

*HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING*  
**ENHANCED SCOPE AND SEQUENCE**



**United States History:**  
**1865 to the Present**

Commonwealth of Virginia  
Department of Education  
2010

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by the

Virginia Department of Education

P.O. Box 2120

Richmond, Virginia 23218-2120

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**Superintendent of Public Instruction**

Patricia I. Wright

**Assistant Superintendent for Instruction**

Linda M. Wallinger

**Office of Standards, Curriculum, and Instruction**

Mark R. Allan, Director

Betsy S. Barton, History and Social Science Specialist

Beverly M. Thurston, History and Social Science / International Education Coordinator

**Edited, designed, and produced by the CTE Resource Center**

Margaret L. Watson, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Medical Park

Phone: 804-673-3778

2002 Bremo Road, Lower Level

Fax: 804-673-3798

Richmond, Virginia 23226

Web site: [www.cteresource.org](http://www.cteresource.org)

The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

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## Acknowledgments

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Melissa Allison  
Spotsylvania County Public Schools

Agnes Dunn (retired)  
Stafford County Public Schools

Rebecca Mills  
Spotsylvania County Public Schools

Heather Scully  
Williamsburg-James City County Public Schools

Joan Spence  
Former President, Virginia Council on Economic Education

## Introduction

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The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The *Enhanced Scope and Sequence* is organized by topics from the original *History and Social Science Standards of Learning Scope and Sequence* document and includes the content of the Standards of Learning and the essential knowledge and skills found in the *History and Social Science Standards of Learning Curriculum Framework 2008*. In addition, the *Enhanced Scope and Sequence* provides teachers with sample lesson plans aligned with the essential knowledge and skills in the *Curriculum Framework*.

School divisions and teachers may use the *Enhanced Scope and Sequence* as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that have been aligned with the Standards of Learning. Teachers who use the *Enhanced Scope and Sequence* should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

As stated above, the *Enhanced Scope and Sequence* is organized into units by topics found in the original *History and Social Science Standards of Learning Scope and Sequence* document. Each organizing topic contains the following:

- A related History and Social Science Standard(s) of Learning
- The essential understandings, knowledge, and skills that define the designated Standard(s) of Learning, as presented in the *History and Social Science Standards of Learning Curriculum Framework 2008*
- Related sample Internet resources
- Lesson sessions containing various instructional activities and a list of required materials
- Handouts to accompany some of the instructional activities
- Sample assessment items covering the entire organizing topic



ORGANIZING TOPIC

Geography Skills, with Focus on Settlement of the Great Plains

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present;
  - f) analyze and interpret maps that include major physical features;
  - g) use parallels of latitude and meridians of longitude to describe hemispheric location.
- USII.2 The student will use maps, globes, photographs, pictures, or tables for
- a) explaining how physical features and climate influenced the movement of people westward;
  - b) explaining relationships among natural resources, transportation, and industrial development after 1865;
  - c) locating the 50 states and the cities most significant to the historical development of the United States.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.
- Make connections between the past and the present.
- Sequence events in United States history from 1865 to the present.
- Analyze and interpret maps that include major physical features.
- Use parallels of latitude and meridians of longitude to describe hemispheric location.

Content

- Explain that states are examples of political regions.
- Explain that states are grouped by region as follows:
- Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania
  - Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas
  - Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota
  - Southwest: Texas, Oklahoma, New Mexico, Arizona
  - Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho
  - Pacific: Washington, Oregon, California
  - Noncontiguous: Alaska, Hawaii

Explain how cities serve as centers of trade and have historically had political, economic, and/or cultural significance to the development of the United States. Provide examples of cities, including the following:

- Northeast: New York, Boston, Pittsburgh, Philadelphia
- Southeast: Washington, D.C.; Atlanta; New Orleans
- Midwest: Chicago, St. Louis, Detroit
- Southwest: San Antonio, Santa Fe
- Western (Rocky Mountains): Denver, Salt Lake City
- Pacific: San Francisco, Los Angeles, Seattle
- Noncontiguous: Juneau, Honolulu

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Explain how people's perceptions and use of the Great Plains changed following the Civil War.

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Identify the following physical features and climate of the Great Plains:

- Flatlands that rise gradually from east to west
- Land eroded by wind and water
- Low rainfall
- Frequent dust storms

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Explain how new technologies allowed people to live in more challenging environments. As a result of these technologies, they began to see the Great Plains not as a "treeless wasteland" but as a vast area to be settled.

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Recognize major inventions and adaptations related to life on the Great Plains:

- Barbed wire
- Steel plows
- Dry farming
- Sod houses
- Beef-cattle raising
- Wheat farming
- Windmills
- Railroads

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Demonstrate how manufacturing areas were located near centers of population. Include the following examples:

- Textile industry: New England
- Automobile industry: Detroit
- Steel industry: Pittsburgh

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Explain how advances in transportation linked the following resources, products, and markets:

- Moving natural resources (e.g., copper and lead) to eastern factories
- Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh)
- Transporting finished products to national markets

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*American Memory: Historical Collections for the National Digital Library.* Library of Congress.

<http://www.memory.loc.gov>. This site is a gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than 7 million digital items from more than 100 historical collections.

“Defining Regions of the United States.”

<http://www.nationalgeographic.com/xpeditions/lessons/04/g912/usregions.html>. This National Geographic Web site offers a lesson in which students think about how the regions of the United States are defined and characterized.

*EDSITEment: The Best of the Humanities on the Web.* National Endowment for the Humanities.

<http://www.edsiteмент.neh.gov>. This Web site offers an extensive lesson entitled “Life on the Great Plains.” Click on “History and Social Studies,” and scroll down to find the lesson in the alphabetical list.

*Fred Hultstrand: Settling the Land. The Fred Hultstrand History in Pictures Collection.* American Memory Collection. Library of Congress. [http://memory.loc.gov/ammem/award97/ndfahtml/hult\\_home.html](http://memory.loc.gov/ammem/award97/ndfahtml/hult_home.html). This site provides some 550 images documenting the settlement of the northern Great Plains, particularly northeastern North Dakota.

*Geography Games for Kids.* <http://kidsgeo.com/geography-games/index.php>. This site has several map games that would be useful for practicing with latitude and longitude and for locating countries and states.

*Pioneer Camera: The Fred Hultstrand History in Pictures Collection.* The North Dakota State Library.

<http://library.ndsu.edu/exhibits/pioneer/camera/default.htm>. This site offers a Fred Hultstrand photography exhibit of life on the Great Plains in the late nineteenth century.

*THE WEST.* Public Broadcasting Service. <http://www.pbs.org/weta/thewest/program>. *THE WEST* is an eight-part documentary series that premiered on PBS stations in 1996. This multimedia guided tour proceeds chapter-by-chapter through each episode in the series, offering selected documentary materials, archival images, and commentary, as well as links to background information and other resources of the Web site.

*Xpeditions Atlas: Maps Made for Printing and Copying.* National Geographic.

<http://www.nationalgeographic.com/xpeditions/atlas/>. This site offers many maps suitable for use as handouts.

## Session 1: Regional Maps of the United States

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have basic knowledge of the geography of the United States.
- Students are expected to know how to read a map.

### **Materials**

- Outline map of the United States with political boundaries
- Outline map of each region of the United States (optional)
- Atlas and other map reference materials
- Colored pencils
- Large flip-chart paper
- Attachment A: Physical and Cultural Map of a Region of the United States

### **Instructional Activities**

1. To begin this session, have students draw an outline of the United States from memory. Be sure there are no United States maps visible in the room. After students have completed this step, have them draw and label on their “from-memory” maps some of the major topographical features of the United States, such as the Appalachian Mountains, Rocky Mountains, Great Lakes, Grand Canyon, and Mississippi River. Challenge students to indicate the general location of some major cities, such as New York City, Boston, Washington, D.C., Los Angeles, San Francisco, Chicago, Dallas, Denver, and Richmond. Students may feel frustrated by this exercise, but encourage them to persist and do the best they can. This exercise will help students comprehend the extent of their knowledge of United States geography.
2. Explain the concept of “regions” as a way to organize and study geographical areas. Explain that a region is an area defined by certain unifying characteristics, and remind them that the United States is divided into a series of regions. Ask students what physical characteristics can be used to designate a physical region (climate, vegetation, physical features). Help students understand that regions have specific boundaries, are different from other regions in a significant way, and can be any size. This session is modified from two lessons offered by National Geographic: “Regions: A Hands-On Approach” and “What’s Your Region Really Like?” See also “Defining Regions of the United States” at <http://www.nationalgeographic.com/xpeditions/lessons/04/g912/usregions.html>.
3. Ask students to name the seven major physical regions of the United States (Northeast, Southeast, Midwest, Southwest, Rocky Mountains, Pacific, and Noncontiguous). Write the names of the regions on the board, and ask students to draw on their “from-memory” maps the boundaries of two of the above regions, using a different color for each region. Students may need to reference maps or consult a map in the textbook. After they have finished, have them share and discuss their maps with the class. Explain that boundaries for regions may vary. Prompt discussion by asking the following questions:
  - How well did your memory serve you? Did you have a hard time remembering the outline of the United States? Did you leave out anything significant?
  - How well did you remember the location of major physical features? The locations of cities?
  - Why did you draw the boundaries for each region where you did? What criteria did you use in determining your boundaries? What physical features give the boundaries of these regions meaning?
4. Give students an outline map of the United States showing the political boundaries. Printable maps can be found on the Internet at the National Geographic’s Web site *Xpeditions Atlas: Maps Made for Printing and Copying* at <http://www.nationalgeographic.com/xpeditions/atlas/>. Emphasize that political boundaries are formal borders designated by governments or treaties, and they can be drawn either arbitrarily or following some physical feature, such as a river. Have students use an atlas or reference maps in the textbook to label the states and draw the boundaries of the seven physical regions of the United States. Also, have students label the major cities within each region. Explain that regions can be determined not only by physical characteristics but also by cultural characteristics. You may want to use the Southeast as an example. Have them brainstorm physical and cultural characteristics of this region, such as major industries, tourist attractions, or sports teams.

5. Divide students into small groups or pairs, and assign each group one of the seven regions of the United States. Instruct students to create a physical and cultural map of their assigned region. Provide students with a large outline map that includes the political boundaries for their region. Alternatively, project each regional map on a large piece of flip-chart paper, and allow students to trace the projection to create a large map that can be hung in the classroom. See Attachment A for a sample assignment sheet for students.
6. Have students share their completed maps with the class. Ask them to consider how they would know when traveling when they leave one region and enter another. What characteristics distinguish their region from others?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use software to create maps.
- Have students modify/shade/color the digital image of a map.

#### Multisensory

- Have students use map puzzles or flash cards to help them identify the names of places.
- Have students work with laminated copies of blank maps, which will encourage revision and reuse.
- Have students solve puzzles of each region.

#### Community Connections

- Invite a cartographer to discuss his/her occupation and interesting facts about regions.

#### Small Group Learning Activities

- Have students participate in a Think-Pair-Share exercise to create a map.
- Divide students by U.S. regions to discuss features.
- Have students participate in a game of charades to identify various regions.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *compass rose, legend, key, political boundaries, noncontiguous features, physical features, cultural features*.
- Have students participate in a quiz game using cards that contain terms and definitions.
- Have students use file folders to create a word wall.

#### Student Organization of Content

- Have students color code regions on a map using a key.
- Have students use zipper bags to maintain materials.
- Have students use pocket folders.
- Have students create or use mnemonic devices to remember information.

## Session 2: Location of States and Cities by Latitude and Longitude

### Prerequisite Understanding/Knowledge Skills

- Students are expected to have basic knowledge of the geography of the United States.
- Students are expected to know how to read a map.
- Students are expected to be familiar with reading an atlas.

### Materials

- Outline maps of the United States
- Atlas and other map reference materials
- Colored pencils

### Instructional Activities

1. Explain that location is often described in “relative” terms, such as “*near* the Atlantic Ocean” or “*west of* the Mississippi River.” Such terms are called “relative” because they *relate* one thing to another. Have students practice locating places such as United States cities, states, or mountain ranges by using these or other relative terms.
2. Remind students that to describe a location precisely, parallels of latitude and meridians of longitude are used. Ask students to locate, using latitude and longitude, the following regions, states, and cities on a map of the United States.

Region	States	Cities
Northeast	Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania	New York City, Boston, Pittsburgh, Philadelphia
Southeast	Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas	Washington, D.C., Atlanta, New Orleans, Richmond
Midwest	Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota	Chicago, St. Louis, Detroit
Southwest	Texas, Oklahoma, New Mexico, Arizona	Dallas, San Antonio, Santa Fe
Rocky Mountains	Colorado, Utah, Nevada, Montana, Wyoming, Idaho	Denver, Salt Lake City
Pacific	Washington, Oregon, California	San Francisco, Los Angeles, Seattle

(NOTE: Although the concept of latitude and longitude is introduced in the course United States History to 1865, additional instruction in working with latitude and longitude may be necessary to allow students to apply their knowledge correctly here and in the activity described in Session 3.)

### Specific Options for Differentiating This Session

#### Technology

- Have students use geography software to locate cities and states.
- Have students use an interactive whiteboard to locate cities and states.
- Have students use a road map to locate specific cities and states.

#### Multisensory

- Have students use physical position in the classroom to demonstrate location and direction.
- Have students work with laminated copies of blank maps, which will encourage revision and reuse.
- Have students use sticky notes to identify cities and states on a large wall map or transparency.
- Have students use a globe to locate cities, using lines of latitude and longitude.

#### Community Connections

- Invite a pilot or member of the Coast Guard to demonstrate and discuss the use of Global Positioning System (GPS).

### Small Group Learning

- Have students create a travel brochure, adding latitude, longitude, noteworthy geographical features, and climate.
- Have students create individual maps of Virginia or other states, including the major cities.
- Have students contribute to questions for a class quiz game that has students identify cities and states.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *longitude*, *latitude*, *region*.
- Have students use sticky notes to identify lines of latitude and longitude.

### Student Organization of Content

- Have students color-code latitude and longitude lines using a key.
- Have students color-code the cities within an assigned region.

## Session 3: Latitude, Longitude, and Regional Characteristics of States

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have basic knowledge of the geography of the United States.
- Students are expected to know how to read a map.
- Students are expected to be familiar with reading an atlas.

### **Materials**

- Atlas or reference map of the United States, showing latitude and longitude

### **Instructional Activities**

1. This session allows students to continue their work with the concepts of latitude and longitude. Have each student select four states and use an atlas or a reference map of the United States to identify the coordinates of each. These states may be in the region they researched during Session 1 or outside their region.
2. Have students write a two-paragraph story that includes references to some of the physical and cultural characteristics of one of the states they chose.
3. Have students share their stories with the class to see whether the other students can determine the correct state from the writer's list of four. Challenge students to explain/defend their answers.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use geography software to locate regions by latitude and longitude.
- Have students use a road map to locate specific regions.
- Have students present slide shows highlighting the regional characteristics of an assigned region.
- Have students use graphic organizers and word prediction software to help complete their stories.

#### Multisensory

- Have students work with laminated copies of blank maps, which will encourage revision and reuse.
- Have students use sticky notes to identify regional characteristics on a large wall map or transparency.
- Have students use a relief map to locate physical characteristics of regions, using lines of latitude and longitude.
- Have students create a relief map of the regions, using salt dough or modeling clay.

#### Community Connections

- Invite a pilot or member of the Coast Guard to demonstrate and discuss the use of Global Positioning System (GPS).

#### Small Group Learning

- Have groups of students create posters that illustrate regional characteristics.
- Have groups of students sort characteristics by regions.
- Have teams of students play a "Pin the Tail on the Donkey" game in which the blindfolded student pushes a thumbtack through a map. Then, the blindfold will be taken off, and his/her team will identify the characteristics, region, and location that he/she has pinned.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *longitude, latitude, region, atlas, physical characteristics, cultural characteristics*.
- Have students contribute to a word bank for given vocabulary.
- Have students contribute to questions about regional identification for a class quiz game.



**Student Organization of Content**

- Have students color-code latitude and longitude lines, using a key.
- Have students create a matrix using sentence frames comparing regional characteristics.

## Session 4: Life on the Great Plains

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have basic knowledge of the geography of the Great Plains and land west of the Mississippi.
- Students are expected to know how to read a map.

### **Materials**

- Resources related to settlement of the Great Plains
- Attachment B: Life on the Great Plains

### **Instructional Activities**

Prior to this session, explain that settlement of the Great Plains was a great challenge. Before the Civil War, the Plains were viewed as uninhabitable. With the help of technological advances and the movement of American Indians to reservations, the West became more hospitable to settlement. This session provides students with an opportunity to examine some of the technologies that permitted people to live in such a challenging environment.

1. Have students work individually or in pairs to complete this activity. Give each student or pair of students a “Life on the Great Plains” chart (Attachment B), and have them research the inventions and agricultural practices listed. Allow students to use the textbook and other supporting resources to complete their research. Provide additional resources from the library.
2. After students have completed their charts, have them share their answers as part of a class discussion. Prompt discussion with questions such as the following:
  - What invention or agricultural practice do you think made the biggest impact in settling the Great Plains?
  - What are some possible negative effects of beef-cattle raising to the environment?
  - What were some of the climatic obstacles farmers faced in settling the Great Plains?
  - What impact did the railroad have on the life of those in the Great Plains? On the economy of the nation as a whole?
3. Optional activity: Follow up this session by having students examine poems, photographs, and/or personal accounts of life on the Great Plains at the time. See [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=265](http://edsitement.neh.gov/view_lesson_plan.asp?id=265), which offers an extensive lesson entitled “Life on the Great Plains.” The lesson is designed for grades 9–12, but can be easily modified for sixth grade. This lesson uses resources from *THE WEST* at <http://www.pbs.org/weta/thewest/program> and from the American Memory Collection of the Library of Congress at <http://www.memory.loc.gov>. The American Memory Collection also offers *Fred Hultstrand: Settling the Land* at [http://memory.loc.gov/ammem/award97/ndfahtml/hult\\_home.html](http://memory.loc.gov/ammem/award97/ndfahtml/hult_home.html). The North Dakota State Library offers a Hultstrand photography exhibit entitled *Pioneer Camera: The Fred Hultstrand History in Pictures Collection* at <http://library.ndsu.edu/exhibits/pioneer/camera/default.htm>.

### **Specific Options for Differentiating This Session**

#### **Technology**

- Have students play a computer simulation game recreating the hardships faced by settlers moving west.
- Have students watch and discuss video clips of life on the Great Plains and the technology that aided it.

#### **Multisensory**

- Have students contribute images of the challenges faced by settlers moving west.
- Have students design and complete an obstacle course to demonstrate challenges faced by settlers. Simulate technological advances by reducing the difficulty of the obstacles.
- Have students write captions for images/photographs provided.

#### **Community Connections**

- Invite a representative from the local extension agency to discuss farming and the work and risks involved.

### Small Group Learning

- Have students create a model of a Conestoga wagon, a wind mill, and a steel plow.
- Have students draw a mural of life on the Great Plains.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *barbed wire, steel plow, dry farming, sod houses, beef cattle raising, wheat farming, windmills, railroads, eroded, wasteland, drought resistant, perceptions*.
- Have students contribute pictures to illustrate vocabulary.
- Have students play a sorting game to associate regional characteristic words with pictures.
- Have students contribute to an annotated, illustrated diagram of terms for an assigned region.

### Student Organization of Content

- Have students create an annotated map with illustrations showing the major industries of the region.
- Have students sort terms under the categories of Inventions and Agricultural Practices.

## Session 5: Assessment

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### **Materials**

- Attachment C: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment C.

## Attachment A: Physical and Cultural Map of a Region of the United States \_\_\_\_\_

### Directions

Design and create a physical and cultural map of one of the seven regions of the United States, including the features listed below. Use symbols to represent each of the features (e.g., music notes or clip art of a person playing an instrument to represent music). Be creative, use color, and label items clearly. You may use the Internet, an atlas, and other map reference materials as resources.

