

FROM WORLD WAR II TO THE PRESENT: THE CHANGING NATURE OF THE AMERICAN PEOPLE FROM WORLD WAR II TO THE PRESENT: THE CHANGING NATURE OF THE AMERICAN PEOPLE FROM WORLD WAR II TO THE PRESENT: THE CHANGING NATURE OF THE AMERICAN PEOPLE FROM WORLD WAR II TO THE PRESENT: THE CHANGING NATURE OF THE AMERICAN PEOPLE

The Changing Nature of the American People

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FROM WORLD WAR II TO THE PRESENT:

The Changing Nature of the American People



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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 CHANGING NATURE OF THE AMERICAN PEOPLE
TABLE OF CONTENTS

I. <u>The Planning Framework</u>	1
How This Unit Was Developed	3
Teacher Background: The Changing Nature of the American People	4
Brainstorm Web	6
Essential Question	7
Sample Daily Planner	8
Learning and Performance Standards	15
Social Studies Scope and Sequence	18
II. <u>Principles Guiding Quality Social Studies Instruction</u>	19
Principles of Quality Social Studies Instruction	21
Preparing Children for Global Community	22
Inquiry in the Social Studies Classroom	24
Social Studies Skills	25
New Research on Content Literacy and Academic Vocabulary	26
Social Studies Content Area Reading Strategies	27
Diversity and Multiple Perspectives: An Essential Component	30
Reading as a Historian	32
How to Develop Concept Understanding	35
Interdisciplinary Models: Literacy and Social Studies as Natural Partners	37
III. <u>Teaching Strategies</u>	39
Social Studies Case Study	41
Text Structures Found in Social Studies Texts	42
Encouraging Accountable Talk	45
Project-Based Learning	46
Successful Strategies for Implementing Document-Based Questions	48
Assessing Student Understanding	51
Multiple Intelligences	53
Bloom’s Taxonomy	54
Maximizing Field Trip Potential	55
IV. <u>Sample Lessons, Materials and Resources</u>	57
Trade Book Text Sets	59
Getting Ready for the NYS Grade 8 Social Studies Exam	61
Academic Vocabulary	62
Engaging the Student/Launching the Unit	63
Lesson Plans	64
Putting It All Together	111
Field Trips for The Changing Nature of the American People	112
V. <u>Additional Resources</u>	113
Templates	115
Bibliography	129
Professional Resources	136

I.

The Planning Framework *The Changing Nature of the American People*



Shelter Drill

<http://www.coldwarpeacemuseum.org/experience.html>

HOW THIS UNIT WAS DEVELOPED

- This unit is the sixth 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 Changing Nature of the American People** is “How has America reacted to the changes of the modern world?”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the impact of political crises on the US. Therefore, one of the focus questions is, “How did political crises challenge the US?”
- 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, concepts, or skills 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 CHANGING NATURE OF THE AMERICAN PEOPLE

“Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness.”

-Dr. Martin Luther King Jr.

The end of World War II marked the beginning of a new era in world affairs. European powers who had dominated world politics for centuries were grappling with the wreckage caused by World War II. As Europe began to rebuild, the Soviet Union and the United States emerged as new world powers. The competition between the United States and the Soviet Union became known as the Cold War. The Cold War was one of many challenges facing the United States in the modern world.

The Cold War represented an ideological battle between the US and the USSR. While the powers did not enter into direct physical confrontation, the escalating competition left the nation with the sense that it was on the verge of a violent conflagration. As devastating as World War II was, the fears rested on the end, the atomic bomb. The nuclear age had arrived and many worried that with the touch of a button, the US and the USSR could blow each other off the map. While the superpowers often engaged in conflict over dominance of smaller nations in the developing world, the fear of nuclear devastation helped maintain an uneasy peace.

The US developed a policy of containment focused on halting the spread of Communism through economic, diplomatic, and if necessary, militaristic means. The first crisis that tested the policy was the Berlin Airlift. The Soviets had blocked rail passage for the Allied powers into Berlin, cutting off supplies to the city. The US responded with an airlift of materials that eventually caused the Soviets to back down. Later, the Soviets and the government of East Germany united to build the Berlin Wall to create a physical obstacle between the East and the West, a symbol of the “Iron Curtain” or the Soviet Bloc. The US became involved in both the Korean and Vietnam Wars in an attempt to prevent a “domino effect,” or the fall of more nations to communism. The Cuban Missile Crisis, while averted, was another physical stand-off involving a real threat of nuclear violence.

The Cold War resulted in changes on the home front as well. The Red Scare, or fear of Communism, had a significant impact on the American people, reaching its peak with McCarthyism. Senator McCarthy’s House Committee of Un-American Activities ruined lives as it investigated and accused Americans of Communist ties; many lost their jobs or were imprisoned based on these accusations.

The competition between the US and USSR resulted in both an arms race and space race. The nations each sought to be superior in every facet of political, social, and economic life. In the 1980s, tensions began to cool as Russia’s economy became stagnant, and Gorbachev attempted reforms. The collapse of the Soviet Union, often symbolized by the fall of the Berlin Wall, marked the end of decades of tension between the two superpowers.

The United States faced challenges at home unrelated to the Cold War. The continued disenfranchisement and subjugation of a large portion of the population came to the forefront of society’s attention. The African-American community, as well as women,

Native Americans, and the disabled, demanded the civil rights they believed were meant to include all people under the Constitution.

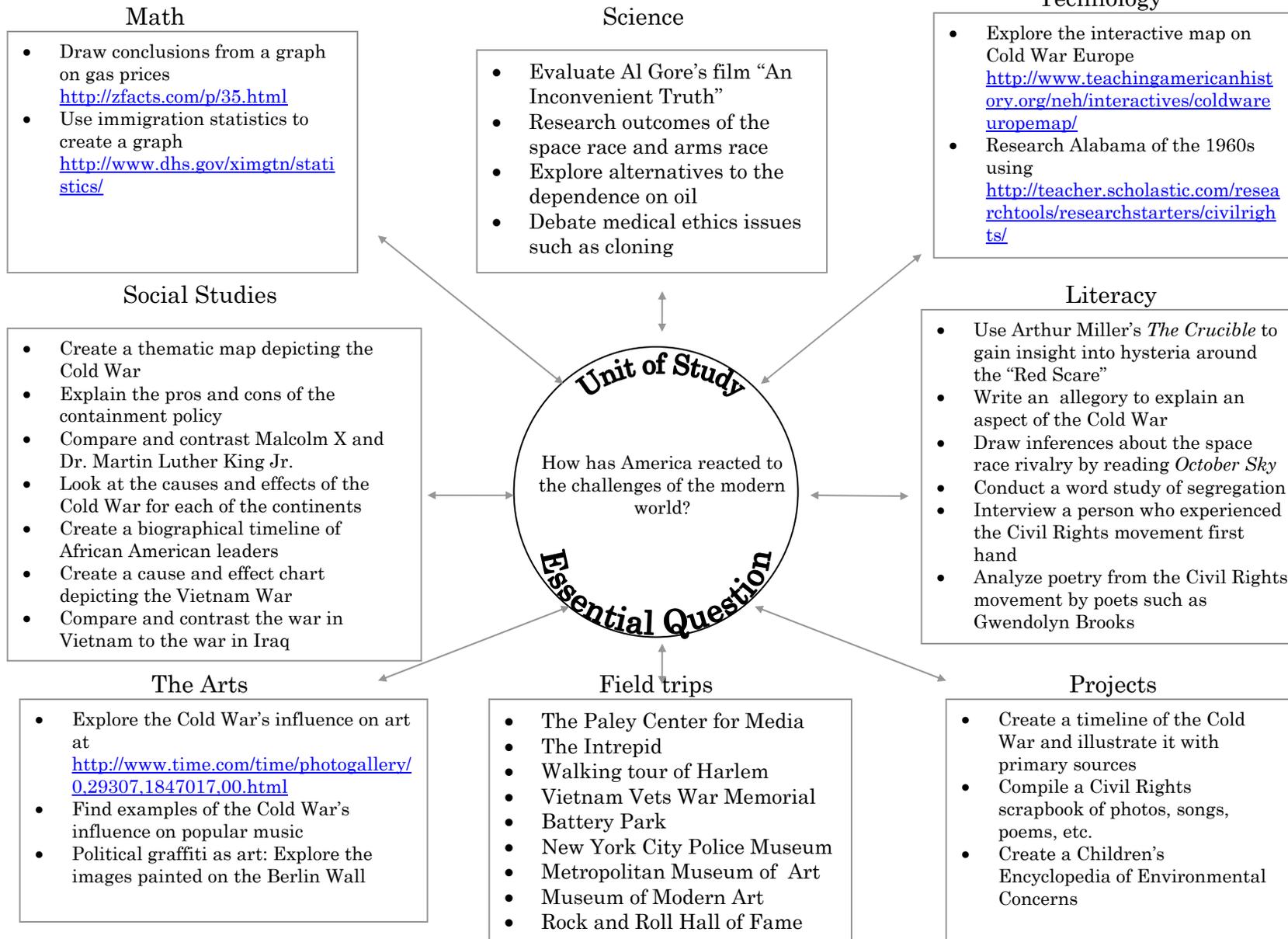
The 1950s were characterized by clashes between races. African-Americans, especially those in the South, rebelled against segregation. Their attempts to gain equality were met with violent backlash, such as in the case of Emmett Till and the lynching of other African Americans in the South. Despite strong opposition, the Civil Rights Movement began to make progress with victories with the landmark case of *Brown vs. Board of Education* when segregation in schools was declared unconstitutional. This was followed by the Montgomery bus boycott after Rosa Parks refused to give up her seat, leading to the Supreme Court's declaration that segregation on public transit was unconstitutional. Progress continued under the leadership of activists such as Dr. Martin Luther King, Jr., and civil rights became more inclusive. The Civil Rights Movement found support from Presidents John F. Kennedy and Lyndon B. Johnson.

The 1960s were a tumultuous political time for the United States. The early years of the 1960s saw the assassination of the young president, John F. Kennedy. During only three years as president, he led the country during the Vietnam War, the Cuban Missile Crisis, the Bay of Pigs, and the Civil Rights Movement. Shortly thereafter, the decade would experience the assassinations of Dr. Martin Luther King, Jr. and Robert Kennedy, the young presidential candidate and brother of the assassinated president. The war in Vietnam raged on while protest movements advocating for peace in the US pressured political leaders.

The 1970s saw continued political turmoil with the resignation of President Nixon during the Watergate scandal. Beginning with the breaking and entering of five men into the Democratic National Committee headquarters in the Watergate Hotel, the Watergate scandal eventually implicated the president in the cover up. President Nixon resigned instead of facing impeachment hearings.

The United States has faced challenges both internally and externally as it emerged from World War II, first as one of the world superpowers, and then standing alone as a world power. The United States has faced criticism for some of its decisions involving international crises, but has also offered aid and support for nations around the world. As a world leader, the United States continues to grapple with political, diplomatic, and ethical decisions, such as whether to intervene in human rights issues in other nations, the role of government in business, and the role of business in the global community, issues concerning the environment and the lengths we must go to protect it.

BRAINSTORM WEB



ESSENTIAL QUESTION

How has America reacted to the challenges of the modern world?

Content/Academic Vocabulary (sample)

communism	air lift	iron curtain	containment	domino theory	McCarthyism	blacklist
civil rights	discrimination	boycott	segregation	environment	human rights	terrorism

Focus Questions



- What were key turning points for the United States during the 20th Century?
- What events defined the Cold War?
- How did political crises challenge the US?
- How did internal unrest change the face of America?
- How is the United States addressing its own needs as well as those of the modern global community?



