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**Department of Social Studies**  
**Unit of Study**

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## **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.

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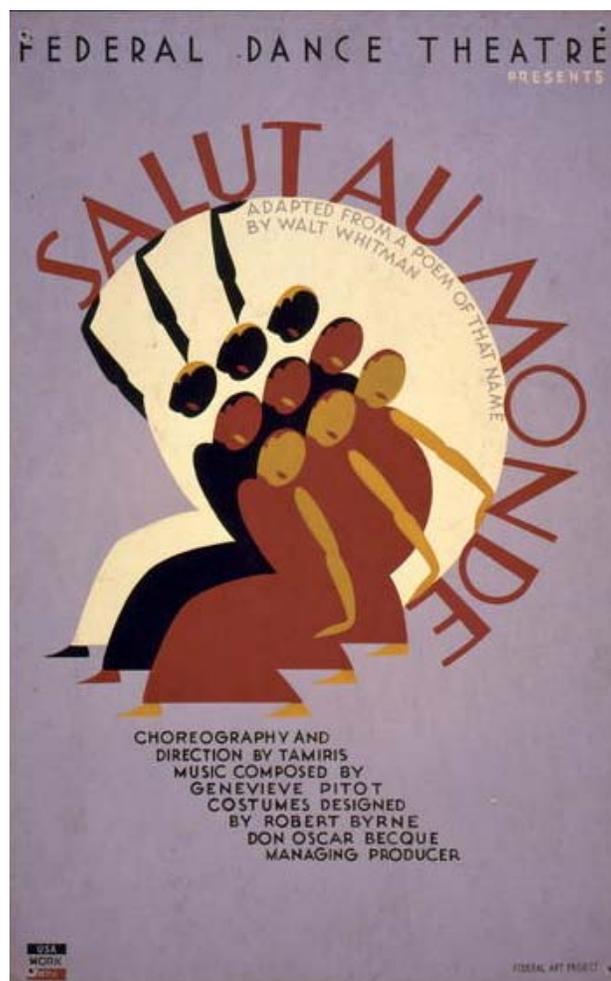
**THE UNITED STATES BETWEEN THE WARS  
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## I.

## The Planning Framework

*The United States between the Wars*

Federal Dance Theatre presents *Salut au Monde*:  
adapted from a poem of that name by Walt Whitman  
<http://memory.loc.gov/ammem/wpaposters/highlight6.html>



### HOW THIS UNIT WAS DEVELOPED

- This unit is the fourth 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 between the Wars** is *“How does a nation respond to economic challenges?”*
- 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 complexity of economics. Therefore, one of the focus questions is, “What is the responsibility of the government when faced with economic collapse?”
- 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 BETWEEN WARS**

"We in America today are nearer to the final triumph over poverty than ever before in the history of any land. The poorhouse is vanishing from among us. We have not yet reached the goal, but, given a chance to go forward with the policies of the last eight years, and we shall soon, with the help of God, be in sight of the day when poverty will be banished from this nation. . . ."

Herbert Hoover, 1928

"Once in khaki suits, gee we looked swell,  
Full of that Yankee Doodly Dum,  
Half a million boots went slogging through Hell,  
And I was the kid with the drum!

Say, don't you remember, they called me Al; it was Al all the time.  
Say, don't you remember, I'm your pal? Buddy, can you spare a dime?"

From "Brother, Can You Spare a Dime," lyrics by Yip Harburg, music by Jay Gorney (1931)

When the Great War concluded in November 1918, most Americans desired a return to normalcy at home, including reverting to an isolationist foreign policy. Though the 1920s began with a tumultuous start, characterized by recessions, violent labor strikes, and the "Red Scare," the decade would later be remembered for its economic prosperity. Not all Americans however, had access to this prosperity.

The "Jazz Age" and "Roaring 20s, brought cultural and technological achievements, changes in society and shifting demographics as well as the Eighteenth Amendment (Prohibition) and Nineteenth Amendment (Women's Suffrage) that would mark the last push for reform measures until Franklin Roosevelt.

During the Twenties jobs, modest wages, consumer spending, and leisure time increased for most Americans (except for those in the rural areas). Cities were almost completely electrified by the 1920s and radio and movies became an important feature of American life.

Innovations in the auto industry introduced Henry Ford's assembly line and made it possible for many to purchase their first car, the Model T. The increase of paved roads allowed more people to travel in cars and buses as opposed to trains. Products such as refrigerators, vacuum cleaners, washing machines, and radios became more affordable for American consumers. Retailers and banks offered layaway plans and credit to the customers of the thriving economy.

African Americans continued to distance themselves from the Jim Crow laws of the south, migrating to the northern cities for jobs in the growing factories, and a renaissance of cultural and intellectual life sprang up in Harlem, and soon spread to other urban centers. Jazz and Blues were popular music genres that transcended the color barrier as the public embraced popular artists such as Louis Armstrong, Duke Ellington, Bessie Smith, Josephine Smith, Billie Holiday, and Count Basie. W.E.B. Du Bois, founder of the NAACP published *The Crisis*, a magazine that became the voice for civil rights and the Harlem Renaissance. It featured writers such as Langston Hughes, Countee Cullen, Arna Bontemps, and Jean Toomer.

Americans were fascinated with heroes and heroines who represented the pursuit of new and daring lifestyles. The public embraced aviators such as Charles Lindbergh, Amelia Earhart, and Bessie Coleman, as well as sports legends Babe Ruth, Jack Dempsey, Helen Wills, Bobby Jones, and Knute Rockne and movie stars Douglas Fairbanks Sr., Mary Pickford, Clara Bow, and Charlie Chaplin. Leisure time was spent pursuing sports, movies, radio, shopping, and travel, as well as illegal diversions at speakeasies, which were often controlled by organized crime syndicates.

Women finally gained the right to vote in 1920 and their numbers increased in the workforce and higher education, though very few were offered opportunities in traditional male fields such as law, medicine, and architecture. Many young women expressed an independent life style that clashed with the traditional ideals of a woman's place in American society. Some of these young women became known as "flappers," characterized by their short dresses and bobbed hair styles. Many of the feminist movement's ideas moved forward during this era with pioneers such as Alice Paul who proposed an Equal Rights Amendment as early as 1921.

With a bustling economy, Republican Herbert Hoover easily won the Presidency in 1928. The stock market was hitting record highs by late summer in 1929 and many investors from all segments of society were feverishly buying on margin. Stock prices eventually started to drop and the banks started to call in the margins, which led to panic selling. On "Black Tuesday," October 29, 1929, stock prices collapsed, and many investors lost everything.

During the years 1929 – 1933 unemployment soared from 3% to 25%. Many Americans blamed Hoover for not doing enough and felt he furthered the depression with the Smoot-Hawley Tariff Act which raised tariffs on imports and led to U.S. trading partners retaliating by imposing their own tariffs. This led to a large reduction in American imports and exports. "Hoovervilles" were common in towns and cities.

President Hoover was easily defeated in the 1932 election when he campaigned for America to stay the course, with a reliance on volunteerism to solve the Depression. Franklin Delano Roosevelt promised Americans a "New Deal," with government plans to proactively deal with the economic disaster. He immediately declared a "bank holiday" and submitted to Congress the Emergency Banking Act that helped to halt the alarming number of bank failures. His goals were to give relief to the unemployed (Social Security Act) and the suffering farmers (AAA, FSA, and TVA), to reform business and financial practice (NIRA, Wagner Act), and to recover the economy (WPA, NYA, CWA).

Despite Roosevelt's New Deal policies, however, the Depression lingered throughout the thirties. Farmers, who were already hurting from the lowering of prices for their crops and land, were further devastated by the Dust Bowl, which affected Texas, Oklahoma, New Mexico, Kansas and Colorado.

In urban areas African Americans were usually the first to be laid off, and the last to be hired. Most of the unemployed relied on relief that often came too late. Many Americans became homeless and turned to charitable organizations such as soup kitchens to help them survive.

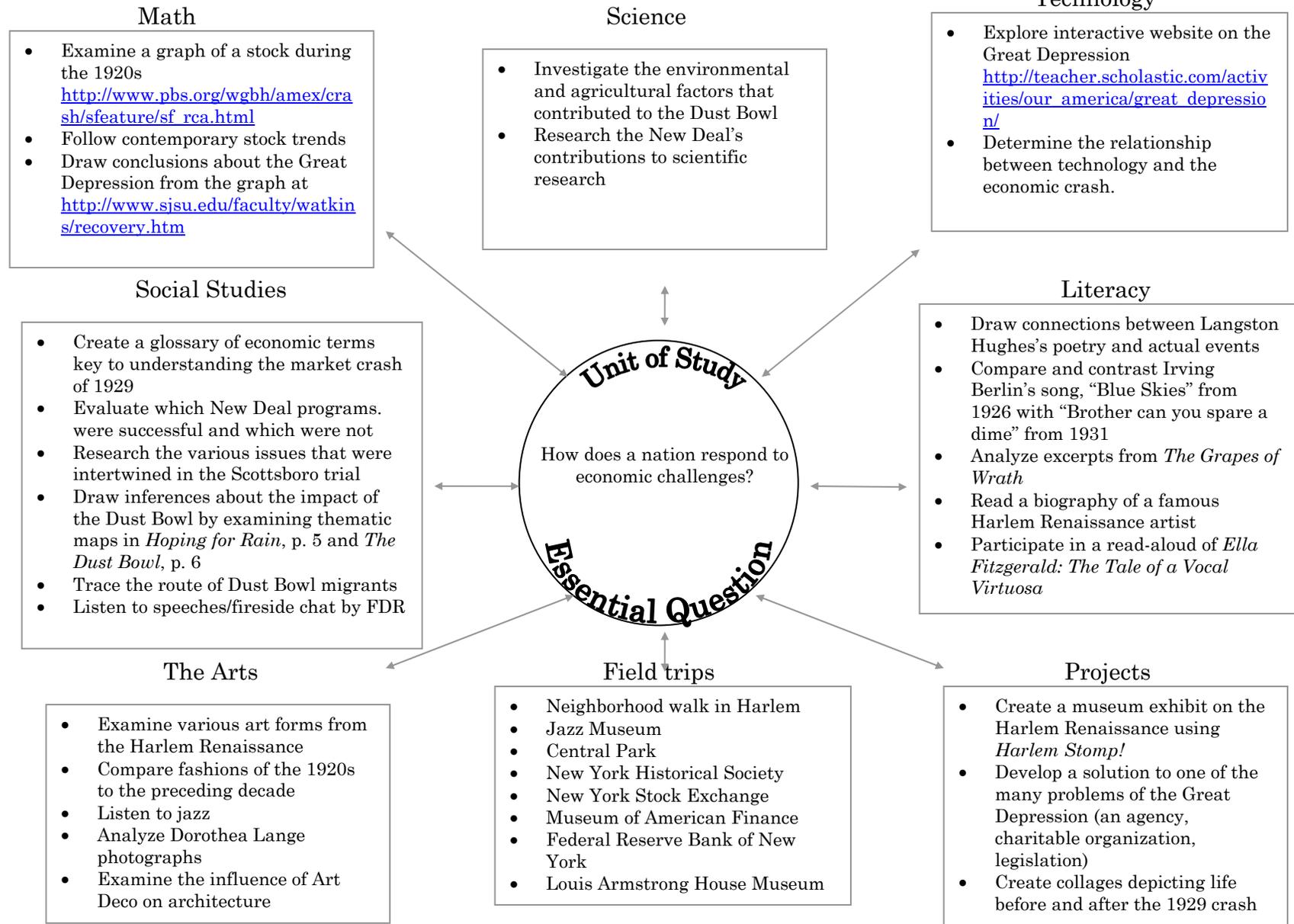
For most Americans the Thirties were a time of frugal living and an abandonment of the consumer mindset of the “Roaring Twenties.” Radio and movies became ways to escape the grim realities of the depression.

Through the efforts of the Works Progress (later, Projects) Administration (WPA), many Americans were introduced to the arts. Parks, parkways, and massive public works projects were also developed during this time to help the unemployed and to improve the country’s urban and rural infrastructure.

Though some of his programs were later declared unconstitutional, Roosevelt’s administration left a legacy of a progressive government ready to act when the welfare of its people and the economy was at stake. The American economy eventually recovered with the start of World War II in 1939, but Roosevelt’s approach to government paved the way for later government reforms.

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**



**ESSENTIAL QUESTION**

How does a nation respond to economic challenges?

Content/Academic Vocabulary (sample)

renaissance entertainment industry stock market economy inflation debt  
 goods installment plan on margin mortgages consumer depression investment

Focus Questions

- What social changes characterized the “Roaring 20s?”
- What were the causes of the Great Depression?
- What impact did the Great Depression have on daily life?
- What is the responsibility of a government when faced with economic collapse?



**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

Explore the cultural legacy of the Harlem Renaissance.  
 Compare and contrast the ‘Roaring Twenties’ with the “Great Depression.”  
 Examine the factors surrounding the Dust Bowl.  
 Examine primary source headlines from the days following the stock market crash.

Draw conclusions from graphs and charts depicting unemployment rates of the 1930s.  
 Analyze the response to the social problems of the Great Depression from both the private and public sector.  
 Evaluate FDR’s New Deal.  
 Identify economic themes that connect past and current events.

## SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1	How does a nation respond to economic challenges?	Multiple content understandings addresses	<p><i>Launching the Unit</i></p> <ul style="list-style-type: none"> <li>• Make a t-chart of wants and needs</li> <li>• Compare and contrast songs from the 1920s and 30s</li> <li>• Listen to excerpts from literature about the Dust Bowl</li> <li>• Examine maps depicting the Dust Bowl</li> </ul> <p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Participate in a pre-assessment activity on economic terms</li> </ul>
2	What social changes characterized the Roaring 20s?	1920s <ul style="list-style-type: none"> <li>• Prosperity-Prohibition</li> <li>• Harlem Renaissance</li> <li>• Jazz Era</li> <li>• Leisure time (automobile, culture, sports, motion, pictures, literature)</li> <li>• Rise of middle class</li> <li>• Consumer economy</li> <li>• Increase in the use of credit</li> <li>• Agrarian to industrial</li> </ul>	<p><i>ABC Leisure Time</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Create an alphabet book about leisure time activities of the Roaring 20s</li> </ul> <p>Consult <i>We the People: Women of the Harlem Renaissance</i>, <i>The Harlem Renaissance History of Us: War, Peace, and All that Jazz</i></p> <p><a href="http://www.pbs.org/jazz/time/time_roaring.htm">http://www.pbs.org/jazz/time/time_roaring.htm</a></p> <p><a href="http://hoover.archives.gov/exhibits/Hooverstory/gallery03/gallery03.html">http://hoover.archives.gov/exhibits/Hooverstory/gallery03/gallery03.html</a></p> <p><a href="http://www.learner.org/biographyofamerica/program20/feature/index.html">http://www.learner.org/biographyofamerica/program20/feature/index.html</a></p>
3	What social changes characterized the Roaring 20s?	<ul style="list-style-type: none"> <li>• Harlem Renaissance</li> <li>• Social and racial tensions</li> </ul>	<p><i>Harlem Renaissance</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Listen to the music of Duke Ellington</li> <li>• Take a virtual tour of the Apollo Theater</li> <li>• Listen to a read aloud from <i>Duke Ellington</i>, by Andrea Davis Pinkney</li> <li>• Participate in a content pass</li> </ul> <p>Consult <i>Black Stars of the Harlem</i></p>

			<p><i>Renaissance: African Americans Who Lived Their Dreams, We The People: The Harlem Renaissance, Langston Hughes: The Voice of Harlem, Duke Ellington, Getting to Know the World's Greatest Composers: Duke Ellington We the People: Women of the Harlem Renaissance,</i></p> <p><a href="http://www.pbs.org/jazz/biography/artist_id_ellington_duke.htm">http://www.pbs.org/jazz/biography/artist_id_ellington_duke.htm</a>,  <a href="http://www.apollotheater.org/PDF/Return%20of%20Amateur%20Night%20ReleaseFall07.pdf">http://www.apollotheater.org/PDF/Return%20of%20Amateur%20Night%20ReleaseFall07.pdf</a>,  <a href="http://www.apollotheater.org/archiveproject.htm">http://www.apollotheater.org/archiveproject.htm</a>,  <a href="http://www.biography.com/blackhistory/apollo-theater/tour.jsp">http://www.biography.com/blackhistory/apollo-theater/tour.jsp</a></p>
4	What social changes characterized the Roaring 20s?	<ul style="list-style-type: none"> <li>• Harlem Renaissance</li> </ul>	<p><i>Harlem Renaissance</i> sample lesson continued</p> <ul style="list-style-type: none"> <li>• Research a figure from the Harlem Renaissance</li> <li>• Create a promotion for a performance</li> </ul>
5	What social changes characterized the Roaring 20s?	<ul style="list-style-type: none"> <li>• Prosperity-Prohibition</li> </ul>	<p><i>Wet or Dry? Prohibition in the 1920s</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Participate in a role play</li> <li>• Explore prohibition from different points of view</li> </ul> <p>Consult <i>History of Us: War, Peace, and All that Jazz, Book, Temperance and Prohibition: the Movement to Pass Anti-liquor Laws in America, Kids Discover: Roaring 20s</i></p>
6	What were the causes of the Great Depression?	<p><b>The Great Depression</b></p> <ul style="list-style-type: none"> <li>• Stock Market crash</li> <li>• “Black Tuesday”</li> </ul>	<p><i>Economics:101</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Participate in a four corner pass.</li> <li>• Read “School Sports Programs Fight to Stay Alive in a Struggling Economy”</li> </ul>

7		<p><b>The Great Depression</b></p> <ul style="list-style-type: none"> <li>• Stock Market crash</li> <li>• “Black Tuesday”</li> </ul>	<p><i>Economics:101</i> sample lesson continued</p> <ul style="list-style-type: none"> <li>• Complete a K-W-L on economics</li> <li>• Participate in a written conversation</li> </ul> <p>Consult <i>The Dirty Thirties</i> (Turck), <i>The Great Depression</i> (Downing), <i>The Great Depression</i> (Burgan), <i>The Stock Market Crash of 1929</i> (Scott)</p>
8	What were the causes of the Great Depression?	<p><b>The Great Depression</b></p> <ul style="list-style-type: none"> <li>• Stock Market crash</li> <li>• “Black Tuesday”</li> </ul>	<p><i>The Great Depression: Word Sort</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Participate in a Word Sort Prediction on the causes of the Great Depression</li> <li>• Determine the factors that lead to the Great Depression</li> </ul> <p>Consult <i>The Stock Market Crash of 1929</i>, <i>The Great Depression</i>, <i>Hard Times</i></p>
9	What impact did the Great Depression have on daily life?	<ul style="list-style-type: none"> <li>• Government regulation of social problems</li> <li>• Government response to economic crisis</li> <li>• Unemployment affects the American people</li> <li>• Dust Bowl/migrant workers</li> <li>• Changes in family structure</li> <li>• Local charity efforts (soup kitchens)</li> <li>• Increased credit problems</li> </ul>	<p><i>The American Experience: The Great Depression</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Examine photographs from the Great Depression</li> <li>• Complete a graphic organizer on the photographs</li> </ul> <p>Consult <i>Children of the Dust Bowl</i>, <i>The Dirty Thirties</i> (Price), <i>The Dirty Thirties</i> (Turck), <i>The Dust Bowl</i>, <i>The Great Depression</i> (Landau), <i>The Great Depression</i> (Stein) <i>Growing Up in the Great Depression</i>, <i>Hoping for Rain</i>, <i>Life in the Dust Bowl</i></p>
10	What impact did the Great Depression have on daily life?	<ul style="list-style-type: none"> <li>• Government regulation of social problems</li> <li>• Government response to economic crisis</li> <li>• Unemployment affects the American people</li> <li>• Dust Bowl/migrant workers</li> <li>• Changes in family structure</li> <li>• Local charity efforts (soup kitchens)</li> </ul>	<p><i>Life in The Great Depression from different Points of View</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Investigate the role of a person living during the Great Depression</li> <li>• Complete a point of view guide</li> </ul> <p>Consult <i>Growing Up in the Great Depression</i> <i>Hard Times</i>, <i>Hoping for Rain</i>, <i>Life in the Dust</i></p>