### Physical Features

- Mountains
- Lakes
- Rivers
- Forests
- Plains
- Climate
- Major crops (depend on climate and other physical features)

### Cultural Features

- Music
- Sports teams
- Major industries (often depend on physical features of the region)
- Tourist attractions
- Foods
- Pastimes

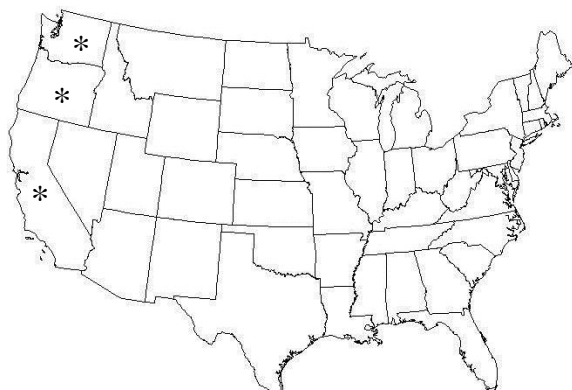
## Attachment B: Life on the Great Plains \_\_\_\_\_

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

<b>Invention or agricultural practice</b>	<b>Description and date introduced</b>	<b>Ways item promoted settlement of the Great Plains</b>	<b>Ways item impacted peoples' lives</b>
Barbed wire			
Steel plow			
Dry farming			
Sod house			
Beef-cattle raising			
Wheat farming			
Windmill			
Railroad			

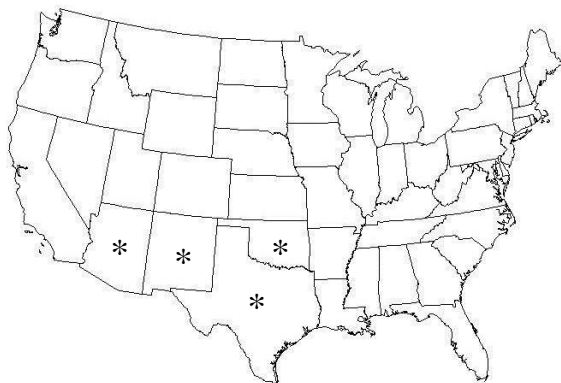
## Attachment C: Sample Assessment Items

Asterisk (\*) indicates correct answer.



1. The states identified with asterisks above are in which region of the United States?

A Pacific\*  
 B Noncontiguous  
 C Southwest  
 D Rocky Mountain



2. The states identified with asterisks above are in which region of the United States?
- A Pacific  
 B Noncontiguous  
 C Southwest\*  
 D Rocky Mountain
3. Which of these items is NOT an invention or adaptation which improved life on the Great Plains?
- A Barbed wire  
 B Steel plow  
 C Steamboat\*  
 D Windmill

4. Which industry is correctly matched with its population center?

A Textile industry—Atlanta  
 B Steel industry—Pittsburgh\*  
 C Meat packing—Detroit  
 D Copper mining—Virginia

5. The steel plow is to farming as barbed wire is to

A transportation.  
 B ranching.\*  
 C mining.  
 D manufacturing.

6. The land of the Great Plains can BEST be described as

A marsh and swamp drained by westward flowing rivers.  
 B forested hills running north and south.  
 C tall mountains and narrow valleys.  
 D flat lands rising gradually east to west.\*

7. What physical feature made the Great Plains ideal for cattle farming?

A Large rivers  
 B Abundant trees  
 C Rolling hills  
 D Open grasslands\*

8. The two states in the Noncontiguous region are

A North and South Dakota.  
 B Alaska and Hawaii.\*  
 C Florida and Alaska.  
 D Puerto Rico and Guam.

9. Why did manufacturing areas develop near cities in the Northeast and Midwest?

A To be near natural resources  
 B To be near the consumers\*  
 C Because there were no cities in the West  
 D Because Southern farmers were self-sufficient

10. Automobile manufacturing developed in

A Detroit.\*  
 B New York City.  
 C Chicago.  
 D Pittsburgh.

ORGANIZING TOPIC

Post Civil War

Standard(s) of Learning \_\_\_\_\_

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present;
  - d) interpret ideas and events from different historical perspectives;
  - f) analyze and interpret maps that include major physical features.
- USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by
- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
  - b) describing the impact of Reconstruction policies on the South and North;
  - c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.
- USII.4 The student will demonstrate knowledge of how life changed after the Civil War by
- a) identifying the reasons for westward expansion, including its impact on American Indians;
  - b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion;
  - c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
  - d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
  - e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

Essential Understandings, Knowledge, and Skills \_\_\_\_\_

Correlation to  
Instructional Materials

**Skills** *(to be incorporated into instruction throughout the academic year)*

- Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present. \_\_\_\_\_
- Make connections between the past and the present. \_\_\_\_\_
- Sequence events in United States history from 1865 to the present. \_\_\_\_\_
- Interpret ideas and events from different historical perspectives. \_\_\_\_\_
- Analyze and interpret maps that include major physical features. \_\_\_\_\_

**Content**

- Explain the basic provisions of these Amendments to the Constitution:
- The 13th Amendment bans slavery in the United States and all of its territories. \_\_\_\_\_
  - The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law. \_\_\_\_\_
  - The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude. \_\_\_\_\_



Explain how the three above amendments guarantee equal protection under the law for all citizens.

Explain the Reconstruction policies and problems associated with those policies:

- Southern military leaders could not hold public office.
- African Americans could hold public office.
- African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops for its enforcement.
- Northern soldiers supervised the South.
- The Freedmen’s Bureau was established to aid former enslaved African Americans in the South.
- Southerners resented Northern “carpetbaggers,” who took advantage of the South during Reconstruction.
- Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.

Explain the end of Reconstruction:

- Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876.
- Federal troops were removed from the South.
- Rights that African Americans had gained were lost through Jim Crow laws.

Describe the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass:

- Abraham Lincoln
  - Made a Reconstruction plan calling for reconciliation
  - Said that preservation of the Union was more important than punishing the South
- Robert E. Lee
  - Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight
  - Became president of Washington College, which is now known as Washington and Lee University
- Frederick Douglass
  - Fought for adoption of constitutional amendments that guaranteed voting rights
  - Was a powerful voice for human rights and civil liberties for all

Define *racial segregation*:

- It was based upon race.
- It was directed primarily against African Americans, but other groups also were kept segregated.
- American Indians were not considered citizens until 1924.

Describe Jim Crow laws:

- Passed to discriminate against African Americans
- Made discrimination practices legal in many communities and states
- Were characterized by unequal opportunities in housing, work, education, and government

Compare African American responses to Jim Crow laws, as characterized by the following leaders:

- Booker T. Washington: Believed equality could be achieved through vocational education; accepted social separation
- W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans

Explain the reasons for increased westward expansion following the Civil War:

- Opportunities for land ownership
- Technological advances, including the Transcontinental Railroad

- Possibility of obtaining wealth, created by the discovery of gold and silver
- Desire for adventure
- Desire for a new beginning for former enslaved African Americans

Explain that westward expansion had a huge impact on American Indians:

- Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo)
- Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé)
- Reduced population through warfare and disease (Battle of Wounded Knee)
- Assimilation attempts and lifestyle changes (e.g., reduction of buffalo population)
- Reduction of their homelands through treaties that were broken

Explain the following reasons for the increase in immigration after the Civil War:

- Hope for better opportunities
- Desire for religious freedom
- Escape from oppressive governments
- Desire for adventure

Explain the following reasons why cities grew and developed:

- Specialized industries, including steel (Pittsburgh) and meat packing (Chicago)
- Immigration to America from other countries
- Movement of Americans from rural to urban areas for job opportunities

Explain that rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.

Describe the following efforts to solve immigration problems:

- Settlement houses, such as Hull House founded by Jane Addams
- Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing)

Explain that discrimination against immigrants included discrimination against the following groups:

- Chinese
- Irish

Explain the following challenges faced by cities:

- Tenements and ghettos
- Political corruption (political machines)

Explain how the United States was transformed from an agricultural to an industrial nation between the Civil War and World War I.

Identify the following new inventions that contributed to great change and industrial growth:

- Electric lighting and mechanical uses of electricity (Thomas Edison)
- Telephone service (Alexander Graham Bell)

Explain the following reasons for the rise and prosperity of big business:

- National markets created by transportation advances
- Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads)
- Advertising
- Lower-cost production

Explain the following factors that resulted in growth of industry:

- Access to raw materials and energy
- Availability of work force due to immigration
- New inventions

- Financial resources

Describe the following examples of big business:

- Railroads
- Oil
- Steel

Explain the following postwar changes in farm and city life:

- Mechanization (e.g., the reaper) reduced farm labor needs and increased production.
- Industrial development in cities created increased labor needs.
- Industrialization provided new access to consumer goods (e.g., mail order).

Explain the following negative effects of industrialization:

- Child labor
- Low wages, long hours
- Unsafe working conditions

Describe the following outcomes of the rise of organized labor:

- Formation of unions: Growth of American Federation of Labor
- Strikes: Aftermath of Homestead Strike

Explain the following effects of Progressive Movement workplace reforms:

- Improved safety conditions
- Reduced work hours
- Placed restrictions on child labor

Describe the following effects of women's suffrage:

- Increased educational opportunities
- Attained voting rights
  - Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.
  - Susan B. Anthony and Elizabeth Cady Stanton worked for women's suffrage.

Describe the temperance movement:

- Composed of groups opposed to the making and consuming of alcohol
- Supported the 18th Amendment to the Constitution of the United States, prohibiting the manufacture, sale, and transport of alcoholic beverages

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“African Americans after Slavery.” *Digital History*. <http://www.digitalhistory.uh.edu/historyonline/us22.cfm>.

This site offers selections from Booker T. Washington and W.E.B. DuBois, in addition to other information regarding racial segregation and increased violence against African Americans after Reconstruction.

Carlisle Indian Industrial School 1879-1918. <http://home.epix.net/~landis/>. This site describes the effort to “shape the identity” of American Indian children by transforming them to resemble their so-called “civilized” American brothers and sisters.

*Cartoons of Thomas Nast: Reconstruction, Chinese Immigration, Native Americans, Gilded Age.*

<http://www.csubak.edu/~gsantos/cat15.html>. This site offers some of the famous cartoons by the well-known American political cartoonist of the late nineteenth century.

*Civil War and Reconstruction*. <http://www.mrburnett.net/civilwar.html>. This site includes extensive links that include all aspects of both the Civil War and Reconstruction, including information about Robert E. Lee, Abraham Lincoln, and Frederick Douglass.

*Civil War and Reconstruction: 1861–1877.*

<http://lcweb2.loc.gov/ammem/ndlpedu/features/timeline/civilwar/civilwar.html>. This section of the American Memory (Library of Congress) site includes an overview of Reconstruction, as well as specific primary sources that can be used in class lessons.

*The Constitution for Kids (4th–7th Grade)*. <http://www.usconstitution.net/constkids4.html>. This section of “The U.S. Constitution Online” contains student-friendly explanations of the Amendments to the Constitution, and can be used to help explain the 13th, 14th, and 15th Amendments.

*Declaration of Sentiments*. The National Park Service. <http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm>. This Web site provides the text of the declaration that was drafted at the first women’s rights convention, which took place at Seneca Falls, New York, in 1848.

*EDSITEment: The Best of the Humanities on the Web*. National Endowment for the Humanities,

<http://www.edsiteмент.neh.gov>. This Web site offers an extensive lesson entitled “Life on the Great Plains.” Click on “History and Social Studies,” and scroll down to find the lesson in the alphabetical list.

*Ellis Island Immigration Museum*. <http://www.ellisland.org>. This site is the official Web site of the museum, offering diverse information.

*The Frederick Douglass Papers Edition*. <http://www.iupui.edu/~douglass/home.html>. This site includes primary and secondary source information about Frederick Douglass.

*The History of Jim Crow*. <http://www.jimcrowshistory.org>. The “Teacher Resources” section of this site includes an extensive list of lesson plans to use in the classroom.

*The History Place: Child Labor in America 1908–1912, Photographs of Lewis H. Hine.*

[www.historyplace.com/unitedstates/childlabor](http://www.historyplace.com/unitedstates/childlabor). This site contains documentary photography from this period.

*The Internet Public Library*. <http://www.ipl.org/>. The Internet Public Library is a public service organization and a learning/teaching environment at the University of Michigan School of Information. This site offers searchable information on all topics.

*Jacob Riis*. <http://www.spartacus.schoolnet.co.uk/USARiis.htm>. This site provides a short biography of Jacob Riis and some sample text and pictures from his book *How the Other Half Lives*.

*Masters of Photography: Jacob Riis*. <http://www.masters-of-photography.com/R/riis/riis2.html>. This site has many documentary photographs of New York City during the Gilded Age.

*Museum of the City of New York: Byron Company Collection On Line.*

<http://museumofnyc.doetech.net/voyager.cfm>. This Web site presents a full collection of photographs from the turn of the twentieth century.

*Reconstruction: The Second Civil War.*

[http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/sf\\_economy.html](http://www.pbs.org/wgbh/amex/reconstruction/sharecrop/sf_economy.html). This question and answer section relating to the PBS program includes student-friendly explanations of the South after the Civil War, including detailed descriptions of sharecropping.

*Reconstruction: The Second Civil War: The Negro Question. American Experience.* Public Broadcasting Service.

<http://www.pbs.org/wgbh/amex/reconstruction/nast/index.html>. This site offers various units on the topic, a teacher's guide, and a gallery of Thomas Nast's political cartoons.

"Reconstruction and Its Aftermath." *African American Odyssey*. Library of Congress.

<http://memory.loc.gov/ammem/aaohhtml/exhibit/aopart5.html>. This site explores the Reconstruction with concise text and illustrations.

Riordon, William L. "Plunkitt of Tammany Hall: a series of very plain talks on very practical politic."

<http://www.gutenberg.org/etext/2810>. This site provides the complete text of the series of interviews entitled *Plunkitt of Tammany Hall*. N.Y.: McClure, Philipps & Co., 1905.

"Urban Political Machines." *Digital History*. <http://www.digitalhistory.uh.edu/historyonline/us28.cfm>. This site provides a lesson on urban political machines.

*U.S. National Archives and Records Administration*. <http://www.archives.gov/>. This site offers access to numerous historical documents of the United States.

"Views of Immigrants from The Rams Horn." *ehistory*. The Ohio State University.

[http://ehistory.osu.edu/osu/mmh/Rams\\_horn/content/Views\\_of\\_Immigrants.cfm](http://ehistory.osu.edu/osu/mmh/Rams_horn/content/Views_of_Immigrants.cfm). This site offers two political cartoons from *The Ram's Horn* that express a desire for immigration restriction, a political movement that was powerful during the Gilded Age and Progressive Era and which was successful in 1921 and 1924.

*We Shall Remain: Wounded Knee*. PBS American Experience. <http://www.pbs.org/wgbh/amex/weshallremain/>. This Web site offers the video about Wounded Knee.

## Session 1: Reconstruction

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have a basic understanding of the causes and results of the Civil War.
- Students are expected to be familiar with Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

### **Materials**

- Notebook paper
- Poster paper
- Colored pencils or markers
- Attachment A: Notes on Reconstruction

### **Instructional Activities**

1. Present students with the following situation:

“This morning, your parent(s)/guardian(s) told you that all children under 18 are now free of their parents. You must leave your house immediately, and you may only take the clothes you are wearing and anything you have purchased with money earned from jobs you have done for other people. Everything else, including any savings accounts in your name, belongs to your parents and will be sold or kept to pay them back for the cost of taking care of you. Your parents have offered to allow you to stay, as long as you do chores and pay them rent each month. What will you do? What, if anything, should the government do to help you?”

Have students record their thoughts on paper, and then discuss their responses as a class. Explain that enslaved African Americans found themselves in a similar situation at the end of the Civil War, during a period of time called Reconstruction. Explain that groups of students will investigate different aspects of Reconstruction and will teach their results to the class.

2. Split students into nine pairs or groups. Assign each group one of the following topics:

- 13th Amendment
- 14th Amendment
- 15th Amendment
- Abraham Lincoln’s views and impact on Reconstruction
- Robert E. Lee’s views and impact on Reconstruction
- Frederick Douglass’s views and impact on Reconstruction
- Reconstruction policies
- Reconstruction problems
- The end of Reconstruction

Provide appropriate textbook readings and Internet resources regarding each topic.

3. Have students work in their small groups to create a poster explaining their topic and including one or more illustrations. Have students display their posters in various areas of the classroom.
4. Have one student from each group remain with the poster as the other students rotate around the room with the handout “Notes on Reconstruction” (Attachment A). The students remaining with their posters have five minutes to teach their topics and help the visiting students create their notes. When the groups of students have rotated to all posters, you may choose to have them share their notes with the teaching students or allow the teaching students to rotate as well. Students should complete some kind of illustration for each topic.
5. After all student notes are complete, discuss what effect Reconstruction had on the rights of former enslaved African Americans. Explain that the failure of Reconstruction led to Jim Crow laws and segregation in the South that did not end until the Civil Rights Movement of the 1950s and 1960s.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students search the Internet to gather resources for Instructional Activity #2.
- Have students use graphic organizer software to maintain research.

### Multisensory

- Have students use documentary photo aids to present research.
- Have students use the technique of “gallery walk” to explore the work of their peers.
- Have students use “snowball activity,” in which groups of students are given a paper with a single concept or word at the top of the paper. Each group responds to the concept on its paper. The paper is then crumpled into a “snowball” and pitched to another group. The group that “catches” the snowball, opens it, smoothes it out, reads its contents, and tries to add to additional information, repeating the process.

### Community Connections

- Invite a community representative to address the process and value of gaining citizenship.
- Arrange for a field trip to a local voter registration office.

### Small Group Learning

- Have small groups use the Think-Pair-Share model to create mini-biography cards for Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *amendments, reconstruction, slavery, citizenship, equal protection under the law, right to vote, servitude, civil rights, Freedmen’s Bureau, carpetbaggers, Black Codes, compromise of 1877, Federal troops, Jim Crow laws, legacies, reconciliation, preservation, provisions, human rights.*
- Have students create vocabulary flash cards with a term and its definition on one side and a corresponding image on the other.
- Have students play vocabulary matching games, such as “Concentration.”

### Student Organization of Content

- Have students use graphic organizers to compare amendments.
- Have students create timelines of significant events of the Reconstruction period.
- Have students use sentence frames to aid their note taking on the Reconstruction.
- Have students use paragraph frames to complete the initial writing activity.

## Session 2: Advancement of African Americans

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to be familiar with the concepts of *segregation* and *discrimination*.
- Students are expected to be able to read and comprehend biographical information.

### Materials

- Political cartoon by Thomas Nast (see <http://www.csubak.edu/~gsantos/img0053.html>)
- Biographies and sample writings of W.E.B. DuBois and Booker T. Washington (see <http://www.digitalhistory.uh.edu/historyonline/us22.cfm>)

### Instructional Activities

1. Explain that Jim Crow laws in the South legalized discrimination against African Americans after Reconstruction. Make it clear how/why it was possible for such laws to be passed. Explain that people created organizations like the Ku Klux Klan (KKK) to carry out a campaign of terrorism against African Americans and ensure white supremacy. Present a notable political cartoon (see Web site listed above) by Thomas Nast, “Armed White Man’s Leaguer and Ku Klux Klan Member Shake Hands [Over] a cowed African American Family (October 1874),” illustrating white society’s effort to intimidate African Americans.
2. Have students read short biographies of African American leaders W.E.B. DuBois and Booker T. Washington, and then, have them read short passages from the writings of these two leaders. See “African Americans after Slavery” at the Web site listed above for selections from both leaders as well as other information regarding racial segregation and increased violence against African Americans after Reconstruction.
3. Have students develop a chart to compare the different perspectives of Booker T. Washington and W.E.B. DuBois on how African Americans should have attempted to gain equal rights.

### Specific Options for Differentiating This Session

#### Technology

- Have students use audio books or text-to-speech software to supplement their research.
- Have students view and discuss videos that demonstrate differences between Booker T. Washington and W.E.B. Du Bois.
- Have students use graphic organizers to compare and contrast Booker T. Washington and W.E.B. Du Bois.