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 impact of Red Scare.	Develop a DBQ on the Cold War
Compare and contrast the US and the USSR	Analyze the US policy of containment
Examine the causes and effects of the wars in Korea and Vietnam	Design, publish, and present the front page of a newspaper
Draw conclusions from legislation from the Civil Rights Movement	Revise questions to arrive at a manageable topic
Research leaders and events from the Civil Rights Movement	Identify 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 has America reacted to the challenges of the modern world?	Multiple content understandings addresses	<p><i>Launching the Unit</i></p> <ul style="list-style-type: none"> • Make connections between current events and the historical record • Discuss the changing characteristics of citizenship • View video clips from a biography of Jimmy Carter • Participate in a read aloud of <i>Patrol: An American Soldier in Vietnam</i> <p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> • Participate in a word sort that reviews past vocabulary while introducing new vocabulary
2.	What were key turning points for the United States during the 20 th century?	Multiple content understandings addressed	<p><i>A Changing America: Building Background</i> sample lesson</p> <ul style="list-style-type: none"> • Categorize books • Create titles for topic areas within the books <p>Consult: multiple titles from the trade book text set</p>
3.	What were key turning points for the United States during the 20 th century?	Multiple content understandings addressed	<p><i>A Changing America: Developing a timeline</i> sample lesson</p> <ul style="list-style-type: none"> • Identify major events in the post-WWII era • Place events chronologically on timeline • Draw conclusions about the relationships between events in the post-WWII era <p>Consult: multiple titles from the trade book text set</p>
4.	What were key turning points for the United States during the 20 th century?	Multiple content understandings addressed	<p><i>A Changing America: Developing Focus Questions</i> sample lesson</p> <ul style="list-style-type: none"> • Select a post-WWII topic of interest. • Develop effective research questions • Begin inquiry into the topic <p>Consult: Multiple titles from the trade book text set</p>
5.	What were key turning points for the United States during	Multiple content understandings addressed	<p><i>A Changing America: Developing Focus Questions</i> sample lesson continued</p> <ul style="list-style-type: none"> • Continue inquiry

	the 20 th century?		Consult: Multiple titles from the trade book text set
6.	What events defined the Cold War?	<ul style="list-style-type: none"> • McCarthyism and the “Red Scare” • Cold War fears 	<i>Fear Factor</i> sample lesson <ul style="list-style-type: none"> • Explore Cold War propaganda • Create a piece of propaganda for a modern day “fear factor” (terrorism, swine flu, crime, etc.) Consult <i>Escape to Freedom, The Berlin Airlift</i> <i>The McCarthy Hearings, The Cold War</i>
7.	What events defined the Cold War?	The Cold War <ul style="list-style-type: none"> • Communist expansion • U.S. policy of containment • Soviet Bloc • Berlin Wall (airlift) • Korean War 	<i>A Map Study of the Cold War</i> <ul style="list-style-type: none"> • Examine various Cold War era maps depicting the opposing sides, as well as the changing political boundaries. • Draw conclusions and develop questions on the factors that led to these conditions. Consult <i>The Cold War, The McCarthy Hearings, The Fall of the Berlin Wall</i>
8.	What events defined the Cold War?	Competing Superpowers The Cold War	<i>Escalating Tensions: US vs USSR</i> sample lesson <ul style="list-style-type: none"> • Investigate a side of the Cold War: US or USSR • Determine factors motivating each superpower to stand their ground
9.	What events defined the Cold War?	Competing Superpowers The Cold War	<i>A Chain Reaction</i> <ul style="list-style-type: none"> • Explore the events that led to the extreme polarization of the post-WWII world • Make connections beginning with Bolshevik Revolution • Create a visual depiction of this chain of events Consult <i>The Cold War, The McCarthy Hearings, The Fall of the Berlin Wall, Top Secret</i>
10	What events defined the Cold War?	Competing Superpowers The Cold War	<i>Cold War Cartoons</i> <ul style="list-style-type: none"> • Examine political cartoons depicting Cold War leaders • Identify key issues of the Cold War and the viewpoint of the cartoonists • Teacher assesses student understanding of Cold War issues and application of cartoon analysis. Consult: <i>The McCarthy Hearings, The Cold War</i>

11	What events defined the Cold War?	-Detente/arms control (SALT treaties) -1980s peace talks -Fall of Berlin Wall -Economic collapse of USSR -End of Cold War	<i>The Collapse of the USSR</i> <ul style="list-style-type: none"> • Compare and contrast Reagan and Gorbachev's approaches to Cold War politics • Identify efforts to maintain peace Consult <i>The Fall of the Berlin Wall, The Cold War</i>
12	What events defined the Cold War?	-Detente/arms control (SALT treaties) -1980s peace talks -Fall of Berlin Wall -Economic collapse of USSR -End of Cold War	<i>The Collapse of the USSR</i> <ul style="list-style-type: none"> • Analyze images of the tearing down of the Berlin Wall. • Discuss the lasting implications of the end of the Cold War Consult <i>The Fall of the Berlin Wall</i>
13	How did political crises challenge the United States?	-Korean War -Vietnam War	<i>Creating Cold War DBQs Unit Project</i> <ul style="list-style-type: none"> • Conduct an inquiry about what makes a document informative and compelling Consult <i>A History of US- All the People 1945-2001, America and the Cold War 1949-1969, The Berlin Airlift, The Cold War, Fall of the Berlin Wall, Fighting the Vietnam War, On the Front Line, Korean Conflict, The Korean War, Spying and the Cold War, Top Secret: Spy Equipment and the Cold War, The Vietnam War, The Witness of History</i>
14	How did political crises challenge the United States?	-Korean War -Vietnam War	<i>Creating Cold War DBQs Unit Project</i> continued <ul style="list-style-type: none"> • Brainstorm Cold War issues and select a topic for the DBQ • Identify documents that support the task.
15	How did political crises challenge the United States?	-Korean War -Vietnam War	<i>Creating Cold War DBQs Unit Project</i> continued <ul style="list-style-type: none"> • Write scaffolded questions to support the documents. • Develop Historical Context for the DBQ

16	How did political crises challenge the United States?	<ul style="list-style-type: none"> -Korean War -Vietnam War 	<p><i>Creating Cold War DBQs</i> Unit Project continued</p> <ul style="list-style-type: none"> • Exchange DBQs and organize a well-developed response to student-generated DBQs
17	How did internal unrest change the face of America?	<p>Internal Division and Unrest Civil Rights Movement</p> <ul style="list-style-type: none"> -Key groups (African-Americans, women, Native Americans, individuals with disabilities) -Key leaders (Martin Luther King, Jr., JFK, Malcolm X, Rosa Parks, Lyndon Johnson) -Key events and legislation (Civil Rights Act, Brown vs. Board of Education, ERA, Education of all Handicapped Children Act, IDEA, Americans with Disabilities Act) -Non-violent movement -Supreme Court protecting individuals -Unrest due to segregation -Assassination of major leaders -The feminist movement (1970s) 	<p><i>Protest! Internal Unrest</i> sample lesson</p> <ul style="list-style-type: none"> • Participate in an open word sort • Participate in a read aloud of <i>Protest!</i> • Review note-taking skills <p>Consult: <i>Protest!, Delivering Justice, Through My Eyes, People Who Changed America: The Civil Rights Movement, When Will I Get In? Brown v. Board of Education, The Civil Rights Act of 1964, Freedom Walkers, Civil Rights Marches, America in the Time of Martin Luther King Jr.</i></p>
18	How did internal unrest change the face of America?	<p>Internal Division and Unrest Civil Rights Movement</p> <ul style="list-style-type: none"> -Key groups (African-Americans, women, Native Americans, individuals with disabilities) -Key leaders (Martin Luther King, Jr., JFK, Malcolm X, Rosa Parks, Lyndon Johnson) -Key events and legislation (Civil Rights Act, Brown vs. Board of Education, ERA, Education of all Handicapped Children Act, IDEA, Americans with Disabilities Act) -Non-violent movement -Supreme Court protecting individuals -Unrest due to segregation -Assassination of major leaders -The feminist movement (1970s) 	<p><i>Protest! Internal Unrest</i> sample lesson continued</p> <ul style="list-style-type: none"> • Conduct research for group project

19	How did internal unrest change the face of America?	<p>Internal Division and Unrest Civil Rights Movement</p> <ul style="list-style-type: none"> -Key groups (African-Americans, women, Native Americans, individuals with disabilities) -Key leaders (Martin Luther King, Jr., JFK, Malcolm X, Rosa Parks, Lyndon Johnson) -Key events and legislation (Civil Rights Act, Brown vs. Board of Education, ERA, Education of all Handicapped Children Act, IDEA, Americans with Disabilities Act) -Non-violent movement -Supreme Court protecting individuals -Unrest due to segregation -Assassination of major leaders -The feminist movement (1970s) 	<p><i>Protest! Internal Unrest</i> sample lesson continued</p> <ul style="list-style-type: none"> • Create and compile group project.
20	How did internal unrest change the face of America?	Civil Rights Movement	<p><i>Emmett Till</i> sample lesson</p> <ul style="list-style-type: none"> • Uncover the story of Emmett Till through an analysis of primary sources <p>Consult <i>Freedom Walkers</i></p>
21	How did internal unrest change the face of America?	<p>- Internal Division and Unrest Civil Rights Movement</p> <ul style="list-style-type: none"> • Key events and legislation (Civil Rights Act, <i>Brown vs. Board of Education</i>, ERA, Education of all Handicapped Children Act, IDEA, Americans with Disabilities Act) 	<p><i>Civil Rights Legislation</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze legislation through the history of the United States that impeded and/or granted civil rights. <p>Consult <i>Delivering Justice, Through My Eyes</i> <i>People Who Changed America: The Civil Rights Movement, When Will I Get In?</i>, <i>Brown v. Board of Education</i>, <i>The Civil Rights Act of 1964</i>, <i>Freedom Walkers</i> <i>Civil Rights Marches, America in the Time of Martin Luther King Jr., Protest!</i></p>
22	How did internal unrest change the face of America?	<p>Internal Division and Unrest Civil Rights Movement</p> <ul style="list-style-type: none"> • Key events and legislation (Civil Rights Act, <i>Brown vs. Board of Education</i>, ERA, Education of all Handicapped Children Act, IDEA, Americans with Disabilities Act) 	<p><i>Civil Rights Legislation</i> sample lesson continued</p> <ul style="list-style-type: none"> • Create a live action flow chart of civil rights legislation

23	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> sample lesson</p> <ul style="list-style-type: none"> Analyze front pages of newspapers Categorize types of articles found on the front page of the newspaper <p>Consult <i>The Vietnam War, Conflicts in Iraq and Afghanistan, The Watergate Scandal</i></p>
24	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> continued</p> <ul style="list-style-type: none"> Analyze the first amendment Draw conclusions from the front page of the Times discussing the Pentagon Papers
25	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> continued</p> <ul style="list-style-type: none"> Conduct an inquiry into the Pentagon Papers
26	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> sample lesson continued</p> <ul style="list-style-type: none"> Discuss the concept of the government's right to protect vs the public's right to know Begin research into various historical examples where this issue was faced
27	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> continued</p> <ul style="list-style-type: none"> Research an example of a controversy regarding the right to know vs. the right to protect

28	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> continued</p> <ul style="list-style-type: none"> Continue to research an example of a controversy regarding the right to know vs. the right to protect
29	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> continued</p> <ul style="list-style-type: none"> Evaluate examples where the government's right to protect came into conflict with the people's right to know. Create a front page of a newspaper depicting your views.
30	How is the United States addressing its own needs as well as those of the modern global community?	Multiple content understandings addressed	<p><i>Front Page News</i> continued</p> <ul style="list-style-type: none"> Evaluate examples where the government's right to protect came into conflict with the people's right to know. Create a front page of a newspaper depicting your views.
31	How has America reacted to the challenges of the modern world?	Multiple content understandings addressed	<p><i>Putting it all together</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> What lessons should be learned in order to ensure a more peaceful world in the future? In what ways have Americans grown as a people since the birth of the nation? Considering both past and current events where do you see the United States 10 years from now, 20 years from now, or even 50 years from now?

**LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: THE CHANGING NATURE OF THE AMERICAN PEOPLE**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>History of the United States and New York State Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.</p> <p>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p> <p>World History Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>Geography Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic,</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>2.1a: Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish cultures and civilizations.</p> <p>3.1c: Investigate why people and places are located where they are located and what patterns can be perceived in these locations.</p>

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 economics and economic systems throughout the world

Civics, Citizenship and Government

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

Key Idea 5.3: 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.

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

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

4.1g: Explain how nations throughout the world have joined one another to promote economic development and growth.

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.

5.4b: Explain the role that civility plays in promoting effective citizenship in preserving democracy

***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



Shelter Drill

<http://www.coldwarpeacemuseum.org/experience.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

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

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

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

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

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

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

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

From whose perspective is this account given?

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

Whose voices are heard? Whose voices are omitted?

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

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

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

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

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

READING AS A HISTORIAN

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

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

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

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

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

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

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

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

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

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

HOW TO DEVELOP CONCEPT UNDERSTANDING

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

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

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

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

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

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

Direct instruction by the teacher includes the following steps:

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

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

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

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

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

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

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

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

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

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

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

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

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

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

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

III.

Teaching Strategies



Shelter Drill

<http://www.coldwarpeacemuseum.org/experience.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:

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

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

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

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?

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

What does it look like?

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

What are rubrics?

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

Sample Student Accountable Talk Rubrics

Have I actively participated in the discussion?

Have I listened attentively to all group members?

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

Did I stay focused on the assigned topic?

Did I make connections to other learning?

Why is student discussion valuable?

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

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

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

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

PROJECT-BASED LEARNING

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

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

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

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

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

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

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

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

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

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

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

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

Good scaffolding questions:

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

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

DBQ DOCUMENTS

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

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

Decide what kind of map you are studying:

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

Examine the physical qualities of the map.

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

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

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

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

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

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

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

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

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

Written Documents

Most documents you will work with are textual documents:

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

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

To interpret a written document:

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

Firsthand Account

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

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

Cartoons

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

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

Posters and Advertisements

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

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

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

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

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

ASSESSING STUDENT UNDERSTANDING

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

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

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

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

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

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

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

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

MULTIPLE INTELLIGENCES

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

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

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

BLOOM'S TAXONOMY

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

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

MAXIMIZING FIELD TRIP POTENTIAL

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

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

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

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

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

IV.

Sample Lessons, Materials and Resources



Shelter Drill

<http://www.coldwarpeacemuseum.org/experience.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 8th Grade Social Studies Exam

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

Objective or Multiple Choice:

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

Constructed Response Questions (CRQs):

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

Document Based Questions (DBQs):

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

ACADEMIC VOCABULARY

WORD SORT

Marzano has identified six steps for effective vocabulary instruction: teacher explains the word, students restate or explain the meaning of the word, students create a non-linguistic representation of the word, students engage in activities to deepen their understanding of the word, students discuss the new word, and finally students play games with the new word. A word sort provides an opportunity for students to apply the final three steps. In a word sort students must recall the definitions in order to create categories. Students discuss the definitions and consider the different ideas for categories within their group, and finally, students make a game of creating categories, by exchanging their categories with other groups, and comparing different approaches to the sort. (*Building Academic Vocabulary*. Robert Marzano. 2005)

The following words span the 8th grade curriculum, providing students with an opportunity to review key terms they have encountered throughout the year, while exploring new terms that are part of the final unit.

