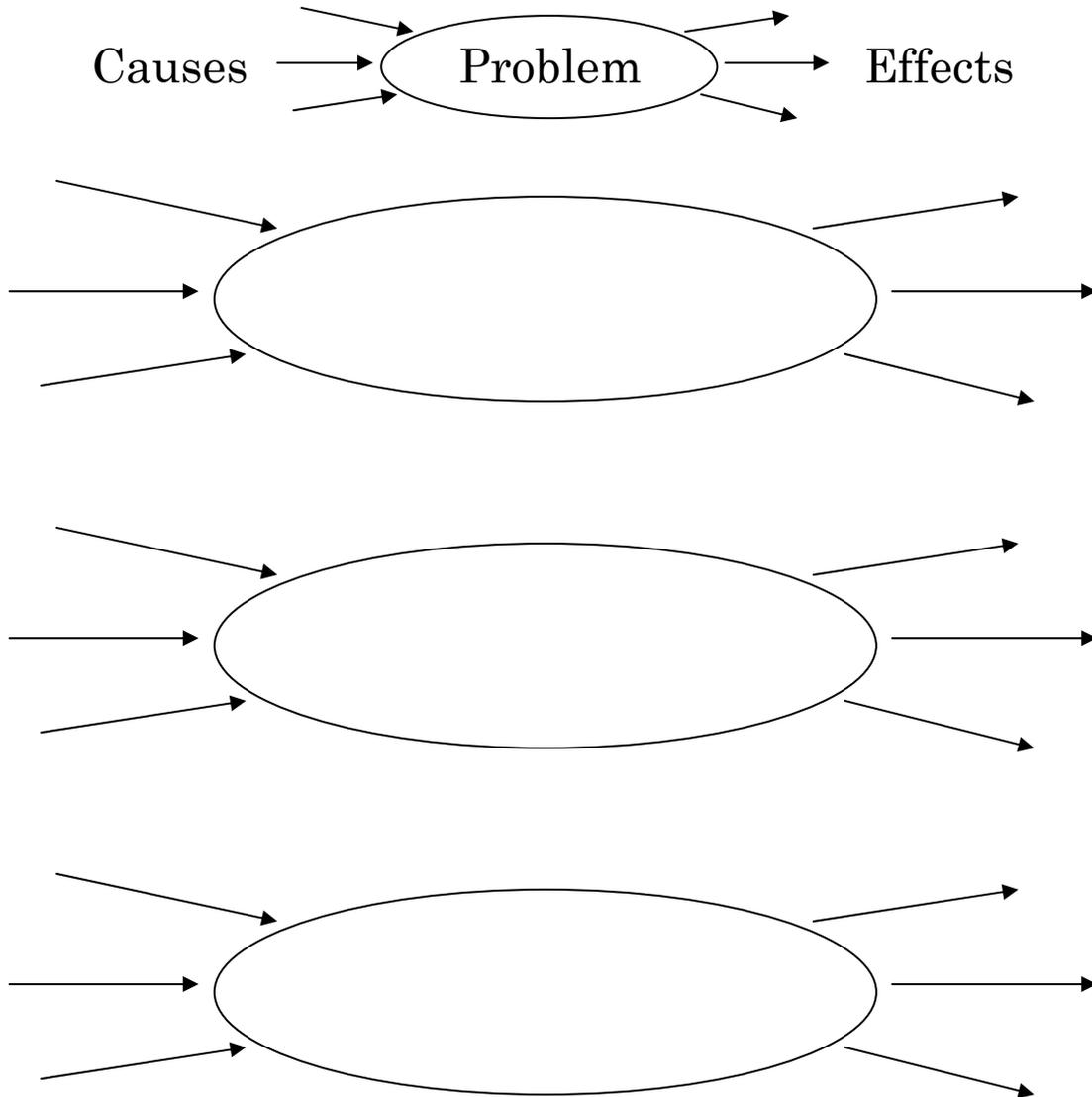
Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE



NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____

Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

**WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA**

Name _____

Text _____

As I read, I note the following:

1) _____

2) _____

3) _____

4) _____

To sum up points 1-4, I think that this text is mostly about...

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

The Actual Text Reads...	In My Own Words...