#### Multisensory

- Have students favor one opinion or another by moving along a physical spectrum.
- Have students role-play an interview with Booker T. Washington or W.E.B. DuBois.
- Have students respond to provocative statements.
- Have students use sentence frames to help them enact dialogue during their role-play activity.

#### Community Connections

- Have students research contributions by or visit a historically black college or university.
- Invite the school librarian to discuss the achievements of African Americans.

#### Small Group Learning

- Have groups answer questions about Booker T. Washington and W.E.B. Du Bois.
- Have groups identify contributions of Booker T. Washington and W.E.B. Du Bois, using a Venn diagram to record responses and compare them.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Jim Crow laws*, *racism*, *segregation*, *white supremacy*.
- Have students contribute to a word web by illustrating key terms.



**Student Organization of Content**

- Have students create Venn diagrams that compare their research.
- Have students use T-chart graphic organizers to maintain their research.
- Have students write position (thesis) statements summarizing the beliefs of Booker T. Washington or W.E.B. Du Bois.

## Session 3: Illustration of a United States Map

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have basic knowledge of the geographic regions of the United States, including the Mississippi River.
- Students are expected to be familiar with the timeline of events through 1865.

### **Materials**

- Atlas of the United States
- Blank physical and political map of the United States during the time period 1865 to 1900
- Colored pencils
- Attachment B: Sample Grading Rubric for “Illustration of a United States Map”

### **Instructional Activities**

1. Give each student or pair of students a blank physical and political map of the United States during the time period 1865 to 1900 and a question regarding the route of the Transcontinental Railroad, the areas of growing urbanization, the removal of American Indians to reservations, or the major physical features of the United States. Allow students to use their textbook and/or an atlas to research and answer their question. Have students create a symbol(s) for the answer, place the symbols on their map in the appropriate places, and include these symbols in a map legend. Suggested questions for this map activity include the following:
  - What were the major industries in the Northeast after the Civil War?
  - What two cities in the Northeast became industrial powerhouses after the Civil War?
  - Where did the Central Pacific Railroad and the Union Pacific Railroad meet?
  - In which part of the country was steel manufacturing concentrated?
  - What was the route of the Union Pacific Railroad?
  - What was the route of the Central Pacific Railroad?
  - What raw materials were mined in the western part of the United States?
  - Which industrial city became a center for the meat packing business?
  - What were the primary locations for Indian reservations by 1890?
  - What states experienced large numbers of Chinese immigrants?
2. After they have answered the first question, give each student or student pair a new question. Check the accuracy of students’ answers as they progress throughout the activity. Encourage students to use colored pencils to make their maps colorful and to include a title and legend.
3. Once students have answered all the questions and completed their maps, have them use the maps to draw inferences about the historical time period. In a class discussion, prompt them to consider the impact of railroad expansion, growing urbanization, and settlement patterns during this time. Also, have them consider the influence physical features had on industry, farming, and urbanization.
4. Assessment: A sample grading rubric for this session is found at Attachment B.

### **Specific Options for Differentiating This Session**

#### **Technology**

- Have students play a computer simulation game that has them identify some of the hardships faced by settlers moving west.
- Have students watch and discuss video clips of the westward expansion, including the development of the Transcontinental Railroad, the movement of cattle to the north, the cultures of American Indian tribes, and the development of major industrial cities.
- Have students use interactive mapping software to complete their activities.

### Multisensory

- Have students role-play as Native Americans and the settlers, providing their opinions on westward expansion.
- Have students review and discuss audio books or videos on the oral history of railroad workers, Native Americans, homesteaders, and immigrants.
- Have students work with a map with spaces provided for labeling.

### Community Connections

- Have parents assist students in creating large mural maps.

### Small Group Learning

- Have groups use the textbook and blank maps to illustrate the development of cattle ranching, mining, farming, and railroads.
- Have groups, pretending to be a cattle rancher, a miner, a railroad worker or a farmer, write a journal about daily life.
- Have small groups create large mural maps and supply questions similar to those in Instructional Activity #1.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Transcontinental Railroad, immigrant, reservation, manufacturing, meat packing, urbanization, landscape*.
- Have students create pictowords (a series of photographs or drawings that combine to form a multi-syllable word) out of vocabulary.

### Student Organization of Content

- Have students write a focus question on one side of a page and have a partner write the answer on the other side.

## Session 4: Documentary Photography During the Industrialization Period \_\_\_\_\_

### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to identify primary and secondary sources.
- Students should be familiar with the timeline of events through 1900.

### **Materials**

- Photographs from this time period (See “Sample Resources” for this Organizing Topic.)

### **Instructional Activities**

NOTE: There are at least two good options for presenting the photographs used in this session. One is to download photographs from the Internet and print and laminate them for class use. This works well for small-group work. Another option is to design an electronic presentation that uses the downloaded photographs. The latter option works well for a whole-class activity.

1. Review with students the differences between primary and secondary sources. Write the following quotations on the board, and lead a short discussion on the purpose and importance of documentary photography by having students interpret the meaning of the quotations.  
“The camera is an instrument that teaches people how to see without a camera.”—Dorothea Lange  
“A picture is worth a thousand words.”—Chinese proverb
2. Show students some examples of contemporary documentary photography from a current event, such as the September 11th attack or a natural disaster like the earthquake in Haiti. Select one of the pictures, and without giving students any information about it, have them (1) write a short description of the picture for someone who cannot see it and (2) hypothesize about what event the photograph depicts. Have students share their descriptions. Finally, have students suggest a caption for the photograph. Ask students the following questions: Do documentary photographers usually have a specific message they are trying to convey? Are such pictures usually objective in their message?
3. Have students examine photographs from the industrialization period. The photographs of Lewis Hines and Jacob Riis, as well as those in the Bryon Company Collection in the Museum of the City of New York, offer an excellent cross section of urban life during this period. Choose six or more photographs that offer a representation of life in urban America. As students look at the photographs, have them consider and write answers to the following questions:
  - How would you describe these photographs to someone who could not see them? Be very specific. Your description should be detailed enough to enable someone to visualize the image accurately.
  - What emotions do you think the photographer is trying to elicit in the viewer?
  - What can you infer from these photographs about life in urban America during the turn of the twentieth century?
  - What are some questions left unanswered by these photographs?
  - What would be a good caption for each of these photographs?
4. After they have written their own answers to these questions, have students research the answers, using their textbook, the media center, and/or Internet.

### **Specific Options for Differentiating This Session**

#### **Technology**

- Have students work with images in digital media presentations.

#### **Multisensory**

- Have students role-play as workers, using the image as background setting for the scene.
- Have students add audio behind the images in a presentation.
- Have students participate in a simulation that demonstrates the advantages of the assembly line.

### Community Connections

- Invite a labor leader to discuss the history of U.S. labor unions.
- Arrange for a field trip to a local factory to see the assembly-line process.

### Small Group Learning

- Have groups design mosaics/collages that include the elements of industrialization.
- Have groups write captions to describe each photo or picture they include in a presentation.
- Have small groups role-play dialogue between characters depicted in the photographs.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *primary sources, secondary sources, industrialization, urban, rural, tenements, ghetto, oppressive, settlement houses, political machines, meat packing, political corruption.*
- Have students play vocabulary card matching games, such as “Concentration,” matching terms with correct definitions or images representing those terms. Students should also design the individual cards.

### Student Organization of Content

- Have students create a T-chart of pre- and post-industrial life.

## Session 5: Ellis Island

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have basic knowledge of immigration.

### **Materials**

- Internet access
- Teacher-generated “Ellis Island Virtual Tour” handout (see step 2 below), created using information from the following Web sites:
  - <http://www.nps.gov/elis/index.htm>
  - [http://www.ellisland.org/genealogy/ellis\\_island.asp](http://www.ellisland.org/genealogy/ellis_island.asp)
  - [http://www.ellisland.org/photoalbums/ellis\\_island\\_now.asp](http://www.ellisland.org/photoalbums/ellis_island_now.asp)

### **Instructional Activities**

1. Discuss the origins of the students’ last names. Explain that all Americans, with the exception of American Indians, are either immigrants to this country or are descended from immigrants. This introduction also permits a brief discussion of immigration patterns over time.
2. Distribute the previously created “Ellis Island Virtual Tour” handout containing information, questions, and pictures. The handout should include questions such as the following:
  - What tests did immigrants have to pass before they would be admitted into the United States?
  - What are three reasons immigrants came to the United States? Identify these reasons as *push* or *pull* factors.Direct students to complete the handout.
3. Optional: Show students part of the video series entitled *Ellis Island*, produced by the History Channel. (DVD can be ordered at <http://store.aetv.com/html/product/index.jhtml?id=70429>.) This video describes the immigrant experience and uses excerpts from the Ellis Island Oral History Project. Below are some sample questions to prompt discussion about the video:
  - What was the goal of the bureaucratic institution known as Ellis Island?
  - What fears did American Indians share concerning the rapid increase in the arrival of new immigrants?
  - How did volunteer organizations help new immigrants adjust to their surroundings?
  - Why is Ellis Island referred to as the “Isle of Hope” as well as the “Isle of Tears”?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students take a virtual tour of Ellis Island through the Internet.
- Have students highlight key information in the slide show.

#### Multisensory

- Have small groups role-play dialogue between characters depicted in the photographs.
- Have students use copies of immigration documents, such as ship manifests, tickets, passports, and currencies from countries of origin, to reenact the U.S. customs experience.
- Have students add images of items they would have brought to America to a suitcase cut-out.
- Have students design picture books to convey the immigrant experience.

#### Community Connections

- Invite a local immigrant or descendent of an immigrant to discuss the experience of coming to America.

### Small Group Learning

- Have students write an acrostic poem using the word “IMMIGRATION.”
- Have students debate the pros and cons of immigration, beginning the lesson with a political cartoon from the period.
- Have students form multi-generational immigrant “family groups” to create imaginary journals documenting their experiences.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *migration, emigration, immigration, Ellis Island, Statue of Liberty, push/pull factors, tenements, ghettos, political machines, discrimination, settlement houses.*
- Have students use a current map of New York City to identify the areas where different immigrant ethnic groups settled.
- Have students identify the difference between *immigration* and *emigration*.

### Student Organization of Content

- Have students stand beside one of two posted terms: “Isle of Hope” and “Isle of Tears” that they think best represents Ellis Island. The students then organize their opinions in a T-chart.
- Have students create timelines of significant, turn-of-the-century events that paralleled immigrant experiences.

## Session 6: A New Immigrant's Thoughts

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have basic knowledge of immigration.

### **Materials**

- Letter written in the late nineteenth century by a newly arrived immigrant to the United States, such as Mary Stevenson's letter to her family in Sweden (see [http://www.postalmuseum.si.edu/exhibits/2a4d\\_yourlettersread.html](http://www.postalmuseum.si.edu/exhibits/2a4d_yourlettersread.html))
- Samples of audio letters from immigrants (see [http://www.postalmuseum.si.edu/exhibits/2b1a\\_explosion.html](http://www.postalmuseum.si.edu/exhibits/2b1a_explosion.html))
- Attachment C: Sample Grading Rubric for a "New Immigrant's Thoughts"

### **Instructional Activities**

1. Share an example of a letter written in the late nineteenth century by a recently arrived immigrant (see Web site listed above). Ask students what they can learn about the historical period from reading the letter. Have them note the level of emotion in the letter.
2. Have students assume the identity of a recently arrived immigrant to the United States in this time period and compose a letter to a relative back in the "old country." Have them include information related to the ship journey from the old country, living and working conditions in their new home, job opportunities they may have found, and some of the people they have encountered. Allow students to use the information they have gathered from previous sessions.
3. Assessment: A sample grading rubric for this session is found at Attachment C.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use cameras to create a video letter about recent U.S. immigration.

#### Multisensory

- Have students dress as immigrants from a specific country and provide a short presentation about their feelings and thoughts about coming to America.

#### Community Connections

- Invite in a local immigrant or descendent of an immigrant to discuss the experience of coming to America.

#### Small Group Learning

- Have groups locate and organize images of 19<sup>th</sup>-century clothing that immigrants might have worn.
- Have students compare and contrast photos of immigrants in the textbook.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *immigration*, *emigration*, *Statue of Liberty*, *old country*.
- Have students discuss the meaning of the term *old country*.

#### Student Organization of Content

- Have students use color-coded graphs to illustrate immigration patterns.



## Session 7: Attitudes Toward Immigrants at the Turn of the Twentieth Century \_\_\_\_\_

### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have basic knowledge of immigration.
- Students are expected to be familiar with political cartoons.
- Students are expected to be able to make inferences.

### **Materials**

- Copies of political cartoons (See “Sample Resources” for this Organizing Topic.)
- “Cartoon Analysis Worksheet” (available from the U.S. National Archives and Records Administration at <http://www.archives.gov/education/lessons/worksheets/cartoon.html>)

### **Instructional Activities**

1. Introduce this session by showing students a contemporary political cartoon and having the class analyze the cartoon to ascertain its meaning. You may wish to use the “Cartoon Analysis Worksheet” listed above.
2. Show students some historical political cartoons that reflect attitudes toward increased immigration at the turn of the twentieth century. See <http://www.csubak.edu/~gsantos/cat15.html> and [http://ehistory.osu.edu/osu/mmh/Rams\\_horn/content/Views\\_of\\_Immigrants.cfm](http://ehistory.osu.edu/osu/mmh/Rams_horn/content/Views_of_Immigrants.cfm). Have the class or small groups of students analyze the cartoons, using the “Cartoon Analysis Worksheet” from the National Archives or a teacher-generated one with questions that are specific to a particular cartoon.
3. Help students make generalizations regarding discrimination against immigrants. Include the concepts of racism, anti-Semitism, and the fact that in slow economic times, immigrants are seen as a threat to finding employment. Below are some sample questions to help students make such generalizations:
  - What are some positive points regarding immigrants in the cartoons?
  - What are some negative points regarding immigrants in the cartoons?
  - What general attitudes, as shown in these cartoons, did Americans have about increased immigration during this period?
  - How might these attitudes have differed among different groups, such as businessmen, workers, social reformers, and politicians?
  - How are these attitudes concerning immigration in the early 1900s similar to and/or different from attitudes regarding immigration today? Use some contemporary cartoons to illustrate attitudes today.
4. Have students create their own political cartoons that express opinions regarding immigration at the turn of the twentieth century or contemporary attitudes towards immigration.

### **Specific Options for Differentiating This Session**

#### **Technology**

- Have students search the Internet to supplement their research on immigration.
- Have student use a text-to-speech program to complete their activities.
- Have students contribute to an interactive whiteboard presentation that requires them to respond to political cartoons and photographs.

#### **Multisensory**

- Have students use slides/images to compare immigration in the early 20th century and the immigration issues of today.
- Have students add captions to political cartoons and images.
- Have students role-play dialogue between characters in the political cartoons or images, using sentence frames.

### Community Connections

- Invite a local immigrant or descendent of an immigrant to discuss the experience of coming to America.
- Have students view and discuss relevant museum exhibits.
- Have students participate in a culminating activity by holding a “Cultural Day.” Have students design and send invitations, asking guests to share their language(s), customs, history, clothing, music, and foods.

### Small Group Learning

- Have small groups role-play the differences and similarities between immigrants of the past and immigrants of today.
- Have small groups participate in a Think-Pair-Share exercise to complete lesson activities.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *immigration, emigration, Statue of Liberty, old country, discrimination, prejudice, racism, anti-Semitism, century, social reformers*.
- Have students demonstrate the meanings of key terms by dialoguing with partners, using an interview format.
- Have students design vocabulary flash cards with a term and definition on one side of the card and an illustration on the other.

### Student Organization of Content

- Have students chart what they learned, using a KWL chart: What they *know*, what they *want* to know, and what they have *learned*.
- Have students create a timeline of significant events or milestones to demonstrate the history of immigration.

## Session 8: Captains of Industry

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have a basic understanding of industry and business.

### **Materials**

- Internet access
- Research materials on John D. Rockefeller, Andrew Carnegie, and Cornelius Vanderbilt
- Attachment D: Sample Grading Rubric for “Captains of Industry”

### **Instructional Activities**

1. Ask students to provide a definition of the term “captains of industry,” and write the definitions on the board as they are offered. Hold a class discussion on the meaning of this term. Ask students whether this term has a positive or a negative connotation.
2. Divide students into small groups, and assign each group one of the following captains of industry: John D. Rockefeller, Andrew Carnegie, and Cornelius Vanderbilt. Provide materials in the classroom for research on these industrial leaders, and point students to helpful Internet sites, such as *Internet Public Library* at <http://www.ipl.org/> and *EDSITEment: The Best of the Humanities on the Web* at <http://edsitement.neh.gov/>. Have the groups find information about the following aspects of their assigned businessman:
  - His family background
  - His acquisition of wealth
  - His treatment of workers
  - His business ethics/values
  - His philanthropy (Make sure Rockefeller’s contributions to the restoration/reconstruction of Colonial Williamsburg is covered.)
3. Have each group write a series of interview questions that would be effective in soliciting information on these topics from their assigned businessman, if he could be interviewed.
4. Have one of the groups interview another group, using the questions prepared by the group being interviewed. Instruct the interviewers and the third group (observers) to use a note-taking chart to take notes on the leader that they themselves did not research. Repeat the process so that each group is interviewed. Students may wish to adopt a talk-show format for these mock interviews.
5. Assessment: A sample grading rubric for this session is found at Attachment D.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students view and discuss a video on Carnegie, Rockefeller, and/or Vanderbilt.
- Have students use sites (bookmarked in advance) to guide their research.
- Have students use cameras to document talk-show style interviews.

#### Multisensory

- Have students play the game “Who Am I?” using the famous industrialists.
- Have students organize and role-play a panel discussion featuring the captains of industry.

#### Community Connections

- Have students use a Think-Pair-Share exercise about the contemporary applications of technology that originated near the beginning of the twentieth century.

#### Small Group Learning

- Have small groups complete Instructional Activity #2.
- Have students conduct interviews with a partner for Instructional Activities #3 and #4.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *captains of industry, big business, prosperity, national markets, advertising, lower-cost production, raw materials, financial resources, mechanization, labor needs, industrialization, consumer goods.*
- Have students play a flashlight vocabulary game. Write vocabulary terms on different pages and post the pages in different locations of the room. Provide the students with flashlights. Turn the lights out, read the definition for one of the words, and have the students point to the corresponding term on the count of three. Those who answer correctly are awarded a point. Move on to the next definition.
- Have students play vocabulary matching games, such as “Concentration.”

### Student Organization of Content

- Have students illustrate biography cards, matching the “captain” with his related industry.
- Have students use sentence frame dialogue boxes to complete their interview activities.
- Have students use graphic organizers to maintain information from Instructional Activity #2.

## Session 9: Political Machines

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have a basic understanding of industry and business.
- Students are expected to have an understanding of ethical and unethical business practices.

### **Materials**

- Resources about political machines after the Civil War (optional)
- “Plunkitt of Tammany Hall” (see <http://www.gutenberg.org/etext/2810>) and other readings related to political machines (See “Sample Resources” for this Organizing Topic.)

### **Instructional Activities**

1. Ask students what basic things they think society should expect state and local governments to do, and list responses on the board as they are offered. Then, have students read in the textbook about the political machines that dominated major urban areas in post Civil War America. (NOTE: You may need to provide additional notes on this topic.)
2. Have students read a short selection from “Plunkitt of Tammany Hall.” (NOTE: Chapters 1 and 23 are the best for explaining the workings of a political machine.) Help students define and understand the terms “political machine,” “ward boss,” and “Tammany Hall.” Prompt a class discussion with questions that relate to the primary duties of a ward boss and how political machines operated within a city.
3. Share some dissenting opinions regarding political machines. A sample of these can be found in the article “Urban Political Machines” at <http://www.digitalhistory.uh.edu/historyonline/us28.cfm>. Help students understand both the positives and the negatives of political machines.
4. Have students use a Venn diagram to compare and contrast “Positive Actions of Urban Political Machines” vs. “Negative Actions of Urban Political Machines.” Then, have students replicate the diagram in their notebook for future reference. Review the posted student observations regarding society’s expectations of state and local government. Have they changed since the turn of the twentieth century? If so, how? How do these changes help make government less corrupt?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students conduct Internet research for information on Boss Tweed and political bosses.
- Have students watch and discuss a video on Boss Tweed and the growth of New York City.