		<ul style="list-style-type: none"> <li>• Increased credit problems</li> </ul>	<i>Bowl, The Stock Market Crash of 1929</i>
11	What impact did the Great Depression have on daily life?	<ul style="list-style-type: none"> <li>• Government regulation of social problems</li> <li>• Government response to economic crisis</li> <li>• Unemployment affects the American people</li> <li>• Dust Bowl/migrant workers</li> <li>• Changes in family structure</li> <li>• Local charity efforts (soup kitchens)</li> <li>• Increased credit problems</li> </ul>	<i>Life in The Great Depression from different Points of View</i> sample lesson continued <ul style="list-style-type: none"> <li>• Role play your depression-era character</li> </ul>
12	What impact did the Great Depression have on daily life?	<ul style="list-style-type: none"> <li>• Government regulation of social problems</li> <li>• Government response to economic crisis</li> <li>• Unemployment affects the American people</li> <li>• Dust Bowl/migrant workers</li> <li>• Changes in family structure</li> <li>• Local charity efforts (soup kitchens)</li> <li>• Increased credit problems</li> </ul>	<i>Unemployment: Now and Then</i> sample lesson <ul style="list-style-type: none"> <li>• Analyze a graph on unemployment</li> <li>• Research the impact of unemployment during the Great Depression using a double-entry journal</li> </ul> Consult <i>Growing Up in the Great Depression, Hard Times, Hoping for Rain, Life in the Dust Bowl, The Stock Market Crash of 1929</i>
13	What impact did the Great Depression have on daily life?	<ul style="list-style-type: none"> <li>• Government regulation of social problems</li> <li>• Government response to economic crisis</li> <li>• Unemployment affects the American people</li> <li>• Dust Bowl/migrant workers</li> <li>• Changes in family structure</li> <li>• Local charity efforts (soup kitchens)</li> <li>• Increased credit problems</li> </ul>	<i>Unemployment: Now and Then</i> sample lesson <ul style="list-style-type: none"> <li>• Read current news articles on unemployment and underline similarities to the Great Depression</li> <li>• Draw conclusions about the similarities and differences between the Great Depression and the current recession</li> </ul> Consult <a href="http://projects.nytimes.com/living-with-less">http://projects.nytimes.com/living-with-less</a> , <a href="http://www.nytimes.com/pages/business/economy/index.html">http://www.nytimes.com/pages/business/economy/index.html</a> , <a href="http://www.timeforkids.com/TFK/kids/news/story/0,28277,1880383,00.html">http://www.timeforkids.com/TFK/kids/news/story/0,28277,1880383,00.html</a>

14	What is the responsibility of government when faced with an economic collapse?	<ul style="list-style-type: none"> <li>• FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA)</li> </ul>	<p>Introduce <i>Unit Project: New Deal Programs for the New Millennium</i></p> <ul style="list-style-type: none"> <li>• Evaluate and provide reasons why New Deal programs might apply to today's economic problems</li> </ul>
15	What is the responsibility of government when faced with an economic collapse?	<ul style="list-style-type: none"> <li>• Government regulation of social problems</li> <li>• Government response to economic crisis</li> <li>• FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA)</li> </ul>	<p><i>Comparing Great Depression Presidents: Hoover and FDR</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Listen to historic speeches</li> <li>• Visit centers to learn about FDR and Hoover</li> <li>• Complete a side-by-side comparison of FDR and Hoover</li> </ul> <p>Consult <i>A History of Us: War, Peace, and All that Jazz, We the People: The Great Depression, Cornerstones of Freedom: The Great Depression, Franklin D. Roosevelt America in the Time of Franklin Delano Roosevelt, Climbing out of the Great Depression: The New Deal</i></p> <p><a href="http://millercenter.org/scripps/archive/speeches/detail/3304">http://millercenter.org/scripps/archive/speeches/detail/3304</a></p> <p><a href="http://www.lib.msu.edu/services/dmc/vincent/presidents/hoover.htm">http://www.lib.msu.edu/services/dmc/vincent/presidents/hoover.htm</a></p>
16	What is the responsibility of government when faced with an economic collapse?	<ul style="list-style-type: none"> <li>• FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA)</li> </ul>	<p><i>New Deal Solutions to Great Depression Problems</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Examine common and uncommon denominators between FDR and Obama</li> <li>• Look at problems and solutions of past and current economic crises</li> </ul> <p>Consult <i>We the People: The Great Depression, Growing up in the Great Depression, The Great Depression, We the People: The Dust Bowl</i></p>

			<a href="http://www2.scholastic.com/browse/article.jsp?id=3751473">http://www2.scholastic.com/browse/article.jsp?id=3751473</a> <a href="http://www2.scholastic.com/browse/article.jsp?id=3751607">http://www2.scholastic.com/browse/article.jsp?id=3751607</a>
17	What is the responsibility of government when faced with an economic collapse?	<ul style="list-style-type: none"> <li>FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA)</li> </ul>	<p><i>New Deal Solutions to Great Depression Problems</i> sample lesson continued</p> <ul style="list-style-type: none"> <li>Read about the current economic crisis, underlining similarities to the Great Depression</li> <li>Write a letter advising President Obama using FDR as an example</li> </ul>
18	What is the responsibility of government when faced with an economic collapse?	<ul style="list-style-type: none"> <li>FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA)</li> </ul>	<p><i>Unit Project: New Deal Programs for the New Millennium</i></p> <ul style="list-style-type: none"> <li>Design a New Deal Plan that addresses today's economic issues</li> </ul>
19	What is the responsibility of government when faced with an economic collapse?	<ul style="list-style-type: none"> <li>FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA)</li> </ul>	<p><i>Unit Project: New Deal Programs for the New Millennium</i></p> <ul style="list-style-type: none"> <li>Create a Public Service Announcement for the contemporary New Deal Plan</li> </ul>
20	What is the responsibility of government when faced with an economic collapse?	<ul style="list-style-type: none"> <li>FDR's New Deal (government regulation, Social Security, The Wagner Act, Home relief, WPA, TVA)</li> </ul>	<p><i>Unit Project: New Deal Programs for the New Millennium</i></p> <ul style="list-style-type: none"> <li>Present PSA</li> <li>Conduct question and answer session</li> </ul>
21	How does a nation respond to economic challenges?	Multiple content understandings addressed	<p><i>Putting It All Together</i></p> <ul style="list-style-type: none"> <li>Discuss whether an economic crisis of the severity of the Great Depression could happen again in the United States</li> <li>Discuss the concept of responsibility in business</li> </ul>

**LEARNING AND PERFORMANCE STANDARDS CORRELATED TO  
THE UNITED STATES BETWEEN THE WARS**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p><b>History of the United States and New York State</b> 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><b>World History</b> Key Idea 2.2 Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</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>1.2a: Describe the reasons for periodizing history in different ways.</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>1.4d: Describe historic events through the eyes and experiences of those who were there.</p> <p>2.2c: study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.</p>

**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 an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Key Idea 4.2: Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

**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 5.3: Central to civics is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

3.1a: Map information about people, places, and environments

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

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

4.1b: Define basic economic concepts such as scarcity, supply and demand, markets, opportunity cost, resources, productivity, economic growth, and systems.

4.2d: Develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions.

5.1a: Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.

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

5.3a: Explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York over time.

***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.

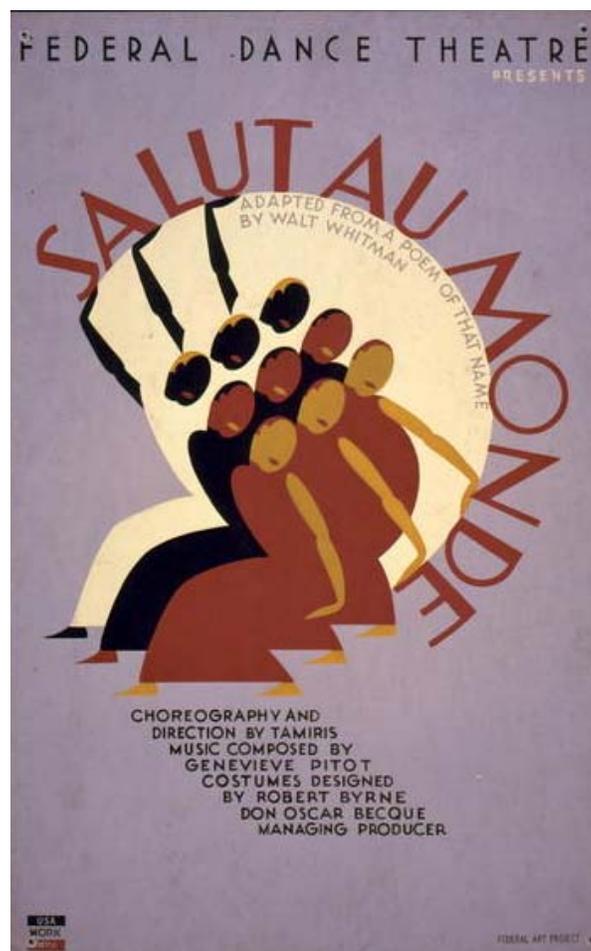
**Add your own strategies:**

## 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



Federal Dance Theatre presents Salut au Monde,  
adapted from a poem of that name by Walt Whitman  
Artist: Richard Hall (1936-7)

<http://memory.loc.gov/ammem/wpaposters/highlight6.html>



## 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](http://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: <a href="http://home.earthlink.net/~judylightfoot/Wineburg.html">http://home.earthlink.net/~judylightfoot/Wineburg.html</a>. 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.

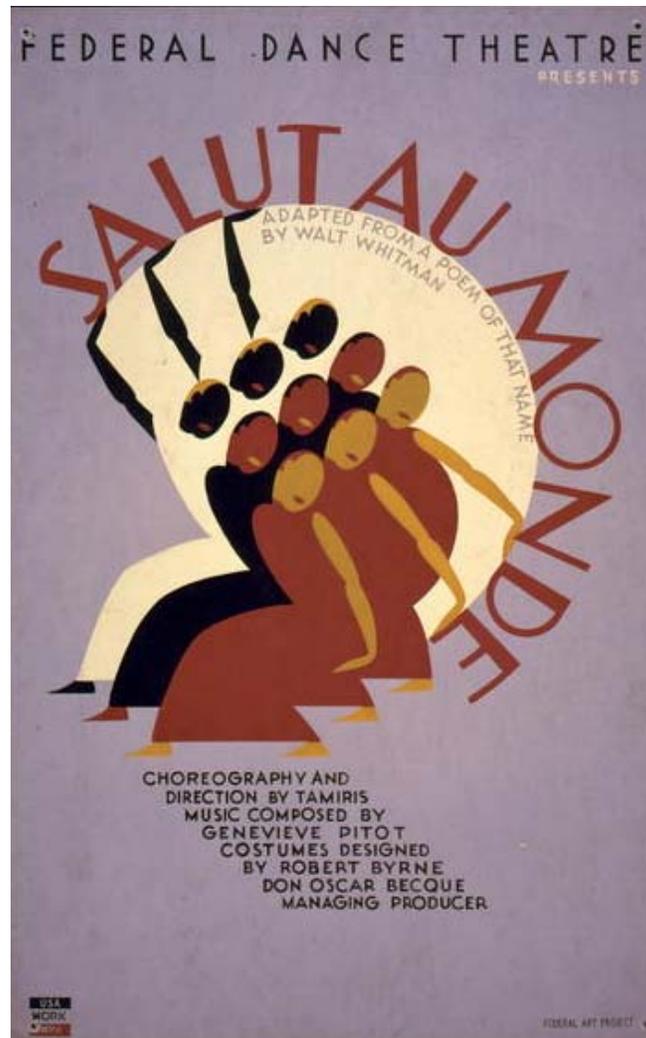
For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

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

- |                                     |  |
|-------------------------------------|--|
| Heidi Hayes Jacobs                  | <i>Interdisciplinary Design &amp; 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 &amp; 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 &amp; 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



Federal Dance Theatre presents *Salut au Monde*,  
adapted from a poem of that name by Walt Whitman  
Artist: Richard Hall (1936-7)

<http://memory.loc.gov/ammem/wpaposters/highlight6.html>



## 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:

<b>Type of Organizational Pattern</b>	<b>Signal Words</b>	<b>Questions Suggested by the Pattern</b>
<p><b>Chronological Sequence:</b> 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"> <li>- What sequence of events is being described?</li> <li>- What are the major incidents that occur?</li> <li>- How is this text pattern revealed in the text?</li> </ul>
<p><b>Comparison and Contrast:</b> 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"> <li>- What items are being compared?</li> <li>- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?</li> <li>- What characteristics do they have in common; how are these items alike?</li> <li>- In what ways are these items different?</li> <li>- What conclusion does the author reach about the degree of similarity or difference between the items?</li> <li>- How did the author reveal this pattern?</li> </ul>

<p><b>Concept/ Definition:</b> 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"> <li>- What concept is being defined?</li> <li>- What are its attributes or characteristics?</li> <li>- How does it work, or what does it do?</li> <li>- What examples are given for each of the attributes or characteristics?</li> <li>- How is this pattern revealed in the text?</li> </ul>
<p><b>Description:</b> 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"> <li>- What specific person, place, thing, or event is being described?</li> <li>- What are its most important attributes or characteristics?</li> <li>- Would the description change if the order of the attributes were changed?</li> <li>- Why is this description important?</li> </ul>
<p><b>Episode:</b> 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"> <li>- What event is being described or explained?</li> <li>- What is the setting where the event occurs?</li> <li>- Who are the major figures or characters that play a part in this event?</li> <li>- What are the specific incidents or events that occur? In what order do they happen?</li> <li>- What caused this event?</li> <li>- What effects has this event had on the people involved?</li> <li>- What effects has this event had on society in general?</li> </ul>

<p><b>Generalization/ Principle:</b> 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"> <li>- What generalizations is the author making or what principle is being explained?</li> <li>- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?</li> <li>- Do these details appear in a logical order?</li> <li>- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?</li> </ul>
<p><b>Process/ Cause and Effect:</b> 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"> <li>- What process or subject is being explained?</li> <li>- What are the specific steps in the process, or what specific causal events occur?</li> <li>- What is the product or end result of the process; or what is outcome of the causal events?</li> </ul>

## 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 5<sup>th</sup> Grade and June of the 8<sup>th</sup> 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"> <li>• exit projects</li> <li>• student-made maps and models</li> <li>• student-made artifacts</li> <li>• mock debates</li> <li>• class museums and exhibitions</li> <li>• student peer evaluation</li> <li>• student-made books</li> <li>• I-movies; photo-essays</li> <li>• graphic timelines</li> <li>• creating songs and plays</li> <li>• writing historical fiction and/or diary entries</li> <li>• creating maps and dioramas</li> <li>• student-created walking tours</li> <li>• tables, charts and/or diagrams that represent data</li> <li>• student-made PowerPoints, webquests</li> <li>• monologues</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• role play and simulations</li> <li>• completed “trip sheets”</li> <li>• reflective journal entries</li> <li>• student writing (narrative procedures, etc.)</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> </ul>

## 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.

<b>Intelligence</b>	<b>Learning preferences</b>
<b>Verbal-Linguistic</b> “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
<b>Logical- Mathematical</b> “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
<b>Body-Kinesthetic</b> “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.
<b>Visual-Spatial</b> “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
<b>Naturalistic</b> “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.
<b>Musical-Rhythmic</b> “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
<b>Interpersonal</b> “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
<b>Intrapersonal</b> “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					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. Factual Knowledge B. Conceptual Knowledge C. Procedural Knowledge D. Metacognitive Knowledge	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> <li>Recognize (identify)</li> <li>Recall (retrieve)</li> </ul>	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> <li>Interpret (clarify, paraphrase, represent, translate)</li> <li>Exemplify (illustrate, give examples)</li> <li>Classify (categorize, subsume)</li> <li>Summarize (abstract, generalize)</li> <li>Infer (conclude, extrapolate, interpolate, predict)</li> <li>Compare (contrast, map, match)</li> <li>Explain (construct models)</li> </ul>	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> <li>Execute (carry out)</li> <li>Implement (use)</li> </ul>	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose <ul style="list-style-type: none"> <li>Differentiate (discriminate, distinguish, focus, select)</li> <li>Organize (find coherence, integrate, outline, parse, structure)</li> <li>Attribute (deconstruct)</li> </ul>	Make judgments based on criteria and standards <ul style="list-style-type: none"> <li>Check (coordinate, detect, monitor, test)</li> <li>Critique (judge)</li> </ul>	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> <li>Generate (hypothesize)</li> <li>Plan (design)</li> <li>Produce (construct)</li> </ul>

## 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.

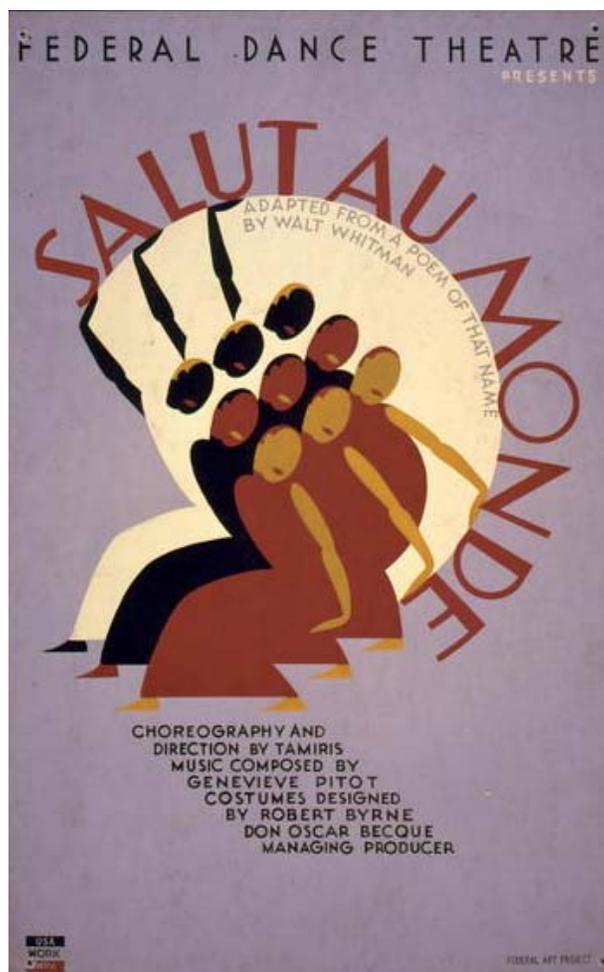
- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website 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



Federal Dance Theatre presents *Salut au Monde*,  
adapted from a poem of that name by Walt Whitman  
Artist: Richard Hall (1936-37)

<http://memory.loc.gov/ammem/wpaposters/highlight6.html>



## 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 8<sup>th</sup> 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 8<sup>th</sup> 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  
PRE-ASSESSMENT ACTIVITY**

Effective vocabulary instruction needs to be intentional. One way to determine what words need direct instruction, and which students need individual attention is with a vocabulary pre-assessment, such as “How Well Do I Know These Words?” Use the graphic organizer to determine if there are any words that the entire class would benefit from learning together. Then provide opportunities for individual students who need instruction in particular words. (*Words, Words, Words: Teaching Vocabulary in Grades 4-12*. Janet Allen. 1999.)

**How Well Do I Know These Words?**

**Economic Concepts Key to Understanding the Great Depression**

Directions: Read the words listed below silently. After you read each one record the word in the column that best describes how much you know about each word.

stock Market	economy	debt
stock	goods	insure
on margin	mortgages	depression
investment	unemployment	crash

<b>Don't know at all</b>	<b>Have seen or heard- but don't know its meaning</b>	<b>I think I know the meaning</b>	<b>I know the meaning</b>

**Suggested follow up activities:**

1. Conduct a read aloud following the completion of the graphic organizer. The read aloud may activate prior knowledge. Students could be given the opportunity to move words to a different column. Students could then be asked to write a possible definition or example. Possible read alouds:
  - a. *The Great Depression*, by Elaine Landau, “How It Happened,” pp. 5-9.
  - b. *America in the Time of Franklin Delano Roosevelt*, by Sally Senzell Isaacs, “Panic in the Stock Market” and “Hard Times” pp. 8-11.

2. Provide a group of students with a word they do not know in multiple contexts. Instruct students to attempt to define the word using the Frayer model: Definition, Characteristics, Examples, and Non-Examples. Possible context selections for **stock**:

<i>Hard Times</i> , by Scott Gillam. P. 2	“The stock market is where <b>stocks</b> , or money invested in companies, are traded.”
<i>The Great Depression</i> , by Elaine Landau p. 5	“The stock market crash had a devastating effect on the economy. That was because many people who had hoped to get rich quickly had bought their <b>stock on margin</b> ”
<i>America in the Time of Franklin Delano Roosevelt</i> , by Sally Senzell Isaacs p. 8	“ <b>Stocks</b> are shares of a business. They are for sale in the stock market. You might be a share of stock for \$10. If the company becomes more successful, your share could be worth more money.”

## ENGAGING THE STUDENT/ LAUNCHING THE UNIT THE UNITED STATES BETWEEN THE WARS

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 unit, “The United States between the Wars” is to have students complete a t-chart entitled Wants and Needs. Lead a discussion on the difference between wants and needs. Discuss its heightened relevance in times of economic uncertainty.

Another way to launch the unit is to compare and contrast the 1920s and 1930s using images and song lyrics. Have students make educated guesses as to what factors could cause such a change in society. Students could check their initial thoughts throughout the unit.