This activity can be adapted into a List-Group-Label, where students brainstorm important terms from the year, then group them, and label them. (*Reading History*, Janet Allen, 2005.)

muckrakers	communism	McCarthyism	civil rights
Supreme Court	legislation	segregation	non-violence
environment	human rights	democracy	immigration
terrorism	containment	treaty	fascism
isolationism	totalitarianism	imperialism	migrant
yellow journalism	depression	alliances	intervention
Cold War	prohibition	revolution	suffrage
revolution	suffrage	monopoly	industrial

ENGAGING THE STUDENT/ LAUNCHING THE UNIT
THE CHANGING NATURE OF THE AMERICAN PEOPLE

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 “The Changing Nature of the American People” unit is to have students explore current events. Students can reflect on the various topics and people they come across in the Social Studies trade books and use current events to make predictions on who and what will be in the trade books of the future. Have students create fictional trade book titles.

Another way to launch the unit is by having students describe citizenship. Who is considered a citizen today? How is it different than the past? Ask students to think about how citizenship has changed and expanded over the course of American history.

Provide student pairs with a segment of the video, *America Experience, The Presidents: Jimmy Carter* at <http://video.pbs.org/video/1049390462/>. Students view modern America through the life of a president, Jimmy Carter. Students record examples of primary and secondary sources found in the video. Students also chart, “What I See, What I Think, What I Wonder,” paying particular attention to national events. Students will use these notes to make connections to the content as they progress through the unit.

Lastly conduct a read aloud of *Patrol: An American Soldier in Vietnam*, by Walter Dean Myers. Explain to students that the war in Vietnam was a significant event in the Cold War and in the internal unrest of the 1960s. Have students write down questions that come to mind from the read aloud. Have students explore trade books to address their questions.

LESSON PLANS
A CHANGING AMERICA: BUILDING BACKGROUND

Unit of Study: From World War II to the Present: The Changing Nature of the American People

Focus Question: What were key turning points for the United States during the 20th century?

Teaching Point:

- Students will build background knowledge about key 20th century turning points by previewing and organizing books included in the text set.

Why/Purpose/Connection: This lesson provides students with an opportunity to explore the trade books to gain familiarity with the topics that will be explored in the unit.

Materials/Resources/Readings:

- All trade books included in the text set

Model/Demonstration:

- Motivation: Teacher challenges students with the task of figuring out the specific content of the new unit. (The time span covers over 50 years and includes a seemingly scattered set of events and people.)
- Teacher unpacks books and places them into random piles onto 6 tables (teacher does not need his/her own pile).
- Teacher explains to students that the unit covers a wide range of topics and time. The books on the tables can be organized into categories; some books will fit with more than one category.
- Teacher models sorting the books by studying the title, the table of contents, and the introduction.
- Teacher uses *Cesar Chavez* by Lucile Davis to demonstrate how the books about famous people in the 20th century can be viewed in different ways. The Chavez book could fit in a category of "Influential People" or "Important Movements." It is ultimately up to the group to make a decision about the category in which the book fits best.
- Teacher reminds students that each category needs to include more than one or two books. If they can only fit one book into a category, they will need to think of a better category to define the book to be able to include it with other books.

Independent Exploration:

- Students examine the books. Teacher establishes time limits to complete the categorization.
- Students can sort by titles and then dig deeper into the books using table of contents and chapters to determine more specific categories.
- Category titles can be indicated on an index card or post-it note.

Share/Closure:

- Teacher charts the categories that each group has decided upon.
- Similar categories can be grouped together, placed into a bin and labeled.
- Groups that have similar books but different categories can explain their thinking behind the categories and come to an agreement about what the final bin should be labeled.
- Outlying books may need to be reexamined in order to determine placement.
- Categories will include, but are not limited to:
- The Cold War, The Korean War, Vietnam War, Civil Rights Movement, Famous Leaders, Turning Points, Persian Gulf War, The Women's Movement

Assessment:

- Teacher rotates from table to table to listen to categorization discussions. Some tables may need prompting and help skimming the subtitles in books to determine the content.

A CHANGING AMERICA: DEVELOPING A TIMELINE

Unit of Study: From World War II to the Present: The Changing Nature of the American People

Focus Question: What were key turning points for the United States during the 20th century?

Teaching Point:

- Students will take notes and use timelines to place a series of events in historical context and build background knowledge.
- Students will understand how events in history have causes and effects

Why/Purpose/Connection: This lesson allows students to the seemingly unconnected events of the 20th century on a timeline thereby illustrating the interconnectedness of the conflicts and turning points.

Materials/Resources/Readings:

- Multiple titles from the text set

Model/Demonstration:

- Teacher draws a line labeled with “beginning of World War II” and ending with the date 2010.
- Teacher asks students if they can contribute any events within the time frame and places them appropriately along the timeline.
- Once the events are placed, teacher chooses a book from a bin in the text set - for example, *The Vietnam War* by Michael Burgan.
- Teacher reads aloud the introduction, "For 30 years, the US tried to influence events in Vietnam...."
- Teacher marks the timeline from 1959-1975 with "Vietnam War" and draws a line between WWII and the Vietnam War.
- Teacher asks class if they can consider ways that the outcome of WWII might have led to the war in Vietnam. Teacher writes “fear of communism” on the line connecting the two events.
- Teacher shows how the timeline can be zoomed in on to be more specific about the Vietnam War. Though global events led to the war, within the war itself, there were several causes and outcomes.
- Teacher creates a second timeline that starts with 1959 and ends with 1975.
- Teacher reads pages 4-5, "The Path to War" and takes detailed notes on the second timeline tracking major events, e.g., "1959 the North Vietnamese government officially approved the use of force..."
- Teacher draws more cause and effect lines and writes on the line: War with France leaves Vietnam divided. Division causes anti-communist and communist groups to form.
- Teacher discusses how the line from 1954-1959 shows that the relationship (inferred and literal from text) between the two events is important to understanding the broader issue.

Guided Practice:

- Students select a book from their own bins and create a timeline page.
- Students read the first pages of the book they selected.
- Teacher has students plot the beginnings of their timeline: either the global timeline or the event's specific smaller timeline.
- Students plot one or two events and share the events.
- Teacher helps students create some cause and effect connections between the events on their timelines.

Independent Exploration:

- Students explore the bins at their tables (now sorted into categories such as Korean War, or Civil Rights).
- Teacher has students create their own timelines in their notebooks placing events onto the timeline.
- As students read, they use the category-specific timeline to track the major events that took place within their category. Students reading about specific people can track events in those people's lives.
- While creating timelines, students draw cause and effect lines between events and state in their own words how one event may have caused another.
- Teacher occasionally reminds students that looking for dates is only a part of building background knowledge. Reading for basic information is crucial for understanding the time period.
- Teacher rotates as the class is working and asks a few students to add an event to the class timeline created in the model (these should be major events (JFK's assassination, Gulf War, Korean War, MLK Jr.'s assassination, etc.).

[Gr. 8 SS
Exam Alert](#)

Provides
practice
with
identifying
cause and
effect.

Differentiation:

- Extra-support: Teacher can provide students with a timeline template.

Share/Closure:

- When individual student timelines are completed, cause and effect arrows can be placed where possible on the class timeline.
- Students can also share events from their timelines that are not included on the class timeline.

Assessment:

- Teacher evaluates student timelines.

Next Steps:

- Students develop focus questions for the topics in the unit.

A CHANGING AMERICA: DEVELOPING FOCUS QUESTIONS

Unit of Study: From World War II to the Present: The Changing Nature of the American People

Focus Question: What were key turning points for the United States during the 20th century?

Teaching Point:

- Students will understand that the United States has faced numerous political and international challenges in recent history.
- Students will learn how to develop effective research questions.

Why/Purpose/Connection: By researching key people, events and outcomes in modern American history, students will begin to recognize and make their own connections to recurring themes throughout history.

Materials/Resources/Readings:

- Book bins
- Teacher notebook to model
- Notebooks

Model/Demonstration:

- Teacher writes “Hiroshima” on the center of the board.
- Teacher asks students to brainstorm and share everything they know about Hiroshima and charts responses. (Possible responses: US dropped a bomb on Hiroshima, Enola Gay was the name of the plane, Truman ordered, based on Einstein’s work on Manhattan Project, bomb was nuclear, nuclear tests in New Mexico, people died, radiation can be long-lasting, changed the course of WWII)
- Teacher challenges students to work with a partner to come up with two to three questions that encompass 95% of the answers on the chart. *Note: The aim of this exercise is to develop sound research questions that are neither too narrow nor too broad. For example, “What was the outcome or result of ...?” is the type of question students should develop.*
- Student pairs join together in groups of four to discuss the questions they developed. Each group should select the two best questions that would arrive at the most useful information from any given topic (in this case, Hiroshima).
- Teacher explains that the unit covers many seemingly unrelated topics, but the goal of the unit is to better understand how these topics relate to each other and ultimately shaped our nation today. In order to meet this goal, after students acquire background knowledge, they will create and use research questions to guide their inquiry into each topic. After an analysis of the inquiry, students will draw conclusions about the interconnectedness of these events.

Independent Exploration:

- Teacher directs students to the books that they have previously categorized.
- Students select a topic of interest.
- Students read a selection about the topic they identified, take notes on what they have learned and what they would like or need to know.
- Students work in pairs to share what they learned and develop three possible research questions that they could use to dive deeper into this topic.
- Teacher circulates around the room providing feedback.
- Students set up their notebooks with research questions using their preferred note-taking method.
- Students consult the trade books, internet, library and other available resources to investigate the topic through their research questions.

Differentiation:

- Extra Support: Books should be chosen from easiest to hardest in terms of reading level so students can build up knowledge before tackling harder level texts. Students who need assistance should research one question at a time.

Share/Closure:

- Teacher elicits and charts the qualities of a good research question from the students.
- Students share examples of a good research question and articulate why this question led to effective research.

Assessment:

- Teacher can use students' answers during the share as an assessment of their understanding of effective research questioning.

Next Steps:

- Students explore the role of propaganda during the Cold War.

FEAR FACTOR

Unit of Study: From World War II to the Present: The Changing Nature of the American People

Focus Question: What events defined the Cold War?

Teaching Point:

- Students will examine Cold War propaganda to understand how the governments on each side played an important role in shaping the opinions of its citizens.

Why/Purpose/Connection: In this lesson, students begin to think about propaganda and its effectiveness in swaying people towards one belief or another. Students will connect events during the Cold War with ways that propaganda is used today.

Materials/Resources/Readings:

- Trade Book Titles:
 - *Escape to Freedom*
 - *The Berlin Airlift*
 - *The McCarthy Hearings*
 - *The Cold War*
- Websites:
 - http://farm1.static.flickr.com/159/425612486_df2da7c710.jpg
 - http://moadoph.gov.au/exhibitions/online/petrov/images/pictures/PTV-i1424_l.jpg
 - <http://cruciality.files.wordpress.com/2009/10/propaganda.jpg>
- Copies of current newspapers

Model/Demonstration:

- Teacher asks students: What is propaganda? In what other contexts might they have previously analyzed propaganda? (e.g., propaganda is a form of communication that is aimed at influencing the attitude of a community toward a cause or position; WWI and WWII posters are likely examples). Teacher elicits responses from the students about ways propaganda influences people.
- Teacher projects the propaganda poster depicting Uncle Sam on a boat, http://farm1.static.flickr.com/159/425612486_df2da7c710.jpg.
- Teacher models making observations from images. For example, teacher can say, “I see tombstones with the names of countries. I see the Soviet Union symbol on a red rock.”
- Teacher models making interpretations based on the information in the poster and on his/her own prior knowledge. For example, “I know that tombstones usually represent death. I know that that the color red was associated with the USSR. Since the tombstones are on a red rock with the Soviet Union symbol, something bad must have happened to those countries.”

**Gr. 8 SS
Exam Alert**

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

Guided Practice:

- Teacher projects the Uncle Sam image as well as the one depicting Stalin.
- Students describe each poster, without interpretation. Teacher charts student observations.
- Teacher asks the students to then make some interpretations. How is Uncle Sam portrayed? Why? How is Stalin portrayed? Why? The answers should be similar, e.g., heroic, larger than life, alone steering a ship, stoic, and so on. Teacher charts responses.
- Teacher asks students what they think was the intended effect of the two posters and charts responses. Teacher explains that much of the Cold War propaganda caused each nation's citizens to be fearful of the other.
- Students work in groups to sketch their own propaganda posters for one of the events they select from the trade books.
- Sketches can include words but must address a particular side of an issue (anti Vietnam, pro Vietnam) and should be persuasive to the audience.

Independent Exploration:

- Students choose a current topic from today's news and create a small-size poster that could function as propaganda today.

Share/Closure:

- Display posters around the room so students can participate in a gallery walk to see what their classmates created.