#### Multisensory

- Have students use sticky notes to write positive and negative facts about Boss Tweed and political bosses. As a class, add notes to a giant T-chart posted in the room.

#### Community Connections

- Have students use the local newspaper to find articles about politicians or politics, and sort the articles into positive and negative categories.

#### Small Group Learning

- Have small groups discuss political cartoons and Boss Tweed.
- Have small groups create political cartoons that illustrate political corruption.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *political boss, corruption, political machine, post-Civil War, government, urban*.
- Have students complete a word search or crossword puzzle containing the vocabulary terms.

**Student Organization of Content**

- Have students create a mind map of the characteristics of Boss Tweed and political machines.
- Have students use sentence frames to assist with Instructional Activities #2 and #3.

## Session 10: Progressive Movement

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have a basic understanding of industrialization and immigration.

### **Materials**

- Attachment E: Notes on the Progressive Movement
- Resources about the Progressive Movement

### **Instructional Activities**

1. Provide students with a copy of the handout “Notes on the Progressive Movement” (Attachment E) to use for listing the concerns, reformers, and reforms of the Progressive Movement. This chart may need to be modified depending on the textbook or other resources being used and the way in which the chart details the Progressive Movement.
2. Have students complete the chart, using the textbook and other resources. When students have completed their charts, use technology to project a blank chart on the board, and then call students to the board to complete the chart, thereby sharing their answers.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use text-to-speech software to supplement their research on the key ideas of the Progressive Movement.
- Have students use word-prediction programs to help complete their writing activities.
- Have students use voice-output devices to help complete their activities.
- Have students use electronic books to supplement their access to information.
- Have students contribute to an interactive whiteboard presentation to share the results of their activities.

#### Multisensory

- Have students create images representing different aspects of the Progressive Movement (when using the attachment).
- Have students color-code important facts within the texts, using sticky notes or highlighting tape.
- Have students use content-appropriate picture books to supplement their access to information.
- Have students create gallery-walk posters for the categories in Attachment E.

#### Community Connections

- Invite a labor union representative to discuss labor reforms.
- Invite a health department representative to discuss health reforms.

#### Small Group Learning

- Have groups conduct research on different aspects of the Progressive Movement.
- Have groups use a jigsaw strategy in small groups to facilitate content reading/research.
- Have students align notes to content by using a slot outline technique (scaffolding).

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Progressive Movement, reform, prohibition, temperance, American Federation of Labor, suffrage, child labor, organized labor, unionization, strike*.
- Have students write a poem or story about the Progressive Movement, using a sampling of key vocabulary.
- Have students use vocabulary mapping activities (e.g., the Frayer model) for selected terms.
- Have students categorize vocabulary terms by sub-topic, using graphic organizers.

**Student Organization of Content**

- Have students paste cut-outs in a notebook to maintain information.
- Have students draw from a word bank to supplement their note-taking activities.



## Session 11: Rights for Women

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be familiar with the Declaration of Independence, women's rights, and the Progressive Movement.

### **Materials**

- Copy of the Declaration of Sentiments, drafted at the first women's rights convention (Seneca Falls, New York, 1848) (see <http://www.nps.gov/wori/historyculture/declaration-of-sentiments.htm>)
- Copy of the Declaration of Independence (usually available in the textbook)

### **Instructional Activities**

1. Ask students whether they think women have gained rights fully equal to those of men. Have them justify their answers by providing examples. Record responses on the board, grouping answers into categories, such as Elected Political Office, Business, Sports, and Entertainment.
2. Provide information that illustrates women's progress and defines areas in which improvement is needed.
3. Provide students with a copy of the Declaration of Sentiments, but do not provide any information about the document. Read the document with the students, and ask them whether they can identify it. Students should recognize the document as being similar to the Declaration of Independence.
4. Have students refer to a copy of the Declaration of Independence in order to compare the two documents. Sample questions to prompt discussion include the following:
  - How is this document similar to the Declaration of Independence? How is it different?
  - Why did these women think their rights were being violated?
  - What rights were denied to women at this time?
  - How are the complaints of the women similar to the complaints of the (male) colonists before the American Revolution?
  - Which complaints have been successfully addressed between the writing of this document and today? Which have not?
5. Explain that the first women's rights convention was held in Seneca Falls, New York, in 1848, and describe the historical background that led to this event. Tell students that the delegates drafted the "Declaration of Sentiments," a statement of women's rights. Then, explain that the women's rights movement was a part of the broader Progressive Movement in American history. Provide notes on the impact that the Progressive Movement had on women's rights:
  - Women gained increased educational opportunities.
  - Women attained voting rights (women's suffrage).
  - The 19th Amendment to the United States Constitution was passed.
  - Susan B. Anthony and Elizabeth Cady Stanton worked for women's suffrage.

### **Specific Options for Differentiating This Session**

#### **Technology**

- Have students watch and discuss video clips on the subject of women's rights.
- Have students use text-to-speech software to complete the activities.

#### **Multisensory**

- Have students perform a puppet show illustrating women's rights.
- Have students role-play by dressing up and picketing for women's rights.
- Have students create a timeline of women's rights, using a classroom "clothesline." Images corresponding to significant events and figures should be attached to the line marked with dates.

### Community Connections

- Invite a representative from the League of Women Voters to discuss women's rights.
- Invite women from two different age groups to discuss their experiences pertaining to women's rights, and have students compare their comments.

### Small Group Learning

- Have groups design a skit or play about women's rights.
- Have groups make video presentations of what they researched and learned about women's rights.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *suffrage, equality, sentiments, justify, declaration, Progressive Movement*.
- Have students categorize vocabulary words under various headings.
- Have students create images that correspond with vocabulary terms and definitions.
- Have students act out the definitions.

### Student Organization of Content

- Have students use graphic organizers to maintain research.
- Have students contribute to a classroom bulletin board with content organized in separate sections.
- Have students create newspaper stories illustrating the timeline of significant events leading to the 1848 convention at Seneca Falls, New York.

## Session 12: Assessment

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### **Materials**

- Attachment F: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment F.

## Additional Activities

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1. Have students graph census figures from the major urban areas of the United States.
2. As a follow-up to Session 5, have students write a brief description of what an immigrant may have seen, smelled, touched, tasted, and heard upon his/her arrival in the United States. Students might also wish to indicate what the immigrant may have felt—his or her hopes, fears, and other feelings.

**Attachment A: Notes on Reconstruction** \_\_\_\_\_

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

<b>Reconstruction Topic</b>	<b>Notes about the Topic</b>	<b>Illustration of the Topic</b>
<b>13th Amendment</b>		
<b>14th Amendment</b>		
<b>15th Amendment</b>		
<b>Abraham Lincoln's views and impact on Reconstruction</b>		
<b>Robert E. Lee's views and impact on Reconstruction</b>		
<b>Frederick Douglass's views and impact on Reconstruction</b>		
<b>Reconstruction's policies</b>		
<b>Reconstruction's problems</b>		
<b>The end of Reconstruction</b>		

## Attachment B: Sample Grading Rubric for “Illustration of a United States Map” \_\_\_\_\_

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

Element	Possible Points	Points Awarded
Clarity and completeness of marked map features	5	
Effectiveness of use of color	5	
Clarity and comprehensiveness of map legend	5	
Presentation of information	5	
Group cooperation (if applicable)	(5)	
<b>Total points</b>	<b>20 or 25</b>	

**Teacher Comments:**

## Attachment C: Sample Grading Rubric for “A New Immigrant’s Thoughts” \_\_\_\_\_

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

Element	Possible Points	Points Awarded
Use of historical information	5	
Identification of self and others (character description)	5	
Use of emotion	5	
Use of correct grammar and spelling	5	
<b>Total points</b>	<b>20</b>	

**Teacher Comments:**

**Attachment D: Sample Grading Rubric for “Captains of Industry”** \_\_\_\_\_

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

Element	Possible Points	Points Awarded
<b>Quality of research for the following categories:</b>		
• Family background	5	
• Acquisition of wealth	5	
• Treatment of workers	5	
• Philanthropy	5	
<b>Quality of interview questions for the following categories:</b>		
• Family background	5	
• Acquisition of wealth	5	
• Treatment of workers	5	
• Philanthropy	5	
<b>Quality of presentation (mock interview or talk show) for the following categories:</b>		
• Family background	5	
• Acquisition of wealth	5	
• Treatment of workers	5	
• Philanthropy	5	
<b>Quality of group work:</b>		
• Contributed to group work	5	
• Listened to others	5	
<b>Total points</b>	<b>70</b>	

**Teacher Comments:**



## Attachment E: Notes on the Progressive Movement \_\_\_\_\_

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

Problems	Reformers	Legacies Existing Today
Poor working conditions		
Consumer fraud		
Unfair practices by large corporations		
Political corruption		
Destruction of wilderness areas		

## Attachment F: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. Which were reasons for immigration to America during the late 1800s and early 1900s?</b></p> <p>A Religious persecution B Economic opportunity C Religious persecution and political freedom D Economic opportunity and political freedom*</p> <p><b>2. All of the following problems were faced by cities during industrialization EXCEPT</b></p> <p>A increase in crime. B scarcity of housing. C increase in outbreaks of diseases. D lack of workers.*</p> <p><b>3. Which labor union was founded by Samuel Gompers in the early part of the twentieth century?</b></p> <p>A Knights of Labor B American Federation of Labor* C Congress of Industrial Organizations D United Auto Workers</p> <p><b>4. Who became the leader of the steel industry in the United States during the late 1800s and early 1900s?</b></p> <p>A Andrew Carnegie* B John D. Rockefeller C J. P. Morgan D Cornelius Vanderbilt</p> <p><b>5. Who was best known as a leader of the women's rights movement?</b></p> <p>A Ida Tarbell B Carrie Nation C Helen Hunt Jackson D Susan B. Anthony*</p>	<p><b>6. Women gained the right to vote with the passage of which amendment?</b></p> <p>A 16th B 17th C 18th D 19th*</p> <p><b>7. After landing at Ellis Island, newly arrived immigrants had to</b></p> <p>A take a health test.* B prove they could read and write. C pass a citizenship test. D prove they could speak English.</p> <p><b>8. Steel manufacturing was located in which region of the United States?</b></p> <p>A Northeast* B Southeast C Pacific D Midwest</p> <p><b>9. Which city was the center of the meat packing industry?</b></p> <p>A Boston B Chicago* C New York D Detroit</p> <p><b>10. Chief Joseph led the Nez Percé Indians toward Canada, but he finally decided he must</b></p> <p>A continue to fight. B live in Mexico. C enjoy life on a reservation. D surrender to the army.*</p>
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ORGANIZING TOPIC

The Late Nineteenth Century through World War I

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
  - a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - c) sequence events in United States history from 1865 to the present;
  - d) interpret ideas and events from different historical perspectives.
- USII.5 The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by
  - a) explaining the reasons for and results of the Spanish American War;
  - b) describing Theodore Roosevelt’s impact on the foreign policy of the United States;
  - c) explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.
- Sequence events in United States history from 1865 to the present.
- Interpret ideas and events from different historical perspectives.

Content

- Explain the following reasons for the Spanish American War:
  - Protection of American business interests in Cuba
  - American support of Cuban rebels to gain independence from Spain
  - Rising tensions between Spain and the United States as a result of the sinking of the USS *Maine* in Havana Harbor
  - Exaggerated news reports of events (yellow journalism)
- Explain the following results of the Spanish American War:
  - The United States emerged as a world power.
  - Cuba gained independence from Spain.
  - The United States gained possession of the Philippines, Guam, and Puerto Rico.
- Explain the Roosevelt Corollary to the Monroe Doctrine:
  - Asserted the United States’ right to interfere in the economic matters of other nations in the Americas
  - Claimed the United States’ right to exercise international police power
  - Advocated Big Stick Diplomacy (building the Panama Canal)
- Identify the following reasons for the United States’ involvement in World War I:
  - Inability to remain neutral
  - German unrestricted submarine warfare: Sinking of the *Lusitania*
  - United States economic and political ties to Great Britain

- The Zimmermann Telegram

Identify the major Allied Powers during World War I:

- British Empire
- France
- Russia
- Serbia
- Belgium
- The United States

Identify the Central Powers during World War I:

- German Empire
- Austro-Hungarian Empire
- Bulgaria
- Ottoman Empire

Explain that the United States' involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the twentieth century.

Explain that there were disagreements about the extent to which the United States should participate in world affairs.

Explain the leadership of the United States at the conclusion of World War I:

- At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization.
- The United States decided not to join the League of Nations because the United States Senate failed to ratify the Treaty of Versailles.

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*About Theodore Roosevelt™: Theodore Roosevelt Association.* <http://www.theodoreroosevelt.org/>. This comprehensive site includes biographical and other information about Roosevelt, as well as primary and secondary sources, including political cartoons and lesson plans.

*Digital History:* <http://www.digitalhistory.uh.edu/>. This site is a good source for searchable primary documents. Click on the categories under “Primary Sources” on the left.

*First World War.Com: Primary Documents – 1919.* <http://www.firstworldwar.com/source/1919.htm>. This site gives access to a number of primary documents from the year 1919. Other years can also be chosen.

*HI 453 Online Primary Sources.* <http://faculty.chass.ncsu.edu/slatta/hi453/docs.htm>. This site offers several news accounts of the explosion of the USS *Maine* and the politics behind the Spanish American War. Scroll down to the section entitled “The War of 1898 against Spain.” These primary documents also are good examples of yellow journalism.

*Smithsonian Institution Libraries: “Make the Dirt Fly!”* <http://www.sil.si.edu/Exhibitions/Make-the-Dirt-Fly/>. This site provides a slide show followed by information about the construction of the Panama Canal. It includes many photographs of the construction and events leading to the construction.

*Theodore Roosevelt on Film.* [http://memory.loc.gov/ammem/collections/troosevelt\\_film/](http://memory.loc.gov/ammem/collections/troosevelt_film/). This site from the Library of Congress – American Memory includes biographical information, timelines, essays, and speeches made by Theodore Roosevelt.

*The Spanish American War Centennial Website.* <http://www.spanamwar.com/>. This site offers a plethora of information about the war.

“The Spanish-American War: Remember the *Maine*.” *Small Planet Communications.* <http://www.smpplanet.com/imperialism/remember.html>. This site contains pictures and historical background on the explosion of the USS *Maine*. It also contains historical background on Cuban efforts to gain independence from Spain. The site provides Captain Sigbee’s account of what happened on board the USS *Maine*.

*U.S. National Archives and Records Administration.* <http://www.archives.gov/>. This site offers access to numerous historical documents of the United States.

“Woodrow Wilson’s Address to Congress – 1919.” *History Central.com.* <http://www.multied.com/documents/Wilson1919.html>. This site offers the text of President Wilson’s speech.

## Session 1: Explosion on the USS Maine and the Spanish American War \_\_\_\_\_

### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to understand how late 19th century U.S. domestic policy led to the emergence of the U.S. as a world power.

### **Materials**

- Documents related to the explosion on the USS *Maine*
- Attachment A: “Remember the *Maine*!” Activity Sheet
- Attachment B: Sample Grading Rubric for “Remember the *Maine*!” Activity Sheet

### **Instructional Activities**

1. Explain the reasons the United States was interested in Cuba before the Spanish American War:
  - The United States was concerned about protection of American business interests in Cuba, specifically sugar production.
  - The United States was concerned about abuse of human rights by the Spanish in Cuba.
  - The United States supported Cuban rebels trying to gain Cuban independence from Spain.

Explain that many in the United States were looking for a reason to go to war with Spain, and the explosion on the USS *Maine* provided this reason. In this session, students will use primary and secondary documents to discover what actually happened to the USS *Maine*.
2. Place students in groups of four or five, depending on class size. Give each member of a group a different first-hand account of what happened on the USS *Maine*. Accounts of the incident can be found at *The Spanish American War Centennial Website* at <http://www.spanamwar.com/>, which offers accounts from Lt. George Blow, Captain Charles D. Sigsbee, and others.
3. Distribute copies of Attachment A, and have each student read his/her account and answer the questions on the handout. Warn students that they may not be able to find some answers because little was actually known at the time and much information in newspaper accounts of the time was conjecture.
4. After students have completed the questions, have the members of each group work together to write an account of what really happened, based only on the facts presented. Challenge them to write in the most objective way possible and not to make any assumptions.
5. Discuss with the whole class what they discovered regarding the incident on the USS *Maine*. Write their answers on the board, using an outline similar to the one below:
  - What happened on the USS *Maine*?
  - Who:
  - What:
  - When:
  - Where:
  - Results and consequences:
6. Share with students the actual cause of the explosion, and then share with them how the event was reported in newspapers at the time. Help students realize the enormous impact of inflammatory newspaper reporting—how it led to war. Is such reporting responsible? Why, or why not? Are there examples of such reporting going on today? If so, what are some examples?
7. Assessment: A sample grading rubric for this session is found at Attachment B.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use mapping software to create a tutorial on the sinking of the USS *Maine*.

#### Multisensory

- Have students use a map handout to label areas of key events in the Spanish American War. Students may also highlight main events and color-code the map.
- Have students use audio to supplement their research on the sinking of the USS *Maine*.
- Have students use copies of period documents, including newspaper accounts, to supplement their research.

#### Community Connections

- Invite a museum representative to bring artifacts to class and discuss the significance of the sinking of the USS *Maine*.

#### Small Group Learning

- Have students role-play national diplomats from different countries involved in the Spanish American War to identify and debate their different perspectives.
- Have groups write Cuban newspaper stories (in English) on the sinking of the USS *Maine*.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *USS Maine*, *independence*, *rebels*, *yellow journalism*, *Havana Harbor*, *Cubans*.
- Have students design or complete a vocabulary term crossword puzzle.
- Have students create words-on-a-ring that students can carry with them to routinely review the terms.
- Have students play a guessing game with vocabulary. Students will illustrate the terms and definitions and have fellow students match the image to a pool of terms and definitions.

#### Student Organization of Content

- Have students complete a worksheet that requires them to list the outcomes of the Spanish American War and illustrate some of their answers.
- Have students create a timeline to organize provided event cards in chronological order.
- Have students label world maps with U.S. foreign policy hotspots at the turn of the 20th century.
- Have students use sentence frames to complete Instructional Activity #3.

## Session 2: Yellow Journalism and the Spanish American War

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### **Prerequisite Understanding/Knowledge Skills**

- Students should be familiar with the events surrounding the explosion of the USS *Maine*.
- Students should be able to recognize the effects the press can have on public opinion.

### **Materials**

- Copies of tabloid newspapers
- News article on the explosion on the USS *Maine* (see <http://www.spanamwar.com/> and click on “Journalism and the War”)

### **Instructional Activities**

1. Lead students in defining the term “yellow journalism.” They might better understand this concept by examining obvious contemporary examples found in tabloid newspapers. *The Spanish American War Centennial Website* at <http://www.spanamwar.com/> has extensive information on journalism and the war. Explain the role of the media in influencing public opinion about the event and, in turn, the role of public opinion in influencing President McKinley to decide to declare war on Spain.
2. Instruct students to write their own yellow journalism story of what happened on the USS *Maine*. Encourage them to use the basic facts related to the incident but to exaggerate and embellish them in order to inflame the reader’s opinion against the Spanish. Remind students that Spain was seen as the enemy who reportedly treated the Cubans poorly and would not grant Cuba independence. Also, encourage them to develop their story in such a way that it would make people want to buy the newspaper.
3. Encourage students to share their stories with the class.
4. Discuss with students the outcomes of the war and the territory acquired by the United States.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use highlighters or highlighter tape to help focus on key facts within supplied information.
- Have students watch and discuss a video documentary explaining the events surrounding the explosion of the USS *Maine*.