### 1920s

Lyrics to “Cake Walkin’ Babies”

[http://blueslyrics.tripod.com/lyrics/bessie\\_smith/cake\\_walking\\_babies\\_from\\_home.htm](http://blueslyrics.tripod.com/lyrics/bessie_smith/cake_walking_babies_from_home.htm)

Audio to “Cake Walkin’ Babies”

<http://www.archive.org/details/ClarenceWilliamsBlueFive>

### 1930s

Lyrics to “Brother Can You Spare a Dime?”

<http://www.library.csi.cuny.edu/dept/history/lavender/cherries.html>

Audio to “Brother Can You Spare a Dime?”

<http://www.npr.org/templates/story/story.php?storyId=96654742>

Another approach is to read aloud excerpts from either the *Grapes of Wrath*, by John Steinbeck or *Out of the Dust*, by Karen Hesse. Have students discuss the mood of the literature and how literature could help us gain insight into a time period.

One final suggestion for launching the unit is to have students draw conclusions from maps of the Dust Bowl. Students can check their conclusions throughout the unit.

Maps of the Dust Bowl:

*Children of the Dust*, by Jerry Stanley pp. 5, 14-15, 24

*America in the Time of Franklin Delano Roosevelt*, by Sally Senzell Isaacs p. 14

*The Great Depression*, by Elaine Landau p. 13

*Hoping For Rain*, by Kate Connell pp. 5, 26

**LESSON PLANS**  
**THE ABCS OF THE ROARING TWENTIES**

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** What social changes characterized the Roaring 20s?

**The Teaching Point:**

- Students will examine a variety of trade books looking for examples of leisure time activities of the Roaring 20s.

**Why/Purpose/Connection** This lesson captures the mood of the 1920s as a backdrop for the Great Depression that follows.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Black Stars of the Harlem Renaissance: African Americans Who Lived Their Dreams*
  - *We The People: The Harlem Renaissance*
  - *Rebirth of a People*
  - *20<sup>th</sup> century Perspectives: The Harlem Renaissance*
  - *Harlem Stomp! A Cultural History of the Harlem Renaissance*
  - *We the People: Women of the Harlem Renaissance*
  - *The Harlem Renaissance*
- Websites:
  - [http://www.pbs.org/jazz/time/time\\_roaring.htm](http://www.pbs.org/jazz/time/time_roaring.htm)
  - <http://hoover.archives.gov/exhibits/Hooverstory/gallery03/gallery03.html>
  - <http://www.learner.org/biographyofamerica/prog20/feature/index.html>
- Rubric for Creating an Alphabet Book
- Template for page layout in alphabet book

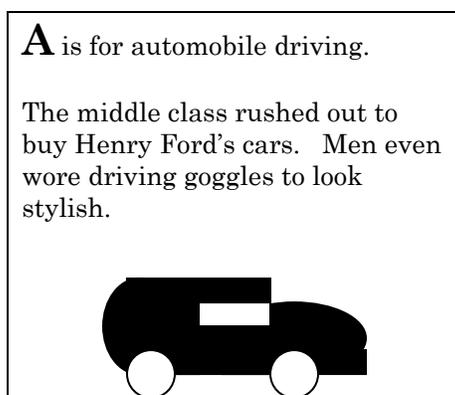
**Model/Demonstration:**

- Motivation: Teacher reads aloud an alphabet book such as *The Farm Alphabet Book* by Jane Miller (or any other alphabet book that contains words, illustrations, and descriptions). Teacher explains that alphabet books can be written for all levels of audiences and that they are a good way to present a lot of information around a central topic. The teacher may flip through other examples to show the students how different authors interpret this idea.
- Teacher announces that the students are going to begin creating their own alphabet books around the topic of “Leisure Time in the Roaring Twenties.” *Note: Alphabet books provide students with an opportunity to employ many complex thinking skills. They have to read carefully, find details, analyze, compare, visualize, question and determine importance, use content specific language, and organize information. (More Tools for Teaching Content Literacy, Janet Allen, 2008.)*
- Teacher uses chart paper to model the format for their books. Rather than using one whole page for each letter, the students will have a grid made of small boxes. They will start at the top left with the letter “A” and proceed to move across the grid to add the rest of the letters. Each page will contain nine boxes; therefore, each book

will have three pages to accommodate all the letters of the alphabet. Teacher models labeling each box with the coordinating letter of the alphabet.

**Guided Practice:**

- Teacher then goes over to the trade book text set and pulls out a random book and begins to flip through it. Teacher explains that the books are for inspiration, and that students should feel free to incorporate knowledge gained from other sources into their alphabet books.
- Teacher reminds the students that they are looking for examples of leisure time activities that are specific to the Roaring Twenties so that “A” for “aerobics” is not appropriate. Teacher then presents the following as an acceptable entry for “A.” Teacher reminds the students that creativity is what makes a book interesting, and that they should try to be clever rather than mundane.

**Independent Exploration:**

- Teacher distributes a copy of the Rubric for Creating an Alphabet Book (included) to establish criteria and expectations for the creation of the book. Once the expectations are established, teacher distributes the template and directs the students to begin browsing and skimming through the books to find appropriate examples to complete their alphabet books. Teacher may also provide students with an opportunity to browse websites.

**Differentiation:**

- Teacher can choose to make this project a collaborative or independent project.
- Extra Support: The teacher can help the students with hard-to-find words that correspond to letters like x, y etc. by suggesting the corresponding words to use. The teacher can also broaden the focus by allowing the book to contain anything that deals with the 1920s.

**Share/Closure:**

- Students exchange and read ABC Books.

**Assessment:** Teacher evaluates books for content and creativity using a rubric.

**Next Steps:** Students contrast the images associated with the 1920s with those of the 1930s.

### Rubric for Creating an Alphabet Book

	4	3	2	1
Word Choice	The words chosen for each letter are completely appropriate for the topic of the book.	Most of the words chosen for each letter are appropriate for the topic of the book.	Some of the words chosen for each letter are appropriate for the topic of the book.	The words chosen are inappropriate or incomplete.
Descriptions	Facts are accurate for all information reported.	Facts are accurate for almost all information reported.	Facts were accurate for most (~75%) of the information reported.	At least half of the facts inaccurate for information reported.
Grammar/Spelling	There are no spelling or grammatical mistakes in the book.	There are 1-3 minor spelling or grammatical mistakes in the book.	There are 4-6 spelling or grammatical mistakes in the book.	There are more than 6 spelling or grammatical mistakes in the book.
Attractiveness	The book has exceptionally attractive formatting and well-organized information.	The book has attractive formatting and well-organized information.	The book has somewhat organized information.	The book's formatting and organization of material are confusing to the reader.
Illustrations	Drawing is expressive and detailed.	Drawing is expressive and somewhat detailed.	Drawing has few details.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the book.	Class time was used wisely.	Class time was not always used wisely, and the product does not reflect the amount of time devoted to it.	Class time was not used wisely and the student does not appear to have put in additional effort.

Created in part with [rubistar.4teachers.org](http://rubistar.4teachers.org)

**Template for page layout in alphabet book**

<i>A</i>	<i>B</i>	<i>C</i>
<i>D</i>	<i>E</i>	<i>F</i>
<i>G</i>	<i>H</i>	<i>I</i>

## PROMINENT FIGURES OF THE HARLEM RENAISSANCE

(This is a series of lessons that require 2-3 days)

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** What social changes characterized the Roaring 20s?

**The Teaching Point:**

- Students will develop an understanding of the significance of the Harlem Renaissance.
- Students will be able to interpret a piece of art, music, poetry or literature.

**Why/Purpose/Connection** This lesson explores a pivotal time in U.S. history when African American culture became a major influence on mainstream American culture.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Black Stars of the Harlem Renaissance: African Americans Who Lived Their Dreams*
  - *We the People: The Harlem Renaissance*
  - *Langston Hughes: The Voice of Harlem*
  - *Langston Hughes: Great American Writer*
  - *Duke Ellington*
  - *Getting to Know the World's Greatest Composers: Duke Ellington*
  - *Rebirth of a People*
  - *Twentieth Century Perspectives: The Harlem Renaissance*
  - *Harlem Stomp! A Cultural History of the Harlem Renaissance*
  - *We the People: Women of the Harlem Renaissance*
  - *The Harlem Renaissance*
- Websites:
  - [http://www.pbs.org/jazz/biography/artist\\_id\\_ellington\\_duke.htm](http://www.pbs.org/jazz/biography/artist_id_ellington_duke.htm)
  - <http://www.americaslibrary.gov/cgi-bin/page.cgi>
  - <http://www.apollotheater.org/PDF/Return%20of%20Amateur%20Night%20ReleaseFall07.pdf>
  - <http://www.apollotheater.org/archiveproject.htm>
  - <http://www.biography.com/blackhistory/apollo-theater/tour.jsp>
  - <http://www.biography.com/blackhistory/harlem-renaissance.jsp>
- Internet access

**Model/Demonstration:**

Day 1

- Motivation: Teacher plays clip of Duke Ellington's music from [http://www.pbs.org/jazz/biography/artist\\_id\\_ellington\\_duke.htm](http://www.pbs.org/jazz/biography/artist_id_ellington_duke.htm). Teacher instructs students to complete a graphic organizer: What I Hear, What I Think, What I Wonder
- Teacher asks students to imagine they are an agent or promoter for the musician they just heard, Duke Ellington. How would they entice people to

come hear this musician? Teacher instructs students to make a list and to share ideas with a partner.

- Teacher explains that one of the places Duke Ellington performed was the Apollo Theater in Harlem. Teacher explains that the Apollo Theater hosted many famous artists of the Harlem Renaissance and continues to host performances today. (Teacher may present the online tour of the Apollo or may provide time for students to explore it independently. <http://www.biography.com/blackhistory/apollo-theater/tour.jsp> )
- Teacher reads aloud, *Duke Ellington*, by Andrea Davis Pinkney. Teacher asks students to use the read aloud to add to or change their initial list.
- Teacher explains that Duke Ellington is one of many famous artists during the Harlem Renaissance. Teacher explains that students are going to go back in time to explore a piece of art, music, literature or poetry from the Harlem Renaissance. Their mission is to sell the artist and his/her performance at the Apollo Theater to the general public. In order to do that students will need to first gain an understanding of the Harlem Renaissance; then they will need to learn about the artist; and finally they will use that context to examine a primary source of music, literature, or art.
- Teacher explains that to help students gather information they will participate in a “content pass.” Students will focus on building background on the Harlem Renaissance and finding figures of interest.

#### Guided Practice:

- Teacher displays modified t-chart.

Harlem Renaissance	Individuals	
	Name	Accomplishment

- Teacher provides each group with a bin of trade books. (Bins should include a combination of general informational books and biographies.)
- Teacher asks each group to preview a trade book together and share a response for the class chart, noting which text feature helped the group find the information.
- Teacher charts responses and notes feature that groups used to find the information.

#### Independent Exploration:

- Teacher directs pairs of students within each group to browse through a book noting facts about the Harlem Renaissance and facts about individuals significant to the Harlem Renaissance. Each group will then compile their information on to chart paper.

#### Share/Closure:

- Students participate in a gallery walk of group t-charts.
- Students complete an exit slip explaining which figure from the Harlem Renaissance they would like to explore further and why.

**Model/Demonstration:**

## Day 2

- Teacher assigns students to groups based on their area of interest.
- Teacher explains that students will use the trade books to find biographical information on the figure they chose. Students must also identify a specific piece of the individual's body of work to promote. Pieces could include but are not limited to an excerpt from a novel, a song, a poem, or a painting.
- Teacher explains that the promotion can be handled as a contemporary celebration of the person's life and work or they can pretend to be living during the Harlem Renaissance and determine ways to promote the artist.

**Guided Practice:**

- Teacher displays two model promotions for the Apollo Theater.
  - <http://www.apollotheater.org/PDF/Return%20of%20Amateur%20Night%20ReleaseFall07.pdf>
  - <http://www.apollotheater.org/archiveproject.htm>
- Teacher instructs students to note both common and uncommon denominators. *Note: The common and uncommon denominators provide students with a framework for comparing and contrasting.* ( From *More Tools for Teaching Content Literacy* by Dr. Janet Allen, 2008.)
- Teacher asks what kind of information was used to make each of these promotions.
- Teacher asks students to think about their promotion and what information they will need to prepare a successful promotion.
- Teacher instructs student groups to create a template for taking notes.

Gr. 8 SS  
Exam Alert

Provides practice with CRQ skills: examining documents and drawing conclusions.

**Independent Exploration:**

- Student groups conduct research.
- Students choose a particular piece of work to share with the class. Student groups should prepare a short introduction or caption to the piece they choose.
- Students create their promotions.

**Differentiation:**

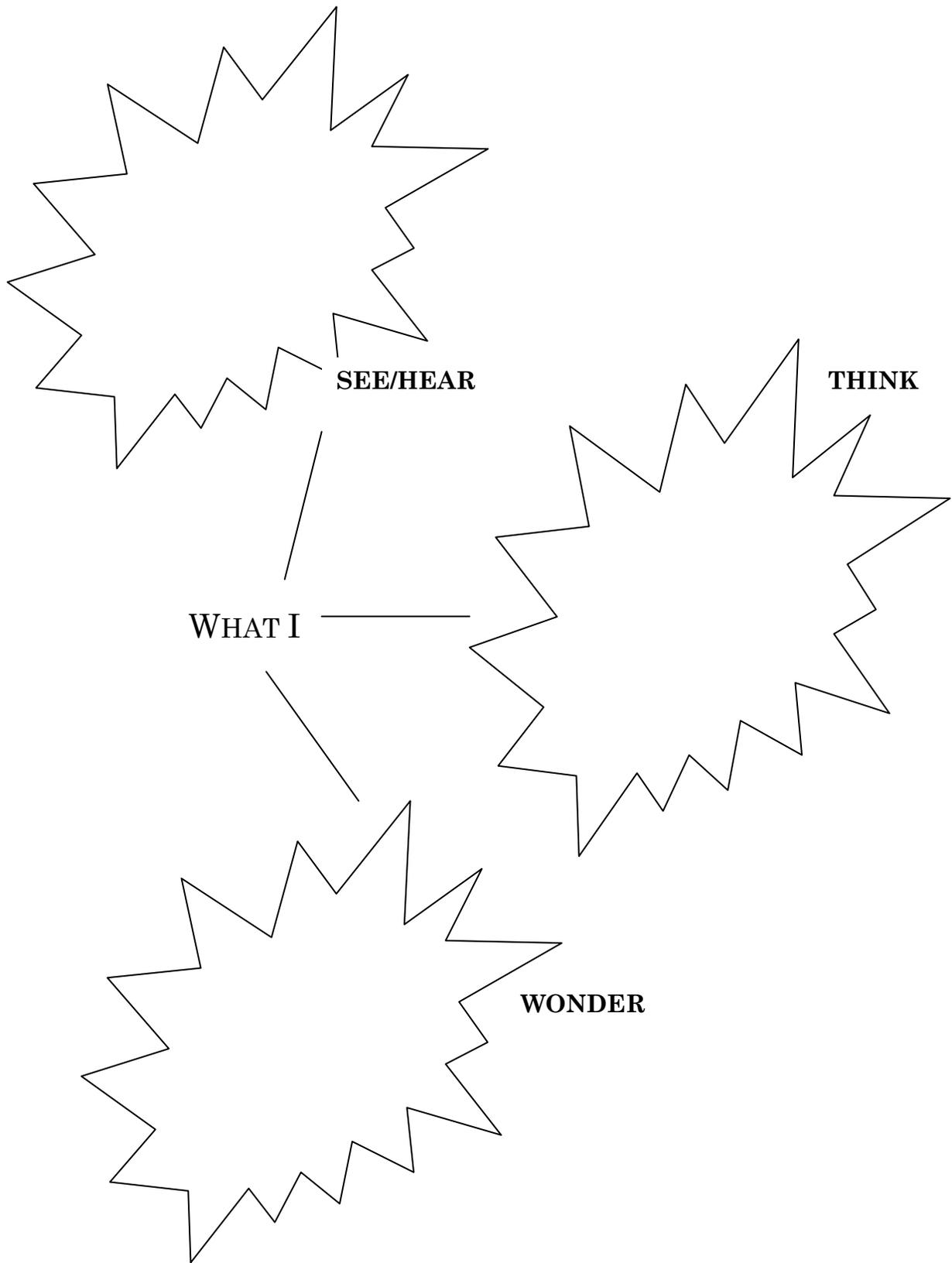
- Teacher can opt to make copies of several poems, photographs, and paintings, and have the students choose from these piles.
- Extra support: Teacher can provide students with a template for their note taking.

**Share/Closure:**

- Students display posters for a gallery walk.
- Student groups display or share an excerpt from the piece of work they chose, while their classmates complete a “What I See/Hear, What I Think, What I Wonder” graphic organizer

**Assessment:**

- Teacher evaluates posters.



**WET OR DRY? PROHIBITION IN THE 1920S**

**Unit of Study:** The United States between the Wars

**Focus Question:** What social changes characterized the Roaring 20s?

**The Teaching Point:**

- Students will examine the effects that the 18<sup>th</sup> amendment had on society.
- Students will explore alternative views of an issue.

**Why/Purpose/Connection** This lesson explores a period in history when social outcry led to both the establishment and repeal of a constitutional amendment.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *History of Us: War, Peace, and All that Jazz, Book 9*
  - *Temperance and Prohibition: the Movement to Pass Anti-liquor Laws in America*
  - *Kids Discover: Roaring 20s*
- Character worksheet

**Model/Demonstration:**

- Motivation: Teacher writes the following statement on chart paper or on the board, “By order of the federal government of the United States of America, starting today, children under the age of 18 may not watch more than 1 hour of television per day. Fines will be issued to those who fail to abide by this law. Failure to pay these fines will result in jail time.”
- Teacher allows the students to react and discuss this statement (and assures them that this is an imaginary example).
- Teacher explains that issues have to be examined from several perspectives, not just your own point of view. Teacher explains that if we were just taking the opinions of children into consideration, then we would conclude that the law is unfair. However, there are many other viewpoints that matter and should be taken into consideration when looking at an issue.
- Teacher then distributes six index cards to six different students. Teacher asks the first student to read his/her card. On the student’s card is printed, “Television Station Executive.” Teacher proceeds to ask the students to read aloud the remainder of the cards. On the other cards are written the words: “Teacher,” “TV Commercial Director,” “Doctor of Child Psychology,” “Librarian,” and “Owner of an After School Recreation Center.”
- Teacher begins with the “Television Station Executive” and provides the students with some background to help them understand this point of view. Then the teacher asks the student holding the card to pretend to be the TV executive and answer the question, “How do you feel about this new law?”
- Teacher goes through each “character” and provides background to help the students make the connection between personal interest and point of view. In other words, one issue can affect many different people in many different

ways, and each person wants to protect his or her own interests in these situations.

**Guided Practice:**

- Teacher then says, “In 1919, the 18<sup>th</sup> amendment was added to the Constitution which stated that, “the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.” Soon after, the Volstead Act was passed to provide federal agents to enforce this law.
- Teacher introduces the vocabulary words, “Prohibition” and “Temperance” and adds them to the word wall.
- Teacher distributes the “character” sheet and explains that the students are going to explore the variety of views that existed surrounding Prohibition (just like the class did with the imaginary television law). They are then going to write down what they think those involved would have said.
- Teacher provides an example by reading the blurb about Speakeasies on page 21 in *Temperance and Prohibition: The Movement to Pass Anti-liquor Laws in America*.
- Teacher asks the students to pretend that they are a Speakeasy club owner (not included on the character sheet). The teacher poses the question, “How do you feel about Prohibition?” The teacher asks for student volunteers to offer a statement in support of Prohibition because it is bringing the club owner fame and fortune as he is able to charge a lot of money and cater to celebrities. The teacher models on the board how to put the club owner’s words in quotations and how to speak in first person to reflect that they are assuming a role.

**Gr. 8 SS  
Exam Alert**

Provides practice with CRQ skills: making inferences.

**Independent Exploration:**

- Student groups use *History of Us: War, Peace, and All that Jazz*, the book, *Temperance and Prohibition: the Movement to Pass Anti-liquor Laws in America* and *Kids Discover: Roaring 20s* to complete the chart.

**Differentiation:**

- Extra Support: The teacher may choose to read the material aloud and highlight the information that will be helpful for the worksheet.
- Challenge: Some students can create dialogues between two or more of the characters.

**Share/Closure:**

- Students share and compare their responses, accounting for similarities and differences.

**Assessment:**

- Teacher evaluates worksheets.

**Next Steps:** Students examine headlines and other primary sources from the repeal of Prohibition.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Wet or Dry? What's on your mind?**

After conducting research on Prohibition, develop a monologue for each character as they answer the question, "How do you feel about Prohibition?"