Assessment:

- Teacher evaluates student-created propaganda posters.

Next Steps:

- Students explore various aspects of the Cold War.

ESCALATING TENSIONS: US V. USSR

Unit of Study: From World War II to the Present: The Changing Nature of the American People

Focus Question: What events defined the Cold War?

The Teaching Point:

- Students will understand the motivations behind US and USSR competition as superpowers during the Cold War.

Why/Purpose/Connection: This lesson helps students build background knowledge for the causes of the Cold War and allows them to start documenting the perspectives of each side.

Materials/Resources/Readings:

- Trade Book Titles:
 - 15-20 copies of pages 4-5 and pages 14-15 in *The Cold War* by David Taylor
 - *America and the Cold War*
 - *The Berlin Airlift*
 - *The McCarthy Hearings*
 - *The Fall of the Berlin Wall*
- 2 different color pads of post-it notes

Model/Demonstration:

- Motivation: Teacher demonstrates taking sides by choosing an issue to which students can relate. For example, should the school year be 12 months long?
- Teacher solicits possible opinions from both sides of the debate (More time in school, less time on streets vs. No vacation means no time to work in the summer, etc.).
- Teacher makes a T-chart to record arguments from the two sides and lists students' ideas.
- Teacher explains that war has similar issues and motivations that are often rooted in ideology and culture.
- Teacher asks students what they already know about the Cold War and charts some of their initial thoughts on the chart.
- Teacher tells the class that they will explore the points of view of the United States and the USSR, the two sides in the Cold War, using a T-chart.

Guided Practice:

- Students read the handouts from *The Cold War*.
- As students read, they create a T-chart and document what the US wanted and what the USSR wanted (in their notebooks).
- As students read, teacher distributes post-it notes. Half the class gets one color and half gets another color.
- Class shares ideas from the reading and teacher charts their responses on the chart.

Independent Exploration:

- Teacher explains that all yellow post-its represent the US and the blue post-its represent the USSR.
- Students use the handouts and the trade books to document the opinion of the country their post-its represent.
- Students take notes in their T charts. They can take notes of the opinions of both sides; however, the side they will be arguing for is based on their post-it color.

Share/Closure:

- Teacher divides the class into two groups and has each group share why their superpower was motivated to stand firm during the Cold War.

Assessment:

- Teacher evaluates T-charts.

Next Steps:

- Whole class debate on the greater superpower: US or USSR.

Creating Document Based Questions Cold War Unit Project

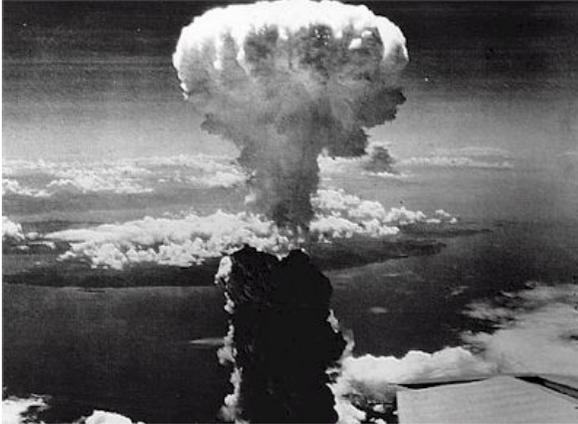
An effective way to help students fully conceptualize the demands of a Document Based Question (DBQ) is to have them develop their own DBQ. The process of creating a question, selecting and arranging relevant documents, teaches students the thinking processes required to interpret a DBQ. Students learn to see DBQs not just as questions connected to a list of documents, but as historical inquiry which can be answered through close scrutiny and analysis of the documents as a complete suite or whole. Students will also understand that, just as they construct DBQs to tell a complex story, so too must they answer the DBQ in such a way that recognizes and addresses the complexity of the historical topic addressed. Creating a DBQ not only offers another perspective on the DBQ activity, but also allows students to actively engage in and enjoy the process of collecting documents, organizing them and creating the actual question. This project can work with any historical era or theme.

In order for students to arrive at their own understanding of how documents can be used to analyze an issue, lead the students through an inquiry about what makes a document informative and compelling.

- Allow the students to browse through the Cold War trade books and/or a collection of websites to select an image, political cartoon, chart or short text that raises questions or interests them.
- After directing the students to study the selected document closely, ask them to share with a partner what they think is interesting or compelling about the document.
- Then direct the students to think of and write questions that can be answered just by analyzing the selected document.
- Students should then participate in a gallery walk to view each other's chosen documents with the purpose of finding other documents that can relate to the document they selected.
- Provide an opportunity for students to explain the larger issue that their documents relate to and how the documents are connected to each other.



http://www.toonpool.com/user/356/files/cold_war_again_201155.jpg

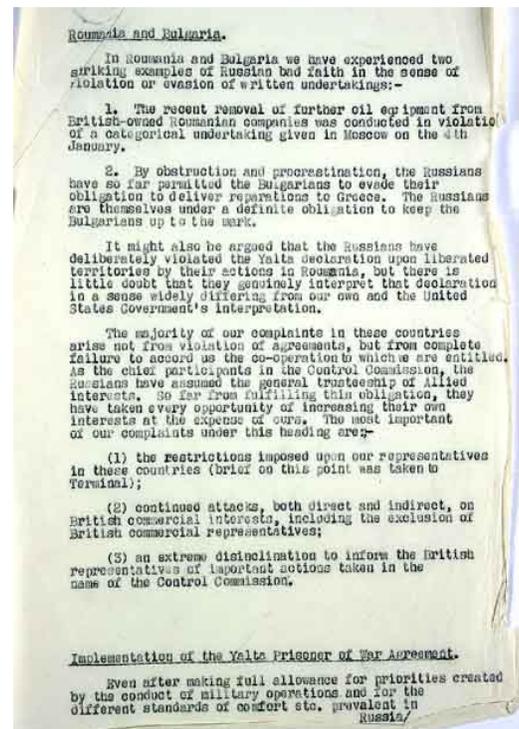


<http://knowledgenews.net/moxie/moxiepix/a1288.jpg>

Direct the students to work in pairs or small groups, brainstorming Cold War issues to select a topic focus for the DBQ. Once they have a specific topic and the phrasing of a general question, students can begin the search for documents. Students should have between 8 and 10 documents in their collection with a concentration on primary texts. Each document must be labeled with its source and should be arranged either chronologically or in a way that makes historical sense.

For many students, part of the challenge is to read critically to narrow and select relevant parts of a lengthy document. Limiting a document to no more than two paragraphs can teach students how to read strategically and analytically to select the part of the document which will be most useful to answering the question.

The experience of students selecting and arranging their own documents helps them recognize and infer the story behind the question.



<http://www.nationalarchives.gov.uk/education/coldwar/archive/G2/images/Fo371.47964.b.jpg>

Portions adapted from *The History Teacher*, Vol. 34, No. 4, August 2001
<http://www.historycooperative.org/journals/ht/34.4/kotzin.html>

Student Guide to Creating a Cold War DBQ

We have been studying the Cold War. In order to learn about the Cold War in depth and to practice using DBQs, work with a partner or with a small group to create your own DBQ about a Cold War issue. As you select the documents to include in your DBQ, be sure to keep in mind what makes an informative and compelling document. When you have created the DBQ, you will have the opportunity to share it with another group and they will share their DBQ with you.

Steps to follow:

- 1) Brainstorm significant issues or events of the Cold War time period.
Select one issue and draft 4-5 significant questions related to the issue.
 - a) Choose one of the questions and think about ways to answer the question.
 - b) Explain why the issue is important to understand and why the question is significant in understanding the historical period.
- 2) Use the trade books, primary source kits and websites to select 8-10 documents that relate to the question or add context to the issue.
 - a) Identify the source of the document.
 - b) Text documents should be brief – no more than 2 paragraphs long.
 - c) You will not use all of the documents in your final DBQ. Choosing 8-10 of them initially will allow you to later use only the documents that best support the question.
 - d) The documents that you select should include a minimum of the following types of documents:
 - One visual source (cartoon or illustration)
 - One printed material source (a newspaper or magazine article, etc.)
 - One personal document (letter or diary entry)
 - One public record document (government document)
 - One political document (speech)
 - One chart, graph, or map
- 3) All documents must be directly related to the question and relevant in some way to answering the question. However, the document should

not include all the information needed to answer the question. The documents are linked together like clues to answer the question.

- a) Develop one or more scaffolding questions for each document to help other students evaluate the historical evidence and interpret the document's perspective.
- 4) Create a list of additional information or resources that others can use to answer the question. Additional information is any information that relates to the question and can be included in the answer *but* such information is **not** specifically contained in the documents.
- 5) Write the Historical Context. The background information included in the Historical Context sets up the DBQ but DOES NOT answer it. Background information may include key vocabulary.
- 6) Like the examples you have seen on practice DBQs, provide instructions for how students/others should analyze and synthesize the evidence for a thorough DBQ response. Present the question in DBQ format and submit your project.

Extra Credit: Create your own scoring rubric. Include an answer key of expected responses.

When choosing the documents for your DBQ, think like a reporter. You must first examine the documents or images and decide if they provide information that helps answer the DBQ.

Selecting Documents for Your DBQ

- Who or what is the document about?
What kind of document is it?
- Who was the original audience? How is the document's message tailored to that audience?
- Who made or sponsored the message and for what purpose?
- What messages are communicated (and/or implied) about certain people, places, events, behaviors, lifestyles, etc.?
- How accurate or credible is the information in the message?
- What is left out of this document that might be important to know?
- When and where was the document produced?

Portions adapted from DBQ Strategies by Cheryl Tice, 2008:
<http://www.gstbooces.org/iss/iss/trainings/dbq/strategies.htm>

PROTEST: INTERNAL UNREST

Unit of Study: From World War II to the Present: The Changing Nature of the American People (This lesson requires 3 days.)

Focus Question: How did internal unrest change the face of America?

Teaching Point:

- Students will learn about the struggle for Civil Rights in the United States.

Why/Purpose/Connection:

- This lesson explores how the pursuit of equal rights changed the lives of all Americans.

Materials/Resources/Readings:

- Trade Book Titles:
 - *Delivering Justice*
 - *Through My Eyes*
 - *People who Changed America: The Civil Rights Movement*
 - *When Will I Get In?*
 - *Brown v. Board of Education*
 - *The Civil Rights Act of 1964*
 - *Freedom Walkers*
 - *Civil Rights Marches*
 - *America in the Time of Martin Luther King Jr.*
 - *Protest!*
- Center instruction sheets

Model/Demonstration:

- Motivation: Teacher writes “Protest!” on the board and asks students to quickly write down five to ten words they think of when they see that word. The teacher then directs the students to add five historic events (if they have not already) that are connected to the word.
- Teacher charts student responses and directs students to categorize the words in an Open Word Sort activity.
- Teacher asks students which word groups may be associated with the Civil Rights Movement, allowing students to offer their thinking behind their decisions.
- Teacher explains that The United States faced great challenges during the 1960s when the Civil Rights Movement took center stage. The Civil Rights Movement can be looked at by examining the leaders of the movement and the groups who worked for and against the movement.

Guided Practice:

- Teacher explains that to examine each of these areas in depth, students will divide into groups (Key Leaders, Key Events or Key Groups) to create related mini projects (a letter, an illustrated timeline or a pamphlet).
- Teacher and students practice finding information for a pamphlet titled *Protest!* Teacher asks students how they will find information about ways Civil Rights activists recruited new members into their group, e.g., using the Table of Contents and/or the index.
- Teacher reads pages 12-13 and thinks aloud about the groups mentioned. Teacher focuses on Jo Ann Robinson and the group of women who helped to organize the bus boycott. Students identify some types of information that a group could include in a pamphlet.
- Teacher reads aloud page 14. Students identify how this section would be appropriate for the group creating an illustrated timeline. For example, that the bus boycott was a turning point or key event in the Civil Rights Movement.

Independent Exploration:

(Day 2-3)

- Teacher divides students into groups and distributes handouts which explain the objective for each group. Groups can be assigned, or students can choose an area on which they would like to focus.
- Groups agree upon project responsibilities and research the information needed to complete their mini project.
- Groups consider how best to compile the mini projects and what format to use for an effective presentation. Groups complete projects.

Share/Closure:

- Projects can be posted around the room as a gallery walk, presented to the class or shared in a jigsaw activity.

Assessment:

- Teacher evaluates mini-project.

Key Leaders

Imagine you are one of the leaders of the Civil Rights Movement. Write a letter to the nation outlining your most important ideas and why you think America is ready for change.

Key Events

Create an illustrated timeline of the key events of the Civil Rights Movement. Be sure to include a brief description of each event with the illustration.

Key Groups

Make a pamphlet or advertisement for one of the groups that worked for or against the Civil Rights Movement. Your goal is to recruit new members, so you must outline your cause and give good reasons why your group is the group to join.

EMMETT TILL

Unit of Study: WWII to the Present: The Changing Nature of the American People

Focus Question: How did internal unrest change the face of America?

The Teaching Point: Students will be able to use primary sources to develop a sense of the outrage that was building surrounding Civil Rights violations

Why/Purpose/Connection: This lesson serves as an introduction to the specific events that characterized the Civil Rights movement.