#### Multisensory

- Have students review articles that demonstrate exaggerated or sensationalized stories.
- Have students view and discuss artists’ portrayals of the explosion of the USS *Maine*.
- Have students view and discuss political cartoons and photographs from the period to supplement their research.

#### Community Connections

- Invite a local journalist or editor to discuss how illustrations can enhance written stories.

#### Small Group Learning

- Have groups discuss how the media has perpetuated yellow journalism today (e.g., TV talk shows, the Internet).
- Have groups create a political cartoon portraying the explosion of the USS *Maine*.
- Have students role-play survivors of the explosion of the USS *Maine*, and have other students interview them.



### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *yellow journalism*, *exaggerate*, *embellish*, *public opinion*.
- Have students design or complete a vocabulary term crossword puzzle.
- Have students create words-on-a-ring that students can carry with them to routinely review the terms.

### Student Organization of Content

- Have students use file folders, appropriately labeled, to help organize research and materials.
- Have students use a cause-and-effect diagram to help organize their thoughts.

## Session 3: Theodore Roosevelt and the Panama Canal

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to be familiar with the Spanish American War.

### Materials

- Internet access
- Paper large enough to create a timeline
- Colored pencils
- Map of the Western Hemisphere

### Instructional Activities

1. Remind students about Theodore Roosevelt's part in the Spanish American War as the leader of the Rough Riders. Explain that he later became vice president and then president when President McKinley was assassinated. Explain that students will create a timeline of Roosevelt's accomplishments, using an online photo biography found at <http://www.theodoreroosevelt.org/life/biopicturestart.htm>.
2. As students are reading the information, instruct them to complete a timeline with two or three sentences for each major event in Roosevelt's life. Have them use the sections in the biography as headings for the timeline.
3. Have students go to the Smithsonian Institution's online slide show about the construction of the Panama Canal, "Make the Dirt Fly!" found at <http://www.sil.si.edu/Exhibitions/Make-the-Dirt-Fly/>. Have them use the information found there to answer teacher-generated questions about the construction of the canal and especially about Theodore Roosevelt's "Big Stick" Diplomacy.
4. Have students label a map of the Western Hemisphere to identify the location of the Panama Canal.

### Specific Options for Differentiating This Session

#### Technology

- Have students supplement their research by using text-to-speech software.

#### Multisensory

- Have students research and paste images onto a timeline.
- Have students, each holding a card that describes a unique event, organize themselves into a human timeline.

#### Community Connections

- Have students review travel brochures from Panama and other locations acquired by the U.S. (e.g., Hawaii, Guam, Puerto Rico, Cuba, Philippines), and post them on a bulletin board.
- Invite a civil engineer to discuss the Panama Canal project.

#### Small Group Learning

- Have students work with partners to research key events for a timeline.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *foreign policy, domestic policy, Monroe Doctrine, Roosevelt Corollary, right to interfere, international police power, "Big Stick" diplomacy, manifest destiny, imperialism.*
- Have students participate in a "beach ball" vocabulary activity.
- Have students review vocabulary by using flash cards with a term and definition written on one side of the card and an illustration on the other. Students may design the cards.

#### Student Organization of Content

- Have students add significant event details to specific dates along a timeline.
- Have students draw from a word bank of terms and events to fill in the blanks along a timeline.

## Session 4: Causes of World War I and Reasons for United States Entry into the War \_\_\_\_\_

### Prerequisite Understanding/Knowledge Skills

- Students are expected to understand how America grew toward a world power.
- Students are expected to be able to identify key events in U.S. foreign policy from 1895 to 1914.

### Materials

- Attachment C: Causes of World War I
- Attachment D: Reasons for Entry of the United States into World War I
- Video of the film *All Quiet on the Western Front*

### Instructional Activities

1. Provide students with background on the state of affairs in Europe before the war. Explain that there were long-term and short-term causes for the war. Define for students the following terms:
  - *militarism*: The idea that a nation should build up its military forces and use them to achieve the nation's goals
  - *nationalism*: Strong feeling of pride in and loyalty toward one's country; the belief that the independence and interests of one's country should come first; the reluctance to work with other nations toward a common goal
  - *alliance*: An agreement by two or more nations to act together, especially in time of war
2. To help explain the concepts of militarism and nationalism, show an excerpt from the film *All Quiet on the Western Front*. The opening scene of the movie is a vivid portrait of militarism and nationalism.
3. Have students use the graphic organizer at Attachment C to take notes on the causes of World War I, either during a guided textbook-reading exercise or during a class lecture.
4. Once students have filled in their graphic organizer and answered the questions, use technology to project a blank organizer, and solicit student responses to fill it in. Have students add to and/or correct their organizers, as needed. Students will have gathered a variety of facts, but the important facts in some form should be included in each student's organizer. An "answer key" for the organizer is shown below:

CAUSES OF WORLD WAR I			
Long-Term Causes			Short-Term Causes
Nationalism	Militarism	Alliances	Assassination of Archduke Ferdinand
<p>In the late 1800s and early 1900s, certain European ethnic groups were devoted to the interests of their own nations (e.g., Germany, Italy).</p> <p>Competition for colonies increased among European countries.</p> <p>Many ethnic minorities desired independence (e.g., Czechs, Slovaks, Poles, Croats, Serbs).</p>	<p>In order to protect colonies, European nations increased their military strength. For example,</p> <ul style="list-style-type: none"> <li>• Britain and Germany built large navies, and</li> <li>• Germany and Russia increased the size of their armies.</li> </ul>	<p>As nations increased the size of their military, they formed alliances such as the following to protect themselves:</p> <ul style="list-style-type: none"> <li>• Triple Alliance (Austria-Hungary, Germany, and Italy)</li> <li>• Triple Entente (France, Great Britain, and Russia)</li> </ul>	<p>Archduke of Austria was assassinated by a Serbian terrorist group, the Black Hand, on June 28, 1914.</p> <p>Serbs thought that they might come under control of Austria-Hungary.</p> <p>Austria-Hungary sent demands to the Serbian government. Serbia rejected the demands. With the help of Germany, Austria-Hungary declared war on Serbia, Germany declared war on Russia (ally of Serbia), and Great Britain declared war on Germany.</p>

Major Allied Powers: British Empire, France, Russia, Serbia, Belgium, The United States

Central Powers: German Empire, Austro-Hungarian Empire, Bulgaria, Ottoman Empire

5. Have students use the graphic organizer at Attachment D to take notes on the reasons the United States finally entered the war. Review the information they gather in an activity similar to that in step 4 above. An "answer key" for the organizer is shown on the next page.

REASONS FOR ENTRY OF THE UNITED STATES INTO WORLD WAR I
<b>The inability to remain neutral in the face of increasing threats to the national interests of the United States</b>
<b>The United States' close economic and political ties to Great Britain, which compelled the United States to support Great Britain</b>
<b>The German practice of unrestricted submarine warfare</b> <ul style="list-style-type: none"> <li><u>February 1915</u>: Germans used this strategy to prevent supplies from reaching Britain. German submarines would attack <i>any</i> ships without warning—a violation of international law.</li> <li><u>May 1915</u>: The <i>Lusitania</i> left New York City for England. The German embassy warned that travelers were taking a risk. Once the ship was close to Britain, a German U-boat (an <i>Unterseeboot</i> or submarine) launched a torpedo attack, sinking the <i>Lusitania</i>. 128 Americans on board were killed. President Wilson was angry but still kept the United States out of war. He was re-elected in 1916 with the slogan, “He kept us out of war.”</li> </ul>
<b>The interception of the Zimmermann Telegram*</b> <ul style="list-style-type: none"> <li><u>January 1917</u>: The German foreign secretary, Arthur Zimmermann, sent a telegram to Mexico asking Mexico to become an ally of Germany. In return, it said that Germany would help Mexico win back lands lost to the United States during the Mexican War.</li> <li><u>April 1917</u>: Once Americans were aware of this telegram, they were outraged. President Wilson declared war on Germany.</li> </ul>

The United States delayed entering the war because of the United States' long history of isolationism.

\*NOTE: The U.S. National Archives and Records Administration offers a relevant lesson plan: “Teaching with Documents: The Zimmermann Telegram,” found at <http://www.archives.gov/education/lessons/zimmermann/>.

### Specific Options for Differentiating This Session

#### Technology

- Have students watch and discuss video clips on causes of World War I.
- Have students modify text of key information within digital materials by changing text size, spacing, color, or background.
- Have students use alternate keyboards to help complete their activities.
- Have students use word processing with spell checker to help complete their activities.
- Have students listen to audio books (e.g., *All Quiet on the Western Front*) to supplement their research.

#### Multisensory

- Have students use highlighters or highlighter tape to help focus on key facts within supplied information.
- Have students write poems, using primary sources that describe life as a soldier in the trenches during World War I.
- Have groups illustrate different causes of World War I.
- Have students color-code a map of Europe according to sequence of events given by teacher.
- Have students color-code a map that identifies the Allied Powers, Central Powers, and neutral nations during World War I.

#### Community Connections

- Invite a speaker from the Veterans of Foreign Wars (VFW) to discuss aspects of World War I.

#### Small Group Learning

- Have groups create questions for and participate in a class quiz game that focuses on World War I.
- Have groups create individual pieces (i.e., Allied Powers, Central Powers, and neutral nations) for a World War I map puzzle and put it together.
- Have students create a mind map on the reasons why the U.S. entered World War I.
- Have small groups complete one column each for Attachments C and D, and share information.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *neutrality (neutral), global superpower, submarine warfare, Lusitania, Zimmerman Telegram, Allied Powers, allies, alliance, empire, militarism, nationalism, trenches, front, isolationism, assassination, minorities, strategies, U-boat, international law, slogan, ethnic groups, ethnic minorities, colonies, imperialism, Archduke*.
- Have students design and complete a crossword puzzle, using the vocabulary terms.
- Have students create words-on-a-ring that students can carry with them to routinely review the terms.
- Have students review vocabulary by using flash cards with a term and definition written on one side of the card and an illustration on the other. Students may design the cards.
- Have students play hangman, using vocabulary terms.

### Student Organization of Content

- Have students align notes to content by using a slot outline technique (scaffolding).
- Have students use file folders, appropriately labeled, to help organize research and materials.
- Have students regularly review a checklist to help them identify completion of tasks.
- Have students add significant event details to specific dates along a timeline.
- Have students use a cause-and-effect diagram to help organize their thoughts.

## Session 5: Changed Political Boundaries after World War I

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have knowledge of United States foreign policy from the beginning of the 20th century to World War I.

### **Materials**

- Outline maps of Europe during World War I and after World War I
- Colored pencils

### **Instructional Activities**

NOTE: In this exercise, students will not only develop their own maps, but will also draw inferences in order to answer questions related to their maps.

1. Explain to the class that the map of Europe was drastically altered after World War I. The Treaty of Versailles, which ended the war, greatly altered the existing political boundaries. Provide students with two historical outline maps: Europe during World War I (Map A) and Europe after World War I (Map B). Allow students to use the textbook or an atlas of United States history to complete the following activities.
2. Have students color code Map A to show the major Allied Powers, the Central Powers, and the Neutral Nations. Instruct students to label their map neatly and clearly and include a legend.
3. When students have completed their map, have them answer the following questions:
  - Why was the alliance between France and Russia a threat to Germany?
  - Which countries bordered Italy? Based on that information, why do you think Italy sided with the Allied Powers?
  - What was the possible impact on Great Britain, France, and Italy of a German blockade?
  - How does Map A help us see why the United States decided to enter World War I?
4. Have students color code Map B to show the new nations created after the war. Instruct students to label their map neatly and clearly and include a legend.
5. When students have completed the map, have them answer the following questions:
  - How did the Allied Powers “punish” the Central Powers after the war?
  - What new countries were created as a result of World War I?
  - How does Map B help us to see that entering World War I made the United States a leader on an international level?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use a mapping program to complete the color-coding and labeling activity online.

#### Multisensory

- Have students with color-coded signs portraying the different nations act out alliances based on the sequence of events leading into World War I.
- Have students display World War I propaganda posters and flags from participating nations.
- Have students create a World War I classroom museum with facsimile artifacts and photographs. Display completed maps in the museum. Have students write captions for the exhibit.

#### Community Connections

- Have students tour a World War I memorial, virtually or actually. Have students identify the nearest World War I memorial sites.

#### Small Group Learning

- Have student pairings answer map questions in a Think-Pair-Share format.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *treaty, political boundaries, alliances, Allied Powers, Central Powers, neutral nations, blockade, League of Nations*.
- Have students use a word list to complete map-labeling and map-quiz activities.
- Have students use sentence frames and dialogue, using vocabulary terms to explain maps to partners and answer map-related questions.

### Student Organization of Content

- Have students review handouts of outline maps of Europe in 1914 and 1919.
- Have students use sentence frames to answer map-related question and complete a worksheet.

## Session 6: League of Nations

### Prerequisite Understanding/Knowledge Skills

- Students are expected to be familiar with the causes of World War I and the reasons why the U.S. entered the war.

### Materials

- Primary documents related to the United States participation in the League of Nations (See *First World War.Com* at <http://www.firstworldwar.com/source/1919.htm> for the address by President Wilson supporting the League and an address by Henry Cabot Lodge opposing it; see also *History Central.com* at <http://www.multied.com/documents/Wilson1919.html> for an excerpt from Woodrow Wilson's address to Congress in 1919.)

### Instructional Activities

- Explain that at the end of the war, Wilson's peace plan, known as the Fourteen Points, called for the formation of a League of Nations. It was his final goal as president. Nonetheless, because of a long-standing United States policy of isolationism, he could not gain enough popular support in the United States for joining the League. The United States Senate refused to ratify the Treaty of Versailles, and therefore, the United States did not become a member of the League of Nations.
- As a class exercise, have students examine documents of the period (see Web sites listed above) that supported United States participation in the League of Nations and documents that spoke out against participation.
- After students have read the documents, have them consider the main points that support each position. Create a T-chart on the board (see below), and list the main points as students point them out.

Arguments FOR United States participation in the League of Nations	Arguments AGAINST United States participation in the League of Nations

- Once the chart is complete, discuss answers to the following questions:
  - Which argument do you think is the most convincing?
  - Which argument do you think is the least convincing?
  - Do you think the United States made a mistake by not joining the League? (NOTE: Consider revisiting this question after discussion of the causes of World War II.)
  - Do you see the United States as isolationist today? Is it still possible to be isolationist in today's world?

### Specific Options for Differentiating This Session

#### Technology

- Have students use provided templates to complete written assignments.
- Have students use a word processor with spell-checker to complete written assignments.

#### Multisensory

- Have student teams debate U.S. membership in the League of Nations in 1919. Have the class identify the most convincing points.
- Have the class discuss whether the U.S. is currently an isolationist country
- Have students use highlighters to help them focus on key information.



### Community Connections

- Invite a representative from the VFW (Veterans of Foreign Wars) to discuss the League of Nations.

### Small Group Learning

- Have debate teams use the T-chart from Instructional Activity #3 to record League of Nations membership opinions. After sharing between groups, have the class compile comments into one T-chart, highlighting the best points.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *isolationism, Treaty of Versailles, Woodrow Wilson, Fourteen Points, U.S. Senate, ratify, League of Nations, United Nations, debate, reparations, freedom of the seas, diplomacy, tariffs, self-determination.*
- Have students write a position statement using selected vocabulary terms.
- Have students contribute to a word web to illustrate meanings of key terms.

### Student Organization of Content

- Have students use graphic organizers to expand on topics covered.
- Have students use a small box to hold index cards that highlight individual facts.
- Have students color-code terms and definitions.
- Have students use note-taking templates to organize research.

## Session 7: Assessment ---

### **Materials**

- Attachment E: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment E.

## Additional Activities

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1. Have students research the cost of the Spanish American War and compare it to the costs of other twentieth-century conflicts.
2. Have students write a one- or two-paragraph newspaper article on a recent event, using the style of a yellow journalist.
3. Have students create a play about the life of Theodore Roosevelt and perform it for parents.
4. Have students write an essay defending the United States entry into World War I.
5. Have students role-play arguments for and against the United States' entry into World War I.

## Attachment A: “Remember the Maine!” Activity Sheet \_\_\_\_\_

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

The explosion on the USS *Maine* is considered the trigger that started the Spanish American War. We are still not absolutely sure what really happened. Your mission is to work with a group of students to review the documents and draw some logical conclusions about what happened and how Americans reacted to the event.

Your group has several primary documents concerning this incident—one from a textbook and others that are letters and other personal accounts. Each student in your group should read one of the accounts. Once you have read your document, answer the following questions as best you can, using only the information from *your* document. You may not have enough information to answer some of the questions.

After everyone in your group is finished, compare your information with that of other group members. Then write a *group* version of what you think happened to the USS *Maine* and the events that followed. Try to leave out any *opinions*; draw conclusions based only on *facts*.

1. What happened to the USS *Maine*?
2. Why was the USS *Maine* in the Havana harbor?
3. Who was the commander of the USS *Maine*? How did he react to the explosion? What directions did he give his men?
4. On what part of the ship did the explosion occur?
5. When did the explosion take place?
6. What was the condition of the ship after the explosion?
7. How many people were killed and injured in the explosion? How many of the survivors were officers?
8. How were the survivors rescued after the explosion? Where were they taken to safety?
9. What were some possible explanations for the explosion?
10. How did the American press respond to this incident?
11. How did the American people respond?
12. How did President McKinley respond?
13. What information did you find regarding the feelings of Americans toward the Spanish? Toward the Cubans?

## Attachment B: Sample Grading Rubric for “Remember the Maine!” Activity Sheet \_\_\_\_\_

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

Element	Possible Points	Points Awarded
Analysis of document; completion of activity	5	
Use of factual information in news account	5	
Use of correct spelling and grammar	5	
Worked well with others	5	
Participated in group discussion	5	
<b>Total points</b>	<b>25</b>	

**Teacher Comments:**

## Attachment C: Causes of World War I \_\_\_\_\_

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

Long-Term Causes			Short-Term Causes
Nationalism	Militarism	Alliances	Assassination of Archduke Ferdinand

1. Who were the major Allied Powers?

2. Who were the Central Powers?

## Attachment D: Reasons for Entry of the United States into World War I \_\_\_\_\_

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

<p><b>The inability to remain neutral in the face of increasing threats to the national interests of the United States</b></p>	
<p><b>The United States' close economic and political ties to Great Britain, which compelled the United States to support Great Britain</b></p>	
<p><b>The German practice of unrestricted submarine warfare</b></p>	
<p><b>The interception of the Zimmermann Telegram</b></p>	

1. Why did the United States delay entering the war?

## Attachment E: Sample Assessment Items

Asterisk (\*) indicates correct answer.