	<p>Alcohol Bootlegger</p>
	<p>Member of Women's Christian Temperance Movement</p>
	<p>Prohibition agent</p>
	<p>Owner of a Beer Company</p>
	<p>Police Officer</p>

Image credits: Bootlegger and Police Officer: [www. exhibitions.library.temple.edu/.../03\\_med.jpg](http://www.exhibitions.library.temple.edu/.../03_med.jpg) ;Temperance movement member: [http://images.google.com/imgres?imgurl=http://www.emsah.uq.edu.au/awsr/Act\\_Centenary/](http://images.google.com/imgres?imgurl=http://www.emsah.uq.edu.au/awsr/Act_Centenary/) Prohibition agent: <http://www.squidoo.com/the-untouchables>; Jacob Ruppert: <http://images.google.com/imgres?imgurl=http://www.findagrave.com/>

**ECONOMICS: 101**

(This lesson requires 2 days)

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** What were the causes of the Great Depression?

**The Teaching Point:**

- Students will be able to understand key economic concepts and the interrelated nature of economics.

**Why/Purpose/Connection:** This lesson allows students to gain an understanding of how the economy impacts their lives. Students can then apply their new understanding of economics to the Great Depression.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *The Great Depression* (Stein)
  - *The Dirty Thirties* (Turck)
  - *The Great Depression* (Downing)
  - *The Great Depression* (Burgan)
  - *The Stock Market Crash of 1929*
- Websites:
- “School Sports Programs Fight to Stay Alive in a Struggling Economy.”  
[http://sportsillustrated.cnn.com/2008/writers/andy\\_staples/07/10/schools\\_economy/index.html](http://sportsillustrated.cnn.com/2008/writers/andy_staples/07/10/schools_economy/index.html)
- Four corner pass sheets
- Instant Message: Template for written conversation
- Post-it notes

**Model/Demonstration:**

Day 1

- Motivation: Teacher explains that students are going to use a four corner pass to preview an article from *Sports Illustrated*, “School Sports Programs Fight to Stay Alive in a Struggling Economy.” In a four corner pass, each student in a group begins by reading a piece of text and then comments upon it in one corner. After commenting, the student passes their paper so that each one of their peers/group member has read and commented on each of the selections.
- When each group member who started the activity has his or her original paper returned to them, teacher explains that the class will use this article to begin their study of economics. Groups then turn and talk about their predictions regarding the article.
- Teacher projects the first page of the article and asks students to notice features of the article. (Headline, images, captions.) Teacher asks students to discuss the choice of images. (It is an article from a sports based magazine, it invokes American culture, and it depicts activities that most Americans are familiar with.)

- Teacher begins a think aloud using the article while making notations on the article for students to see. Teacher reads headline and says, “The headline says the economy is struggling, why? Also, this article must make a connection between the economy and schools and in particular their sports programs. I wonder if the economy has an impact on other extracurricular activities.” Teacher continues reading the first paragraph and says, “Wow, Coach Cimino seems passionate about sports.” Finally the teacher reads aloud the second paragraph. Teacher says, “Now we are getting to some economics. Schools do not have enough money for the programs. Based on the headline, this must be because of the struggling economy. I wonder how the economy relates to the school’s budget?”

**Guided Practice:**

- Teacher then distributes the article and asks students to add one comment and one question to the first two paragraphs or to the headline.
- Teacher asks students to share their comments and questions.

**Independent Exploration:**

- Students participate in a jigsaw reading of the article. One student can finish the first section, and each of the other group members can read another section: Hidden Costs, Pay to Play, Possible Solutions.
- While reading students should be commenting and questioning in the margins.
- Upon completing their sections, students will share their comments/questions with their group and complete a three column group chart, Economics and Schools.

**Economics and Schools**

Problems	Possible Solutions	Questions

**Share/Closure:**

- Teacher instructs students to complete an exit slip with one comment and one question on economics.
- Teacher explains that students will use these questions to help them gain a better understanding of how the economy works.

**Assessment:**

- Teacher evaluates exit slips for understanding. Teacher individually addresses specific questions or may address the class as a whole if many students have similar misunderstandings or misconceptions.

**Model/Demonstration:**

Day 2

- Teacher asks students to use any prior knowledge from other experiences, as well as prior knowledge from the previous day’s article to complete the first column of a K-W-L chart in their notebooks. Teacher asks student groups to

- choose one piece of information to put on a post-it note and add to a class chart.
- Teacher explains that in order to study the Great Depression (as well as gain an understanding of current events regarding the economy), students need some basic understanding of economic concepts. Teacher refers to the previous day's article to remind students that the economy can have a direct impact on them.
  - Teacher explains that students are going to add specific information to their knowledge of the economy which they can then apply to the Great Depression and the economic crisis today. Teacher instructs students to turn and talk to a partner about what they would like to know or understand better about the economy and to then complete the W column. Teacher reminds students to think of any lingering questions from the previous day. Teacher asks each pair to add one post-it note to the W column of the class K-W-L chart.
  - Teacher explains that students are going to use texts to look for answers to their questions on the economy. Teacher explains that while students are looking for these answers they are going to begin a Language Collection chart of economic terms. *Note: Language collection provides students with an opportunity to think critically about difficult and specialized vocabulary. (More Tools for Teaching Content Literacy. Janet Allen. 2008)*
  - Teacher models the activity by choosing a question from the class K-W-L chart. Possible question, why does the stock market affect people who aren't invested in the stock market. Teacher thinks aloud, "I need to find a book that might answer this question. The book, *The Great Depression* (Gillam) has a section called 'The Stock Market Crash.' I am going to begin there. Teacher reads aloud p.2, 'The Stock Market Crash.' Teacher says, I think the words that are highlighted may be relevant to the economy; I am going to add them to the Language Collection chart. The stock market is where people invest money so I am going to put that in the money column. I am also going to put these terms in the 'then and now' column because people still invest in the stock market. And the crash was something that happened to the stock market so I'll put that there as well. As for my question, it mentions that Jane Yoder's father lost his job as a miner. That doesn't seem to be a job that is connected to the stock market and yet they have it in the section on the stock market crash. This seems to relate to my question."
  - Teacher asks students to turn and talk about why Jane Yoder's father's loss of a job as a miner may relate to the stock market crash. Teacher then instructs students to compose a sentence for the class L column on a post-it note and add it to the class chart.

**Independent Exploration:**

- Teacher instructs student groups to choose 3 questions to investigate using the trade books. Students should record their learning in the L column. Students should also comment on the text as they are reading using post-it notes. Teacher reminds students to make note of economic terms in the Language Collection chart.

**Model/Demonstration:**

- Teacher explains that students have been building their background knowledge to better understand economics. Teacher explains that students are going to apply that knowledge to a discussion of economics.
- Teacher asks students for examples of non-vocalized communication that they use frequently. Students may mention texting, IM-ing, email, social networking sites.
- Teacher explains that students are going to work with each other without any talking, as if they were having conversations online, using only written words. *Note: This activity, also known as a written conversation, provides a method for engaging all students in a ‘discussion’ while students hone writing skills. (Content Area Writing. Harvey Daniels, Steven Zemelman, and Nancy Steineke, 2007.)*
- Teacher models activity by writing the following question on the board, “What does economics have to do with me?” Teacher asks students to respond while teacher responds on chart paper. *Possible response: Economics matters to me because I want to be able to take care of myself. If I understand economics better I can use it to my advantage and make good financial decisions.* Teacher then explains that the next step would be to pass this written response silently to a group member, and that the group member will then respond to my response. Teacher asks students to write a response to the teacher’s model.

**Gr. 8 SS  
Exam Alert**

Provides practice with writing for both CRQs and DBQs .

**Guided Practice:**

- Teacher asks students to exchange their initial response with a partner.
- Teacher uses this as an opportunity to reinforce ground rules for the activity.

**Independent Practice:**

- Teacher assigns students to groups of four. Each group member should start with a different question. After each group member responds they will pass their sheet clockwise. Teacher should monitor time and instruct students when to pass on their sheets.
- When each group member has reviewed each paper, students review the responses they received. On the back of the sheet students will make a t-chart of interesting comments and lingering questions.
- The t-chart can serve as a guide for a small group discussion and then for a whole class discussion.

**Share/Closure:**

- Teacher instructs students to write either one comment or one lingering question on a post-it note for the class t-chart. Teacher may provide students an opportunity to continue their inquiry using the lingering questions. Teacher may refer back to the questions as students progress through the unit.

**Assessment:**

- Teacher evaluates post-it notes for understanding.

## School sports programs fight to stay alive in struggling economy



Mount Vernon (N.Y.) High boys' basketball coach Bob Cimmino has his work cut out for him raising funds to support the school's athletic programs. AP

Related Links

### Story Highlights

- A stagnant economy has forced school districts to rethink sports funding
- The surest way to keep sports afloat is to raise money to directly fund athletics
- Some schools are cutting varsity programs altogether to save money

Forget the wins, which hit 300 in February. Forget the four New York state public school titles in eight years. Of all the statistics Mount Vernon (N.Y.) boys' basketball coach **Bob Cimmino** keeps, he cherishes one the most. He's 82-for-85. In his time as the Knights' varsity coach, all but three of his players have gone on to college. Cimmino, a social studies teacher who counts Chicago Bulls star **Ben Gordon** as a program alum, considers sports a critical part of any high school's curriculum.

The Mount Vernon school board disagrees. Two weeks ago, the board eliminated funding for high school sports after a school budget tax levy failed for a second time, forcing the district to draft a \$187.4 million austerity budget that also required the elimination of 115 jobs -- 51 of them teaching positions. The decision left Cimmino, Knights football coach **Ric Wright** and the rest of Mount Vernon's coaches scrambling to raise the \$950,000 required to fund the athletic program for the 2008-09 school year. If they can't raise at least \$300,000 by August, the coaches said, Mount Vernon's fields and courts could be empty for a long time. Cimmino, a Mount Vernon native, doesn't want to imagine that possibility. "It'll be a devastating thing," he said.

More than 3,000 miles away in Alameda, Calif., coaches and athletes at Alameda and Encinal high schools received the same dire news in March. California's budget crunch had forced the Alameda school district to cut sports, music programs and advanced placement classes to the bone. But students at both high schools -- aware that the school district receives funding based on attendance -- demonstrated their might by **walking out of class** en masse. The attention garnered by the walkout probably saved the sports program; last month, a \$120 parcel tax passed by the slimmest of margins and saved funding for sports.

The situations in Mount Vernon and Alameda aren't isolated. Throughout the country, inflation, rising gas prices and a stagnant economy have forced school districts to rethink how they fund sports. Some have instituted or raised "user fees" that charge parents for their children to play. Some, such as Mount Vernon, have ordered schools to seek private funding. Meanwhile, others have started down a slippery slope of small cuts that can only lead to more drastic ones. If recent events are any indication, school-sponsored sports may soon be only a memory.

"The way everything is going, it could be a completely different landscape in a few years," said **Jay Stewart**, the athletic director at Florida's St. Lucie County. "High school athletics are in danger."

Last month, Stewart banned his football coaches from traveling more than 75 miles to an away game. He also said that after this year's contracts expire, schools must slice their regular-season football schedules to nine games. Other sports already had cut their seasons, but the idea of football cutting its schedule would have seemed heretical a few years ago. Stewart worries that soon, schools in Florida will have to seriously consider cutting junior varsity sports. Without that feeder system, Stewart said, varsity sports could find themselves on the chopping block as well.

Florida's troubles aren't difficult to trace. High gas prices have forced would-be tourists to stay home. Without those tourists, the state doesn't collect as much sales-tax revenue (Florida has no state income tax). With less revenue, the state has less available to give to school districts. Despite that, districts still must adhere to a state constitution amendment, passed by voters in 2003, that limits class size. With most of the money earmarked for the classroom, districts have struggled to pay for helmets, for volleyball nets or for gas to fill buses for away game trips. "It's the perfect storm," Stewart said. "It's the class-size amendment. It's the reduction in funding. It's the bad economy. All that hit at the same time."

## Hidden costs

Wright, the Mount Vernon football coach, shudders to think about what might happen if he can't raise enough money for his team to play this season. "Football really is the key to everyone else playing," Wright said. "If football doesn't play, nobody plays." And if no one plays, Wright isn't sure what's left for those students to do after school. "It's a tough town," Wright said. "Sports are the alternative."

Mount Vernon is a four-square-mile city in Westchester County bordered by the Bronx to the south, Yonkers to the west and New Rochelle to the east. According to the U.S. Census Bureau, Mount Vernon is, economically speaking, an average New York town. The median household income is \$41,128, while the state average is \$43,393. In Mount Vernon, 14.2 percent of the population lives below the poverty line, compared to 14.6 percent throughout the state. According to the FBI, however, Mount Vernon has a higher violent-crime rate than its neighbors. In 2005, the FBI counted 431.9 robberies per 100,000 people in Mount Vernon compared to 199.2 per 100,000 in the New York City metro area. Aggravated assaults (329.8 to 239.8) and gun assaults (54 to 17.6) also were more frequent in Mount Vernon than in New York City.

Mount Vernon Mayor **Clinton Young** knows the statistics. He also knows from experience how to avoid becoming one. Young's prowess on the track and in the classroom at Mount Vernon High helped pay his way to Morehouse College. Young, who has no say in how the school district allocates its funds, believes his office now must pick up the slack. He worries that if the athletic department can't raise the money, he'll have to pump more money into the police department and youth services. "These kind of programs teach these kids character," Young said. "They teach them to have self respect. And, just very bluntly, if we don't have sports, some of these kids are not going to school."

So to avoid throwing a significant portion of the town's high school population onto the street at 3:10 every afternoon, Young has launched the Save Our Sports program to help solicit private donations. Last month, the Bulls' Gordon traveled to Mount Vernon on a day's notice to help drum up support for the program. "I don't know where I'd be," Gordon said at a press conference to introduce the program, "without the support created by the Mount Vernon sports program... It kept us all off the streets."



Chicago Bulls guard Ben Gordon doesn't know where he would have been if he didn't play sports at Mount Vernon High.

Getty Images

In Grand Meadow, Minn., Grand Meadow High assistant wrestling coach **Jim Richardson** shares Young's belief that money not spent on sports eventually will be spent on law enforcement. Richardson has a unique perspective; he's also Grand Meadow's police chief. "I'd rather deal with them on the field or in the gym," Richardson said, "than at 2 a.m. in a cornfield." Recent budget cuts forced Grand Meadow to eliminate baseball, softball and golf. Richardson worries the cuts eventually will cost more than they save. "In America, it's all about investing," he said. "What do you want to invest in?"

Cutting sports also can turn a school into a ghost town. In March, California's Alameda Unified School District faced a mass exodus of athletes and honor students to other schools when the district decided to chop funding for sports and advanced placement classes. So the students decided to stage a mass exodus of their own to prove how valuable those programs were.

At California's Encinal High, which produced **Willie Stargell**, **Dontrelle Willis** and **Jimmy Rollins**, quarterback/safety/right fielder **Jonathan Brown** joined other student leaders in organizing a peaceful walkout that brought the district's two high schools to their knees for a day. Brown, the son of a police captain who is drawing football interest from Colorado and the Air Force Academy, said the students had to show the community how much the programs meant.

"We waited for everybody to get to school," Brown said. "At second period, everybody walked to the front of the school. A few people had bullhorns, saying we were going to walk all the way to the administrative offices to see the superintendent. That's on the other side of town, so it was a long walk."

Superintendent **Ardella Dailey** met with the students and explained that for the district to fund the programs, voters would have to pass Measure H, a \$120 tax hike paid by each property owner. For the next two months, students rallied to support the measure, but when the polls closed June 3, it appeared the measure had fallen just short of the two-thirds majority needed to pass it. But over the next few days, as the absentee ballots came in, the pendulum swung. The measure passed by 34 votes.

"Luckily it did," Brown said. "Because if it didn't pass, a lot of people were going to be leaving."



Alameda (Calif.) squares off against Encinal during last season's Island Bowl. In March, students from both schools walked out of class to protest budget cuts that would have eliminated funding for sports.

Ed Jay

## Pay to play

As money grows tighter for taxpayers across the nation, levies such as Measure H aren't going to save sports funding everywhere. To make matters worse, some districts have placed athletics on the sacrificial altar so many times in order to ram through a tax increase or to squeeze out additional funding, voters have begun to consider it an empty threat.

School sports turned into political football earlier this year in Manchester, N.H. In April, athletic director **Dave Gosselin** warned that the district might not be able to find funding for athletics in the \$140 million budget proposed by Mayor **Frank Guinta**. The mayor

argued that if the district used the money more efficiently, it could afford to fund sports. In an interview with the *Union-Leader*, one of Guinta's predecessors, a veteran of an earlier budget crunch, agreed.

"This is an exercise designed to whip the parents into a frenzy," former mayor **Raymond Wiezorek** told the paper. "It wouldn't occur to them to ever take a good look to see if there's another way to do things that might cost a little less. ... [Government] never makes the adjustments that a private business has to make to survive. In government, how do I survive? I send people a larger tax bill. I don't ever have to worry about changing anything."

In May, Manchester's school board approved a budget that would continue to fund athletics. But without additional tax dollars, what is a cash-strapped district to do? **Bob Kanaby**, the director of the National Federation of High School Associations, said schools in nearly 40 states charge students to play sports.

As the economy has faltered, those user fees have risen in many districts. Last September, *The Boston Globe* reported that 27 schools in metro Boston charged students to play sports. Fees ranged from \$75 per sport at North Middlesex Regional in Townsend, Mass., to \$250 a sport with a \$1,000 per family cap at Stoneham High, where a new garbage collection fee -- on top of the user fees - saved sports in 2007. In Brainerd, Minn., parents and coaches formed a foundation to fund Brainerd High's sports programs after the district eliminated funding. In spite of their efforts, parents will have to fork over \$380 a child in activity fees this school year. In Lakeville, Minn., a Twin Cities suburb, a failed tax levy forced a mid-year activity-fee hike from \$90 to \$230. Lakeville North High athletic director **Byron Olson** said the increase didn't affect team sports this past spring, but it did curb participation in individual sports such as track and tennis.

Olson worries that districts are pricing low-income families out of sports. Unlike other schools that charge user fees, Lakeville North has yet to raise enough money to create a fund that would allow poor students to have their fees waived. Olson fears the disparity will make an already obvious class system even worse. He also worries that some students may never try new sports because their parents aren't willing to spend the money.

"We're going to lose some students because they can't afford it," Olson said. "It goes against everything that we stand for."

User fees also introduce other issues. For instance, parents grow more frustrated when their child sits the bench. Didn't they pay so she could play? Also, coaches and school athletic directors turn into glorified accounts receivable clerks. They must track down every check and manage mountains of extra paperwork.

For these reasons, schools in much of the country have fought user fees, either by raising money to cover shortfalls or by convincing local governments to provide enough to keep them running. But when the money evaporates, some schools have no choice. The coaches at Mount Vernon in New York never wanted their athletes to have to pay. Now, they must consider the possibility. "It's on the table," Cimmino said.

## Potential solutions

The surest way to keep school sports afloat is to raise money that can directly fund athletic programs. Anyone who has ever eaten at a crab boil or had their car washed by a high school softball team knows most high school coaches are master fundraisers. But can they raise six- and seven-figure sums if they must forge ahead without public funding?

Wright, the Mount Vernon football coach, hopes he can. He has secured a \$25,000 donation from filmmaker **Jeff Cooney**, a former Mount Vernon resident who previously had spent that amount every year to provide academic coaches for the football team through

the National Football Foundation's Play it Smart program. The academic coaches have volunteered to work for free this year so Cooney could repurpose his donation.

Still, Wright knows he needs more than a few big donors. He'll take anything he can get to help Mount Vernon's teams play this year. He suggests that if 5,000 people gave up one night at the theater, the school could fund the entire sports program into the winter. Raising money for this year is the first challenge. Keeping the programs funded is another story entirely.

In Texas, where education funding has not risen with the level of inflation for three years, Plano athletic director **Gerald Brence** runs what might be as close to a recession-proof program as possible. Brence hopes that in a few years, his department can take in enough revenue in ticket sales to fund itself. He said that if home football games for his district's three high schools can draw between 8,000 and 10,000 fans, the district should come close to breaking even. That way, he said, the district could continue to provide the necessities -- fields, equipment, transportation, officials -- while leaving any extras to school booster clubs. "If they want to run through a giant, inflatable helmet," Brence said, "that's something the booster club would have to provide."

Of course, not all communities are as affluent or sports-crazy as Plano. In other areas, districts may have to raise private funds for endowments or find more creative ways to get public funding. One potential solution is a tax-credit program. At Red Rock High in Sedona, Ariz., parents must pay a participation fee (\$400 per family maximum) for their children to play sports. But those who pay the fee are eligible to receive a credit on their state income tax return. So they pay the same tax bill they normally would, but those dollars get earmarked for a program those taxpayers consider vital to their community.