Materials/Resources/Readings:

- Trade Book Titles:
 - *Freedom Walkers* (pp. 31-32)
- Websites:
 - http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_till.html<http://www.emmettillmurder.com/Dylan.htm> (Bob Dylan song)
 - <http://www.emmettillmurder.com/Hughes.htm> (Langston Hughes)
 - <http://www.pbs.org/wgbh/amex/till/index.html>

Model/Demonstration:

- Motivation: Teacher provides students with the letter from Lawyer E. Frederick Morrow. Teacher asks the students to complete the graphic organizer, What I Read, What I Think, What I Wonder. Teacher asks students to pay special attention to key vocabulary in the letter.
- Teacher explains that students are going to explore the Civil Rights Movement, and that the Emmett Till Case was one of the events that sparked outrage and the need for change. Teacher explains that students are going to explore the case through primary sources, using the primary sources like pieces in a puzzle.
- Teacher asks students to complete a t-chart, Primary Sources/Secondary Sources, focusing on how using primary sources to figure out the story is different than reading a secondary source about the story. Students should consider the primary source from the motivation as an example.

[Gr. 8 SS
Exam Alert](#)

Provides
practice
analyzing
primary
sources.

Guided Practice:

- Teacher asks students to brainstorm different types of primary sources that they may encounter while exploring the case.
- Teacher explains that students will visit stations that reflect different types of sources, such as quotes, poems/songs, letters, and images.
- Teacher assigns each group a type of primary source and asks the group to list strategies for analyzing that type of source.

Independent Exploration:

- Students circulate through primary source centers relating to the Emmett Till case, noting important facts, their thoughts, and questions.

- After reviewing multiple primary sources students try to recreate the story surrounding the Emmett Till case (as they understand it).

Differentiation:

- Challenge: Students create a DBQ question, including the historical background surrounding the events of the Till case.

Share/Closure:

- Teacher reads aloud a secondary source relating to Emmett Till. Students compare their account for details and accuracy.
- Students reflect on the life and death of Emmett Till using their journals.

Assessment:

- Teacher evaluates the story of Emmett Till.

Next Steps:

- Students examine *Brown vs. Board of Education*

Primary Source 1

Lawyer E. Frederic Morrow, the first African American White House staff member, wrote the following file memo after the acquittal of [Emmett Till's killers](#). Morrow was uneasy in his position as the only African American on the chief executive's staff, when Eisenhower was clearly reluctant to address racial inequality or establish a forward-looking civil rights policy.

The White House
Washington

November 22, 1955

MEMORANDUM FOR THE RECORD

Having served more than eight years as Field Secretary of the National Association for the Advancement of Colored People, and during this period having faced every manner of problem that comes within the realm of race relations, I am especially alert to racial conditions and situations that will eventually affect the welfare of the country, and which will particularly bring headaches and possible severe criticism to the Administration. It is for these reasons alone that I presume to present my considered judgment on a dangerous situation that is now afflicting the country.

The killing of the young Negro, Emmett Till, in Mississippi this fall, has received official attention from this Administration through the Office of the Attorney General. Under normal circumstances, this would be enough to satisfy most people; that the police arm of the Federal Government was alert to all situations where possible Federal laws have been violated. However, this particular situation is so fraught with emotion because of the circumstances under which the crime was committed, and the fact that the victim was a youngster, that normal methods of dealing with the usual case of crime are not completely acceptable to all of the interested parties.

Because of many years of investigating lynchings, mob violence, and various forms of terrorism in the country, I am able to spot signs that indicate that we are on the verge of a dangerous racial conflagration in the Southern section of the country. My official duties in the past few months have taken me to the deep South, to the Middle West, and throughout the Eastern seaboard, and the one theme that is on the lips and minds of all Negroes is the injustice of the Till case, and the fact that nothing can be done to effect justice in this case. The warning signs in the South are all too clear: the harassed Negro is sullen, bitter, and talking strongly of retaliation whenever future situations dictate.

Mass meetings are being held by the scores across the country, and being attended by thousands of people who want to hear the story from the mother of the boy or other witnesses. The Till case is a subject of unceasing publicity in the press, and the subject of numerous Sunday sermons in the pulpits of the land. An example of the passion that this case has generated was indicated to me in Youngstown a few weeks ago, when I attended services at a prominent church, and heard the well-educated minister of the congregation state that: "we Negroes lynch too easily and we must learn to resist with everything in our power if we would put a stop to this barbarous custom."

It is a well-known fact that the Negroes in Mississippi have formed an underground, and are determined to protest themselves by methods that, if used, can only lead to further terror and bloodshed.

On the other hand, a frightening power has been built in Mississippi by the anti-desegregation White Citizens Councils, and their principal method is one of economic terrorism. These Councils are fanning out throughout the South, and they have created a climate of fear and terrorism that holds the entire area in a vise.

As a member of the White House staff, I am sitting in the middle of this, and I have been accused of being cowardly for not bringing this situation to the attention of the Administration, and requesting the President to make some kind of observation on this unwholesome problem. My mail has been heavy and angry, and wherever I go, people have expressed disappointment that no word has come from the White House deploring this situation. I always point out, of course, that our Attorney General has followed this situation with interest and skill, and that he will act when and if Federal laws are violated. But this does not still the protestations. There is a clamor for some kind of statement from the White House that will indicate the Administration is aware of, and condemns with vigor, any kind of racist activity in the United States...

E. Frederic Morrow
Administrative Officer
Special Projects Group

Source: "Civil Rights - Emmett Till Case." Dwight D. Eisenhower Presidential Library, Digital Documents Project.
http://www.eisenhower.archives.gov/dl/Civil_Rights_Emmett_Till_Case/EmmettTillCase.html

QUOTES:

http://www.pbs.org/wgbh/amex/till/peoplevents/p_till.html

“ I met Milam and Bryant. We had this strange situation. We're meeting in the library of this law firm. Milam and Bryant are sitting on one side of the table, [lawyer] John Whitten and I sitting on the other side. I'm not doing the questioning. Their own lawyer is doing the questioning. And he's never heard their story. Not once. He becomes as interested in the story as I am. I said, "Now I'm going to take notes and then during the day I'm going to do two things. I'm going to be roughing out this story, and I'm also going where you say you went, and I'm going to find evidence."

Milam did most of the talking. Now remember, he's older. Milam was then thirty-five or thirty-six. He was a first lieutenant in the U.S. Army reserve at that time. And so Milam was a bit more articulate than Bryant was. Bryant did some talking, particularly when they talked about what they were told had happened in the store. But J. W. Milam did the killing. He fired the shot when they took Till down on the river and killed him. ”

<http://www.watson.org/~lisa/blackhistory/early-civilrights/emmett.html>

"Have you ever sent a loved son on vacation and had him returned to you in a pine box, so horribly battered and water-logged that someone needs to tell you this sickening sight is your son -- lynched?"

-- Mamie Bradley, mother of Emmett Till [14]

LETTERS:

http://www.pbs.org/wgbh/amex/till/filmmore/ps_letters.html

Both Emmett Till and his aunt Elizabeth wrote to Emmett's mother, Mamie, in late August 1955.

[undated]

Dear Mom

How is everybody? I hope you and Jean is fine. I hope you'll had a nice trip. I am having a fine time will be home next week. Please have my motor bike fixed for me (pay you back). If I get any mail put it up for me. I am going to see Uncle Crosby Saturday. Everybody here is fine and having a good time. Tell Aunt Alma hello. (out of money)

Your son

Bobo

Greenwood, Miss
August 25, 1955

Dear Sis:

Greeting to you in Jesus precious name. All is doing fine. Ed Wright Bobo Also Jr. arrived here safe. The boys is enjoying them selves fine and we are enjoying them. I was glad that you all let Bobo come. He is certainly a nice kid he is just as obedient as you want to see. I think I'll take him to see Crosby Sunday perhaps Uncle Joe too. It's real fun to Bobo to go out into the field where the others boys is to pick cotton. Why didn't you come along with them then. We certainly would have went to Hazelhurst. We have a big crop and lots of cotton to pick but I don't have to even go to the field. I have me a new Maytag washer. I think it wonderful -- now I would've written Mamie but Boa say she was expecting to go away on her vacation so you can tell her what I say about her son. Now [...] soon and tell me the news about the family.

Love to Mr. Spearman all from your sister
Elizabeth

IMAGES



<http://www.blackhistory.noaa.gov/images/segregation-signs.jpg>



<http://bradley.chattablogs.com/segregation%20drinking%20fountain.JPG>



<http://cache3.asset-cache.net/xc/50344901.jpg?v=1&c=IWSAsset&k=2&d=E41C9FE5C4AA0A14BD14A56A658F5C50805A70B61E880155CCCEB1DFA884D923B01E70F2B3269972>

SONGS/POEMS

<http://www.emmettillmurder.com/Hughes.htm>

Mississippi—1955 (1955)

(To the Memory of Emmett Till) by Langston Hughes

Oh what sorrow!

Oh, what pity!

Oh, what pain

That tears and blood

Should mix like rain

And terror come again

To Mississippi.

Come again?

Where has terror been?

On vacation? Up North?

In some other section

Of the nation,

Lying low, unpublicized?

Masked—with only

Jaundiced eyes

Showing through the mask?

Oh, what sorrow,

Pity, pain,

That tears and blood

Should mix like rain

In Mississippi!

And terror, fetid hot,

Yet clammy cold

Remain.

The Money Mississippi Blues (1955)
Lyrics by Langston Hughes; Music by Jobe Huntley

I don't want to go to Money, honey,
not Money, Mississippi!
in Money, Mississippi.
no, I wouldn't go to Money, honey,
down in Mississippi.
There's pity, sorrow and pain
In Money, Mississippi.
Tears and blood like rain
in Money, Mississippi,
in Money, Mississippi!

His father died for democracy
fighting in the army over the sea.
His father died for the U. S. A.
Why did they treat his son this a-way?
in Money, Money, Mississippi,
Money, Mississippi.

His mother worked to raise her child,
dressed him neat, kept him from running wild.
She sent him to the country when vacation
came,
but he never got back to Chicago the same.
They sent him back in a wooden box----
from Money, Money, Mississippi,
Money, Mississippi.

Like old boy, just fourteen years old,
shot, kicked, and beaten 'cause he was so bold
to whistle at a woman who was white.
He was thrown in the river in the dead of night
In Money, Money, Mississippi,
Money, Mississippi.

I don't want to go to Money, honey,
not Money, Mississippi.
No, I wouldn't want to go to Money, honey,
down in Mississippi.
There's pity, sorrow, and pain
in Money, Mississippi!
Tears and blood like rain
in Money, Mississippi,
in Money, Mississippi!

No, I wouldn't want to go—
for no kind o' Money—
to Money, Mississippi,
not Money, Mississippi!

Money, Mississippi!

(Blues guitar accompaniment)

<http://www.emmettillmurder.com/Dylan.htm>

The Death of Emmett Till (1962) by Bob Dylan

"Twas down in Mississippi no so long ago,
When a young boy from Chicago town stepped through a Southern door.
This boy's dreadful tragedy I can still remember well,
The color of his skin was black and his name was Emmett Till.

Some men they dragged him to a barn and there they beat him up.
They said they had a reason, but I can't remember what.
They tortured him and did some evil things too evil to repeat.
There was screaming sounds inside the barn, there was laughing sounds out on the street.

Then they rolled his body down a gulf amidst a bloody red rain
And they threw him in the waters wide to cease his screaming pain.
The reason that they killed him there, and I'm sure it ain't no lie,
Was just for the fun of killin' him and to watch him slowly die.

And then to stop the United States of yelling for a trial,
Two brothers they confessed that they had killed poor Emmett Till.
But on the jury there were men who helped the brothers commit this awful crime,
And so this trial was a mockery, but nobody seemed to mind.

I saw the morning papers but I could not bear to see
The smiling brothers walkin' down the courthouse stairs.
For the jury found them innocent and the brothers they went free,
While Emmett's body floats the foam of a Jim Crow southern sea.

If you can't speak out against this kind of thing, a crime that's so unjust,
Your eyes are filled with dead men's dirt, your mind is filled with dust.
Your arms and legs they must be in shackles and chains, and your blood it must refuse to flow,
For you let this human race fall down so God-awful low!

This song is just a reminder to remind your fellow man
That this kind of thing still lives today in that ghost-robed Ku Klux Klan.
But if all of us folks that thinks alike, if we gave all we could give,
We could make this great land of ours a greater place to live.

NEWS ACCOUNTS:

<http://www.lib.washington.edu/subject/History/bi/hst388-absher/till.pdf>

<http://www.lib.washington.edu/subject/History/bi/hst388-absher/till-nyt.pdf>

<http://www.lib.washington.edu/subject/History/bi/hst388-absher/jet.pdf>

For other news articles: <http://www.lib.washington.edu/subject/History/bi/hst388-absher/till.html>

CIVIL RIGHTS LEGISLATION

Unit of Study: From WWII to the Present: The Changing Nature of the American People
(This lesson requires 2 days)

Focus Question: How did internal unrest change the face of America?

The Teaching Point:

- Students will be able to make connections between various Civil Rights laws using an interactive flow chart.

Why/Purpose/Connection: This lesson examines the progress made during the Civil Rights movement while providing a review of historical content relating to earlier legislation.