<p><b>1. Which was the main goal of the United States during the Spanish American War?</b></p> <p>A To rule Spain's trade routes</p> <p>B To protect American business interests in Spain</p> <p>C To free Cuba from Spain*</p> <p>D To request Cuba to negotiate a treaty for independence with Spain</p> <p><b>2. Which headline is an example of yellow journalism?</b></p> <p>A "Spain Responsible for Unprovoked Attack on the USS <i>Maine</i>"*</p> <p>B "The United States Declares War on Spain"</p> <p>C "Cubans Ask Spain for Their Independence"</p> <p>D "Theodore Roosevelt Is Appointed Secretary of the Navy"</p> <p><b>3. Which territory did the United States NOT acquire as a result of the Spanish American War?</b></p> <p>A Cuba*</p> <p>B Puerto Rico</p> <p>C Philippines</p> <p>D Guam</p> <p><b>4. The immediate cause of World War I was the</b></p> <p>A attack on the <i>Lusitania</i>.</p> <p>B sinking of the battleship USS <i>Maine</i>.</p> <p>C German use of unrestricted submarine warfare.</p> <p>D assassination of Archduke Ferdinand.*</p> <p><b>5. Which were the leading Allied Powers at the start of World War I?</b></p> <p>A Britain, France, and Russia*</p> <p>B Germany, Austria-Hungary, and Bulgaria</p> <p>C Denmark and the Netherlands</p> <p>D Spain and Switzerland</p>	<p><b>6. Which was NOT a reason for the United States entering World War I?</b></p> <p>A German use of unrestricted submarine warfare</p> <p>B Assassination of Archduke Ferdinand*</p> <p>C Sinking of the <i>Lusitania</i></p> <p>D Discovery of the Zimmermann Telegram</p> <p><b>7. When World War I broke out in Europe, the United States adopted a policy of</b></p> <p>A militarism.</p> <p>B isolationism.*</p> <p>C imperialism.</p> <p>D expansionism.</p> <p><b>8. President Wilson hoped that the League of Nations would</b></p> <p>A enable nations to solve their conflicts without going to war.*</p> <p>B make the Allied Powers strong.</p> <p>C help the United States avoid foreign entanglements.</p> <p>D reduce tariffs throughout the world.</p> <p><b>9. During World War I, what strategy did Great Britain and Germany use in an attempt to cut off each other's trade?</b></p> <p>A Boycott</p> <p>B Embargo</p> <p>C Demonstration</p> <p>D Blockade*</p> <p><b>10. A hero of the Spanish American War who later became president of the United States was</b></p> <p>A Commodore George Dewey.</p> <p>B Theodore Roosevelt.*</p> <p>C William McKinley.</p> <p>D Colonel William C. Gorgas.</p>
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ORGANIZING TOPIC

Early Twentieth-Century Social, Economic, and Technological Innovations

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present;
  - d) interpret ideas and events from different historical perspectives;
  - f) analyze and interpret maps that include major physical features.
- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
- a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
  - b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
  - c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.

Make connections between the past and the present.

Interpret ideas and events from different historical perspectives.

Content

Explain how social and economic life in the early twentieth century was different from that of the late nineteenth century.

Describe how technology extended progress into all areas of American life, including neglected rural areas.

Identify the following results of improved transportation brought about by affordable automobiles:

- Greater mobility
- Creation of jobs
- Growth of transportation-related industries (road construction, oil, steel, automobile)
- Movement to suburban areas

Summarize the role of the Wright brothers in the invention of the airplane.

Summarize the significance of the use of the assembly line:

- Henry Ford’s introduction of the assembly line to produce automobiles

- The rise of mechanization

Identify the following communication changes:

- Increased availability of telephones
- Development of the radio and broadcast industry
- Development of the movies

Describe the ways electrification changed American life:

- Labor-saving products (e.g., washing machines, electric stoves, water pumps)
- Electric lighting
- Entertainment (e.g., radios)
- Improved communications

Explain how reforms in the early twentieth century could not legislate how all people behaved.

Explain that prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.

Summarize the results of prohibition:

- Speakeasies were created as places for people to drink alcoholic beverages.
- Bootleggers made and smuggled alcohol illegally and promoted organized crime.
- Prohibition was repealed by the 21st Amendment.

Explain that economic conditions and violence led to the migration of people.

Explain the following reasons for and results of the Great Migration north and west:

- Jobs for African Americans in the South were scarce and low paying.
- African Americans faced discrimination and violence in the South.
- African Americans moved to cities in the North and Midwest in search of better employment opportunities.
- African Americans also faced discrimination and violence in the North and Midwest.

Identify the leaders in art, literature, and music during the 1920s and 1930s, including the following:

- Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest
- Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s
- Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music

Explain how the leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.

Explain how African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture, including the following:

- Art: Jacob Lawrence, painter who chronicled the experiences of the Great Migration through art
- Literature: Langston Hughes, poet who combined the experiences of African and American cultural roots
- Music: Duke Ellington and Louis Armstrong, jazz composers; Bessie Smith, a blues singer.

Explain that the popularity of these artists spread beyond Harlem to the rest of society.

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*The Aaron Copland Collection, ca. 1900–1990.* American Memory Collection, Library of Congress.

<http://memory.loc.gov/ammem/achtml/achome.html>. This site offers many resources about the great American composer of classical music.

*Classical.Net.* <http://www.classical.net/>. Classical Net features more than 3,000 CD/DVD/Book reviews, as well as 6,000 files and over 4,000 links to other classical music Web sites.

*Duke Ellington.* <http://www.dukeellington.com/>. This “official” Web site of the great jazz legend contains a biography, the music, quotes, photos, and other information about him.

*Filmsite.org.* <http://www.filmsite.org>. This Web site offers background information on and analyses of classic American films.

*George and Ira Gershwin: The Official Web Site.* <http://www.gershwin.com/>. This site offers audio clips of various great Gershwin songs.

*The Georgia O’Keeffe Museum.* <http://www.okeeffemuseum.org/>. This site offers information about and images by the great American artist.

*The Georgia O’Keeffe Online Gallery.* <http://www.happysadows.com/okeeffe/>. This Web site provides images of many of O’Keeffe’s great paintings.

*The Great Migration: A Story in Paintings by Jacob Lawrence.*

<http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html>. This site offers access to Lawrence’s Migration Series in its entirety with captions by Lawrence.

*Jacob Lawrence: The Migration Series.* [http://www.phillipscollection.org/migration\\_series/index.cfm](http://www.phillipscollection.org/migration_series/index.cfm). This site offers access to all 60 panels of the series, as well as information about Lawrence and about the series.

“Louis ‘Satchmo’ Armstrong (1901–1971).” *Red Hot Jazz.com.* <http://www.redhotjazz.com/louie.html>. This site profiles the career of the great trumpeter and entertainer.

“Present at the Creation: *The Grapes of Wrath*.” National Public Radio.

<http://www.npr.org/programs/morning/features/patc/grapesofwrath/>. Steinbeck’s great novel is explored in a written essay, an audio report, a song sample, and a clip of the 1940 film.

*Speakeasies, Flappers & Red Hot Jazz: Music of the Prohibition.*

<http://www.riverwalkjazz.org/jazznotes/speakeasies>. This site presents information about jazz during the 1920s, as well as audio clips by many famous jazz musicians.

*YesterdayPaper.com.* <http://www.yesterdaypaper.com/>. This site offers many examples of old magazine advertisements.

## Session 1: Early Twentieth-Century Technological Advances

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have an understanding of the terms *invention* and *inventor*.

### **Materials**

- Research materials on technological advances in the early twentieth century
- Attachment A: Technological Advances in the Early Twentieth Century

### **Instructional Activities**

NOTE: Prior to this session, collect/identify research materials on technological advances in the early twentieth century. The materials should include the inventions listed on Attachment A.

1. To begin the session, ask students to make a list of technological advances introduced in the past 20 to 30 years (e.g., personal computers, Internet, portable CD players, cellular phones, DVD players, high-definition television, electric cars). Write students' answers on the board. Have students consider the positive and the negative impact these advances have had on our lives. This introduction will help set the stage for considering the technological advances of the early twentieth century.
2. Distribute copies of Attachment A, and have students complete it, working either individually or in pairs. Then, have students answer questions related to their research, such as those listed below:
  - What related industries have benefited from the introduction of the automobile?
  - What is the connection between technological advances and the population shift from urban areas to suburban areas?
  - What impact might this population shift have had on large cities?
  - Which labor-saving device do you think has had the biggest impact on people's lives? Explain.
  - Which technological advance do you think has had the biggest impact overall? Explain.
  - How have these early technological advances been improved since they were introduced?
  - Can any of the advances of the early twentieth century now be considered obsolete?After students have answered these questions, discuss the answers as a class exercise.
3. As a possible follow-up assignment, have students create an advertisement for one of the early twentieth-century technological advances listed on the handout. Prompt students to include pictures and a catchy slogan. *YesterdayPaper.com* at [http://www.yesterdaypaper.com/category/ad\\_air.html](http://www.yesterdaypaper.com/category/ad_air.html) offers many examples of old magazine advertisements that may help students generate ideas.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use the Internet to research technological advances.
- Have students use text-to-speech software to supplement their research.
- Have students contribute to an interactive whiteboard presentation that provides sample answers to Attachment A.

#### Multisensory Activities

- Have students role-play interviews with the inventors of the inventions listed in Attachment A.
- Have students write advertising slogans for inventions listed in Attachment A.
- Have students identify industries related to the manufacture and maintenance of early automobiles in the U.S.
- Have students view silent movies and listen to radio broadcasts of the period and discuss.

#### Community Connections

- Invite a local antique dealer to discuss period pieces and tools.
- Have students visit a local museum or the National Museum of American History in Washington, D.C., to examine exhibits related to the content.

### Small Group Learning

- Have groups create “technology awards” for the most significant inventions. Poll each student, and award the prizes accordingly.
- Have pairings of students complete research work for Attachment A.
- Have students use a Think-Pair-Share exercise to answer follow-up questions for Instructional Activity #2.
- Have pairings of students role-play guided conversations about the impact of new inventions of the time period.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *standard of living, technological advances, inventions, inventor, productivity, rural electrification, mobility, labor productivity, suburban, assembly line, mechanization, broadcast industry, electrification, obsolete, population shifts*.
- Have students create an illustrated flip book for 1920–1939 vocabulary.
- Have students create an illustrated biographical dictionary with mini-biographies of featured individuals and their contributions.

### Student Organization

- Have students use sentence frames and images to provide a complement or alternative to attachment A.
- Have students use written questions and sentence frames to answer questions in Instructional Activity #2.

## Session 2: Impact of Mass Production on Workers

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to be familiar with how mass production changed the workplace.

### Materials

- DVD of the silent film *Modern Times*, starring Charlie Chaplin

### Instructional Activities

1. Provide students with information regarding Henry Ford’s innovative method of mass production, and discuss some of the major features of this method, i.e., division of labor, use of unskilled labor, use of interchangeable parts, mechanization, and use of the assembly line. Ask students to consider the advantages of mass production. For example, increased efficiency causes more products to be made in a shorter period of time; lower production costs lead to lower consumer prices and higher profit for the manufacturer. As a result of mass production, more people were able to afford the early Model T Ford cars.
2. Show students a clip from the film, *Modern Times*—for example, approximately the first 15 minutes of the film, showing the “Little Tramp” in the workplace. Direct students to watch for depictions of mass production and write down the examples they see. For background information and analysis of the film, see *Filmsite.org* at <http://www.filmsite.org>.
3. In class discussion of the film, note that the character Charlie Chaplin plays demonstrates the impact of industrialization on society and the way machines worked to dehumanize workers. Use a T-chart to discuss the advantages and disadvantages of mass production. Ask students to identify the symbolism in this film, e.g., workers compared to sheep; man as part of a machine.

### Specific Options for Differentiating This Session

#### Technology

- Have students use online research to determine the significance of the Chaplin movie *Little Tramp*.

#### Multisensory

- Have students participate in an assembly line simulation to produce a simple widget. Have students evaluate results from a production viewpoint and from a worker-satisfaction viewpoint.
- Have pairings of students role-play scenes between assembly-line workers and factory owners (see T-chart from Instructional Activity #3).

#### Community Connections

- Have students take a virtual or actual tour of a manufacturer that uses assembly-line production.
- Locate local industries on a student-version local map that use assembly-line production.

#### Small Group Learning

- Have groups of students perform repetitive tasks for a set amount of time and report back how they felt.
- Have student partners complete Instructional Activity #3.
- Have students Think-Pair-Share to respond to questions in Instructional Activity #3.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *mass production, labor, unskilled labor, interchangeable parts, mechanization, profit, consumer, assembly line, division of labor, productivity symbolism, efficiency, production costs, consumer prices, profit, manufacturer, dehumanize, impact*.
- Have students create vocabulary flash cards and bind them with a ring for portability.
- Have students continue to contribute to an illustrated vocabulary term flip book.

### Student Organization of Content

- Have students use a T-chart to compare benefits and drawbacks of the assembly line.
- Have students use sentence frames to guide dialogue related to Instructional Activity #3.
- Have students use note-taking templates when viewing the film *Modern Times*.

## Session 3: Assembly-Line Simulation

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to understand the concept of a sequence of events.
- Students are expected to understand the concept of cause and effect.

### Materials

- Various craft materials (see step 2 below)
- Attachment B: Assembly-Line Simulation

### Instructional Activities

1. Briefly explain how production of goods changed over time. A good example is the production of shoes, as follows:
  - Before the nineteenth century, shoemaking was the work of a master cobbler, who made each shoe completely from start to finish. He also would teach his apprentice how to make shoes so the apprentice could eventually become a master. Ask students whether this was a quick or time-consuming way to make shoes. Was it an interesting process for the shoemaker or apprentice—that is, something about which he could feel a sense of accomplishment and pride?
  - With the introduction of mechanization and the assembly line, the production process became very different. The master-apprentice relationship disappeared, and the relationship was now employer-employee. For example, shoemaking was no longer a comprehensive skill. Each shoemaking worker simply learned his small part of the total job and repeated it over and over, e.g., cutting the leather. Workers who performed some of these tasks were eventually replaced by machines; the workers then were needed only to operate the machines. Ask again whether this was a quick or time-consuming way to make shoes. Was it an interesting process for the workers?
2. Explain to students that they will participate in an assembly-line simulation. (See “Experiencing the Assembly Line: Experimental Exercise” at [http://info.teachtpci.com/forum/ee\\_assemline.aspx](http://info.teachtpci.com/forum/ee_assemline.aspx).)
  - Place students in groups of six to eight, and give each group the following materials: one glue stick, one glitter stick, 20 craft sticks, two pieces of construction paper, a pair of scissors. (This list may be altered.)
  - Have each group decide what product they will manufacture, using their materials. Encourage them to use their imaginations. The production process must be complicated enough to involve all members of the group. Each group must make at least five examples of their product.
  - After deciding on a product, have each group discuss the most efficient way to produce their product, considering what the tasks are and how the tasks should be organized and assigned. One task in each group will be to record information on Attachment B while the others are completing the production tasks.
  - After discussing, organizing, and assigning the tasks, *one to each member of the group*, have each group begin manufacturing their product at the same moment. Observe the assembly lines, and assess which group has the most efficient line and the reasons why. Allow each group time to finish production.
3. Have each group collectively answer the questions on the handout. Hold a class discussion about the efficiency of the assembly lines and the reasons why some were more efficient than others. Ask why mass production generally does not reward workers by allowing them to have personal interest and pride in creating a high quality product. Use the following information to review students’ answers to the questions:
  - How could the production process be made more efficient? (Answers will vary.)
  - How does this form of production (assembly line) favor/disfavor the worker?
    - Favor: Workers do not need specialized skill.
    - Disfavor: Workers become bored with task, never experiencing the satisfaction of completing the final product.
  - How does this form of production (assembly line) favor/disfavor the employer?
    - Favor: Employees are more easily replaced; employees make more products in a shorter time period; employers make more profit.
    - Disfavor: Employee turnover is high.



4. How does this form of production (assembly line) favor/disfavor the consumer?
- Favor: Consumer pays less for product because production costs are low; there are more products on the market from which to choose.
  - Disfavor: Products may be of poorer quality because workers may take little pride in making them well.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students watch and discuss video clips that depict assembly lines in action.

#### Multisensory

- Have students present and discuss an item or picture of an item produced on an assembly line.
- Have students simulate assembly-line production with a simple household item (e.g., a sandwich, a model car).

#### Community Connections

- Have students take a virtual or actual tour of a manufacturer that uses assembly-line production.

#### Small Group Learning

- Have students identify the sequence of events when manufacturing a simple personal or classroom item (e.g., a shoe, a pencil).

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *assembly*, *cooperation*, *sequence*.
- Have students draw a sketch and write the sequence of product-design steps for a personal or classroom item.
- Have students contribute to a word web to illustrate meanings of key terms.

#### Student Organization of Content

- Have students use graphic organizers to enhance and organize their notes.
- Have students color-code terms and definitions when completing their activities.
- Have students use a note-taking template to supplement their research.

## Session 4: The Great Migration

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have a basic knowledge of Jim Crow laws and discrimination of African Americans in the South during the first part of the twentieth century.

### **Materials**

- Teacher-generated guidelines to use in analyzing Jacob Lawrence’s series of paintings called “The Migration Series.” To create the guidelines, use the book *The Great Migration, An American Story* by Jacob Lawrence (New York: HarperCollins Juvenile Books, 1993) and/or information from the following Web sites:
  - <http://www.jacobandgwenlawrence.org/teaching00.html>
  - [http://www.phillipscollection.org/migration\\_series/index.cfm](http://www.phillipscollection.org/migration_series/index.cfm)

### **Instructional Activities**

1. Remind students that African Americans living in the South in the early twentieth century faced severe discrimination and lack of job and educational opportunities. Laws passed in the South made it almost impossible for them to participate in political life by voting or running for political office. They also experienced discrimination in regard to segregated public facilities such as trains, schools, parks, restrooms, water fountains, buses, restaurants, and hotels. The Ku Klux Klan (KKK) often enforced such segregation. For the most part, African Americans had few job opportunities in the South, and many just went from being slaves to being tenant farmers and sharecroppers. Consequently, many wished to go north where they believed there were more job opportunities and less discrimination.
2. Distribute the painting-analysis guidelines. Select a set of images from “The Great Migration” series of paintings that best represents the challenges faced by the African Americans who were part of the migration. Assign the same set of images to every student, or have them analyze different sets of images. Alternatively, show a selection of images to the whole class, and have students analyze the paintings as a whole-group exercise, using the guidelines.
3. Optional activity: Show the documentary film *Goin’ to Chicago* from George King & Associates. The film is accompanied by a Web site, <http://www.newsreel.org/nav/title.asp?tc=CN0041>, that offers educational resources, including poetry by Langston Hughes and letters from African American Mississippians inquiring about the opportunities in the North.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students research images online for inclusion into Instructional Activity #2.
- Have students contribute to an interactive whiteboard presentation of modeling analysis sheets.

#### Multisensory

- Have students listen to African American songs about living in the South in the early twentieth century.
- Have students read, share, and analyze poetry written by African American authors about the Great Migration.
- Have students select and analyze documentary photographs of the period to illustrate content.
- Have students review maps showing migration routes and population shifts, answering questions about push-pull factors.

#### Community Connections

- Arrange for a visit to a local African American museum or cultural center.
- Invite a professor of African American history to discuss hardships that contributed to the Great Migration.
- Arrange for visit to a museum (e.g., National Museum of American History) that has exhibits related to the Great Migration.

### Small Group Learning

- Have small groups sort images into assigned categories.
- Have groups create a video, audio, or written diary of an African American's experience relocating during the Great Migration.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *discrimination, migration, KKK, economic opportunity, sharecropper, documentary*.
- Have students include vocabulary in the diary activity.
- Have students use vocabulary-mapping activities (i.e., the Frayer model) for key terms.
- Have students continue to contribute to an illustrated vocabulary term flip book.

### Student Organization of Content

- Have students create cause-and-effect charts to identify key events of the Great Migration.
- Have students review notes to help them complete their activities.
- Have students use sentence frames and complete a worksheet on painting analysis.

## Session 5: Art, Literature, and Music of the 1920s and 1930s

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to have an understanding of the effect of writers and artists on American culture.