At Mount Vernon, coaches and civic leaders will examine every option. The coaches already have offered to work for free, and they'll spend most of their free time fundraising to save the athletic program. Though the odds are against them, Cimmino, Wright and the other Mount Vernon coaches believe they can beat the buzzer and play this season.

"I promise," Cimmino said, "I'll have a big smile on my face in August watching coach Ric yell at his players."

[http://sportsillustrated.cnn.com/2008/writers/andy\\_staples/07/10/schools.economy/index.html](http://sportsillustrated.cnn.com/2008/writers/andy_staples/07/10/schools.economy/index.html)

## DAY 1 EXIT SLIP

Economics 101	
Comment	Question

**Language Collection: Economics****Directions:** Compile and sort words relating to economics. Include a brief definition, synonym, or symbol for each word.

Words relating to people	Words relating to money
Words that were important then and are important now	Words that I don't understand

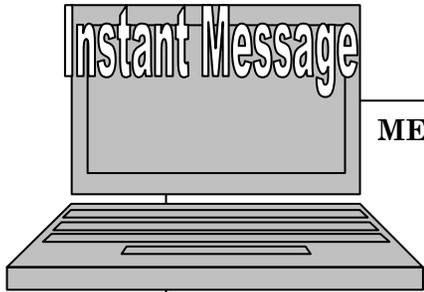


Image  
from  
an  
article

HEADLINE: **School sports programs fight to stay alive in struggling economy**

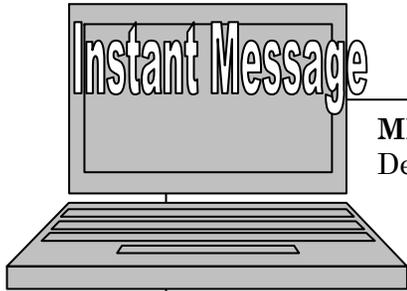
Excerpt:  
If they can't raise at least \$300,000 by August, the coaches said, Mount Vernon's fields and courts could be empty for a long time. Cimmino, a Mount Vernon native, doesn't want to imagine that possibility. "It'll be a devastating thing," he said.

**Lead paragraph:** Forget the wins, which hit 300 in February. Forget the four New York state public school titles in eight years. Of all the statistics Mount Vernon (N.Y.) boys' basketball coach **Bob Cimmino** keeps, he cherishes one the most. He's 82-for-85. In his time as the Knights' varsity coach, all but three of his players have gone on to college. Cimmino, a social studies teacher who counts Chicago Bulls star **Ben Gordon** as a program alum, considers sports a critical part of any high school's curriculum.



**MESSAGE:** Economics is ....

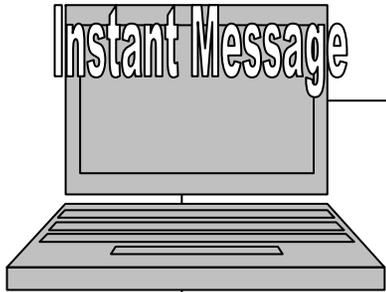




**MESSAGE:** If the crash caused the Depression, what caused the crash?

A large, empty rectangular box with a black border, intended for student responses to the message. It is positioned on the left side of the page, below the laptop illustration and the message text.

A large, empty rectangular box with a black border, intended for student responses to the message. It is positioned on the right side of the page, to the right of the first response box.



**MESSAGE:** Credit seems to get people in trouble. During the Great Depression people bought stock “on margin” or with credit. Nowadays people bought houses with too much credit. Is credit the problem?

A large empty rectangular box, divided into two horizontal sections by a single line, intended for student responses.

A large empty rectangular box, divided into two horizontal sections by a single line, intended for student responses.



**MESSAGE:** Why do you think a crisis in the stock market has an impact on so many people? How could it have caused the Great Depression? How does it relate to the recession today?

A large, empty rectangular box with a black border, intended for student responses to the message. It is positioned to the left of the main response area.

A large, empty rectangular box with a black border, intended for student responses to the message. It is the main response area on the page.

## THE GREAT DEPRESSION: WORD SORT

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** What were the causes of the Great Depression?

**The Teaching Point:**

- Students will develop background knowledge about why the United States experienced the Great Depression.

**Why/Purpose/Connection:** This lesson investigates how the United States economy plummeted following the 1929 Stock Market Crash.

**Materials/Resources/Readings:**

- Titles from trade book text set:
  - *The Stock Market Crash of 1929*
  - *The Great Depression-20<sup>th</sup> Century Perspectives*
  - *The Great Depression-We The People*
  - *The Great Depression-The Awards*
  - *Hard Times*
- The Great Depression Word Sort graphic organizer

**Model/Demonstration:**

- Motivation: Teacher posts famous headline from the magazine Variety. “Wall Street Lays an Egg.”  
<http://www.variety.com/index.asp?layout=variety100&content=jump&jump=article&articleID=VR1117921937>. Teacher asks students to briefly write or draw what this headline makes them think of.
- Teacher explains that this was a headline from October 30<sup>th</sup>, 1929, the week the stock market crashed. Teacher explains that as the class has seen, the crash sparked the depression. Teacher explains that students are going to look deeply at the causes of the Great Depression and try to figure out what conditions led to the crash and what other factors were involved.
- Teacher provides students with a Word Sort graphic organizer. Students create categories using the listed vocabulary words, then place create an appropriate title for each category. *Note: The word sort activity helps students activate background knowledge. (Tools for Teaching Content Literacy. Janet Allen, 2004.)*
- Teacher instructs students to choose one column of words to create a prediction about a cause of the Great Depression. *Note: By making a prediction, students set a purpose for their reading.*
- Teacher instructs student groups to share their predictions and create a list of possible causes.
- Teacher then explains that students will read about the causes of the Great Depression and check their prediction and their categories.

Gr. 8 SS  
Exam Alert

Provides  
practice  
analyzing a  
primary  
source  
headline.

**Independent Exploration:**

- Students read a selection on the causes of the Great Depression and list the causes they discover. (Students within the same group should read selections from different trade books to provide the broadest perspective.)
- Student groups then participate in a write around on the causes of the Great Depression. *Note: This activity, also known as a written conversation, provides a method for engaging all students in a ‘discussion’ while students hone writing skills. (Content Area Writing. Harvey Daniels, Steven Zemelman, and Nancy Steineke, 2007.)* Each student begins a letter discussing causes of the Great Depression, or one cause in particular. Students pass their letters, reacting and reflecting on their classmates’ thoughts until they receive their original letter. Students evaluate their letter.
- Student groups use their letters to compile a list of the causes of the Great Depression.
- Student groups check their predictions and their categories against their new list based on their reading.

**Differentiation:**

- Extra support: Teacher can give students the categories for their graphic organizer.

**Share/Closure:**

- Student groups share one word they feel is instrumental to understanding the causes of the Great Depression and place the word onto the class word wall.

**Assessment:**

- Teacher evaluates list of causes of the Great Depression.

**Next Steps:**

- Students explore the economics of a depression.

**Selections on the Causes of the Great Depression**

Titles	Author	Pages	copies
<i>The Great Depression</i>	David Downing	10-13	3
<i>The Great Depression</i>	Scott Gillam	2-4	3
<i>The Great Depression</i>	Elaine Landau	5-9	3
<i>Great Depression</i>	Nathaniel Harris	8-14	3
<i>Growing Up in the Great Depression 1929 to 1941</i>	Amy Ruth	7-8	2
<i>Hard Times</i>	Scott Gillam	2-4	3
<i>America in the Time of Franklin Roosevelt</i>	Sally Senzell Isaacs	8-9	6
<i>Children of the Dust Bowl</i>	Jerry Stanley	3-10	2
<i>Kids Discover: The Great Depression</i>		2-5	18
<i>The Stock Market Crash of 1929</i>	Scott Ingram	6-13, 14-23	6
<i>The Dirty Thirties</i>	Sean Price	4-5	3

**The Great Depression  
Word Sort Predictions**

--	--	--	--	--

**unemployment**  
**margin**  
**economy**  
**Black Tuesday**  
**Calvin Coolidge**  
**interest rates**  
**Federal Reserve**  
**U.S. Steel**  
**Herbert Hoover**  
**credit**  
**depression**

**stock market crash**  
**tariff**  
**General Electric**  
**monopoly**  
**farms**  
**Montgomery Ward**  
**taxes**  
**Dow Jones**  
**Bear Market**  
**speculating**



<http://z.about.com/d/politicalhumor/1/0/I/B/2/bad-news-bear-market.jpg>

**THE AMERICAN EXPERIENCE: THE GREAT DEPRESSION**

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** What impact did the Great Depression have on daily life?

**The Teaching Point:**

- Students will interpret photographs to gather information and develop questions about the Great Depression.

**Why/Purpose/Connection:** This lesson is designed to follow the students' study of the causes of the Great Depression. It introduces students to the daily struggles of people during the Depression. Photographs provide powerful and memorable images to add to students' growing background knowledge.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Children of the Dust Bowl*
  - *The Dirty Thirties (Price)*
  - *The Dirty Thirties (Turck)*
  - *The Dust Bowl*
  - *The Great Depression (Landau)*
  - *The Great Depression (Stein)*
  - *Growing Up in the Great Depression*
  - *Hoping for Rain*
  - *Life in the Dust Bowl*
- Getting the Most from Photographs graphic organizers
- Chart paper

**Model/Demonstration:**

- Motivation: Teacher projects or shares copies of photograph of Oklahoma farmer and son from *Children of the Dust Bowl*, page 7. Teacher asks students for their first impressions after viewing this photograph. Questions can include: What do you see in this photograph? What is each person in the photo doing? Where do you think this photo takes place? How do you think the people in this photo feel?
- Teacher gives context for the activity: "This farmer and his son lived in Oklahoma during the Dust Bowl of the 1930s. We've learned about what caused the Great Depression, but the economic problems of the depression were made even worse when there was a major drought in the Midwest." Teacher can clarify the meaning of *drought* if necessary. "Farmers struggled to survive and feed their families. We're going to find out more about the everyday lives of the farmers and other people who suffered during this time."
- Teacher explains the activity: "We'll use photographs like this one to gather information about the Dust Bowl and life during the Great Depression to develop

**Gr. 8 SS  
Exam Alert**

Provides  
practice  
analyzing  
images.

questions that we can research later in this unit. We'll use a graphic organizer to collect our findings."

- Teacher distributes copies of chart and leads class in completing the first entry based on the shared photograph. *Note: The graphic organizer "Getting the Most from Photographs" requires students to closely examine photographs and to see their value in the context of the surrounding content. It also facilitates further inquiry by encouraging questioning. (From More Tools for Teaching Content Literacy by Janet Allen, 2008.)*
- While modeling, teacher explains that the 'first impressions' column is for the first ideas or thoughts that pop into your head. The next column should list facts that can be learned from the photo, the caption, and the paragraphs written near the photograph. The last column should include historical questions about the photo.
- Example of teacher's model chart:

Book Title, page number	First impressions/ responses	Facts from the picture and surrounding text	Photo makes me wonder...
<i>Children of the Dust Bowl</i> , p. 7	<ul style="list-style-type: none"> <li>• Looks sandy like a desert or beach</li> <li>• Man has a "cowboy hat"</li> <li>• There's a cow like on a farm</li> </ul>	<ul style="list-style-type: none"> <li>• There were major dust storms in Oklahoma.</li> <li>• Dust drifted so high that it buried fences.</li> <li>• Dust even drifted into houses.</li> </ul>	How did farmers survive if they couldn't grow crops in the dust?

#### Guided Practice:

- Teacher instructs student groups to choose a photograph and fill in the next row.
- Teacher asks student groups to share their image and their responses to check for understanding of the assignment.

#### Independent Exploration:

- Teacher directs students to use the trade books to select images to complete their own charts, making entries for at least five different photographs.
- After completing entries, students share their findings in small groups, collecting and recording "Facts from the picture and surrounding text" and "Photo makes me wonder..." in a T-chart on chart paper.
- Teacher circulates, answering questions and giving feedback as students complete entries and charts.

#### Differentiation:

- Challenge: Students can analyze the intentions of the photographers: How and why did they choose their subjects? Are there examples of irony in the photographs?

#### Share/Closure:

- Students post their charts at the front of the room.
- Students examine the charts and find common facts and questions.

**Assessment:**

- Teacher evaluates Getting the Most from Photographs.
- Teacher evaluates small group assignment for completeness of charts, quality of work and level of cooperative work.

**Next Steps:**

- Students examine the daily lives of different people living in the Great Depression.
- Students study the governmental responses to the Dust Bowl and Great Depression.
- Enrichment: Students can research the life and work of Dorothea Lange. Her work might be compared to that of Lewis Hine during the Age of Industrialization.

### GETTING THE MOST FROM PHOTOGRAPHS

Use the trade books to locate photographs of the Great Depression. For each photograph that you find, make an entry in the chart below. List the book's title and the page number of the photograph in the first column, and then add your responses to the photo completing the chart left to right.

Book Title, page #	First impressions/ responses	Facts from the photo and surrounding text	Photo makes me wonder...
<i>Children of the Dust Bowl</i> , page 7	<ul style="list-style-type: none"> <li>• Looks sandy like a desert or beach</li> <li>• Man has a "cowboy hat"</li> <li>• There's a cow like on a farm</li> </ul>	<ul style="list-style-type: none"> <li>• There were major dust storms in Oklahoma.</li> <li>• Dust drifted so high that it buried fences.</li> <li>• Dust even drifted into houses.</li> </ul>	How did farmers survive if they couldn't grow crops in the dust?

**LIFE IN THE GREAT DEPRESSION FROM DIFFERENT POINTS OF VIEW**

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** What impact did the Great Depression have on daily life?

**The Teaching Point:**

- Students will research the impact of the Great Depression on various Americans in order to understand and express the experience of a historical figure.

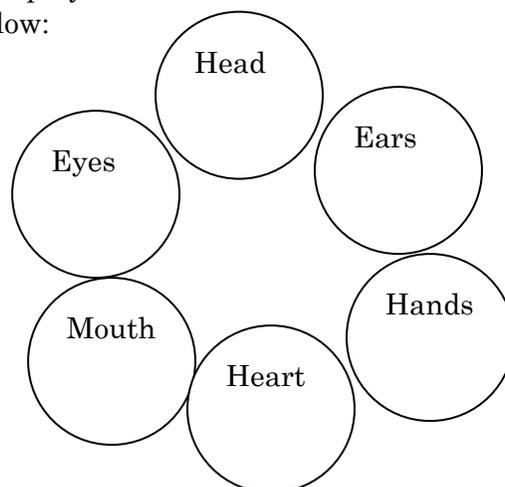
**Why/Purpose/Connection:** After building their background knowledge by analyzing Great Depression-era images, students will gather specific information on the daily lives of Depression-era Americans.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *America in the Time of Franklin Delano Roosevelt*
  - *Children of the Dust Bowl*
  - *The Dirty Thirties* (Price)
  - *The Dirty Thirties* (Turck)
  - *The Dust Bowl*
  - *The Great Depression* (Burgan)
  - *The Great Depression* (Downing)
  - *Growing Up in the Great Depression*
  - *Hard Times*
  - *Life in the Dust Bowl*
  - *The Stock Market Crash of 1929*
- Point-of-View Note Taking Guide
- Point-of-View Guide graphic organizer
- Compare and Contrast graphic organizers

**Model/Demonstration:**

- Motivation: Teacher projects onto screen or draws onto chart paper a point-of-view guide, as shown below:



Teacher explains that the point-of-view guide allows us to imagine life from another's perspective. Teacher invites students to take the perspective of a familiar adult in a scenario (e.g. Derek Jeter at bat at Yankee Stadium, Barack Obama giving a speech in Washington, Katie Couric delivering the evening news; teacher may choose another scenario based on student interest). Then, students fill in the chart: What does the person think? See? Hear? Taste? Do? Feel? Teacher completes the chart based on the students' suggestions.

- Teacher adds context for the activity: "It can be exciting to imagine experiencing the world through another person's eyes. Even though we're in the same city, someone in (another New York City neighborhood) lives differently from (students' neighborhood). Even though you live in the same house, the other people in your family have their own lives. In the same way, historians often try to find out how different people experienced the same historical event. We've already learned a little bit about the Great Depression, but we're going to spend some time examining the lives of specific people who lived through and experienced the Great Depression. We'll use the Point-of-View Guides to help us." *Note: The Point-of-View Guide, promotes retention of information by requiring students to process a historical scenario through the different senses. (More Tools for Teaching Content Literacy, Janet Allen. 2008.)*
- Teacher explains the activity: "Each group will be assigned the role of a different Depression-era American. It will be your job to investigate this person's life. Then, each of you will complete a point-of-view guide in which you imagine that you're actually speaking from your assigned person's perspective. Finally, you'll get a chance to be the character in an interview (role-play) activity."
- Teacher distributes copies of Point-of-View Note Taking Guide. On prepared transparency or chart paper, teacher models note taking for the role of "Dust Bowl Farmer," using *The Dust Bowl*, p. 18-25, as a source. For example: "On page 19, it says, 'People called the dust storms black blizzards. The dust swirled up in huge black clouds. 'You couldn't even tell where the sun was,' a farm woman recalled.' So, where it says 'Eyes' on the chart, I can write, 'I see black clouds that blocked out the sun.'"

#### **Guided Practice:**

- Teacher invites students to find further information about the Dust Bowl in books on their tables, then to share it with the class. Teacher notes students' findings in model note taking chart.
- Teacher then assigns a different role to each group/table. Teacher reminds students to refer back to their "I wonder" questions from the previous lesson to help guide their reading.
- Teacher directs students to begin research on their assigned historical figure, keeping in mind that they will soon need to write and act as if they themselves are this figure.

#### **Independent Exploration:**

- Students complete research on their assigned historical figure.

- While working individually, students may ask questions of their peers and teacher as necessary.
- Teacher circulates, answering questions and giving feedback as students complete research.

**Model/Demonstration:****Day 2**

- After students complete their research, teacher reconvenes class to discuss the “Point-of-View Guide.”
- Teacher models the completion of the “Point-of-View Guide” for the role of “Dust Bowl Farmer.” For example: “Based on my research on what the farmer saw, I can write this in ‘Eyes’: ‘Sometimes the sky is so dark with dust that I can barely see. I have to watch my wife and children walk around with cloths tied around their faces so they don’t inhale all the dust. My machines are coated with dirt, and many of my cattle are visibly having trouble breathing.’”
- Teacher explains that, once the point-of-view guides are complete, students will play the roles of their assigned historical figures by having conversations with other students in the classroom.
- Teacher then models the role playing process with a student: “I’m playing the role of a Dust Bowl farmer, and I will talk to (student name), who is taking the role of a failed stockbroker. I ask him, ‘How’s the Great Depression affecting you?’ And he might tell me, ‘I had a great job and a nice New York City apartment until the stock market crashed. Now I can’t pay rent, I’m out on the street and standing in bread lines just to get my next meal.’ The conversation might go on like that, and after a minute, I’ll stop and think, ‘How is this stockbroker’s experience similar to and different from mine? He’s not making enough money, he can’t afford to feed himself—those are similarities. But he’s homeless, while I own my farmhouse (for now). He can walk down the block to get food handouts, while it’s really hard for me to get food anywhere. Those are differences.’ Then I write those in my chart and move on to talk to someone else.”

**Guided Practice:**

- Teacher directs students to use their notes to complete Point-of-View guide.
- Teacher circulates, answering questions and giving feedback as students complete guides.
- Teacher distributes copies of the Compare and Contrast sheet and explains the directions at the top of the page. Teacher also projects on-screen or makes a model using chart paper.
- After students have completed their point-of-view guides, teacher reconvenes class and asks two pre-selected students to model the role playing activity for the class.
- After the role-play, students who observed the role play should express what new insights were gained after seeing the role-play.
- Teacher instructs students to complete similarities and differences for one of the characters presented and their own character. Teacher allows a few students to share their ideas.
- Teacher sets ground rules for students during the role play. (For example, walk, do not interrupt, speak quietly)

**Independent Exploration**

- Students participate in role play and complete their compare and contrast guide.

**Differentiation:**

- Challenge: Students can find direct quotes from Depression-era Americans in the texts and observe the diction and word choices of the people to help them write using the authentic voice of their historical figure.

**Share/Closure:**

- Teacher leads a brief discussion, asking students to volunteer the similarities and differences they found during the role play activity.

**Assessment:**

- Teacher circulates during independent work to assess student understanding.
- Teacher evaluates notes, point-of-view guide, and role plays.

**Next Steps:**

- Students compare their findings about Depression-era Americans with the lives of Americans in today's recession.
- Enrichment: Students can write a short historical fiction story about the individual they have researched and role-played.