Materials/Resources/Readings:

- Trade Book Titles:
 - *Delivering Justice*
 - *Through My Eyes*
 - *People who Changed America: The Civil Rights Movement*
 - *When Will I Get In?*
 - *Brown v. Board of Education*
 - *The Civil Rights Act of 1964*
 - *Freedom Walkers*
 - *Civil Rights Marches*
 - *America in the Time of Martin Luther King Jr.*
 - *Protest!*
- Websites:
 - <http://www.archives.gov/education/lessons/civil-rights-act/>
 - <http://www.nps.gov/brvb/historyculture/timeline.htm>
- Civil Rights Legislation
- Model flow chart

Model/Demonstration:

- Motivation: Teacher displays article 1, section 2 of the Constitution and asks students to make a connection between this section and the Civil Rights Movement.
- Teacher explains that the class is going to make a live-action interactive flow chart of Civil Rights legislation, and that article 1, section 2, containing the Three-Fifths Compromise is going to begin the chart. Teacher explains that students are will begin by analyzing a piece of legislation with a partner. Then the pair will use trade books and other background sources to make connections between the primary source legislation and other events. Upon completing the analysis, student pairs will create a poster sized representation of their legislation. Students will then arrange themselves into a flow chart formation to reflect the relationships between the legislation.
- Teacher displays the legislation analysis graphic organizer. Teacher explains that students are going to begin by noting any facts and interpretations based on their

primary sources. After analyzing the primary source, students gather some background on the legislation in the trade books, and note any relevant connections between the legislation and other events and/or legislation.

- Teacher models completing the graphic organizer for the Three-Fifths Compromise.

Guided Practice:

- Teacher instructs half of the class to use the graphic organizer to analyze the Fugitive Slave Act of 1793 while the other half of the class analyzes the Fugitive Slave Act of 1850.
- Upon completion of the analysis, teacher asks the 2 groups to share.
- Teacher then displays a sample flow chart that begins with the Three-Fifths Compromise. Teacher asks students to decide how they would place the acts on the flow chart. Teacher notes that they can be adjacent to each other and not continue chronologically. Teacher notes that a flow chart is not a timeline, and that while a number of events may flow chronologically, their goal is to show relationships between the legislation and/or events.

Independent Exploration:

- Student pairs use the graphic organizer to analyze a piece of legislation and examine relevant background from the trade books.

Model/Demonstration:

(Day 2)

- Teacher refers back to the brief model of the flow chart from the previous lesson.
- Teacher explains that students will create a poster displaying the name of the legislation they analyzed, connections and implications.
- Teacher explains that posters will help student pairs as they arrange themselves into a live flow chart. Teacher explains that students will need to discuss their legislation with other pairs and ask questions of each other to try to determine the order of the flowchart. As part of the conversation students can make suggestions as to whom they should talk to next.
- Teacher chooses two students to model a possible conversation using two examples of legislation that were not assigned. Students should be prepared for the model. Possible dialogue can be:
 - Student 1: I analyzed the 13th amendment; chronologically it comes after the Dred Scott case. I don't think it is a causal relationship because I know the 13th amendment resulted from the Civil War. What did you analyze?
 - Student 2: I looked at the Black Codes. They were created to try to continue to enslave the now-freed population. I think that might be connected to the 13th amendment. Did you find any information on results of the 13th amendment? It follows chronologically as well, but maybe it should be placed below as something stemming from the 13th amendment.
- Teacher adds to the model flow chart from the previous day.

[Gr. 8 SS
Exam Alert](#)

Legislation spans the 7th and 8th grade curriculum providing a content review.

Independent Practice:

- Student pairs circulate and discuss their legislation attempting to create the class flow chart. Teacher circulates asking questions to help guide students.

- Teacher and/or students should note any points of contention in terms of the order of the flow chart on a piece of chart paper that can be clarified through further research.

Share/Closure:

- Students post their posters, and make conclusions about the course of Civil Rights in US history. Guiding questions include:
 - How has the scope of citizenship expanded over the course of US history?
 - What relationships exist between various pieces of legislation?
 - What was the role of the Supreme Court in expanding Civil Rights?

Assessment:

- Teacher evaluates student posters.

Next Steps: Students explore front page news.

The Three-Fifths Compromise

Article 1 - The Legislative Branch

Section 2 - The House

The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

(Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.) (The previous sentence in parentheses was modified by the 14th Amendment, section 2.) The actual Enumeration shall be made within three Years after the first Meeting of the Congress of the United States, and within every subsequent Term of ten Years, in such Manner as they shall by Law direct. The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative; and until such enumeration shall be made, the State of New Hampshire shall be entitled to chuse three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five and Georgia three.

When vacancies happen in the Representation from any State, the Executive Authority thereof shall issue Writs of Election to fill such Vacancies.

The House of Representatives shall chuse their Speaker and other Officers; and shall have the sole Power of Impeachment.

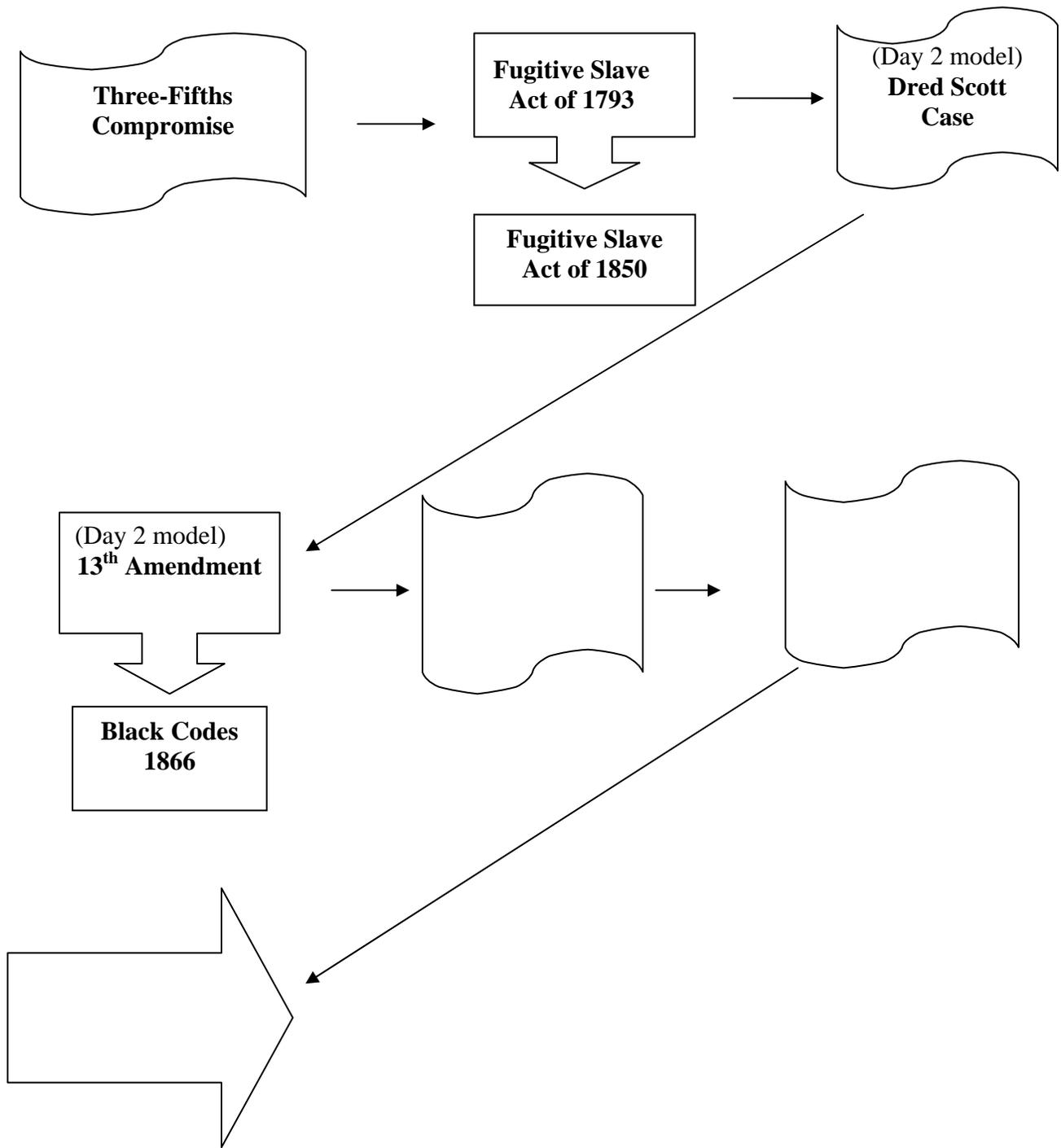
MODEL : Legislation Analysis

Primary Source: Article 1, Section 2 of the Constitution		Secondary Source
Facts	Analysis	Connections
Explains the legislative branch Sets up the census which helps determine population, therefore determining representation Counts certain people as 3/5	In determining representation non-slave states did not want slaves counted, giving slave states the benefit of the numbers to increase their representation. This connects slavery as an institution to the US Constitution	

Primary Source	website
Three-fifths Compromise: Article I, Section 2 (1787)	http://www.archives.gov/education/lessons/constitution-workshop/images/Constitution_Pg1of4_AC-txt.pdf
Fugitive Slave Act (1793)	http://www.pbs.org/wgbh/aia/part2/2h62t.html (http://www.pbs.org/wgbh/aia/part2/2h62.html)
Fugitive Slave Act (1850)	http://www.nationalcenter.org/FugitiveSlaveAct.html
Dred Scott (1857)	http://memory.loc.gov/cgi-bin/query/r?ammem/llst:@field(DOCID+@lit(llst020div1))
13 th Amendment (1865)	http://www.loc.gov/rr/program/bib/ourdocs/13thamendment.html
Black Codes (1865)	http://www.milestonedocuments.com/documents/view/black-code-of-mississippi/ http://www.learnnc.org/lp/editions/nchist-civilwar/5516
Civil Rights Act of 1866	http://www.pbs.org/wgbh/amex/reconstruction/activism/ps_1866.html
14 th Amendment (1868)	http://www.ourdocuments.gov/doc.php?flash=old&doc=43
15 th Amendment (1870)	http://www.loc.gov/rr/program/bib/ourdocs/15thamendment.html
Civil Rights Act of 1875	http://www.pbs.org/wgbh/amex/reconstruction/activism/ps_1875.html
Jim Crow Laws	http://academic.udayton.edu/race/02rights/jcrow02.htm
<i>Plessy v. Ferguson</i> (1896)	http://www.landmarkcases.org/plessy/home.html
<i>Guinn v. US</i> (1915)	http://digital.library.okstate.edu/ENCYCLOPEDIA/entries/G/GU001.html
19 th Amendment (1919)	http://www.ourdocuments.gov/doc.php?flash=old&doc=63
Native Americans gain voting rights (1920)	http://www.aclu.org/voting-rights/voting-rights-act-timeline (not a primary source)
Indian Citizenship Act (1924)	http://www.nebraskastudies.org/0700/frameset_reset.html?http://www.nebraskastudies.org/0700/stories/0701_0146.html
Supreme Court Uphold Poll Tax (1937)	http://www.aclu.org/voting-rights/voting-rights-act-timeline (not a primary source)
Executive 8022 (1941)	http://www.gilderlehrman.org/teachers/seminar_docs/depression_doc4.html
Chinese Exclusion Act Repealed (1943)	http://www.sanfranciscochinatown.com/history/1943repealofexclusionact.htm
Executive 9981 (1948)	http://www.trumanlibrary.org/9981.htm
George W. McLaurin Segregated to the Anteroom, The <i>Henderson</i> , <i>McLaurin</i> and <i>Sweatt</i> Cases (1948)	http://www.loc.gov/exhibits/brown/brown-segregation.html
<i>Brown v. Board of Education</i> (1954)	http://www.nationalcenter.org/brown.html
Bus Segregation declared illegal (1956)	http://www.pbs.org/wgbh/amex/eyesontheprize/milestones/m01_bus.html
Civil Rights Act of 1964	http://www.ourdocuments.gov/doc.php?doc=97
Voting Rights Act of 1965	http://www.ourdocuments.gov/doc.php?doc=100
Equal Employment Opportunity Act (1972)	http://www.eeoc.gov/eeoc/history/35th/thelaw/eo_1972.html
Affirmative Action	http://clinton2.nara.gov/WH/EOP/OP/html/aa/aa02.html (background/not a primary source)
Civil Rights Act of 1991	http://www.eeoc.gov/laws/statutes/cra-1991.cfm

Legislation Analysis

Primary Source		Secondary Source
Facts	Implications	Connections



THE STORY BEHIND THE STORY: FRONT PAGE NEWS

Unit of Study: From WWII to the Present: The Changing Nature of the American People
(This project may span up to 8 days)

Focus Question: How did political crises challenge the United States?
How is the United States addressing its own needs as well as those of the modern global community?

The Teaching Point:

- Students will be able to analyze parts of the front page of the newspaper
- Students will be able to analyze important events, both historic and current, in order to replicate the front page of a newspaper
- Students will contemplate the First Amendment, as well as other constitutional protections and their significance in the past, present and future.

Why/Purpose/Connection: This lesson considers the public's right to know when weighed against the government's desire to protect, or conceal information. The lesson bridges multiple topics in history through this theme, providing content relevant to the current unit in conjunction with a review of earlier material.