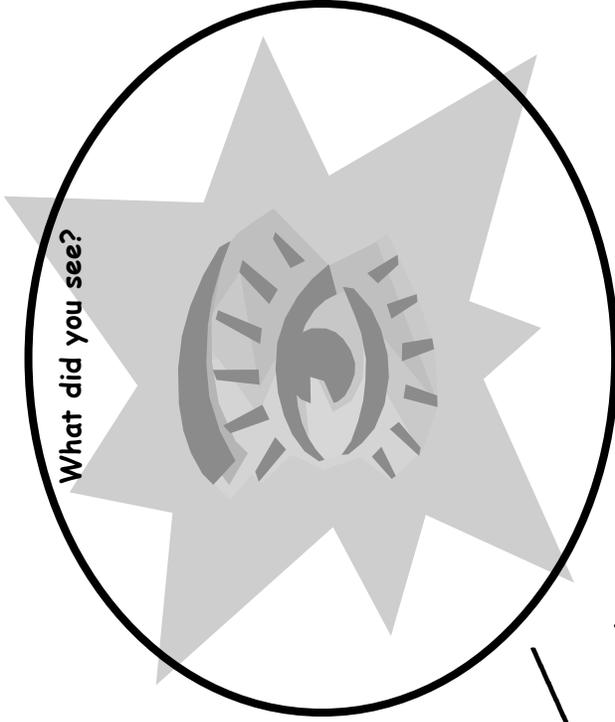
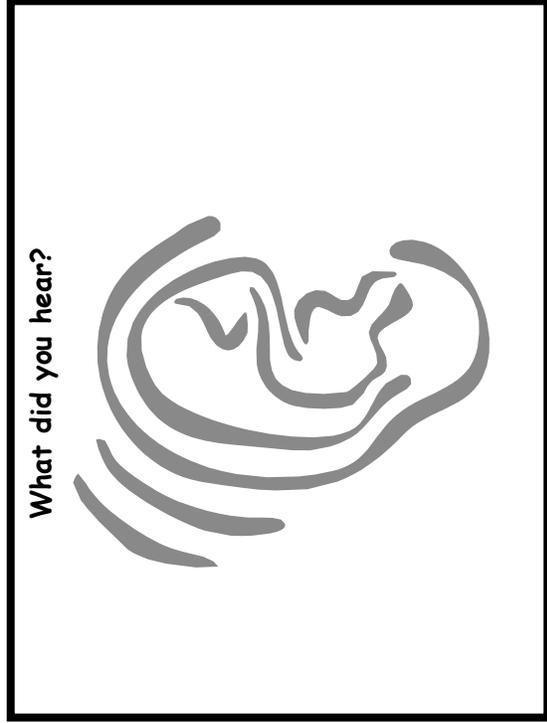
OPINION/PROOF THINK SHEET

Name _____ Date _____

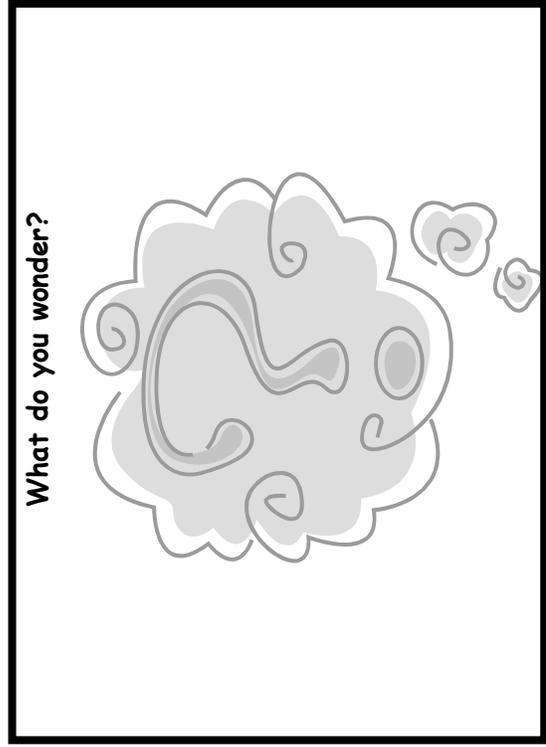
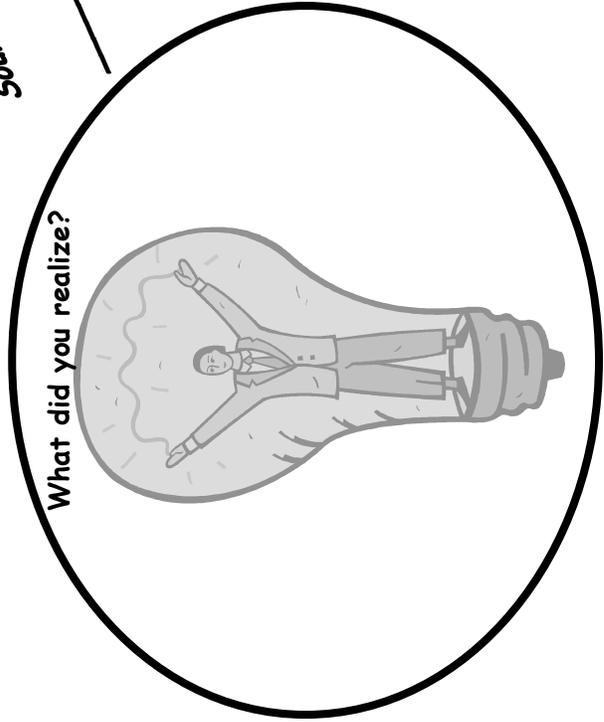
Text _____