## ROLE CARDS

<p style="text-align: center;"><b>Child of a Dust Bowl Farmer</b></p> <p>You are a 12-year-old from Oklahoma. Your family had a successful farm, but you are now the victims of the Great Depression and the drought in the Midwest.</p>	<p style="text-align: center;"><b>Failed Stockbroker</b></p> <p>You worked on Wall Street when the stock market crashed in 1929. Now you are unemployed, unmarried, and living in New York City.</p>
<p style="text-align: center;"><b>Bonus Army Veteran</b></p> <p>Because you fought in World War I, you are owed a bonus from the U.S. government in 1945. With many other army veterans, you protest for immediate payment of your bonus. You currently live in Maryland.</p>	<p style="text-align: center;"><b>Unemployed “Hooverville” Resident</b></p> <p>You have a spouse and four children. None of you have had jobs for over a year. Because you lost your house when you couldn’t pay your mortgage, you had to move into a “Hooverville.”</p>
<p style="text-align: center;"><b>Wife of an Unemployed Salesman</b></p> <p>Your husband worked for a company that went bankrupt after the stock market crash. You live in Boston, Massachusetts. You have five children and your savings are running out.</p>	<p style="text-align: center;"><b>Unemployed African-American New Yorker</b></p> <p>You recently moved from a Southern farm to New York in hopes of finding work. You had a job briefly, but were the first person fired at your company when the economy failed.</p>

<p style="text-align: center;"><b>Child of a Dust Bowl Farmer</b></p> <p>You are a 12-year-old from Oklahoma. Your family had a successful farm, but you are now the victims of the Great Depression and the drought in the Midwest.</p>	<p style="text-align: center;"><b>Failed Stockbroker</b></p> <p>You worked on Wall Street when the stock market crashed in 1929. Now you are unemployed, unmarried, and living in New York City.</p>
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### POINT-OF-VIEW NOTE TAKING GUIDE

**ROLE:** \_\_\_\_\_

Use different books to complete the graphic organizer below. Look for details in each of the categories listed on the left, and write the details on the right. Be sure to note the source where you found each piece of information in the source list at the bottom of the page.

<b>Head:</b> (what the historical figure thinks or knows)	
<b>Eyes:</b> (what the historical figure sees)	
<b>Ears:</b> (what the historical figure hears)	
<b>Mouth:</b> (what the historical figure eats)	
<b>Hands:</b> (what the historical figure does—at work and/or in spare time)	
<b>Heart:</b> (how the historical figure might feel emotionally or spiritually)	
<b>Other Background Information</b>	

Title \_\_\_\_\_ Pg. numbers: \_\_\_\_\_  
 Title \_\_\_\_\_ Pg. numbers: \_\_\_\_\_

**POINT-OF-VIEW GUIDE****ROLE:** \_\_\_\_\_

Based on your notes, respond to these questions from the point of view of your assigned historical figure. Be sure to use the historical vocabulary that your figure would use to describe his situation.

**Head:**

What are you thinking about?  
What decisions do you need to make? What are you most concerned about?

**Eyes:**

What do you see around you?  
How is your environment different from before the Great Depression?

**Ears:**

What are you hearing? What do your friends and family say to you? What do you hear on the radio?

**Heart:**

How do you feel about your life in the Great Depression? What are your hopes and dreams? Do you believe in them?

**Mouth:**

What do you eat? How has your diet changed since the depression began?

**Hands:**

What work do you do? Do you have a job? What do you do in your spare time?

**COMPARE AND CONTRAST**

You will walk around the room playing the role of your assigned historical figure. Find at least one person who is playing each of the other roles. Ask each person about their experiences during the Great Depression. You can ask questions like, “What have you seen? What have you been doing? What are you thinking and feeling as the depression goes on?” In the chart below, write down ways in which your historical figure’s experiences are similar to and different from those of each person you talk to. *Note: On this chart, you don’t need to fill in the row for your historical figure.*

<b>Role</b>	<b>Similarities to my historical figure’s experience</b>	<b>Differences from my historical figure’s experience</b>
Child of a Dust Bowl Farmer		
Failed Stockbroker		
Bonus Army Veteran		
Unemployed “Hooverville” Resident		
Wife of an Unemployed Salesman		
Unemployed African-American New Yorker		

## UNEMPLOYMENT: NOW AND THEN

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** How did the Great Depression impact daily life?

**The Teaching Point:**

- Students will learn how individual Americans dealt with unemployment during the Great Depression.

**Why/Purpose/Connection:** By connecting unemployment during the Great Depression to today's recession, this lesson shows students the immediate relevance and practical nature of their historical study.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *America in the Time of Franklin Delano Roosevelt*
  - *Children of the Dust Bowl*
  - *The Dirty Thirties (Price)*
  - *The Dirty Thirties (Turck)*
  - *The Dust Bowl*
  - *The Great Depression (Burgan)*
  - *The Great Depression (Downing)*
  - *The Great Depression (Gillam)*
  - *The Great Depression (Landau)*
  - *The Great Depression (Stein)*
  - *Growing Up in the Great Depression*
  - *Hard Times*
  - *Hoping for Rain*
  - *Life in the Dust Bowl*
  - *The Stock Market Crash of 1929*
- Websites:
  - [http://www.nytimes.com/2009/11/20/business/20mortgage.html?\\_r=1&ref=economy](http://www.nytimes.com/2009/11/20/business/20mortgage.html?_r=1&ref=economy)
  - <http://www.nytimes.com/2010/01/03/business/economy/03experience.html>
  - <http://projects.nytimes.com/living-with-less>
  - <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1880383,00.html>
- Double-Entry Journal graphic organizers
- Copies of news articles about people coping with the current recession

**Model/Demonstration:**

Day 1

- Motivation: Teacher provides each group with a copy of the line graph from page 45 called "Patterns of Unemployment 1929-39" (*The Great Depression* by Downing), taped in the center of a piece of large chart paper. Teacher directs student groups to examine the graph and to look for important information. They will then write what they notice in the margins of the chart paper. Each student can use a different color marker. Groups should create a key to identify the students based on which color

was used. *Note: This activity, a collaborative annotation, provides students an opportunity to leave evidences of their dialogue that is focused on a particular topic. If this is the first time that this strategy is being employed, teacher may want to begin with a “fish bowl” model using a different graph. Teacher may also move from group to group adding comments using a particular marker color. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke, 2007.)*

- Teacher can display some or all of the following guiding questions:
  - When was the level of unemployment highest in the United States? What was the level of unemployment at that point?
  - For how long did unemployment remain around 20 percent?
  - What do you imagine the United States would be like if unemployment was between 20 and 25 percent? How would people feel?
  - What challenges would Americans face if they were unemployed?
  - How would they deal with these challenges?
  - How might their community help them deal with their struggles?
- Teacher gives context for the activity: “You’ve learned about what different Americans faced during the Great Depression. Today, we’re going to spend more time thinking about how individual people and their communities dealt with unemployment and its effects. Then, we’ll be able to make connections to the problems that people face in today’s recession.”
- Teacher explains the activity: “We’ll start by gathering information about the effects of unemployment on life in the Great Depression, and we’ll do that using a Double-Entry Journal.” *Note: The Double-Entry Journal is a flexible tool that allows teachers to help their students focus on particular matters of content during reading. (More Tools for Teaching Content Literacy, Janet Allen. 2008.)*
- Teacher distributes copies of the chart and models the use of the Double-Entry Journal with an excerpt from *The Dirty Thirties (Turck)*. Teacher reads aloud from page 19 and then thinks aloud while completing the chart.
- Example of the chart teacher can use to model the activity:

Book Title, page #	Unemployment caused problems like...	People dealt with and found solutions to these problems by...
<i>The Dirty Thirties (Turck)</i> , page 19	People in Seattle didn’t have enough money to buy food, pay rent, or buy things for their families.	Forming the Unemployed Citizens’ League: UCL members bartered for things like food and car repair. They defended people who were evicted from homes.

#### Guided Practice:

- Teacher leads student groups in finding a text and completing a row of the chart. Teacher points out student groups who have found appropriate texts and asks successful students to share their completed chart entries.

#### Independent Exploration:

- Teacher directs students to individually complete their own charts, making entries based on several different texts.

- While working individually, students ask questions of their peers and teacher as necessary.
- Teacher circulates, answering questions and giving feedback as students complete entries and charts.

**Model/Demonstration:**

## Day 2

- When students have completed the Double-Entry Journal, teacher reconvenes the class and explains that students will use what they've learned to analyze the present economic recession. Teacher explains that students will identify similarities and differences between the effects of unemployment during the Great Depression and today.
- Teacher distributes copies of selected news articles that describe people's ways of coping with unemployment during the economic crisis. Many appropriate articles can be found through the *New York Times* web feature, "Living With Less," (<http://projects.nytimes.com/living-with-less> or the economics section, <http://www.nytimes.com/pages/business/economy/index.html>).
- Using a model article, teacher demonstrates active reading strategies. Teacher directs students to underline text that describes an experience similar to that of unemployed people during the Great Depression. Teacher directs students to make a wavy line under text that describes experiences that are different from those of people during the depression. For example, teacher would draw a straight line under a description of a person in danger of eviction. Teacher would draw a wavy line under a description of a person who stops buying books on Amazon.com and uses the public library's web request service to borrow books instead.
- Use multiple articles to gain a broader perspective.

**Independent Exploration:**

- Teacher directs students to read articles individually or in pairs, underlining as they read.
- Teacher circulates, answering questions and providing feedback.

**Differentiation:**

- Teacher can choose news articles based on student reading level. (Samples included.)
- Challenge: Students can find their own news articles about the recession, using the Internet and newspapers as research sources.

**Share/Closure:**

- Students complete a journal response to the following prompt:
  - You've learned about many ways that people saved money and supported each other during difficult times. Do you think you could apply any ideas to your own life? How?

**Assessment:**

- Graphic organizers and notated articles can be graded for historical accuracy and depth of content.

**Next Steps:**

- Students learn about the government's responses to the unemployment crisis during the Great Depression.
- **Enrichment:** Students create plan for an organization that would help the victims of recession in their neighborhood.

**DOUBLE-ENTRY JOURNAL****TOPIC: UNEMPLOYMENT DURING THE GREAT DEPRESSION**

Book Title, page #	Unemployment caused problems like...	People dealt with and found solutions to these problems by...

Sample Articles:

### **U.S. Mortgage Delinquencies Reach a Record High**

[http://www.nytimes.com/2009/11/20/business/20mortgage.html?\\_r=1&ref=economy](http://www.nytimes.com/2009/11/20/business/20mortgage.html?_r=1&ref=economy)

By [DAVID STREITFELD](#)

Published: November 19, 2009

The economy and the stock market may be recovering from their swoon, but more homeowners than ever are having trouble making their monthly mortgage payments, according to figures released Thursday.

Homeowners needing mortgage advice and revisions flocked to an event with the Neighborhood Assistance Corporation of America at the Cow Palace in Daly City, Calif., last month.

Nearly one in 10 homeowners with mortgages was at least one payment behind in the third quarter, the [Mortgage Bankers Association](#) said in its survey. That translates into about five million households.

The delinquency figure, and a corresponding rise in the number of those losing their homes to foreclosure, was expected to be bad. Nevertheless, the figures underlined the level of stress on a large segment of the country, a situation that could snuff out the modest recovery in home prices over the last few months and impede any economic rebound.

Unless foreclosure modification efforts begin succeeding on a permanent basis — which many analysts say they think is unlikely — millions more foreclosed homes will come to market.

“I’ve been pretty bearish on this big ugly pig stuck in the python and this cements my view that home prices are going back down,” said the housing consultant Ivy Zelman.

The overall third-quarter delinquency rate is the highest since the association began keeping records in 1972. It is up from about one in 14 mortgage holders in the third quarter of 2008.

The combined percentage of those in foreclosure as well as delinquent homeowners is 14.41 percent, or about one in seven mortgage holders. Mortgages with problems are concentrated in four states: California, Florida, Arizona and Nevada. One in four people with mortgages in Florida is behind in payments.

Some of the delinquent homeowners are scrambling and will eventually catch up on their payments. But many others will slide into foreclosure. The percentage of loans in foreclosure on Sept. 30 was 4.47 percent, up from 2.97 percent last year.

In the first stage of the housing collapse, defaults and foreclosures were driven by subprime loans. These loans had low introductory rates that quickly moved to a level that was beyond the borrower's ability to pay, even if the homeowner was still employed.

As the subprime tide recedes, high-quality prime loans with fixed rates make up the largest share of new foreclosures. A third of the new foreclosures begun in the third quarter were this type of loan, traditionally considered the safest. But without jobs, borrowers usually cannot pay their mortgages.

"Clearly the results are being driven by changes in employment," Jay Brinkmann, the association's chief economist, said in a conference call with reporters.

In previous recessions, homeowners who lost their jobs could sell the house and move somewhere with better prospects, or at least a cheaper cost of living. This time around, many of the unemployed are finding that the value of their property is less than they owe. They are stuck.

"There will be a lot more distressed supply entering the market, and it will move up the food chain to middle- and higher-price homes," said Joshua Shapiro, chief United States economist for MFR Inc.

Many analysts say they believe that foreclosures, instead of peaking with the unemployment rate as they traditionally do, will most likely be a lagging indicator in this [recession](#). The mortgage bankers expect foreclosures to peak in 2011, well after unemployment is expected to have begun falling.

There was one sliver of good news in the survey: the percentage of loans in the very first stage of default — no more than 30 days past due — was down slightly from the second quarter. If that number continues to decline, at least the ranks of the defaulted will have peaked.

"It's arguably a positive, but it doesn't undermine the fact that there are still five or six million foreclosures in process," Ms. Zelman said.

The number of loans insured by the [Federal Housing Administration](#) that are at least one month past due rose to 14.4 percent in the third quarter, from 12.9 percent last year. An additional 3.3 percent of F.H.A. loans are in foreclosure.

The mortgage group's survey noted, however, that the F.H.A. was issuing so many loans — about a million in the last year — that it had the effect of masking the percentage of problem loans at the agency. Most loans enter default when they are older than a year.

When the association removed the new loans from its calculations, the percentage of F.H.A. mortgages entering foreclosure was 30 percent higher.

The association's survey is based on a sample of more than 44 million mortgage loans serviced by mortgage companies, commercial and savings banks, credit unions and others. About 52 million homes have mortgages. There are 124 million year-round housing units in the country, according to the [Census Bureau](#).

February 18, 2009

## A Helping Hand

Food banks deliver food and help feed families

BY TFK KID REPORTER ELEANOR KORUM

[HTTP://WWW.TIMEFORKIDS.COM/TFK/KIDS/NEWS/STORY/0,28277,1880383,00.H  
TML](http://www.timeforkids.com/TFK/KIDS/NEWS/STORY/0,28277,1880383,00.HTML)

Every day, putting food on the table is a challenge for many Americans. They worry that they won't be able to feed their families. The slowing economy, increasing unemployment and rising food prices are contributing to the growing number of people who need help. The nation's food banks are rising to the challenge. It is estimated that they are currently serving 38% more people than they were a year ago.

"In Minnesota, the jobless rate is the highest it's been in many years," says Tricia Theurer of Second Harvest Heartland, a hunger-relief organization in Minnesota. "More and more people are needing to ask for help for emergency food, many for the first time, due to economic situations."

Second Harvest Heartland provides about 41.5 million pounds of food annually to 170,000 people in 59 counties in Minnesota and Western Wisconsin. The group is part of Feeding America, the nation's food-bank network. Its members include 205 food banks serving every county in the United States.

### Hunger in America

Hunger affects children, adults and seniors. It affects those who live in the city, in the suburbs and in rural areas. It affects those who do not have jobs and the working poor. The working poor are the fastest growing group of food-bank clients. They are employed, but simply do not have enough income to buy enough food to feed their families.



COURTESY KORUM FAMILY

TFK Kid Reporter Eleanor Korum visits Second Harvest Heartland.



COURTESY KORUM FAMILY

Volunteers fill boxes at a Second Harvest Heartland distribution center in Minnesota.

others," says Theurer. "Some kids run lemonade stands, others have asked [party] guests to contribute food or money to Second Harvest instead of presents."

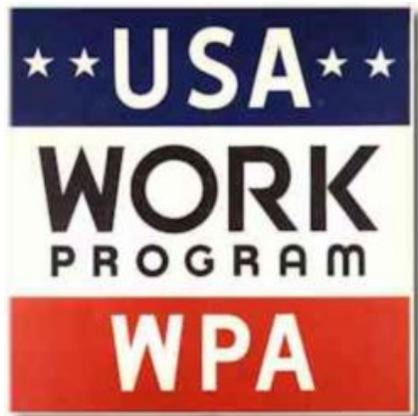
General Mills and the television show *The Biggest Loser* have teamed up to raise funds for Feeding America through the Pound for Pound Challenge. Go to [www.feedingamerica.org](http://www.feedingamerica.org) to learn more about hunger, what you can do to help in your area and the Pound For Pound Challenge. My school has taken on the Pound For Pound Challenge—maybe yours will too!!

Many people rely on food banks in their neighborhood to provide them with food. Relief organizations provide cereal, pasta, canned foods, juices, cold food, frozen food, fresh fruit and vegetables and bread. Manufacturers, restaurants, grocery stores and schools, which have too much food and don't want it to go to waste, make donations. Food is also collected through fund drives.

### You Can Help

Kids and adults can participate together in the fight to end hunger. The money you donate to the food bank may seem like too small an amount to make a difference, but a simple \$1 donation can be used to distribute more than \$9 worth of food. "Kids can be very creative in coming up with ideas of how to help

## Unit Project: Public Service Announcement New Deal Programs for the New Millennium



<http://memory.loc.gov/ammem/wpaposters/highlight1.html>

Introduce the project early enough in the unit so that students have ample time to research and present. A good time to introduce this project is after you teach a lesson on the Great Depression.

Students will work in groups to research Franklin Delano Roosevelt's New Deal Programs that tried to address the economic depression in the US. The groups will:

- Research the New Deal programs
- Identify what each of the programs addressed
- Select the top three programs based on the program's results
- Evaluate and provide reasons why any of the New Deal programs might apply to today's economic problems

The New Deal program/s that each group believes could help solve today's financial crisis will be presented as a public address announcement demonstrating how the economic issues of today can be resolved by adapting/modifying any of the New Deal Programs. Students can develop their own plan for a New Deal of the New Millennium.

There will also be a two minute question and answer session that follows each group presentation. The group presentation can be in a video format, power point, posters, recreation of posters from the WPA, use of maps, graphs, political cartoons, photo story, artistic visuals, puppets, fliers, pamphlets, etc.

### Suggested Materials:

- copies of Student New Deal Program Information Sheet
- PSA Rubric
- Metro fare article
- colored markers
- internet use
- trade books
- camcorder if available
- sample PowerPoint, posters, pamphlets, and fliers

**Organizing the Project:**

Group students (3-6 students per group)

Introduce students to Public Service Announcements. Ask the class if they have seen or heard any PSAs on the radio T.V., or in magazines. Discuss/share PSA smoking ads or use examples of PSAs as suggested below:

<http://www.youtube.com/watch?v=MTLw-cOgDPI> (Governor Patterson PSA on the flu vaccine)

<http://www.nfpa.org/itemDetail.asp?categoryID=491&itemID=39669&URL=PressRoom/Publicserviceannouncements&cookie%5Ftest=1> (National Fire Protection Agency)

[http://www.hearnet.com/about/about\\_pressPSA%20Audio.shtml](http://www.hearnet.com/about/about_pressPSA%20Audio.shtml) (audio on hearing damage from loud music)

<http://kathyschrock.net/psa/index.htm> (student PSA on cyber predator)

After each viewing discuss the message, the intended audience, the effectiveness, and the tone of the PSA. Share the PSA rubric with each group.

**Public Service Announcement Rubric**

**Time Limit: 1-3 minutes**

Category	1	2	3	4	Your Score
Clarity	No apparent logical order of presentation, unclear focus	Content is loosely connected, transitions lack clarity	Sequence of information is well-organized for the most part; more clarity with transition is needed	Development of message is clear through use of specific and appropriate examples, transitions are clear and create a succinct and even flow	1 2 3 4
Preparation	Unprepared; did not do necessary research	Attempted to research in preparation for PSA, but was misdirected	Evidence of purposeful research in preparation of PSA	Thorough and purposeful research in preparation of PSA	1 2 3 4
Presentation Length	Greatly exceeding or falling short of allotted time	Exceeding or falling short of allotted time	Remaining close to allotted time	Presented within the allotted time	1 2 3

					4
Speaking Skills	Monotone; speakers seemed uninterested in material	Little eye content, fast speaking rate, little expression, mumbling or low volume	Clear articulation of ideas, but apparently lacks confidence with material	Exceptional confidence with material displayed through poise, clear articulation, eye contact, and enthusiasm	1 2 3 4
Creativity	No visuals at all	Visuals are not appropriate for presentation	Visuals are appropriate for presentation	Visuals have an outstanding effect on presentation	1 2 3 4
Cooperative Group Work	Group cannot work with each other in most situations. Cannot share decisions or responsibilities	Group works with others, but has difficulty sharing decisions and responsibilities.	Group works well with each other. Takes part in most decisions and contributions	Group works well with each other; Each assumes a clear role and related responsibilities. Motivates others to do their best.	1 2 3 4
Group Questioning	No questions at all from the group	Very vague and questions do not relate to presentation	Question is related to presentation	Many in the group ask important questions	1 2 3 4
Group Answering	No response or paying attention to other group's questions	Attempt to answer one question	Group attempts to answer all questions	Group has very clear and factual answers to the questions	1 2 3 4
Group Respect for Presentations	Not showing respect, or not paying attention	Very little attention paid toward presentations	Group is attentive toward presentations most of the time	The whole group is attentive and shows respect for all	1 2 3 4

## Helping Kids Connect the Past to the Present:

[http://gothamist.com/2009/12/22/students\\_walk\\_out\\_to\\_protest\\_the\\_en.php](http://gothamist.com/2009/12/22/students_walk_out_to_protest_the_en.php)

### Kids Protest The End Of Free Student Metrocards



Students across the city left school early yesterday in a walk-out to protest the Metropolitan Transportation Authority's plan to stop giving students free Metrocards. The youngsters left school at 2 pm and gathered in front of the MTA's headquarters to demand that the agency find a way to fill its \$400 million budget shortfall that won't force students to pay to commute to city schools.