### Materials

- Samples of paintings by Georgia O’Keeffe (see Web sites below)
- Traditional paintings of flowers
- Music selections by George Gershwin and Aaron Copland (see Web sites below)
- Reading selections by F. Scott Fitzgerald and John Steinbeck

### Instructional Activities

- Introduce this session by asking students to identify the music, books, and movies that have had a significant impact on their generation. Students might mention, among other things, rap music and *Harry Potter*. Help students understand that certain cultural contributions span generations (e.g., da Vinci’s *Mona Lisa*), while many others are popular for a time and then their popularity fades away. Tell students that this session will introduce them to artists and writers who have made lasting contributions to American culture.
- Show students a selection of paintings by Georgia O’Keeffe. A short biography of O’Keeffe can be found at *The Georgia O’Keeffe Museum* site at <http://www.okeeffemuseum.org/indexflash.php>. Images of many of her paintings can be found at *The Georgia O’Keeffe Online Gallery* site at <http://www.happyshadows.com/okeeffe/>. Have students examine these paintings online, or project a selection of paintings, using technology. As students view the paintings, ask them the following questions:
  - What colors do you see in this painting?
  - What adjectives would you use to describe this painting?
  - From observing O’Keeffe’s paintings, what can you learn about the Southwest region of the United States?
  - How do O’Keeffe’s paintings of flowers differ from traditional flower paintings? (Show several more traditional flower paintings to facilitate the comparison.)
- Have students listen to selections from the music of George Gershwin and Aaron Copland. Biographies of and music selections by George Gershwin can be found on the Internet at *George and Ira Gershwin, The Official Web Site* at <http://www.gershwin.com/>. A biography of Aaron Copland can be found at *Classical.Net* at <http://www.classical.net/music/comp.lst/copland.html>. The Library of Congress’s American Memory Collection contains *The Aaron Copland Collection, ca. 1900–1990* at <http://memory.loc.gov/ammem/achtml/achome.html>. Stress that these composers wrote original American music, not music purely in European styles. As students listen to specific selections, ask them the following questions:
  - What is the tone or mood of the music?
  - What imagery does this piece generate for you?
  - Have you heard any of these selections before? If so, where?
- Explain the importance of F. Scott Fitzgerald and John Steinbeck by emphasizing that each writer addressed a specific time period in American history: Fitzgerald’s work exemplifies high life during the Jazz Age, while Steinbeck’s work exemplifies human struggle during the Great Depression.
  - Have students read a passage from F. Scott Fitzgerald’s novel *The Great Gatsby* or from one of his short stories that exemplifies the decadence of the Jazz Age. This reading offers the opportunity to discuss prohibition and its impact on American society during the 1920s. Historical background on prohibition and Fitzgerald’s attitudes regarding it can be found at *Speakeasies, Flappers & Red Hot Jazz: Music of the Prohibition*, <http://www.riverwalkjazz.org/jazznotes/speakeasies/>.
  - Have students read a short passage from John Steinbeck’s *The Grapes of Wrath* that exemplifies the struggles of migrant workers and the effects of the drought during the 1930s. This reading offers an opportunity to introduce this topic before the study of the Great Depression. For background on the writing of *The Grapes of Wrath*, chapter summaries, and other information about the novel, see the NPR

Web site *Present at the Creation, The Grapes of Wrath* at  
<http://www.npr.org/programs/morning/features/patc/grapesofwrath/>.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students listen and respond to audio recordings of poetry.
- Have students create a digital slide-show presentation about art, literature, or music in America from the 1920s and 1930s.
- Have students use a word processor with spell check to complete their writing activities.
- Have students contribute to an interactive whiteboard presentation to share and discuss completed work.

#### Multisensory

- Have students refer to Web sites listed in Instructional Activities #2, #3, and #4.

#### Community Connections

- Arrange for a class visit to an art museum or symphony.
- Invite a jazz musician to discuss the evolution of jazz in America.
- Invite a storyteller to discuss art, literature, or music from the 1920s and 1930s.
- Invite the school librarian to identify books by or related to Fitzgerald and Steinbeck.

#### Small Group Learning

- Have students create three learning stations (art, music, literature) and complete designated activities by rotating through the stations in small groups.
- Have student pairings create and present slide-show presentations on a given topic.
- Have students listen to tapes of music or poetry from the period and write down how it makes them feel.
- Have students identify biographical characteristics of a writer, musician, or other type of artist from the period.
- Have students reproduce a famous painting.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *biography, generation, impact, literature, Jazz Age, migrant workers, jazz, improvisation*.
- Have students continue to contribute to an illustrated vocabulary term flip book.
- Have students contribute to an illustrated biographical dictionary with mini-biographies of featured individuals and their contributions.
- Have students write essays on writers, musicians, or artists.
- Have students use graphic organizers to help them focus on specific genre of fine arts.

#### Student Organization of Content

- Have students use graphic organizers to expand on topics covered.
- Have students color-code terms and definitions.
- Have students use note-taking templates to record research and responses.
- Have students use folders to maintain completed work.
- Have students refer to a checklist when completing assigned tasks.

## Session 6: Contributions of the Harlem Renaissance

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to understand that art, music, and literature are part of culture and can enhance the human experience.
- Students should be familiar with African American history from 1865–1929.

### **Materials**

- Poetry selections by Langston Hughes
- Music selections by Duke Ellington, Louis Armstrong, and Bessie Smith (see Web sites below)

### **Instructional Activities**

1. Provide students with historical background on the Harlem Renaissance. Explain that the Harlem Renaissance was a “rebirth” of African American culture centered primarily in the Harlem section of New York City. During this time, African American artists, writers, and musicians made a lasting contribution to American culture.
2. Have students read poetry selections by Langston Hughes that reflect the obstacles to equality African Americans faced at this time period. These poems can be connected to the earlier session on the Great Migration. Poetry selections can be found at *Poets.org*, <http://www.poets.org/poet.php/prmPID/83>.
3. Have students listen to song selections by Duke Ellington, Louis Armstrong, and Bessie Smith, emphasizing how these jazz artists influenced many contemporary musicians. The *Official Site of Duke Ellington* at <http://www.dukeellington.com/> offers a biography, song list, and other information. A biography and an extensive sound-recording archive of Louis Armstrong can be found at *Red Hot Jazz.com* at <http://www.redhotjazz.com/louie.html>.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use online resources to access the poetry to complete Instructional Activity #2.
- Have students contribute to interactive whiteboard presentations to share their work.
- Have students access Internet music resources to complete Instructional Activity #3.
- Have students use mapping software to locate Harlem and to review migration routes of the Great Migration.

#### Multisensory

- Have students illustrate poems or songs written by African Americans of the period.
- Have students select and analyze documentary photographs of the period to illustrate content.
- Have students use copies of original documents from the time period to supplement research.
- Have students create a mural that reflects the creative energy and tone of the Harlem Renaissance.
- Have students complete a timeline activity by reviewing significant events in African-American history through the Harlem Renaissance.
- Have students contribute to a Harlem Renaissance-styled art gallery that displays poems and music.

#### Community Connections

- Have students visit an African American museum or cultural center.
- Invite the school’s band teacher or a local jazz musician to introduce and discuss the basic elements of jazz.
- Invite students to bring their instruments to class to perform jazz.
- Invite a professor of African American art history to discuss the Harlem Renaissance.
- Invite a local historian to discuss the African American experience at a local level and to compare and contrast it with the Harlem Renaissance experience.

### Small Group Learning

- Have students create learning stations to have small groups rotate through and complete corresponding activities.
- Have groups locate Harlem on maps and gather research on Harlem historical landmarks that honor the African American experience.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Langston Hughes, Duke Ellington, Louis Armstrong, Harlem Renaissance, rebirth, culture, contributions*.
- Have students create an award for their favorite Harlem Renaissance artist, using the vocabulary words.
- Have students continue to contribute to an illustrated vocabulary term flip book.
- Have students contribute to an illustrated biographical dictionary with mini-biographies of featured individuals and their contributions.

### Student Organization of Content

- Have students create a simple portfolio of artistic contributions from the Harlem Renaissance.
- Have students use sentence frames and poetry or music analysis sheets to answer specific questions on related worksheets.

## Session 7: Assessment

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### **Materials**

- Attachment C: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment C.



## Attachment A: Technological Advances in the Early Twentieth Century \_\_\_\_\_

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

Category: Invention	Inventor(s)	How invention was introduced to society	How invention impacted society
Transportation: Automobile			
Transportation: Airplane			
Communications: Telephone			
Communications: Radio			
Communications: Movies			
Electrification: Electric lighting			
Electrification: Washing machine			
Electrification: Electric stove			
Electrification: Water pump			

## Attachment B: Assembly-Line Simulation

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**Group members:**

Product to be produced:

Steps in production process. Describe each step, including the name of the person who will do that step.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Following the exercise, answer these questions:

1. How could your production process be made more efficient?
2. How does this form of production (assembly line) favor/disfavor the *worker*?
3. How does this form of production (assembly line) favor/disfavor the *employer*?
4. How does this form of production (assembly line) favor/disfavor the *consumer*?

## Attachment C: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. Which person is correctly paired with a development in technology in the late nineteenth century?</b></p> <p>A Guglielmo Marconi – steel</p> <p>B Wright Brothers – automobile</p> <p>C Henry Ford – assembly line*</p> <p>D David Sarnoff – electricity</p>	<p><b>6. F. Scott Fitzgerald is to John Steinbeck as Aaron Copland is to</b></p> <p>A Jacob Lawrence.</p> <p>B Langston Hughes.</p> <p>C Georgia O’Keeffe.</p> <p>D George Gershwin.*</p>
<p><b>2. The Great Migration of the early twentieth century involved the movement of</b></p> <p>A Mexicans to Texas.</p> <p>B African Americans to Northern cities.*</p> <p>C women from working at home to paying jobs.</p> <p>D Japanese to the Silicon Valley.</p>	<p><b>7. During the 1920s, prohibition</b></p> <p>A allowed the consumption of alcohol.</p> <p>B gained African Americans the right to vote.</p> <p>C declared speakeasies legal.</p> <p>D increased the crime rate.*</p>
<p><b>3. Bootleggers</b></p> <p>A smuggled illegal alcohol.*</p> <p>B supported the 19th Amendment.</p> <p>C supported the 18th Amendment.</p> <p>D raided and closed speakeasies.</p>	<p><b>8. What name was given to the period of achievements of African American artists, writers, and musicians in New York during the 1920s?</b></p> <p>A the Red Scare</p> <p>B the Harlem Renaissance*</p> <p>C the Jazz Age</p> <p>D the Roaring Twenties</p>
<p><b>4. During the 1920s and 1930s, Aaron Copland, George Gershwin, and Duke Ellington were all associated with</b></p> <p>A politics.</p> <p>B literature.</p> <p>C art.</p> <p>D music.*</p>	<p><b>9. By the 1890s, states in the South had passed laws making racial segregation legal in housing, work, government, voting, and public life. These were known as</b></p> <p>A John Brown laws.</p> <p>B Jim Crow laws.*</p> <p>C Nat Turner laws.</p> <p>D Booker T. Washington laws.</p>
<p><b>5. What was the most important effect of Henry Ford’s method of automobile production?</b></p> <p>A Female workers were hired for factory work for the first time.</p> <p>B Manufacturers could produce more luxury cars for the wealthy.</p> <p>C Workers produced cars with more mechanical defects.</p> <p>D Millions of Americans could afford automobiles.*</p>	<p><b>10. Which of the following is NOT an example of changes created by rural electrification?</b></p> <p>A Products that saved labor, such as the electric stove</p> <p>B Availability of electric lights and entertainment (radio)</p> <p>C Communication improvements</p> <p>D Unsafe working conditions*</p>

ORGANIZING TOPIC

The Great Depression

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
  - a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - b) make connections between the past and the present;
  - d) interpret ideas and events from different historical perspectives.
- USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by
  - d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Make connections between the past and the present.
- Sequence events in United States history from 1865 to the present.

Content

- Explain how the optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.
- Explain the following causes of the Great Depression:
  - People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed.
  - The Federal Reserve failed to prevent the collapse of the banking system.
  - High tariffs discouraged international trade.
- Describe the widespread, severe impact the Great Depression had on Americans, including the following:
  - A large number of banks and businesses failed.
  - One-fourth of workers were without jobs.
  - Large numbers of people were hungry and homeless.
  - Farmers’ incomes fell to low levels.
- Identify the following major features of Franklin Roosevelt’s New Deal and how it used government programs to help the nation recover from the Depression:
  - Social Security
  - Federal work programs
  - Environmental improvement programs
  - Farm assistance programs
  - Increased rights for labor

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*The American Experience: Riding the Rails.* <http://www.pbs.org/wgbh/amex/rails/>. This site accompanies the PBS program “Riding the Rails,” which tells the stories of teenage hobos during the Great Depression. It includes timelines, maps, and teacher resources.

*The American Experience: Surviving the Dust Bowl.* <http://www.pbs.org/wgbh/amex/dustbowl/>. This site accompanies the PBS program “Surviving the Dust Bowl,” which tells the stories of people devastated by the Dust Bowl. It includes a timeline, maps, and teacher resources.

*American Memory: Historical Collections for the National Digital Library.* Library of Congress. <http://www.memory.loc.gov>. This site is a gateway to rich primary source materials relating to the history and culture of the United States. The site offers more than seven million digital items from more than 100 historical collections.

“The Great Depression and the New Deal.” *Digital History*. <http://www.digitalhistory.uh.edu/historyonline/us34.cfm>. This handout contains interesting information as well as questions that will engage students in thought and analysis of this topic.

*Historical Census Browser.* University of Virginia Library. <http://fisher.lib.virginia.edu/census/>. The data presented here describe the population and economy of states and counties in 10-year increments from 1790 to 1960.

*The New Deal Network.* <http://newdeal.feri.org/>. This site offers extensive access to primary sources, lesson plans, music, and discussion lists for teachers.

*U.S. History—Topic: Great Depression. Best of History Web Sites.* [http://www.besthistorysites.net/USHistory\\_GreatDepression.shtml](http://www.besthistorysites.net/USHistory_GreatDepression.shtml). This helpful site offers 14 articles and numerous lesson plans, teacher guides, student activities, and more on the topic of the Great Depression.

*U.S. National Archives and Records Administration.* <http://www.archives.gov/>. This site offers access to numerous historical documents of the United States.

## Session 1: Stock Trading and the Stock Market Crash of 1929

### Prerequisite Understanding/Knowledge Skills

- Students are expected to have the mathematics skills necessary to complete the activity.
- Students are expected to have knowledge of the chronological events leading up to the crash of 1929.

### Materials

- Copies of game money and stock certificates
- Attachment A: Stock Trading

### Instructional Activities

1. Remind students that the decade of the 1920s was a time of unbridled optimism. The economy was healthy, and many people were investing and making money in the stock market. Divide the class into three equal groups. Distribute copies of Attachment A and game money as follows: Each student in group 1 gets \$500; each student in group 2 gets \$700; and each student in group 3 gets \$1,000. Tell students that the different dollar amounts represent the different income levels of individuals and that they will be using their money to buy stock in the latest hot investment, Scooter, Inc. Because Scooter, Inc., experienced record profits *last* year, the price of their stock is predicted to go up. Ask: “Is this rise in price a sure thing? Is the change in stock prices ever a sure thing?”
2. On the first round of trading, stock in Scooter, Inc., sells for \$5 per share, as shown on the handout. Students are permitted to buy up to 3 shares only at this low price. In the first round, stock will be purchased from the teacher. Warn students that the price of the stock could rise in the next round, but it’s not a sure thing that it will. (NOTE: This session can be done over a series of days or compacted into one or two class periods.)
3. As indicated on the handout, the stock price increases to \$10 per share in round two of trading. Students must decide whether they think the price of the stock will go up or down in the next round and whether they want to buy or sell. They may sell stock to each other for *no more* than \$9 per share, as indicated on the handout. Rounds can be as short as 7 minutes and as long as 10 minutes. It is helpful to use a signal (e.g., a bell, a flashing of the lights) to indicate to students when the round is over. Emphasize to students that they want to buy low and sell high—this is how they will make money. Also emphasize that the more stocks a student owns, the more control he/she has in the company and the higher his/her dividend at the end of the year. (NOTE: You may need to explain the concept of dividends.) Some students, of course, will be constrained by their income. Below is shown the stock prices for each succeeding round.
4. With each round, the stock price continues to rise or decline, but not greatly, as shown below:
  - Three \$12 / 11 max
  - Four \$16 / 15 max
  - Five \$24 / 23 max
  - Six \$40 / 39 max
  - Seven \$36 / 35 max
  - Eight \$50 / 49 max
  - Nine \$1 / -

Before round nine, explain that the economy is starting to take a turn for the worse. Consumer confidence is fading, and business investment is declining. Sales of scooters slowed in the past year. Therefore, shares of Scooter, Inc. are declining in value. After round nine is completed, ask students what their first instinct was when the price of their stock dropped. Students should answer that their inclination was to sell off what they could. Explain that this situation was similar to that of the crash of 1929. Stock prices became inflated—the stocks were being sold at much higher prices than they were actually worth. When the economy began to falter, stock prices fell, and people panicked. People began selling off their stocks at considerably lower prices than those at which they were purchased. Needless to say, these people lost much money.
5. At this point, you may choose to explain how people also lost money by buying stocks on margin, as the 1929 crash provides a clear explanation of buying on margin. This session also provides an opportunity to discuss the role of the Federal Reserve, prevailing attitudes regarding the role of the government in controlling the

economy, and high tariffs on imports. (NOTE: A helpful aid in explaining the mechanics of bank failure is a scene from Frank Capra's film *It's a Wonderful Life*, in which the "run on the bank" at the Savings and Loan illustrates the lack of government control of banking procedures.)

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use calculators to determine profits and losses during the simulation.
- Have students, individually and as a class, develop a simple spreadsheet of profits and losses.

#### Multisensory

- Have students watch and discuss a video providing an overview of economic conditions of the 1920s and 1930s.
- Have students develop a timeline based on the video or additional research.

#### Community Connections

- Invite a stockbroker to introduce the students to procedures used by brokers on the stock exchange.

#### Small Group Learning

- Have students in pairs or small groups choose a stock of interest from the newspaper and follow its closing price over the period of a few weeks, plotting the gains and losses of their selected stock on a line or bar graph.
- Have students pairs or teams chart stock performance and compete with others for highest earnings.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *stock, stock market, stock market crash, expenditures, stock certificates, profits, losses, buying on margin, share, shareholder, consumer, economic conditions, Federal Reserve, speculating, over-speculating, dividends, stock broker, bull market, bear market*.
- Have students create an illustrated dictionary of economic terms to complement the stock market graphs.
- Have students review vocabulary by participating in an "I Have...Who Has," or "Zip-Around" activity.
- Have students contribute to a word wall to help them learn vocabulary.

#### Student Organization of Content

- Have students create a timeline of events leading to the crash of 1929.
- Have students highlight significant events and information to supplement their research.
- Have students complete a worksheet and draw conclusions about the activity.

## Session 2: Causes and Effects of the Great Depression

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be familiar with the terms *over-speculation*, *Federal Reserve*, *banking system*, *tariff*, and *stock*.
- Students are expected to be familiar with the chronological events leading to the crash of 1929.

### **Materials**

- Attachment B: Causes and Effects of the Great Depression

### **Instructional Activities**

1. Prior to the session, review the terms *overspeculation*, *tariff*, and *stock*.
2. Explain that the optimism of the 1920s covered up many problems within the American economy. Some groups of people, such as unskilled laborers and many African Americans, did not share in the widespread prosperity. Also, some types of businesses, such as the textile industry, were not thriving at that time.
3. Display the chart found at Attachment B, covering the answers in the Effect column on the right. Ask pairs of students to work together to complete the Effect column, using the textbook and the information from the previous session.
4. Reveal the answers on the chart. Solicit students' answers and discuss them. Show that the listed causes had more than one effect. Discuss the effect of the government's inaction during this crisis.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students create a digital slide-show presentation demonstrating hardships faced by citizens prior to the Great Depression.
- Have students participate in an interactive whiteboard presentation that allows them to model activities and share their responses.
- Have students create a digital slide-show presentation that presents the causes of the Great Depression and provides class notes.

#### Multisensory

- Have students watch and discuss a video that depicts causes of the Great Depression.
- Have students use documentary photographs or political cartoons to illustrate research for Instructional Activity #2.

#### Community Connections

- Invite an antiques dealer to discuss artifacts from the period of the Great Depression.
- Have students research their family histories related to the Great Depression through all available means, including interviews with family members. Research should be accompanied by family photos or other images and should be presented in class.

#### Small Group Learning

- Have groups analyze graphs of financial losses related to the Great Depression and compare the graphs with data from more recent declines.
- Have groups use graphic organizers that help them compare hardships faced by different economic groups during the Great Depression.
- Have pairs of students write captions for selected photographs from the Great Depression.



### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *over-speculation, tariff, international trade, Federal Reserve, bank regulation, banking system, value of money, stock, optimism, unskilled laborer, prosperity, textile industry, economic opportunity*.
- Have students highlight key vocabulary used within their graphic organizers.
- Have students continue to contribute to an illustrated vocabulary flip book.