What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE



Source:



BIBLIOGRAPHY
THE US AS AN EXPANSIONIST NATION

- Allan, Tony. *The Russian Revolution (20th Century Perspectives)*. New York: Heinemann Library, 2003.
- Connolly, Sean. *World War I*. Chicago: Heinemann Library, 2003.
- "Crucible of Empire : The Spanish-American War - Online." *PBS*. Web. 02 Oct. 2009. <http://www.pbs.org/crucible/frames/_journalism.html>.
- Digital History*. Web. 09 Oct. 2009. <<http://www.digitalhistory.uh.edu/database/subtitles.cfm?TitleID=73>>.
- Dowswell, Paul. *Weapons and Technology of World War I (20th-Century Perspectives)*. Chicago: Heinemann, 2002.
- "First World War.com - Primary Documents - U.S. Espionage Act, 15 June 1917." *First World War.com - A Multimedia History of World War One*. Web. 09 Oct. 2009. <<http://www.firstworldwar.com/source/espionageact.htm#>>.
- "From Pinafores to Politics - For Teachers (Library of Congress)." *Library of Congress Home*. Web. 09 Oct. 2009. <<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/wwone/pinafore.html>>.
- Garland, Sherry. *The Buffalo Soldier*. Boston: Pelican Company, 2006.
- Graves, Kerry A. *The Spanish-American War (America Goes to War)*. New York: Capstone, 2000.
- Hakim, Joy. *A History of US Vol 9, War, Peace, and All That Jazz (A History of Us)*. New York: Oxford UP, USA, 2007.
- Hansen, Ole Steen. *Amazing Flights The Golden Age (Hansen, Ole Steen. Story of Flight.)*. Boston: Crabtree Company, 2003.
- Heuston, Kimberly. *Power Play: The Spanish-American War*. New York: SteckVaugh, 2007.
- Hibbert, Adam. *On the Front Line: In the Trenches in World War I*. Chicago: Raintree, 2006.
- Hill, P. *Our Century 1900-1910 (Our Century)*. Guilford: Globe Fearon, 1989.
- Horn, Geoffrey M. *Theodore Roosevelt*. Milwaukee: World Almanac Library, 2004.
- "Index of /attract/images/oh." *Roadside America - Guide to Uniquely Odd Tourist Attractions*. Web. 02 Oct. 2009. <<http://www.roadsideamerica.com/attract/images/oh/>>.