More than 500,000 students currently receive the subsidized cards, which are paid for in part by the city and state, and in part by the transit agency. Amidst massive service reductions approved last week, the MTA hopes to save cash by charging students half-price fares next September and full price fares the year after that. But opponents of the controversial plan — which could cost parents more than \$1,000 per year per students — say it punishes the wrong people.

"If you can bail out Wall Street for \$800 billion, bail out our students," said Councilman Charles Barron (D-Brooklyn) at what Fox 5 describes as a "loud but peaceful protest" that drew hundreds students and their parents (there's video of the protest here). Barron added: "If we have to, we'll shut the subway down — they won't be able to ride nobody around. If we can't ride, nobody's going to ride."

- 
- Have student groups discuss and brainstorm what other economic problems they see around them. After 10 minutes share out and chart.
  - Have students groups investigate the political cartoons and charts listed below that deal with economic problems of today:
    - <http://www.thedigeratilife.com/images/inflationpic.jpg>
    - <http://sas-origin.onstreammedia.com/origin/gallupinc/GallupSpaces/Production/Cms/POOL/3syk0uh6mushfet8iz540q.gif>
    - <http://www.swifteconomics.com/wp-content/uploads/2009/06/loan-cartoon.jpg>
    - <http://productreview101.com/images/surveykff.jpg>
  - Have groups decide which economic problem/s they would like to include in their PSA presentation

- Have students use the trade books that include information on the Great Depression and record the problems of the time. Compare and contrast to look for similarities and differences.

Websites:

<http://memory.loc.gov/ammem/wpaposters/highlights.html>

<http://memory.loc.gov/ammem/fsowhome.html>, for pictures of the Great Depression

Another resource is Google images. Type in “Great Depression”:

<http://images.google.com/images?hl=en&source=hp&q=great+depression&gbv=2&aq=f&oq=&aqi=g10>

## Analyzing the New Deal Programs Template

<b>New Deal Program</b>	<b>Summarize its Main Purpose and problem it tried to solve</b>	<b>WPA Poster or image related to New Deal Program placed here</b>	<b>What Current Economic problem relates to this New Deal Program?</b>
<b><i>EMERGENCY BANKING ACT 1933</i></b>			
<b><i>FEDERAL EMERGENCY RELIEF ACT (FERA) 1933</i></b>			
<b><i>(PWA) PUBLIC WORKS ADMINISTRATION 1933</i></b>			
<b><i>CIVILIAN CONSERVATION CORPS (CCC) 1933</i></b>			
<b><i>WORKS PROGRESS ADMINISTRATION (WPA) 1935</i></b>			

<b><i>THE NATIONAL YOUTH ADMINIS- TRATION (NYA) (WPA) 1935</i></b>			
<b><i>TENNESSEE VALLEY AUTHORITY (TVA) 1933</i></b>			
<b><i>NATIONAL INDUSTRIAL RECOVERY ACT 1933</i></b>			
<b><i>HOME OWNERS LOAN CORPORA- TION (HOLC), 1933</i></b>			
<b><i>FEDERAL HOUSING ADMINISTRA- TION (FHA), 1934</i></b>			
<b><i>FIRST AGRICUL- TURAL ADJUSTMENT ACT (AAA), 1933</i></b>			
<b><i>GLASS- STEAGALL BANKING ACT 1933 (FDIC)</i></b>			

<b><i>SECURITIES EXCHANGE ACT 1934</i></b>			
<b><i>NATIONAL LABOR RELATIONS ACT (WAGNER ACT) 1935</i></b>			
<b><i>FAIR LABOR STANDARDS ACT 1938</i></b>			
<b><i>SOIL CONSER- VATION ACT</i></b>			

## ADDITIONAL RESOURCES

### Suggested Note-taking template

Name of article, author, magazine, date	Current Economic problems	Important facts and possible solutions

### Cartoon Analysis Worksheet

<b>Level 1</b>	
Visuals	Words (not all cartoons include words)
1. List the objects or people you see in the cartoon.	1. Identify the cartoon caption and/or title.  2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.  3. Record any important dates or numbers that appear in the cartoon.
<b>Level 2</b>	
Visuals	Words
2. Which of the objects on your list are symbols?  3. What do you think each symbol means?	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?  5. List adjectives that describe the emotions portrayed in the cartoon.
<b>Level 3</b>	
A. Describe the action taking place in the cartoon.  B. Explain how the words in the cartoon clarify the symbols.  C. Explain the message of the cartoon.  D. What special interest groups would agree/disagree with the cartoon's message? Why?	

A suggested template for PSA script:

**PSA Script Sheet**

**Name of the group:** \_\_\_\_\_ **Members:** \_\_\_\_\_

**Speaker 1 is** \_\_\_\_\_

**Speaker 2 is** \_\_\_\_\_

**Speaker 3 is** \_\_\_\_\_

**Speaker 4 is** \_\_\_\_\_

**PSA Topic:** \_\_\_\_\_

**Format and props used in the presentation:** \_\_\_\_\_

**Speaker 1:**

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**Speaker 2: -**

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**Speaker 3:**

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**Speaker 4:**

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**Reminders:**

- When the scripts are completed, have students rehearse, edit, and put finishing touches on posters and other props.
- On the day of presentation, review the rubric, the importance to respect each group presenting, etc.
- If possible film or tape the presentations for archiving and use as a resource for students. The videos would be an excellent example of PSAs for next year's students.
- Students who will be listening can prepare questions.
- The teacher and groups record scores for each presentation.

**Differentiation:**

- Teacher may direct students to choose an image for independent practice, instead of selecting a piece of text to read.
- Students in need of extra support should research the Civil Conservation and National Youth Administration as there are more visuals for support.
- Teacher provides images and WPA posters to accommodate different reading levels and ELL students.

**Assessment:**

- Monitor students work.
- Evaluate student research, scripts and supporting documents.
- Evaluate student presentations
- Students self-assess and assess their peers using the rubric

**COMPARING THE GREAT DEPRESSION PRESIDENTS: HOOVER & FDR**

**Unit of Study/Theme:** The United States between the Wars

**Focus Question:** How did the government respond to the Great Depression?

**The Teaching Point:**

- Students will compare the policies of two US presidents of the Great Depression.

**Why/Purpose/Connection** This lesson looks at how political ideology had a major influence on how the federal government approached national recovery during the Great Depression.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *A History of Us: War, Peace, and All that Jazz*
  - *We the People: The Great Depression*
  - *Cornerstones of Freedom: The Great Depression* by R. Conrad Stein
  - *The Great Depression: Cornerstones of Freedom* by Elaine Landau
  - *20<sup>th</sup> Century Perspectives: The Great Depression*
  - *Franklin D. Roosevelt*
  - *America in the Time of Franklin Delano Roosevelt*
  - *Climbing out of the Great Depression: The New Deal*
- Websites:
  - <http://millercenter.org/scripps/archive/speeches/detail/3304>
  - <http://www.lib.msu.edu/services/dmc/vincent//presidents/h Hoover.htm>
  - <http://www.archive.org/details/herbhoov1932>
  - [http://www.pbs.org/wgbh/amex/presidents/32\\_f\\_roosevelt/psources/index.html](http://www.pbs.org/wgbh/amex/presidents/32_f_roosevelt/psources/index.html)
  - <http://www.fdrlibrary.marist.edu/>
  - <http://www.time.com/time/magazine/article/0,9171,743040-1,00.html>
  - [http://topics.nytimes.com/top/reference/timestopics/people/r/franklin\\_delano\\_roosevelt/index.html](http://topics.nytimes.com/top/reference/timestopics/people/r/franklin_delano_roosevelt/index.html)
  - [http://www.ecommcode.com/h Hoover/h Hooveronline/h Hoover\\_and\\_the\\_depression/philosophy/group\\_index.cfm?GroupID=26](http://www.ecommcode.com/h Hoover/h Hooveronline/h Hoover_and_the_depression/philosophy/group_index.cfm?GroupID=26)
  - [http://www.ecommcode.com/h Hoover/h Hooveronline/h Hoover\\_and\\_the\\_depression/philosophy/group\\_index.cfm?GroupID=27](http://www.ecommcode.com/h Hoover/h Hooveronline/h Hoover_and_the_depression/philosophy/group_index.cfm?GroupID=27)
- Side by Side Comparison Guide

**Model/Demonstration:**

- Motivation: Teacher plays an audio clip <http://millercenter.org/scripps/archive/speeches/detail/3304> and instructs the students to listen for the message. The teacher asks, “Can you tell how FDR feels about the government helping out during the Great Depression?”
- Teacher reminds the students of the situation in 1932. (The stock market crash occurred in 1929 and the country was in the midst of the Great Depression during the election of 1932.)

- The teacher reads aloud the first two paragraphs under ‘*A New Day Dawns*’ on page 28 in *The Great Depression: Cornerstones of Freedom* by Elaine Landau which emphasizes that the election was “a contest between two views of government.”
- Teacher distributes the Side by Side Comparison Sheet and reviews the questions with the students. Teacher explains that students are going to try to gain an understanding of the competing views of government in regards to the handling of the Great Depression by examining the actions of the two presidents who served during the Great Depression.
- Teacher continues reading, stopping at Roosevelt’s quote on p.30.
- Teacher models completing the chart for one of the questions. Teacher notes that where possible direct quotes strengthen an answer.

Herbert Hoover 1928-1932		Franklin Delano Roosevelt 1933-1945
	How should we help the poor?	<b>MODEL:</b> Roosevelt felt it was important for the government to help the poor by giving the jobs. He said, “Our greatest primary task is to put people to work.”

#### Guided Practice:

- Teacher explains, “If we want to learn about contemporary politicians’ views on an issue, then we can consult their websites, read current newspaper and magazine articles written about them, watch the news, or even write them a letter. Hoover and FDR, however, are no longer living, so we are going to have to pretend to ask them questions, and then make up educated responses for them. To do this, we can look at the trade books as well as primary source materials, such as newspapers from the Great Depression, and clips or transcripts from their speeches. We also have to take into consideration that these men served during different years, and were reacting to different events that took place during their presidencies. So we are going to ask them questions as if they were in the middle of the Great Depression, and each of them was in the middle of their first term as president.”
- Teacher explains that the students will be working in pairs and traveling to different centers to explore resources and take notes, keeping in mind the guiding questions. In addition to stations with trade books, teacher can create a listening station where students can listen to speeches or view transcripts, and a news station where students can view historical articles.

#### Independent Exploration:

- Student pairs visit centers.
- Student pairs use their notes to create responses that they think Hoover and FDR would have had or to use what they did actually say.
- Student pairs write a paragraph describing the overall approach taken by each President.

**Share/Closure:**

- Teacher instructs student pairs to complete an exit slip evaluating the approach taken by one of the presidents.

**Assessment:**

- Teacher evaluates exit slips

**Next Steps:** Students examine the New Deal in light of their knowledge of the approaches taken by each president.

Suggested resources:

**Trade books:**

Title	Author	Number of copies	Pages
<i>A History of Us: War, Peace, and All that Jazz</i>	Joy Hakim	2	84-87 & 100-106
<i>We the People: The Great Depression</i>	Michael Burgan	3	14-24
<i>Cornerstones of Freedom: The Great Depression</i>	R. Conrad Stein	3	14-18
<i>The Great Depression: Cornerstones of Freedom</i>	Elaine Landau	3	20-31
<i>20<sup>th</sup> Century Perspectives: The Great Depression</i>	David Downing	3	15, 19-20, 24-26
<i>Franklin D. Roosevelt</i>	Laura Hamilton Waxman	3	25-26
<i>America in the Time of Franklin Delano Roosevelt</i>	Sally Senzell Isaacs	6	12-13
<i>Climbing out of the Great Depression: The New Deal</i>	Sean Price	6	

**Audio:**

- <http://www.lib.msu.edu/services/dmc/vincent//presidents/hover.htm>
- <http://www.archive.org/details/herbhoov1932>
- <http://docs.fdrlibrary.marist.edu/audio.html>

**Newspaper Articles/Cartoons: (Current and historical)**

- <http://www.time.com/time/magazine/article/0,9171,743040-1,00.html>
- [http://topics.nytimes.com/top/reference/timestopics/people/r/franklin\\_delano\\_roosevelt/index.html](http://topics.nytimes.com/top/reference/timestopics/people/r/franklin_delano_roosevelt/index.html)
- [http://www.ecommcode.com/hover/hoveronline/hover\\_and\\_the\\_depression/philosophy/group\\_index.cfm?GroupID=26](http://www.ecommcode.com/hover/hoveronline/hover_and_the_depression/philosophy/group_index.cfm?GroupID=26)
- [http://www.ecommcode.com/hover/hoveronline/hover\\_and\\_the\\_depression/philosophy/group\\_index.cfm?GroupID=27](http://www.ecommcode.com/hover/hoveronline/hover_and_the_depression/philosophy/group_index.cfm?GroupID=27)

EXIT SLIP		
Strengths	President _____	Weakness

A side by side comparison of Hoover and FDR's views on recovery during the Great Depression.

				
<b>Herbert Hoover</b> 1928-1932		<b>Franklin Delano Roosevelt</b> 1933-1945		
	What political party do you represent?			<b>MODEL:</b> Roosevelt felt it was important for the government to help the poor by giving the jobs. He said, "Our greatest primary task is to put people to work."
	How should we help the poor?			How do you feel about the government getting involved in business?
	On a scale of 1 to 10, how serious are the nation's economic problems?			How do you feel about government spending?
	How do you feel about the public's opinion of you?			

## NEW DEAL SOLUTIONS TO GREAT DEPRESSION PROBLEMS

**Unit of Study/Themes:** The United States between the Wars

**Focus Question:** How did the government respond to the Great Depression?

**The Teaching Point:**

- Students examine New Deal initiatives for connections to present day policies.

**Why/Purpose/Connection** This lesson explores how FDR's New Deal was a direct response to the economic and social conditions caused by the Great Depression.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *The Dirty Thirties*
  - *Hard Times*
  - *America in the Time of Franklin Delano Roosevelt*
  - *The Great Depression*
  - *Franklin D. Roosevelt*
  - *The Great Depression* by R. Conrad Stein
  - *The Great Depression* by Elaine Landau
  - *We the People: The Great Depression*
  - *Growing up in the Great Depression*
  - *The Great Depression*
  - *We the People: The Dust Bowl*
- Websites:
  - Possible articles:
    - <http://www2.scholastic.com/browse/article.jsp?id=3751473>
    - <http://www2.scholastic.com/browse/article.jsp?id=3751607>
    - <http://www2.scholastic.com/browse/article.jsp?id=3751851>
    - <http://www2.scholastic.com/browse/collection.jsp?id=455>
- Original Photo of FDR
- Time Magazine cover photo of Obama as FDR
- Problem and Solution worksheet
- Side by Side comparison sheet (Modeled and blank)

**Model/Demonstration:**

Day 1:

- Motivation: The teacher displays two images, one of FDR and one of President Obama. Teacher instructs students to complete a common and uncommon denominator analysis t-chart in their notebooks. *Note: The common and uncommon denominator activity provides students with a framework for comparing and contrasting two items. (More Tools for Teaching Content Literacy by Janet Allen. 2008.)*
- Students have been studying FDR and should have sufficient background knowledge on his role during the Great Depression. Teacher discusses that, just like FDR, when Barack Obama began his presidency, there were many economic problems that he needed to address. Teacher asks student

**Gr. 8 SS  
Exam Alert**

Provides  
practice  
examining  
documents  
and images  
to draw  
conclusions.

groups to add to their common/uncommon denominator t-chart based on a short reading about each president.

- <http://www.whitehouse.gov/about/presidents/barackobama>
- <http://www.whitehouse.gov/about/presidents/franklindroosevelt>
- Teacher explains that students are going to examine FDR's approach to solving the economic crisis of the Great Depression. Students will then draft a letter to President Obama advising him which New Deal policies he/she feels were successful.

**Guided Practice:**

- Teacher projects or posts the Side by Side Comparison sheet and reviews that when FDR took office he had to address the problems caused by the Stock Market Crash. Similarly, Obama had to address the problems caused by the mortgage crisis. Teacher explains that in 2008, Obama authorized a federal bail out program as a solution to help prevent a deeper economic depression. He used millions of government dollars to help provide stability so that the banks and mortgage lenders could recover rather than continue to fail.
- Teacher asks students to review a trade book to find the solution used by FDR during the bank runs. A possible response may be: Too many mortgages were given to people who could not afford them. Once they couldn't pay them back, the banks and mortgage companies started losing money so fast that they couldn't stay open. In 1933, FDR authorized the Bank Holiday to help solve the problem. Banks were shut down for 4 days to stop people from withdrawing their money and to give FDR time to pass new legislation to help the banks recover.

**Independent Exploration:**

- Teacher hands out the New Deal Solutions graphic organizer and informs the students that the problems associated with the Great Depression fell under 3 major categories: Economic (Banking, Business), Environmental, and Social.
- Teacher explains that student groups are going to be reading excerpts from the trade books to find FDR's solutions to these problems and then record them on the New Deal Solutions graphic organizer. Each group member should take responsibility for one area. Students should then work cooperatively with their group members to complete the graphic organizer.

**Model/Demonstration:**

Day 2

- Teacher instructs students to review their New Deal Solutions graphic organizer.
- Teacher explains that students will use this information to examine the current economic situation.
- Teacher displays an article and models reading the headline. Teacher reads aloud article, underlining areas that seem comparable to the Great Depression. (See article for possible think aloud.)

**Independent Practice:**

- Students read their assigned news article and underline any parallel problems to the crisis of the Great Depression. Students should focus on identifying problems that are economic, environmental, and/or social.

- Students share the problems mentioned in their article and the category it would fall under: Economic, Environmental or Social, within their group. Student groups choose one parallel problem to highlight in a Side by Side Comparison: Then and Now.
- Student groups, using their comparison as a resource, then draft a letter to President Obama discussing the similarities of the problem and explaining the solution followed by FDR.

**Differentiation:**

- Challenge: The teacher asks the students to identify which solutions have stood the test of time and describe how they are implemented today.

**Share/Closure:**

- Student groups exchange letters.
- Students list a similarity or a difference on a post-it note to be added to a class Venn diagram comparing and contrasting the economic crisis of the Great Depression to that of today.

**Assessment:**

- Teacher evaluates student letters.
- Teacher evaluates student post-it notes.

## Suggested Text

<b>Title</b>	<b>Author</b>	<b>Topic</b>	<b>Copies</b>	<b>pages</b>
<i>The Dirty Thirties</i>	Price, Sean	Environment, Social, Business	3	22-25
<i>The Dirty Thirties</i>	Turck, Mary C.	Social Environmental	3	Multiple selections
<i>Franklin D. Roosevelt</i>	Waxman, Laura Hamilton	Business/Social	3	27-35
<i>The Great Depression</i>	Downing, David	Social Environmental	3	24-27
<i>The Great Depression</i>	Gillam, Scott	Business/Social	3	9-11
<i>The Great Depression</i>	Landau, Elaine	Banking Business Environmental Social	3	28-38
<i>Landmark Events in American History: The Stock Market Crash of 1929</i>	Ingram, Scott	Banking Business	6	37-41
<i>Hard Times</i>	Gillam, Scott	Banking	3	8-11
<i>America in the Time of Franklin Roosevelt</i>	Isaacs, Sally Senzell	Banking Business Environmental Social	6	12-13, 14-15, 16-17

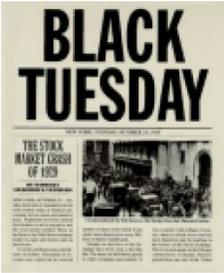
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**The New Deal Solutions**

Using the assigned texts, find New Deal solutions to the following problems.  
Be sure to provide an explanation for each solution.