Materials/Resources/Readings:

- Trade Book Titles:
 - *The Vietnam War*
 - *Conflicts in Iraq and Afghanistan*
 - *The Watergate Scandal*
- Websites listed in lesson
- Multiple copies and varieties of current daily papers

Model/Demonstration:

- Motivation: Teacher provides student groups with different front pages from current newspapers, both print and digital, and asks students to participate in a collaborative annotation, drawing conclusions on what kinds of stories or events make front page news. (Newspapers should reflect a wide variety to demonstrate different approaches to the news.)
- Teacher creates a chart, **Front Page**, and asks students what things are found on the front page of the newspaper. (Title of newspaper, date, advertisements, photos, articles, captions)
- Teacher explains that while all the front pages have articles and photos, the class is going to try to figure out what articles make the front page and why.

[Gr. 8 SS Exam Alert](#)

Content of lesson spans the 7th and 8th grade curriculum providing a review.

Guided Practice:

- Teacher cuts up the front page of a current newspaper and provides each group with one of the articles or photos.
- Teacher asks each group to name a category for the article. For example, sports, local politics, international news, etc.
- Teacher asks each group to label their article and then post the article on a piece of chart paper, labeled with the category.

Independent Exploration:

- Student groups cut and categorize articles from the front page of at least two newspapers. Articles can be added to existing categories or new categories can be created.

Share/Closure:

- Students conduct a carousel around the newspaper article charts, adding comments about why the articles were on the front page.
- Students reflect in journals on what makes front page news.
- Teacher may make note of the different choices made by different newspapers (e.g., The New York Post vs. The New York Times)

Assessment:

- Teacher evaluates group charts.
- Teacher evaluates journal reflections.

Model/Demonstration:

(Day 2-3)

- Motivation: Teacher posts the First Amendment and asks if anyone can identify it.
 - *Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*
- Teacher asks students to look back at the front page articles to see if there are any examples of items that would need to be protected by the First Amendment.
- Teacher asks students to imagine why we need an amendment to protect the press.
- Teacher explains that there have been many instances in history in which the First Amendment has been an issue.
- Teacher distributes the front page of the New York Times issue featuring the Pentagon Papers. <http://www.nytimes.com/learning/general/onthisday/big/0511.html>
- Teacher asks student groups to compete a t-chart with facts and questions regarding the Pentagon Papers using the headlines from the front page.
- Teacher explains that students will use these questions as the basis of an inquiry into the Pentagon Papers, and the constitutional issue surrounding them.

Guided Practice:

- Teacher asks students how they will find out more about the Pentagon Papers.
- Teacher leads class in a brainstorm of words, ideas, and topics related to the Pentagon Papers that can guide their research. (Vietnam War, Cambodia, 1970s)
- Teacher previews some of the materials that include articles (both current and historical), as well as selections from the trade books.
 - Pentagon Papers
 - <http://www.nytimes.com/1991/06/11/opinion/on-my-mind-the-pentagon-papers.html?pagewanted=1> (20 year anniversary opinion piece)
 - http://www.nytimes.com/2009/05/17/weekinreview/17liptak.html?_r=1 (Comparison of pentagon papers to current times)

- <http://www.nytimes.com/2009/01/04/us/04glendon.html> obit of lawyer
- <http://www.nytimes.com/2001/06/29/opinion/lying-about-vietnam.html> (op ed by revealer of the paper)
- <http://www.mtholyoke.edu/acad/intrel/pentagon/pent1.html> (the pentagon papers)
- http://topics.nytimes.com/top/reference/timestopics/subjects/p/pentagon_papers/index.html?s=oldest& (Times topics)
- Teacher asks groups to suggest possible note taking strategies (double entry journal, triple entry journal, T-chart, etc).

Independent Practice:

- Students begin reading and research related to the Pentagon Papers.

Differentiation:

- Teacher can provide students who need additional support with a note-taking template, and specific readings. Teacher can set specific purposes for reading. See differentiation page for possible templates.

Share:

- Students share one interesting fact about the Pentagon Papers during a whip discussion.

Assessment:

- Teacher evaluates notes.

Model/Demonstration:

(Day 4-6)

- Teacher creates a T-chart, *Right to Know/Right to Protect* and asks student groups to come up with one item for each column based on their study of the Pentagon Papers and to share it on a post-it note.
- Teacher explains that with regard to the Pentagon papers, it was decided that the constitutional protection of the people's right to know was more important than the government's right to protect. Throughout history there have been times when constitutional rights have been suspended in order to protect. There have also been times when the government has tried to stop images or other information from becoming public.

Guided Practice:

(Note: In choosing current events websites it is important to choose websites that present an objective view of an issue.)

- Teacher displays the image of the flag-draped coffins. Teacher asks student groups to discuss the public's right to know versus the government's efforts to withhold these images.
- http://www.usnews.com/dbimages/master/9898/FE_DA_090309twotakes.jpg
 - Why would the public want to see these images?
 - How might the public react?
 - Why would the government want to withhold these images? Are any of the reasons justifiable?

- Teacher asks each group to add another post-it note to each column of the t-chart.

Independent Practice:

- Teacher explains that student groups are each going to explore one instance of the government's right to protect superseding the Constitution's protection of individual rights. Student must review the documents and information to consider both sides in a t-chart entitled *The Public's Right/Government's Right to Protect*.
- Teacher reviews strategies for the various types of sources students will encounter. Students should consider the dates of the sources, any author bias, etc. (websites, primary sources, news articles, trade books).
- Abraham Lincoln and Habeas corpus
 - Habeas Corpus defined: <http://www.merriam-webster.com/dictionary/habeas+corpus>
 - Document: <http://teachingamericanhistory.org/library/index.asp?document=425>
 - News: <http://www.sonofthesouth.net/leefoundation/civil-war/1861/november/lincoln-suspends-habeas-corpus.htm>
 - News: <http://eagle.brooklynpubliclibrary.org/Default/Skins/BEagle/Client.asp?Skin=BEagle>
- President Roosevelt and Japanese Internment
 - Document/Explanation: <http://www.ourdocuments.gov/doc.php?flash=old&doc=74>
 - News: http://www.digitalhistory.uh.edu/learning_history/japanese_internment/news_paper_articles.cfm
- The Patriot Act
 - Explained: Government- http://www.fincen.gov/statutes_regs/patriot/ , non-profit- <http://www.amnestyusa.org/war-on-terror/civil-rights/page.do?id=1108209>
 - News: http://topics.nytimes.com/top/reference/timestopics/subjects/u/usa_patriot_act/index.html

Share/Closure:

- Students reflect on the press's role during controversial constitutional issues in a journal entry.

Assessment:

- Teacher assesses students' reflections.

Model/Demonstration:

(Day 7-8)

- Teacher explains that the conflict between the public's right to know versus the government's right to protect has recurred throughout US history, and that groups will explore some of the various instances where this conflict has occurred.
- Teacher explains that groups will use resources related to their topic to read,

research, and take notes. Upon completing the research, student groups will vote on the right to know vs. the right to protect. Based on the results, students will create a front page of a newspaper. (Teacher should refer back to the collection of charts that depict the components of the front page of a newspaper.)

Guided Practice:

- Teacher instructs students to use the list of components to create a check list of what makes a good front page of a newspaper.
- Student groups share their checklist. Teacher uses student ideas to create a student-generated rubric.

Independent Practice:

- Students explore their topic and create a front page of a newspaper. Topics have been selected to reflect a broad span of time offering an opportunity to explore issues that are current as well as past topics that can be covered as content review prior to the 8th grade exam. There are many more historic and current topics that are applicable to the issue of Right to Know versus Right to Protect.

Share/Closure:

- Students evaluate their work and/or the work of their classmates using the student-generated rubric.
- Students participate in a gallery walk of the front page news.

Assessment:

- Teacher evaluates front page of the news using student-generated rubrics.

Possible Topics:**Zenger Trial**

<http://www.law.umkc.edu/faculty/projects/Ftrials/zenger/zenger.html> (Compilation of sources)

<http://www.courts.state.ny.us/history/Zenger.htm> (Background and primary sources)

<http://www.america.gov/st/educ-english/2008/April/20080422131918eaifas0.6481439.html> (Historical overview)

See 7th grade trade book collection if available

Watergate Scandal

<http://www.washingtonpost.com/wp-srv/politics/special/watergate/> (historical overview, connections to news)

<http://www.archives.gov/education/lessons/watergate-constitution/> (background and documents)

<http://www.whitehouse.gov/about/presidents/richardnixon> (Richard Nixon)

US involvement in Somalia

<http://www.pbs.org/wgbh/pages/frontline/shows/ambush/> (background, images)

<http://www.cartercenter.org/COUNTRIES/somalia.html> (overview)

<http://inquirer.philly.com/packages/somalia/nov16/rang16.asp> (background from newspaper series, includes video and audio links)

<http://inquirer.philly.com/packages/somalia/sitemap.asp> (newspaper series)

Iran-Contra

<http://www.pbs.org/wgbh/amex/reagan/peopleevents/pande08.html> (overview)

<http://www.pbs.org/wgbh/amex/reagan/peopleevents/pande08.html> (overview and primary sources)

<http://www.loc.gov/rr/print/swann/herblock/presidents.html> (cardboard Ronald Reagan cartoon)

Abu Ghraib Abuse Scandal

http://www.newyorker.com/archive/2004/05/10/040510fa_fact (magazine article)

http://topics.nytimes.com/topics/news/international/countriesandterritories/iraq/abu_ghraib/index.html (overview and articles)

<http://www.defense.gov/news/newsarticle.aspx?id=26511> (news article from the Department of Defense)

Differentiation:
Sample Note-taking template
 Triple-Entry Journal

Source	I read...	I think/wonder...

Reading Support: Document analysis

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

Source analysis

This lesson contains opportunities for students to use multiple types of sources. Students who need support approaching a source could use the following guiding questions to help them approach reading and note-taking.

- Is the source a primary or secondary source? If it is a primary source skip to answer questions 1-5. If it is a secondary source answer questions 6-10. If you are unsure, either look at questions 1-10 and decide which seem applicable or talk to your teacher.
 1. What type of primary source is it? (Document, image, song, letter, article) You may want to choose the appropriate analysis tool from <http://www.archives.gov/education/lessons/worksheets/>
 2. Who was it created by?
 3. When was it created?
 4. What is the historical context of the source? In other words, what was happening when this was created or that caused it to be created?
 5. What facts could I glean from the source? What questions do I have?
 6. What type of secondary source is it? (website, article, trade book)
 7. Who is the author? Publisher?
 8. When was it created?
 9. What is the relationship between the date it was created and the date of the event?
 10. What facts could I glean from the source? What questions do I have?



http://www.usnews.com/dbimages/master/9898/FE_DA_090309twotakes.jpg

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 metacognition 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 can serve as a reflective summary for the unit, **The Changing Nature of the American People**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

Learning From the Past

Winston Churchill said, “Those who fail to remember history are doomed to repeat it.”

A large number of tumultuous events characterized the 20th Century. What lessons should be learned in order to ensure a more peaceful world in the future? Have events of the early 21st Century suggested that we have learned from the past, or does it seem we are doomed to repeat the past?

The Changing Nature of the American People

In what ways have Americans grown as a people since the birth of the nation? How has the character of the nation developed? In what ways do the American people and the nation need to continue to grow and change in the 21st Century?

Looking Ahead

Considering both past and current events, where do you see the United States 10 years from now, 20 years from now, or even 50 years from now? Will America continue to be a world political and economic power?

Field Trips for The Changing Nature of the American People**Location****Exhibits and Programs**

The Intrepid Sea, Air, and Space Museum
Pier 86, West 46th Street and 12th Avenue,
Manhattan
212-245-0072
<http://www.intrepidmuseum.org/>

The Greenbelt Environmental Education
Center
200 Nevada Avenue, Staten Island
718-667-7475
<http://www.sigreenbelt.org/About/Edcenter/edcenter.htm>

The Paley Center for Media
25 West 52nd Street, Manhattan
212-621-6600
<http://www.paleycenter.org/education>

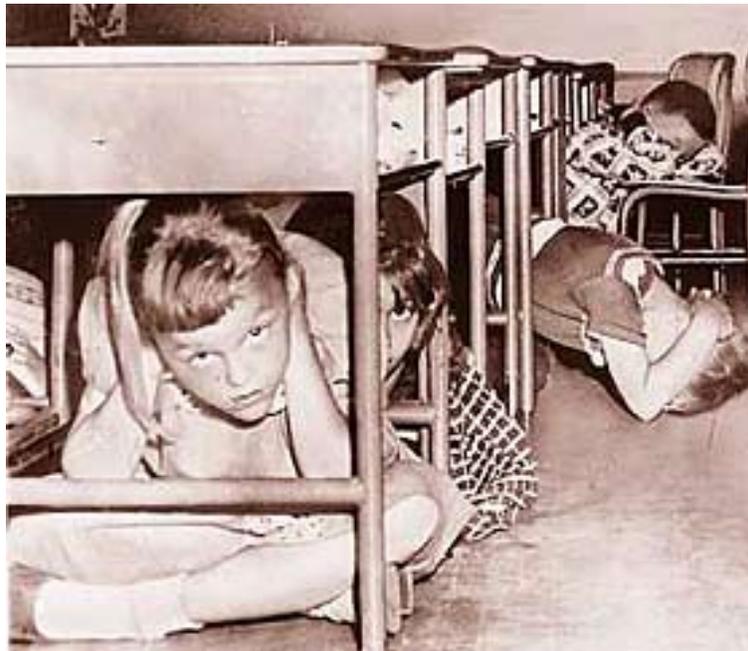
United Nations
Public Services Section
Guided Tours, Room GA - 64
Manhattan
(212) 963-8687 General Tour Info -- 963-4440
Group Tours
www.un.org/tours/

Precious Earth, Waste Reduction

Get Up! Stand Up! The Civil Rights Movement
and Television
Red Scare: The Cold War and Television
The Living Room War: Television and
Vietnam

V.