- "John L. O'Sullivan on Manifest Destiny, 1839." *Mount Holyoke College, South Hadley, Massachusetts*. Web. 02 Oct. 2009. <<http://www.mtholyoke.edu/acad/intrel/osulliva.htm>>.
- "Manifest Destiny." *Travel and History*. Web. 02 Oct. 2009. <<http://www.u-s-history.com/pages/h337.html>>.
- Mann, Elizabeth. *The Panama Canal: The Story of how a Jungle was Conquered and the World Made Smaller (Wonders of the World Book)*. New York: Mikaya, 2006.
- Marquette, Scott. *World War I (America at War)*. Grand Rapids: Rourke, 2003.
- Maynard, Christopher. *Revolution (History News)*. New York: Walker Books Ltd, 2000.
- McCutcheon, John. *Christmas in the Trenches*. New York: Peachtree, 2006.
- "The New York Times Log In." *The New York Times - Breaking News, World News & Multimedia*. Web. 09 Oct. 2009. <http://www.nytimes.com/2009/07/07/science/07angier.html?_r=1&scp=1&sq=panama%20canal&st=cse>.
- "Oil in Iraq." *Global Policy Forum*. Web. 02 Oct. 2009. <<http://www.globalpolicy.org/iraq/political-issues-in-iraq/oil-in-iraq.html>>.
- "Oil Interests and the US Invasion of Iraq." *All Academic Inc. (Abstract Management, Conference Management and Research Search Engine)*. Web. 02 Oct. 2009. <http://www.allacademic.com/meta/p_mla_apa_research_citation/0/2/1/2/8/p21288_index.html>.
- "Our Documents - Monroe Doctrine (1823)." *Welcome to OurDocuments.gov*. Web. 02 Oct. 2009. <<http://www.ourdocuments.gov/doc.php?flash=true&doc=23>>.
- Poulakidas, Georgene. *Spanish-American War*. New York: PowerKids/Primary Source, 2006.
- Price, Sean Stewart. *In the Trenches: World War I*. New York: SteckVaughn, 2007.
- Purcell, Martha Sias. *Pioneer Pilots and Flying Aces of WWI*. Logan, IA: Perfection Learning, 2003.
- "Remembering World War I | Document Index." *New York State Archives*. Web. 09 Oct. 2009. <<http://www.archives.nysed.gov/projects/wwi/topics.shtml>>.
- Santella, Andrew. *Roosevelt's Rough Riders*. Minneapolis: Compass Points Books, 2006.
- Schwartz, Eric. *A World Contender: Americans on the Global Stage 1900-1912*. Philadelphia: Mason Crest, 2005.

- Schwartz, Eric. *Crossing the Seas: Americans form an Empire*. Philadelphia: Mason Crest, 2005.
- Smolinski, Diane. *Battles of the Spanish-American War*. Chicago: Heinemann Library, 2003.
- "Song and Poetry Analysis Tools - Lyrical Legacy (Library of Congress)." *Library of Congress Home*. Web. 09 Oct. 2009. <<http://www.loc.gov/teachers/lyrical/tools/>>.
- Stanley, George E. *An Emerging World Power*. Milwaukee: World Almanac Library, 2005.
- Stewart., Ross,. *Assassination in Sarajevo: The Trigger for World War I (Point of Impact/2nd Edition)*. Chicago: Heinemann, 2006.
- Taylor, David. *Key Battles of World War I*. Chicago: Heinemann Library, 2001.
- "Time for Kids | Specials | AMERICA AT WAR." *Time For Kids | Classroom*. Web. 02 Oct. 2009. <<http://www.timeforkids.com/TFK/specials/iraq/0,8805,424876,00.html>>.
- "TIME Photo Essay | The Roosevelt Cartoons." *Breaking News, Analysis, Politics, Blogs, News Photos, Video, Tech Reviews - TIME.com*. Web. 30 Sept. 2009. <http://www.time.com/time/photoessays/2006/roosevelt_cartoons/>.
- Turck, Mary. *A Country On The Move The United States From 1900-1929 (Cover-to-Cover Books)*. Belmont: Perfection Learning (Sd), 2002.
- "The U.S. Sedition Act -." *World War I Document Archive*. Web. 09 Oct. 2009. <http://wwi.lib.byu.edu/index.php/The_U.S._Sedition_Act>.
- Venezia, Mike. *William Howard Taft (Getting to Know the US Presidents)*. New York: Children's Press (CT), 2007.
- Venezia, Mike. *William McKinley, Twenty-Fifth President 1897-1901 (Getting to Know the US Presidents)*. New York: Children's Press(CT), 2006.
- Venezia, Mike. *Woodrow Wilson (Getting to Know the US Presidents)*. New York: Children's Press (CT), 2007.
- Whitney Museum of American Art*. Web. 09 Oct. 2009. <http://whitney.org/learning/gallery/explore.php?artworks_id=48&i=14>.
- Williams, Marcia. *Archie's War*. Cambridge: Candlewick, 2007.
- "The Woodrow Wilson Presidential Library: Learn at the Library - Additional Information: Woodrow Wilson Quotes." *The Woodrow Wilson Presidential Library: Home*. Web. 09 Oct. 2009. <http://www.woodrowwilson.org/learn_sub/learn_sub_show.htm?doc_id=472697>.