<b>~Banking~</b>	<b>~Business~</b>
<b>Problem:</b> The stock market crashed and banks closed. People lost their money.	<b>Problem:</b> Businesses had too many goods. Factories closed down. People lost their jobs.
<b>Solution(s):</b>	<b>Solution(s):</b>
<b>~Environmental~</b>	<b>~Social~</b>
<b>Problem:</b> Lack of rain, wind, and erosion from over-planting caused farms to fail.	<b>Problem:</b> People had no place to live and no food to eat.
<b>Solution(s):</b>	<b>Solution(s):</b>

**Side by Side Comparison**

<b>Then</b>	<b>Now</b>
<b>1933</b>	<b>2008</b>
<b>The Great Depression</b>	<b>The Recession</b>
Economic	Economic
 <p data-bbox="232 926 760 1018">President Franklin Delano Roosevelt</p>	 <p data-bbox="881 926 1377 972">President Barack Obama</p>
<p data-bbox="415 1077 573 1119"><b>Problem</b></p>  <p data-bbox="240 1451 751 1493">Stock Market Crash/Bank run</p>	<p data-bbox="1049 1077 1206 1119"><b>Problem</b></p>  <p data-bbox="954 1461 1304 1503">The Mortgage Crisis</p>
<p data-bbox="415 1608 573 1650"><b>Solution</b></p> <p data-bbox="375 1707 613 1749">Bank Holiday</p>	<p data-bbox="1049 1608 1206 1650"><b>Solution</b></p> <p data-bbox="946 1707 1312 1749">Federal Bail-out Plan</p>

<b>Then</b>	<b>Now</b>
<b>1933</b>	<b>2008</b>
<b>The Great Depression</b>	<b>The Recession</b>
 <p data-bbox="232 846 760 936">President Franklin Delano Roosevelt</p>	 <p data-bbox="881 846 1377 888">President Barack Obama</p>
<b>Problem</b>	<b>Problem</b>
<b>Solution</b>	<b>Solution</b>

## Original Photo of FDR



<http://ldesign.wordpress.com/>



<http://www.time.com/time/magazine/0,9263,7601081124,00.html>

## First Address to Congress

President Obama Brings a Message of Challenge and Hope

<http://www2.scholastic.com/browse/article.jsp?id=3751473>

President Barack Obama spent his first five weeks in office delivering very serious and sometimes stressful news.

He has crisscrossed the country speaking to citizens about the nation's complicated housing, banking, and unemployment problems. He convinced many lawmakers that the country's economic crisis is so dire that they had no choice but to pass his \$787 billion stimulus package.

These issues were serious problems during the Depression.

In his first speech to a joint session of Congress on Tuesday, he once again talked about the historic challenges facing the country. But the President also encouraged the American people to be optimistic.

FDR tried to inspire people to have hope.

"The answers to our problems don't lie beyond our reach," Obama said. "What is required now is for this country is to pull together, confront boldly the challenges we face, and take responsibility for our future once more."

The President said there are "three areas that are absolutely critical to our economic future: energy, health care, and education."

Obama laid out several ways in which Americans can take control of their futures through education. He asked citizens to commit to at least one year of higher education or career training. He issued a challenge to make America the country with the highest number of college graduates in the world by 2020.

Obama also advised parents take a more active role in their children's education.

"[There is] no policy that can substitute for a mother or father who will attend those parent/teacher conferences, or help with homework after dinner, or turn off the TV, put away the video games, and read to their child," he said.

But his strongest words of encouragement were for kids who might be considering giving up on school.

"Dropping out of high school is no longer an option," he said. "It's not just quitting on yourself, it's quitting on your country—and this country needs and values the talents of every American."

During the Depression, many people were forced to stop going to school and work.

To illustrate his "don't quit" message, the President invited eighth-grader Ty'Sheoma Bethea to attend his address to Congress in person.

Fourteen-year-old Ty'Sheoma decided that it was "time for her to get involved" in helping her school after the President announced \$100 billion for education in the new economic recovery

package.

She wrote a letter to Obama and to South Carolina lawmakers, asking for part of that money to help rebuild her school in Dillon, South Carolina.

In her letter she described J.V. Martin Junior High School's leaky roof and out-of-order bathrooms, part of a long list of problems plaguing the 103-year-old school.

Ty'Sheoma said repairing the school would also make students and parents "feel better" about the quality of education at J.V. Martin.

"We are just students trying to become lawyers, doctors, [members of Congress] . . . , and one day President," she wrote. "We can make a change to not just the state of South Carolina, but also the world. We are not quitters."



FDR said,  
"The only  
thing we  
have to  
fear is fear  
itself."

And that is the heart of the message President Obama delivered to all Americans Tuesday night.

"If we confront without fear the challenges of our time and summon that enduring spirit of an America that does not quit," he said, "then someday years from now, our children can tell their children that this was the time when we performed . . . something worthy to be remembered."

## 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 Between the Wars**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

### **Could it Happen Again?**

The Great Depression tested the strength of the American government and people as they struggled with an economic crisis of proportions never before seen in America. Based on what you have studied, do you think it could happen again? Guiding questions include:

- What safety nets were put in place during the Great Depression to prevent future economic calamities? Are they still relevant?
- How are the causes of the Great Depression and the present economic crisis similar? How are they different?

### **Business Ethics: Who is responsible?**

As the United States plunged into an economic crisis in 2008, the question arose of responsibility; that of the government, that of powerful business leaders, and that of individuals.

- What is the role of government in business?
- What responsibilities do business leaders have to their shareholders? To their employees? To the greater society?
- What is the responsibility of the individual, especially when the individual borrows more than he/she could afford?

**Field Trips for The United States between the Wars****Location**

Central Park, Manhattan  
<http://www.centralpark.com/>

The Empire States Building  
350 5th Avenue, Manhattan  
212 -736-3100  
[www.esbnyc.com](http://www.esbnyc.com)

Federal Reserve Bank of New York  
33 Liberty Street, Manhattan  
(212) 720-6130  
<http://www.newyorkfed.org/aboutthefed/visiting.html>

Jazz Museum  
104 E. 126th Street, Manhattan  
212 348 8300  
<http://www.jazzmuseuminharlem.org/>

Louis Armstrong House Museum  
34-56 107th Street, Queens  
718-478-8274  
<http://www.louisarmstronghouse.org/index.php>

Museum of American Finance  
48 Wall Street, Manhattan  
212.908.4110  
<http://www.moaf.org/index>

**Exhibits and Programs**

Visit the location of the former Hooverville.  
Imagine life as it was.  
<http://pbskids.org/bigapplehistory/life/topic17.html>

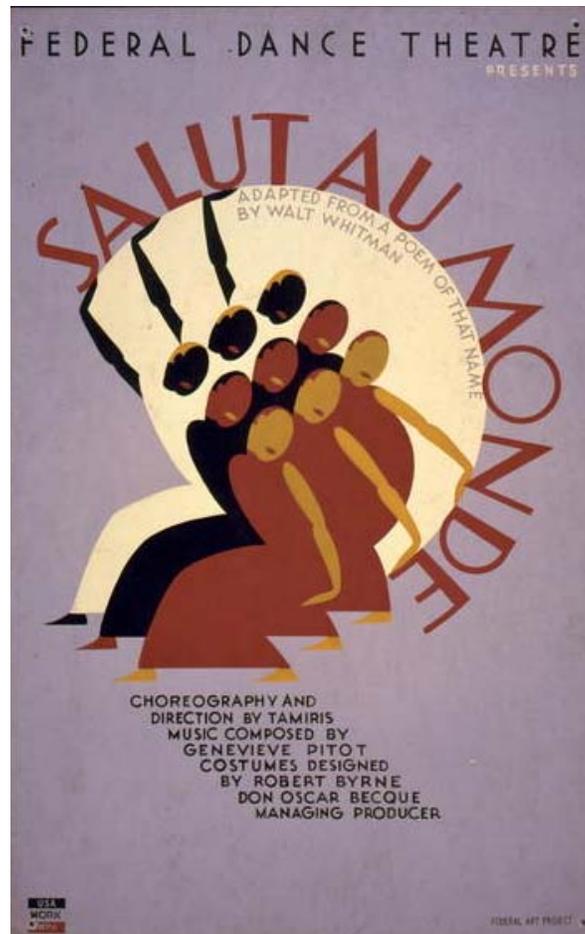
The Gold Vault

FedWorks: Money, Banking and the Federal Reserve System



## V.

## Additional Resources

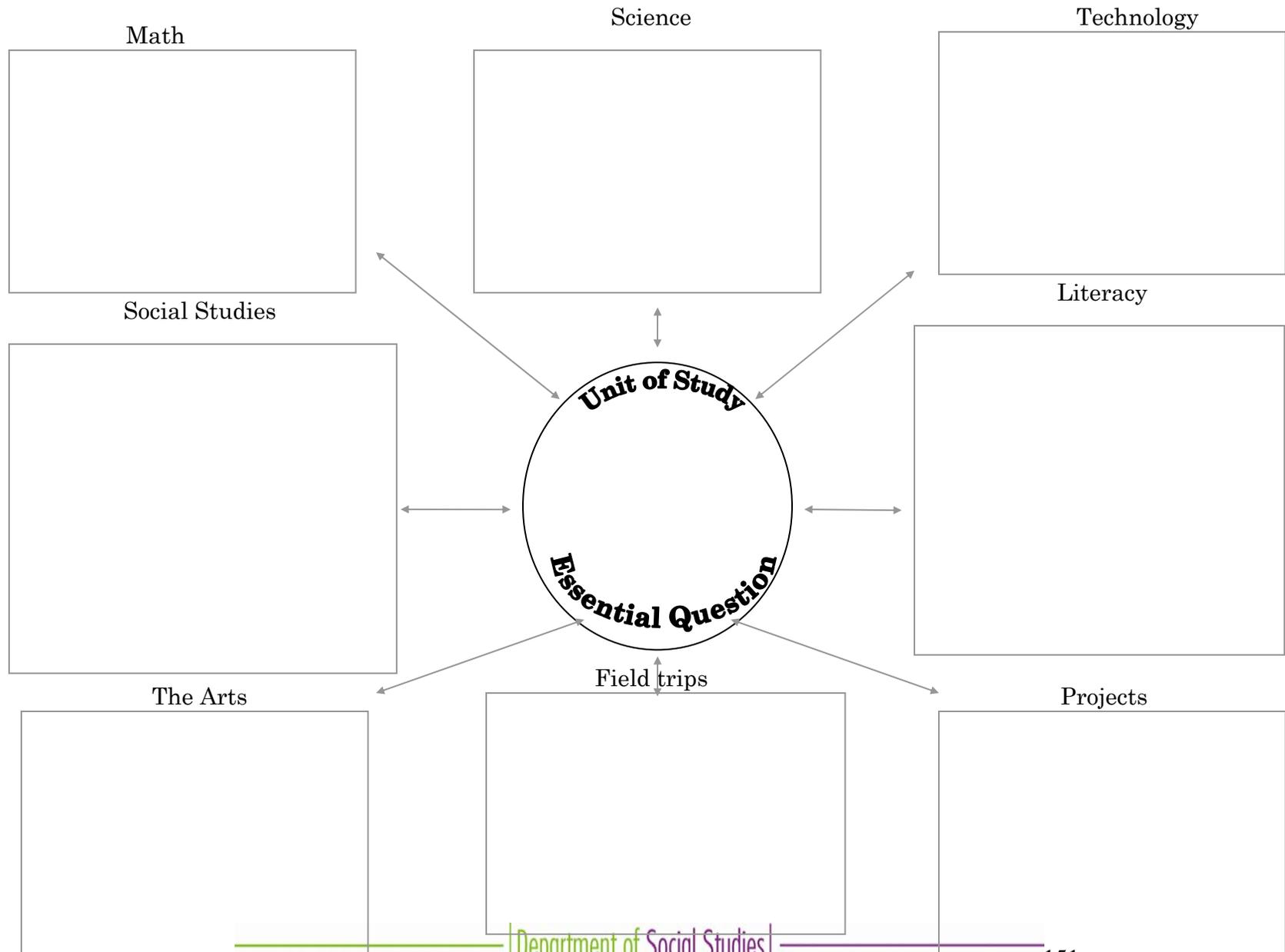


Federal Dance Theatre presents Salut au Monde  
adapted from a poem of that name by Walt Whitman  
Artist: Richard Hall (1936-37)

<http://memory.loc.gov/ammem/wpaposters/highlight6.html>



### 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: \_\_\_\_\_

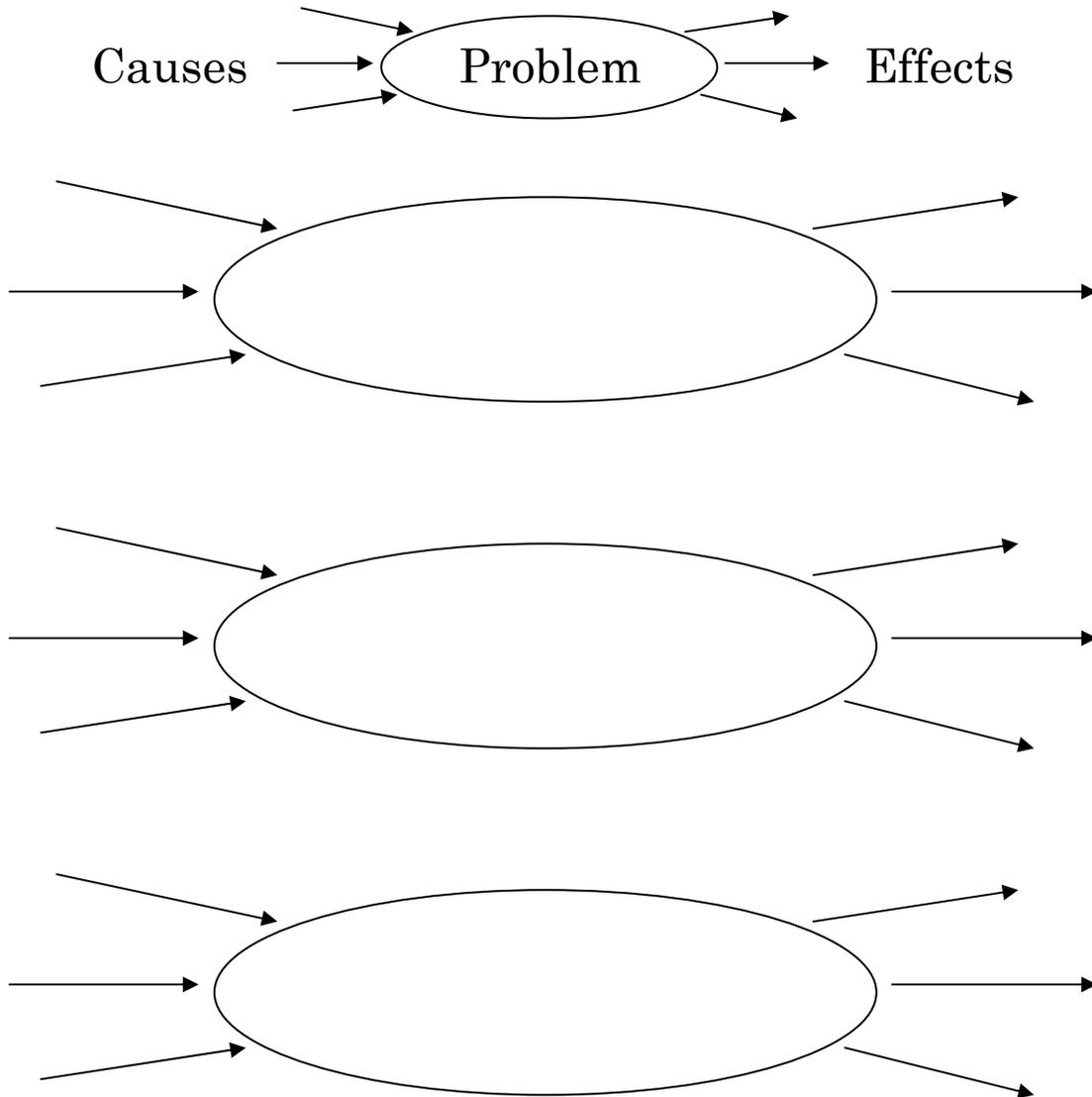
Name of image: \_\_\_\_\_

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...

---

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---

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---

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**PARAPHRASE ACTIVITY SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

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

**OPINION/PROOF THINK SHEET**

Name \_\_\_\_\_ Date \_\_\_\_\_

Text \_\_\_\_\_

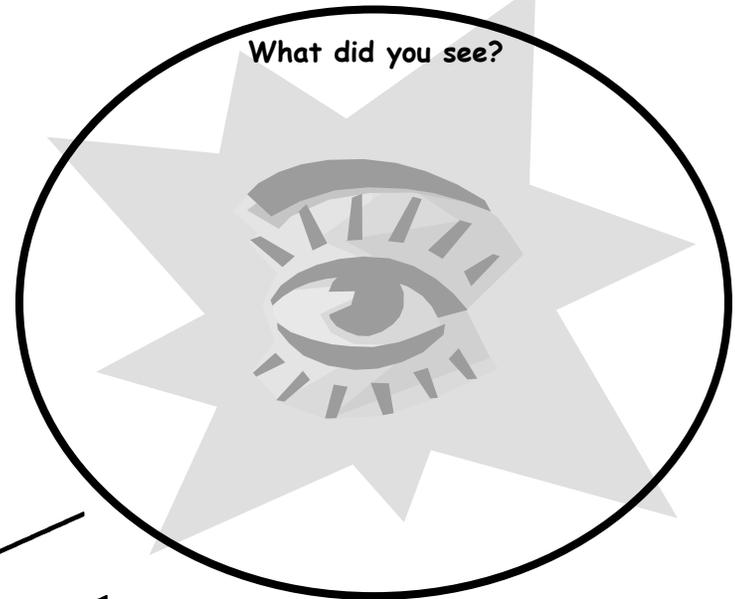
<b>What I think</b>	<b>Evidence</b>
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

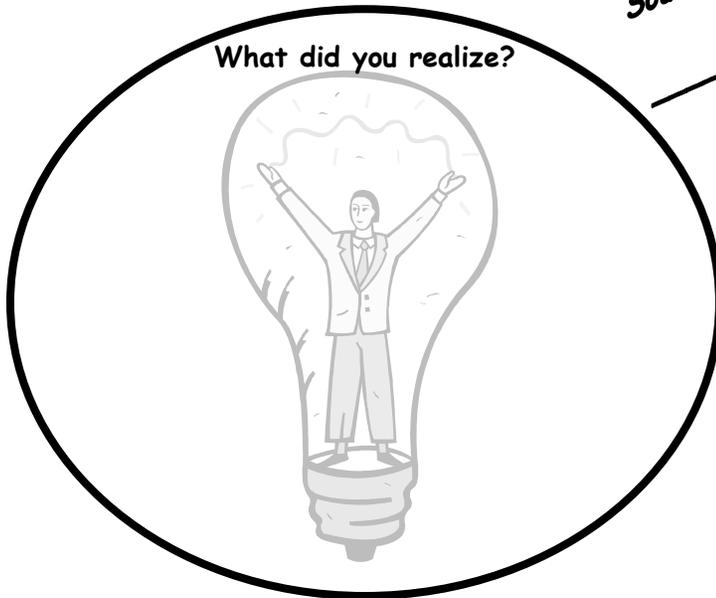


What did you see?

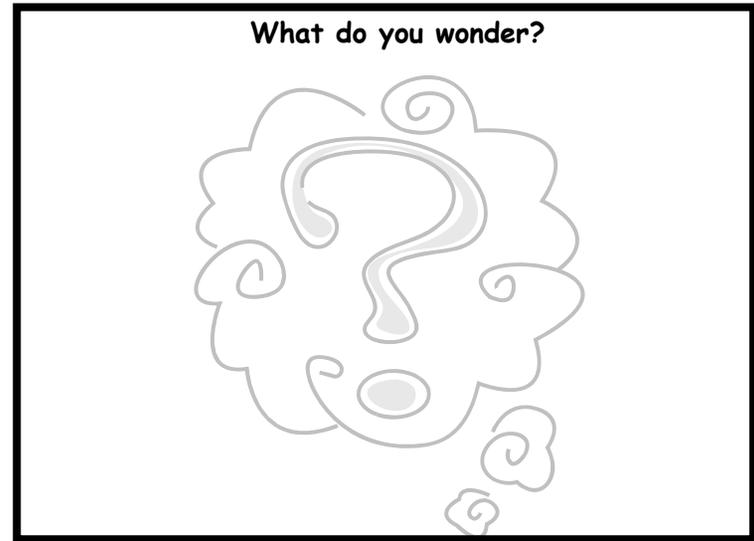


Source:

What did you realize?



What do you wonder?



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