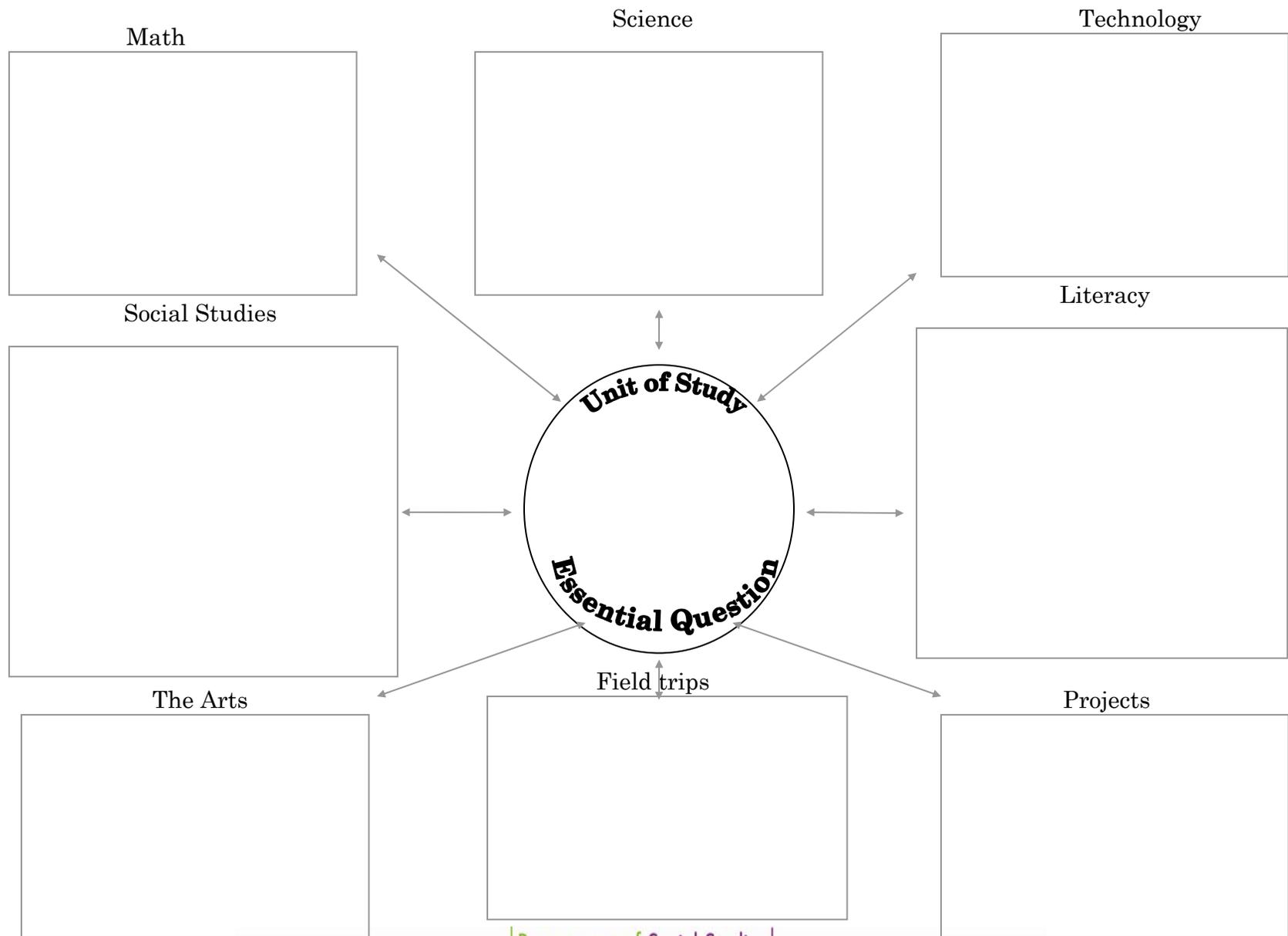
Additional Resources



Shelter Drill

<http://www.coldwarpeacemuseum.org/experience.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

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 needs?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent or Partner/Group Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

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

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

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

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

-
-
-

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

-
-
-

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

-
-
-

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

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

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

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

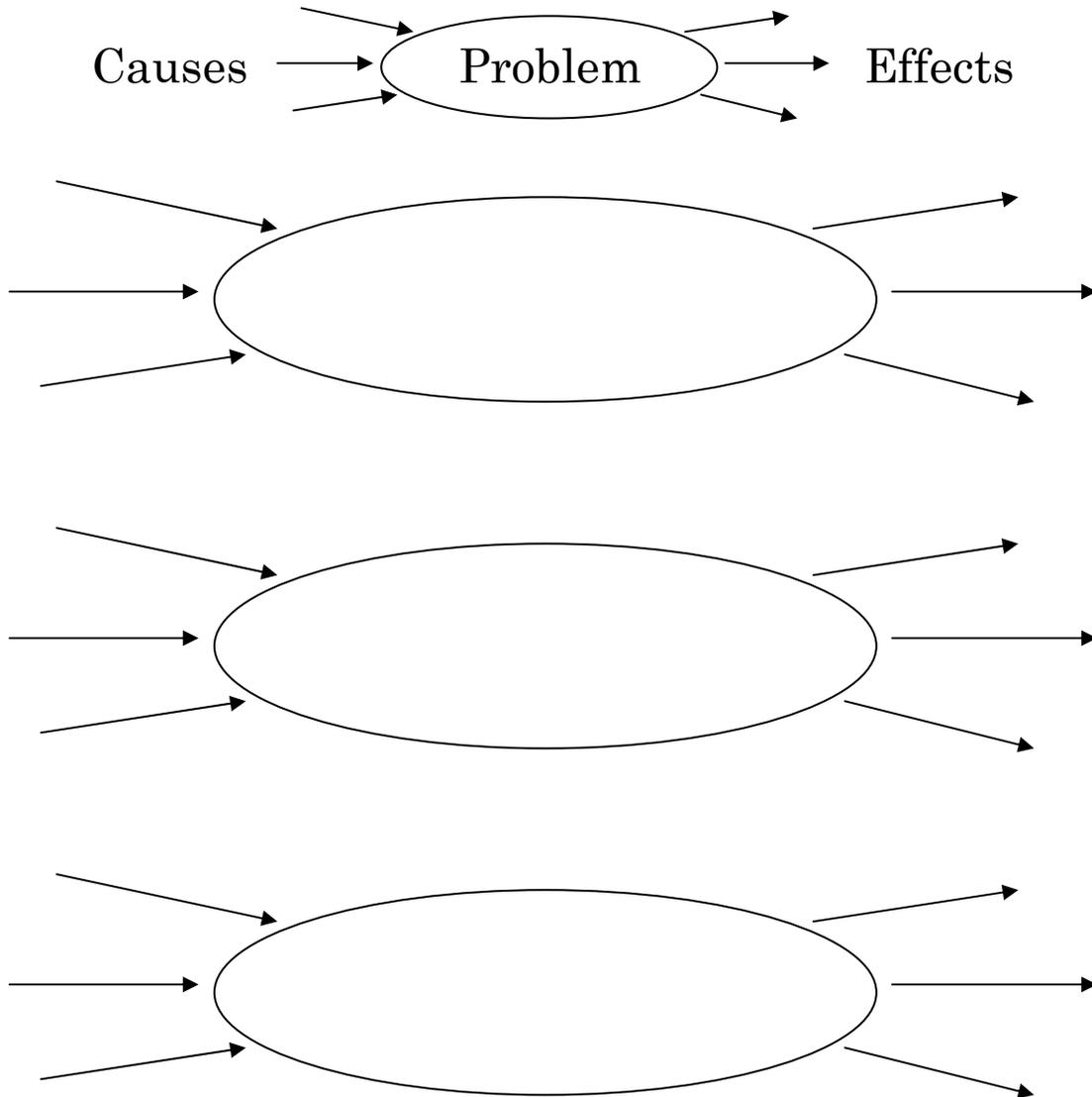
Name of image: _____

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

What I See	What I Think	What I Wonder

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

CAUSE-EFFECT TEMPLATE



NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

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

What I Learned (Details):

-
-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

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

Words to help identify main idea:

Write the \$2.00 sentence here:

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

Name _____

Text _____

As I read, I note the following:

1) _____

2) _____

3) _____

4) _____

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

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

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

OPINION/PROOF THINK SHEET

Name _____ Date _____

Text _____

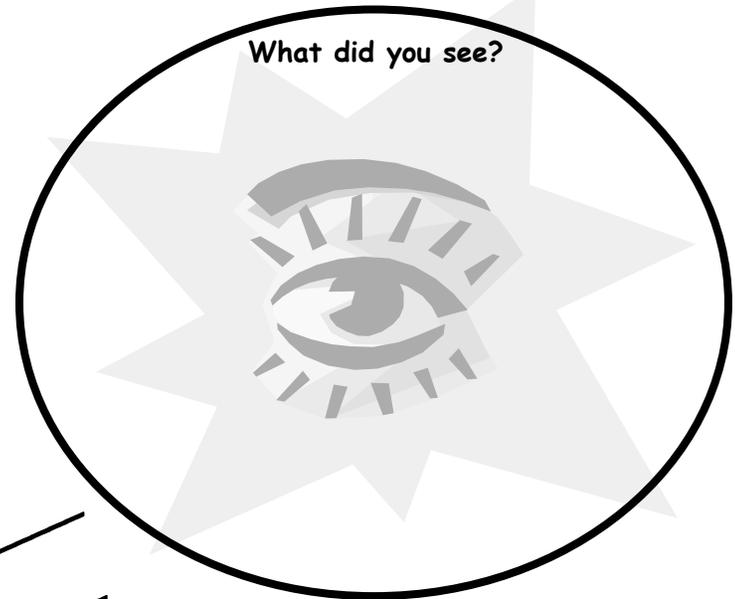
What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

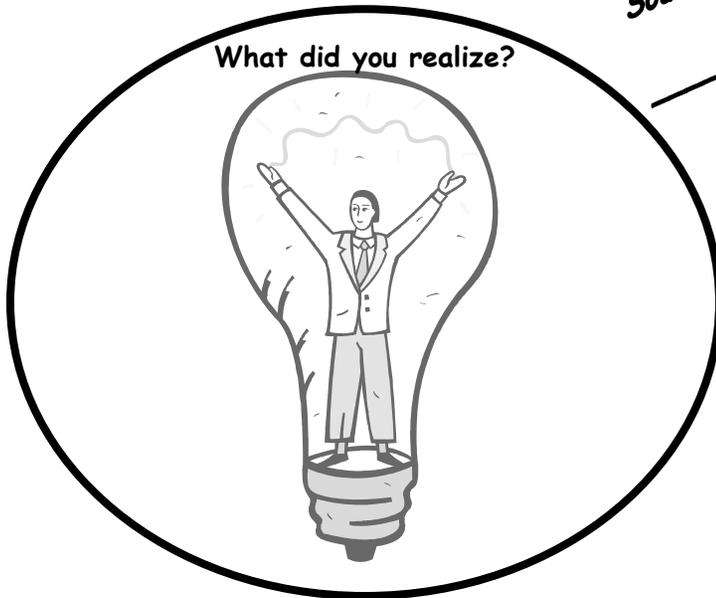


What did you see?

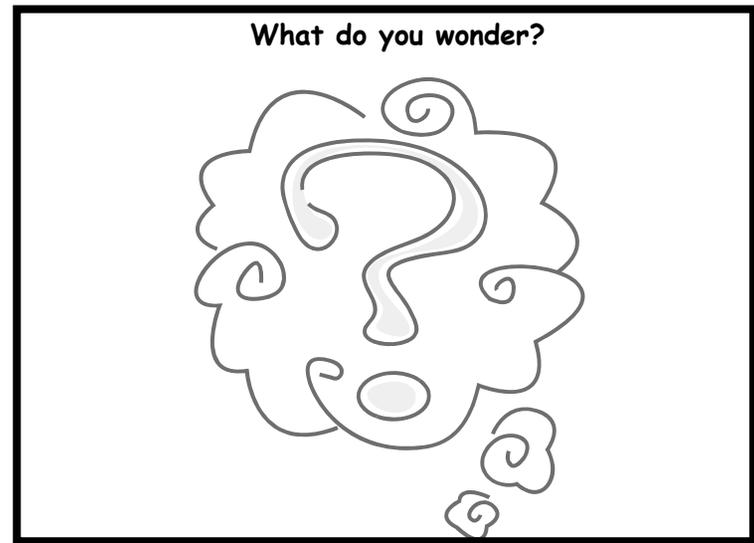


Source:

What did you realize?



What do you wonder?



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