"World War 1 Songs and American Patriotic Music." *Early American Music from the 1900s through the 1920s*. Web. 09 Oct. 2009. <<http://www.halcyondaysmusic.com/ww1music.htm>>.

Worth, Richard. *America in World War I (Wars That Changed American History)*. Chicago: World Almanac Library, 2006.

"The Zimmermann Telegram." *National Archives and Records Administration*. Web. 09 Oct. 2009. <<http://www.archives.gov/education/lessons/zimmermann/decoding-activity.html>>.

PROFESSIONAL RESOURCES

- Ackerman, David B. "Intellectual and Practical Criteria for Successful Curriculum Integration," In H.H. Jacobs (Ed.), *Interdisciplinary Curriculum: Design and Implementation* (25-37). Alexandria: ASCD, 1989.
- Allen, Janet. *More Tools for Teaching Content Literacy*. Portland: Stenhouse, 2008.
- Allen, Janet. *On the Same Page: Shared Reading Beyond the Primary Grades*. Portland: Stenhouse, 2002.
- Allen, Janet. *Reading History*. New York: Oxford University Press, 2002.
- Allington, Richard, and Patricia Cunningham. *Schools That Work: Where All Children Read and Write*, Boston: Allyn & Bacon, 2001.
- Allington, Richard. *Big Brother and the National Reading Curriculum*, New York: Heinemann, 2002.
- Allington, Richard. *What Really Matters for Struggling Readers: Designing Research-Based Programs*, Hempstead, TX: Sagebrush, 2003.
- Anderson, Carl. *How's It Going? A Practical Guide to Conferring with Student Writers*, New York: Heinemann, 2000.
- Anderson, L.W., & Krathwohl (Eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Boston: Longman, 2001.
- Angelillo, Janet. *A Fresh Approach to Teaching Punctuation*, New York: Scholastic, 2002.
- Atwell, Nancie. *Side By Side: Essays on Teaching to Learn*, New York: Heinemann, 1991.
- Atwell, Nancie. *In the Middle: New Understanding About Writing, Reading, and Learning*, Portsmouth: Boynton/Cook, 1998.
- Barton, Bob and David Booth. *Stories in the Classroom*, New York: Heinemann, 1990.
- Beecher, Margaret. *Developing the Gifts & Talents of All Students in the Regular Classroom: An Innovative Curricular Design Based On The Enrichment Triad Model*, Mansfield Center, CT: Creative Learning Press, 1995.
- Beers, Kylene. *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12*, New York: Heinemann, 2002.
- Boomer, Randy. *Time for Meaning: Crafting Literate Lives in Middle & High*, New York: Heinemann, 1995.

- Boomer, Randy and Katherine Boomer. *For a Better World: Reading & Writing for Social Action*, New York: Heinemann, 2001.
- Bosma, Betty and Nancy Devries Guth (Eds.) *Children's Literature in an Integrated Curriculum: The Authentic Voice*, New York: Teacher's College Press, 1995.
- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Portsmouth: Boynton/Cook, 2000.
- Burns, Susan, Peg Griffin, and Catherine Snow (Eds). *Starting Out Right: A Guide to Promoting Reading Success*. Washington, DC.: National Academies Press, 1999.
- Calkins, Lucy and Lydia Bellino. *Raising Lifelong Learners: A Parents Guide*, Jackson, TN: Perseus Books Group, 1998.
- Calkins, Lucy and Teachers College Reading and Writing Project. *Field Guides to Classroom Libraries*, New York: Heinemann, 2002.
- Calkins, Lucy, Kate Montgomery, Beverly Falk, and Donna Santman. *Teachers Guide to Standardized Reading Tests: Knowledge is Power*, New York: Heinemann, 1998.
- Calkins, Lucy. *The Art of Teaching Reading*. Boston: Allyn & Bacon, 2000.
- Calkins, Lucy. *The Art of Teaching Writing*, New York: Heinemann, 1986.
- Clay, Marie. *Becoming Literate: The Construction of Inner Control*, New York: Heinemann, 1991.
- Cunningham, Patricia. *Phonics They Use: Words for Reading and Writing*, Boston: Allyn & Bacon, 1999.
- Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, Portland: Stenhouse Publishers, 2001.
- Daniels, Harvey and Marilyn Bizar. *Methods that Matter: Six Structures for Best Practice Classrooms*, Portland: Stenhouse Publishers, 1998.
- Daniels, Harvey and Steven Zemelman. *Subjects Matter: Every Teacher's Guide to Content Area Reading*, New York: Heinemann, 2004.
- Edinger, Monica. *Seeking History: Teaching with Primary Sources*, New York: Heinemann, 2000.
- Edwin Burrows and Mike Wallace, *Gotham*, New York: Oxford University Press, 1998.
- Ehrenworth, Mary. *Looking to Write: Students Writing Through the Arts*, New York: Heinemann, 2003.

- Falk, Beverly. *The Heart of the Matter: Using Standards and Assessment to Learn*, New York: Heinemann, 2000.
- Fisher, Douglas and Nancy Frey. *Word Wise & Content Rich*. New York: Heinemann, 2008.
- Fletcher, Ralph and JoAnn Portalupi. *Writing Workshop: The Essential Guide*, New York: Heinemann, 2001.
- Fletcher, Ralph. *What a Writer Needs*, New York: Heinemann, 1992.
- Fogarty, Robin. *Best Practices for the Learner-Centered Classroom: A Collection of Articles*, Illinois: Skylight Publishing, 1995.
- Fogarty, Robin. *How to Integrate Curricula: The Mindful School*, Palatine, IL: Skylight, 1991.
- Fogarty, Robin. (Ed) *Integrating the Curricula: A Collection*, Palatine, IL: Skylight Training & Publishing, 1993.
- Fogarty, Robin. *Integrating Curricula with Multiple Intelligences: Teams, Themes, and Threads*, Palatine, IL: Skylight Training & Publishing, 1995.
- Fox, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*, Fort Washington, PA: Harvest Books, 2001.
- Garan, Elaine. *Resisting Reading Mandates: How to Triumph with the Truth*, New York: Heinemann, 2002.
- Graves, Donald. *A Fresh Look at Writing*, New York: Heinemann, 1994.
- Graves, Donald. *Bring Life Into Learning: Creating a Lasting Literacy*, New York: Heinemann, 1999.
- Graves, Donald. *Testing Is Not Teaching: What Should Count in Education*, New York: Heinemann, 2002.
- Glover, Mary Kenner. *Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life*, NCTE, 1997.
- Graves, Donald. *The Energy to Teach*, New York: Heinemann, 2001.
- Harvey, Stephanie. *Nonfiction Matters. Reading, Writing and Research in Grades 3-8*, Portland: Stenhouse Publishers, 1998.
- Harvey, Stephanie and Anne Goudvis. *Strategies That Work*. Portland: Stenhouse, 2007.
- Heard, Georgia. *Awakening the Heart: Exploring Poetry in the Elementary and Middle School*, New York: Heinemann, 1998.

- Heard, Georgia. *For the Good of the Earth and the Sun: Teaching Poetry*, New York: Heinemann, 1989.
- Heller, Rafael and Cynthia L. Greenleaf. *Literacy Instruction in the Content Areas: Getting to the core of Middle and High School Improvement*. Alliance for Excellent Education, 2007.
- Instructional Guide: Literacy, Grades 6-8*, New York City Department of Education, 2000-2001.
- Interdisciplinary Curriculum Planning:
<http://volcano.und.nodak.edu/vwdocs/msh/lc/is/icp.html>
- Jacobs, Heidi Hayes. *Interdisciplinary Curriculum: Design & Implementation*, Alexandria: ASCD, 1989.
- Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*, Alexandria: ASCD, 1997.
- Johnston, Peter. *Knowing Literacy: Constructive Literacy Assessment*, Portland: Stenhouse, 1997.
- Keene, Ellin. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, New York: Heinemann, 1997.
- Kristo, Janice V. and Rosemary A. Bamford. *Nonfiction in Focus*, New York: Scholastic, 2004.
- Lane, Barry. *After "The End": Teaching and Learning Creative Revision*, New York: Heinemann, 1992.
- Lane, Barry. *The Reviser's Toolbox*, Shoreham, VT: Discover Writing Press, 1999.
- Lattimer, Heather. *Thinking Through Genre: Units of Study in Reading & Writing Workshops 4-12*, Portland: Stenhouse, 2003.
- Levstik, Linda S. and Keith C. Barton. *Doing History: Investigating with Children in Elementary and Middle Schools*, Philadelphia: Lawrence Erlbaum Associates, 1997.
- Lindquist, Tarry and Douglas Selwyn. *Social Studies at the Center: Integrating Kids Content and Literacy*, New York: Heinemann, 2000.
- Marzano, Robert and Debra Pickering. *Building Academic Vocabulary*. Alexandria: Association for Supervision & Curriculum Development, 2005.
- Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*, Portland: Stenhouse, 2002.

- Murray, Donald. *A Writer Teaches Writing*, Florence, KY: Wadsworth Publishing, 2003.
- New York: A Documentary Film. (Rick Burns, director)
<<http://www.pbs.org/wnet/newyork/>>.
- Pappas, Christine, Barbara Kiefer, and Linda Levstik. *An Integrated Language Perspective in the Elementary School. An Action Approach*, Boston: Allyn & Bacon, 1998.
- Parkes, Brenda. *Read It Again! Revisiting Shared Reading*, Portland, Stenhouse, 2000.
- Perkins, David N. *Knowledge as Design*, Philadelphia: Erlbaum, 1986.
- Pressley, Michael. *Reading Instruction That Works: The Case for Balanced Teaching*, New York: The Guilford Press, 2002.
- Purcell, Jeanne and Joseph Renzulli. *Total Talent Portfolio*. Mansfield Center, CT: Creative Learning Press, 1998.
- Ray, Katie Wood and Lester Laminack. *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*, NCTE, 2001.
- Ray, Katie Wood. *What You Know by Heart: How to Develop Curriculum for Your Writing Workshop*, New York: Heinemann, 2002.
- Reading Skills in the Social Studies. 4 June 2008.
<<http://www.learningenrichment.org/reading.html>>.
- Renzulli, Joseph and Sally Reis. *The Schoolwide Enrichment Model. A How-to Guide for Educational Excellence*, Mansfield Center, CT: Creative Learning Press, 1997.
- Renzulli, Joseph. *Schools for Talent Development. A Practical Plan for Total School Improvement*, Mansfield Center, CT: Creative Learning Press, 1994.
- Renzulli, Joseph. *The Enrichment Triad Model*, Mansfield Center, CT: Creative Learning Press, 1977.
- Robb, Laura. *Nonfiction Writing: From the Inside Out*, New York: Teaching Resources, 2004.
- Routman, Regie. *Invitations: Changing as Teachers and Learners K-12*, New York: Heinemann, 1994.
- Smith, Frank. *Reading Without Nonsense*, New York: Teachers College Press, 1996.
- Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, Philadelphia: Lawrence Erlbaum Associates, 2004.

- Snowball, Diane and Faye Bolton. *Spelling K-8, Planning and Teaching*, Portland: Stenhouse, 1999.
- Snowball, Diane and Faye Bolton. *Teaching Spelling: A Practical Resource*, New York: Heinemann, 1993.
- Stix, Andie. *Social Studies Strategies for Active Learning*, Huntington Beach, CA: Teacher Created Materials, 2004.
- Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiated Instruction & Understanding by Design*. Alexandria: ASCD, 2006.
- Tovani, Cris. *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*, Portland: Stenhouse, 2000.
- Trelease, Jim. *The Read-Aloud Handbook*, New York: Penguin, 2001.
- Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading. Literacy and Learning Across the Curriculum*, Boston: Allyn & Bacon, 2004.
- What are the roots of interdisciplinary learning and how has it evolved over time?
<http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html>.
- Wiggins, Grant and Jay McTighe. *Understanding by Design*, Alexandria: Association for Supervision & Curriculum Development, 1998.
- Wilhelm, Jeffrey. *Improving Comprehension with Think Aloud Strategies*, New York: Scholastic, 2001.
- Zarnowski, Myra. *Making Sense of History: Using High-Quality Literature and Hands-on Experiences to Build Knowledge*. New York: Theory and Practice, 2006.
- Zimmermann, Susan and Ellin Oliver Keene. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*, New York: Heinemann, 1997.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*, New York: Harper Resource, 1998.
- Zwiers, Jeff. *Building Academic Language*. Hoboken: Jossey-Bass, 2008.