### Student Organization of Content

- Have students use sentence frames and guiding notes to help them complete Instructional Activity #2.

## Session 3: Economic Statistical Data and Graphs

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have some knowledge of economic conditions of the 1920s.

### **Materials**

- Statistical information about the Great Depression (see Web sites below)
- Teacher-generated graphing template
- Colored pencils
- Electronic presentation software (e.g., PowerPoint)

### **Instructional Activities**

1. Explain that after the “boom” in the economy during the 1920s, the economy in the 1930s saw a “bust.” Provide students with American economic statistical data from the 1920s and 1930s (for example, “Unemployment as a Percentage of the Labor Force 1920–1939” and “Business Investment 1920–1939”), and have them graph these data with colored pencils on a teacher-generated graphing template. (NOTE: It will probably be necessary to do one graph with students as an example.) A variety of economic data can be found on the Web site *Digital History* at <http://www.digitalhistory.uh.edu/historyonline/us34.cfm>; additional data can be found at *Historical Census Browser* at <http://fisher.lib.virginia.edu/census/>.
2. Once students have completed their graphs, have them write questions based on their graphs that ask for factual information and questions that require inferences or generalizations to be made. (NOTE: You may choose to create the questions for students in advance.) Some examples of such questions are the following:
  - In what year was the Great Depression at its worst?
  - How did the increase in business investment in the 1920s contribute to the “boom” economy?
  - What was the reason for the increase in federal spending during the 1930s?
  - Did the increase in federal spending help the economy recover?
3. Have students share their questions in a class discussion, or, if questions were created in advance, ask students to share their answers.
4. At the end of the session, discuss with students the social impact of the Great Depression, pointing out that it was enormous even though this is only hinted at in the economic statistics just examined. This aspect will be examined in the next session.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students work with graphs online to complete their activities.

#### Multisensory

- Have students use word-prediction software to help them complete the questions.
- Have students use pencil grips or holders to assist with writing activities.
- Have students use different colors or sizes of pencils to assist with writing activities.

#### Community Connections

- Invite adults in the school community who are proficient with data and graphs to discuss the value of data and graphs and how they are used.

#### Small Group Learning

- Have students work in small groups to create their graphs.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *unemployment, bread lines, boom, bust, statistical data, labor force, business investment, federal spending*.
- Have students continue to contribute to an illustrated vocabulary term flip book.

### Student Organization of Content

- Have students use basic outline notes to describe the impact of the Great Depression on Americans (see USII.6.d).

## Session 4: Social Effects

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be familiar with presentation software.
- Students are expected to be familiar with the chronological sequence of events surrounding the Great Depression.

### **Materials**

- Internet access
- Electronic presentation software (e.g., PowerPoint)
- Attachment C: The Great Depression in Photographs
- Attachment D: Sample Grading Rubric for “Electronic Presentation”

### **Instructional Activities**

1. Explain that this session is a follow-up to the previous session. By examining photographs from the 1930s, students will begin to understand the human costs of the Great Depression that are not reflected through statistics and graphs. Help students recognize some of the major social effects of the Great Depression, such as homelessness, bread lines, farm foreclosures, sharecropping, and migrant workers. Point out that the unfortunate coinciding drought and the subsequent Dust Bowl compounded these hardships.
2. Tell students that they will be creating electronic presentations, using documentary photography from the period of the Great Depression. Form groups of three or four students, and distribute the instruction sheet (Attachment C). After students have reviewed the instructions, answer questions and give specific instructions about things that should be included in the presentation.
3. Point students to sources for photographs. The following Web sites provide such resources:
  - *American Memory: Historical Collections for the National Digital Library.*  
<http://memory.loc.gov/ammem/amhome.html>.
  - “Topic: U.S. History Great Depression.” *Best of History Web Sites.*  
[http://www.besthistorysites.net/USHistory\\_GreatDepression.shtml](http://www.besthistorysites.net/USHistory_GreatDepression.shtml).
4. Have the groups make their presentations to the class. Each group might print out their presentation as a handout for each member of the class to use for note taking during the presentation.
5. Assessment: A sample grading rubric for this session is found at Attachment D.

NOTE: You may wish to create the electronic presentation yourself and then lead students to analyze the photographs and write questions. The U.S. National Archives and Records Administration offers a “Photo Analysis Worksheet” at <http://www.archives.gov/education/lessons/worksheets/photo.html>.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use an interactive whiteboard to model activity expectations.
- Have students complete a digital slide-show presentation tutorial.

#### Multisensory

- Have students include relevant audio clips within their presentations.
- Have students search the Internet for and print out depression-era images for analysis.
- Have students use picture books and poetry that illustrate the social impact of the Great Depression to supplement their research.

#### Community Connections

- Invite volunteers with computer experience to help facilitate development of student presentations.

### Small Group Learning

- Have groups work together to narrate their presentations.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *digital images, digital slide show, presentation software, farm foreclosure, sharecropping, migrant workers, Dust Bowl, bread lines, unemployment, homelessness, drought, documentary*.
- Have students focus on vocabulary words by highlighting them where they appear in course content or research.
- Have students continue to contribute to an illustrated vocabulary term flip book.
- Have students create captions for depression-era images, using key vocabulary.

### Student Organization of Content

- Have students print copies of digital presentations and use them to take notes during the oral presentations.
- Have students use photograph-analysis worksheets that incorporate the questions from Attachment C.
- Have students review a completed worksheet to use as a model.
- Have students use a note-taking template to highlight key information from presentations.
- Have students use sentence frames and a scriptwriting template to guide writing.

## Session 5: New Deal Programs and Their Legacies

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have a general knowledge of the causes and effects of the Great Depression.

### **Materials**

- Resources providing information about the New Deal
- Attachment E: New Deal Programs

### **Instructional Activities**

1. Explain the purpose and goals of the New Deal programs, including the concept that the programs were based on the idea of relief, recovery, and reform. It is important for students to understand that the New Deal constituted a shift in the role of the federal government in the economy and in peoples' lives. Whereas the government had previously adopted a "hands-off" policy regarding the economy, the New Deal programs sought to regulate the stock market, reform the banking industry, and bring people relief through work programs and economic aid.
2. Give each student or each group a copy of Attachment E. Have students complete the second column of the chart, using the textbook and other resources.
3. After students have completed the second column, help students complete the third column, which addresses the legacies of these New Deal programs.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use presentation software to complete Instructional Activity #1.
- Have students use graphic organizer software to help maintain their research.

#### Multisensory

- Have students watch and discuss a video providing an overview of the New Deal era.
- Have students view and discuss a slide-show presentation or political cartoon of government programs created to address social needs during the Great Depression.
- Have some students role-play scenes depicted in the slide show, and have others interview them about their roles.

#### Community Connections

- Arrange for a visit to the Social Security Administration Office, actual or virtual, to demonstrate contemporary application of New Deal programs.

#### Small Group Learning

- Have students work in small groups to create political cartoons based on New Deal causes and effects.
- Have students play the "alphabet soup" game in which they list acronyms for current or possible future programs that would benefit the school.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Works Progress Administration, Social Security Administration, Agricultural Adjustment Administration, Federal Deposit Insurance Corporation, Securities Exchange Commission, the New Deal, government intervention, work programs, environmental improvement, farm assistance, labor rights.*
- Have students cut up terms and definitions, mix them together, and work together to find the matches.
- Have students continue to contribute to an illustrated vocabulary term flip book.
- Have students play "beach ball" vocabulary review game to practice matching New Deal agencies and their functions.

### Student Organization of Content

- Have students use a graphic organizer (Attachment E) that details specific programs included in the New Deal.
- Have students use guided outline notes for information presented in Instructional Activity #1.
- Have students use copies of political cartoons and cartoon analysis worksheets.
- Have students use a timeline organizer and complete an activity.

## Session 6: Assessment

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### **Materials**

- Attachment F: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment F.



**Attachment A: Stock Trading** \_\_\_\_\_

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

Record your stock-trading data on the chart below for each round of trading.

Round	Balance in account at beginning of round PLUS value of stock	Share prices per round: BUY / SELL	Number shares PURCHASED in round	Number shares SOLD in round	Balance in account at end of round PLUS value of stock
One		\$5 / -	3	0	
Two		\$10 / 9 max			
Three					
Four					
Five					
Six					
Seven					
Eight					
Nine					

I started with \$ \_\_\_\_\_ and 0 stock certificates worth \$5 a share.

I ended with \$ \_\_\_\_\_ and \_\_\_\_\_ stock certificates worth \$ \_\_\_\_\_ a share.

My profit was \$ \_\_\_\_\_.

My loss was \$ \_\_\_\_\_.

**Attachment B: Causes and Effects of the Great Depression**\_\_\_\_\_

**The optimism of the 1920s concealed problems in the American economic system.**

Cause	Effect
<p>People overspeculated on stocks, using borrowed money.</p>	<p>People could not pay the borrowed money back when stock prices went down.</p>
<p>The Federal Reserve System was not able to regulate banks or keep the value of money stable.</p>	<p>The banking system failed.</p>
<p>The United States placed high tariffs on goods coming into the United States.</p>	<p>Other countries placed high tariffs on goods that they imported from the United States. International trade declined.</p>

## Attachment C: The Great Depression in Photographs

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### Directions

Work with your group to design an electronic presentation according to the following guidelines.

### Titles

Your slide show should have an opening slide that includes the title of your show and the names of your group members who produced it.

### Subjects of slides

Your slide show should consist of photographs showing various aspects of people's lives during the Great Depression. The following topics should be included:

- Bread lines
- Homelessness
- Farm foreclosures
- Migrant workers
- Drought and the Dust Bowl

### Number of slides

Seven to 10 slides

### Written material about the slides

After each photograph appears, the following should then appear:

1. A brief explanatory caption for the photograph (for example, "Bread line in New York City, ca. 1932")
2. A list of three to five questions related to the photograph (see below).
3. A sentence or two of important historical information related to the topic depicted in the photograph (for example, "Free food distributed in New York City was provided through *private* funds to the large numbers of unemployed.").

Write down all of this information on a "script" so that when it comes time to explain your photographs, you will have it in hand before it appears on screen.

### Questions related to slides

Work with your group to generate three to five questions related to each photograph in your slide show—questions whose answers are contained in the presented historical information related to the topic depicted in each photograph. These questions will be used during the presentation of your show to ask your classmates to think about and answer *before* you present the written information on each slide. Here are some sample questions:

- How are the people in this photograph dressed?
- What does their clothing tell you about their financial situation?
- Why do you think these people are on foot?
- Where do you think these people are going?
- What would you do if you lost everything you owned?

Make the questions about each photo progressively more in-depth—that is, put them in order of difficulty.

## Attachment D: Sample Grading Rubric for “Electronic Presentation” \_\_\_\_\_

**Names of Group Members:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Date:** \_\_\_\_\_

<b>Element</b>	<b>Possible Points</b>	<b>Points Awarded</b>
Inclusion of photographs that cover all the topics	5	
Inclusion of questions addressing the subject matter of each slide	5	
Inclusion of enough information about each slide topic to answer classmates’ questions	5	
Effective presentation of work and answering of classmates’ questions	5	
Wise use of time and effective contribution to the group by all members	5	
<b>Total points</b>	<b>25</b>	

**Teacher Comments:**

**Attachment E: New Deal Programs** \_\_\_\_\_

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

<b>Program</b>	<b>Ways the program affected society during the Great Depression</b>	<b>Ways the program influences society today</b>
Works Progress Administration		
Social Security Administration		
Agricultural Adjustment Administration		
Federal Deposit Insurance Corporation		
Security and Exchange Commission		

## Attachment F: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. Which BEST describes the Great Depression?</b></p> <p>A High unemployment rates*</p> <p>B Lack of food</p> <p>C Shortage of men willing to work</p> <p>D Increase in the purchase of stocks</p> <p><b>2. What actions did farmers take to protest the “sell off” of their farms?</b></p> <p>A Farmers refused to pay their mortgages.</p> <p>B Farm families helped rural banks collapse.</p> <p>C Farmers destroyed their crops rather than take them to market.*</p> <p>D Farm families combined their households to save money.</p> <p><b>3. What was the name of President Roosevelt’s program to help provide relief during the Great Depression?</b></p> <p>A Square Deal</p> <p>B New Way</p> <p>C New Deal*</p> <p>D Fair Deal</p> <p><b>4. The Social Security program did NOT provide for</b></p> <p>A unemployed people.*</p> <p>B disabled people.</p> <p>C dependent children.</p> <p>D pensions for the elderly.</p> <p><b>5. Which program had the biggest impact on the banking system?</b></p> <p>A Works Progress Administration</p> <p>B Federal Deposit Insurance Corporation*</p> <p>C Social Security Act</p> <p>D Civilian Conservation Corps</p>	<p><b>6. What finally brought the Great Depression to an end?</b></p> <p>A The New Deal Program</p> <p>B Lower tariffs</p> <p>C World War II*</p> <p>D Recovery of the stock market</p> <p><b>7. One important change resulting from the New Deal was that it</b></p> <p>A increased the government’s responsibility for social welfare.*</p> <p>B ended the “selling off” of farmland.</p> <p>C reduced the national debt.</p> <p>D gave equal rights to African Americans.</p> <p><b>8. Which is NOT one of the probable causes of the Great Depression?</b></p> <p>A High tariffs that discouraged international trade</p> <p>B Overspeculation in the stock market</p> <p>C Failure of the Federal Reserve to help prevent the collapse of the banking system</p> <p>D Labor shortages and lack of consumer goods on the market*</p> <p><b>9. Farmers who lived in the Dust Bowl were often forced to</b></p> <p>A auction off their farms.</p> <p>B become migrant workers.</p> <p>C accept government aid.</p> <p>D all of the above.*</p> <p><b>10. Who was the president at the beginning of the Great Depression?</b></p> <p>A Franklin D. Roosevelt</p> <p>B Harry Truman</p> <p>C Herbert Hoover*</p> <p>D Theodore Roosevelt</p>
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ORGANIZING TOPIC

World War II

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
  - b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present;
  - d) interpret ideas and events from different historical perspectives;
  - f) analyze and interpret maps that include major physical features.
- USII.7 The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by
  - a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
  - b) locating and describing the major events and turning points of the war in Europe and the Pacific;
  - c) describing the impact of the war on the home front.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Make connections between the past and the present.
- Sequence events in United States history from 1865 to the present.
- Interpret ideas and events from different historical perspectives.
- Analyze and interpret maps that include major physical features.

Content

- Explain that political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.
- Explain that the rise of fascism threatened peace in Europe and Asia.
- Explain the following causes of World War II:
  - Political instability and economic devastation in Europe resulting from World War I:
    - Worldwide depression
    - High war debt owed by Germany
    - High inflation
    - Massive unemployment
  - Rise of fascism:
    - Fascism is a political philosophy in which total power is given to a dictator, individual freedoms are denied, and nationalism and, often, racism are emphasized.
    - Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).
    - These dictators led the countries that became known as the Axis Powers.
- Describe the evolution of American foreign policy from neutrality to direct involvement as conflict grew in Europe and Asia, including the following:
  - Isolationism (Great Depression, legacy of World War I)

- Economic aid to Allies
- Direct involvement in the war

Identify the countries and their leaders that became the Allied Powers, including the following:

- Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.
- Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).

Describe the following key events of World War II in the Pacific:

- Rising tension developed between the United States and Japan because of Japanese aggression in East Asia.
- On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning.
- The United States declared war on Japan.
- Germany declared war on the United States.

Identify and locate the following major events and turning points of World War II:

- Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.
- Germany invaded France and captured Paris.
- Germany bombed London, and the Battle of Britain began.
- The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend-Lease).
- Japan bombed Pearl Harbor.
- After Japan bombed Pearl Harbor, Germany declared war on the United States.
- The United States declared war on Japan and Germany.
- The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.
- Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.
- American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.
- The United States dropped two atomic bombs on Japan (at Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.

Summarize that, despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.

Define the Holocaust as an example of prejudice and discrimination taken to the extreme.

Summarize the following viewpoints and tactics of Holocaust leaders and their followers:

- Viewpoints
  - Anti-Semitism
  - Aryan supremacy
  - Systematic attempt to rid Europe of all Jews
- Tactics
  - Boycott of Jewish stores
  - Threats
  - Segregation
  - Imprisonment and killing of Jews and others in concentration camps and death camps.

Describe the liberation by Allied forces of Jews and others who survived in concentration camps.



Describe the impact of World War II on American life on the home front, emphasizing that every aspect of American life was affected.

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Identify the sacrifices Americans were asked to make in support of the war effort and the ideals for which Americans fought.

- American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.
- Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter).
- Americans at home supported the war by conserving and rationing resources.

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Describe the effect World War II had on race relations in America, including the following:

- The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.
- While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Anti-Semitism.” *The United States Holocaust Memorial Museum*.

<http://www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005175>. This site explains the history of anti-Semitism in Germany and the issue as a part of the Nazi’s agenda.

“A Date That Will Live in Infamy”: FDR Asks for a Declaration of War.” *History Matters*.

<http://historymatters.gmu.edu/d/5166/>. This site offers the text of the speech.

*AtomicBombMuseum.org*. <http://www.atomicbombmuseum.org/index.shtml>. This site provides information concerning the impact the first atomic bomb had on Hiroshima, as well as the context for a constructive discussion of what the world can learn from this event.

*Dear Home: Letters from WWII*. *HistoryChannel.com*. <http://www.historychannel.com/dearhome/>. This site gives access to a letter describing an American’s first-hand account of the horrors of the Dachau concentration camp near Munich.

“Human Needs Analysis: An Introductory Activity to the Holocaust.” *Educator’s Reference Desk*

[http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social\\_Studies/World\\_History/Holocaust/HOL0200.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/World_History/Holocaust/HOL0200.html). This site provides a lesson that is intended to help students understand the emotional and psychological effects that occurred through the dehumanization of individuals.

Lachenmayer, Henry, “Word for Word/Pearl Harbor Diary; ‘The Grace of God and the Mailed Fist’: A Calm Sunday Abruptly Shattered,” <http://www.nytimes.com/1998/12/06/weekinreview/word-for-word-pearl-harbor-diary-grace-god-mailed-fist-calm-sunday-abruptly.html?scp=1&sq=Pearl%20Harbor%20Diary:%20A%20Calm%20Sunday%20Abruptly%20Shattered&st=cse>. The article includes excerpts from the diary of Henry Lachenmayer, who was aboard the USS *Pennsylvania* on the day of the Pearl Harbor attack.

*Nazi and East German Propaganda Guide Page: German Propaganda Archive*. Calvin College.

<http://www.calvin.edu/academic/cas/gpa/index.htm>. This Web site offers access to various materials used by the enemy as propaganda.

*Pearl Harbor: Remembered*. <http://my.execpc.com/~dschaaf/mainmenu.html>. This Web site gives access to a numbers of resources.

*Smithsonian Education: Japanese American Internment*.

[http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/lesson1\\_main.html](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/lesson1_main.html). This site consists of primary source letters from Japanese internment camps and includes lessons to use with these letters.

“Suffering Under a Great Injustice.” *Ansel Adams’s Photograph’s of Japanese-American Internment at*

*Manzanar*. American Memory Collection, Library of Congress. <http://memory.loc.gov/ammem/aamhtml/>. This site provides access to Adams’s superb and moving images.

*Teaching Tolerance: A Project of the Southern Poverty Law Center*. <http://www.tolerance.org/>. This site provides teachers with various materials that promote respect for differences and an appreciation of diversity.

“Teaching with Documents Lesson Plan: Powers of Persuasion—Poster Art of World War II.” *U.S. National Archives and Records Administration—Digital Classroom*.

[http://www.archives.gov/digital\\_classroom/lessons/powers\\_of\\_persuasion/powers\\_of\\_persuasion.html](http://www.archives.gov/digital_classroom/lessons/powers_of_persuasion/powers_of_persuasion.html). This site features an entire lesson plan on this topic.

*The United States Holocaust Memorial Museum*. <http://www.ushmm.org>. This Web site offers numerous materials concerning the Holocaust.

*Virginia Holocaust Museum.* <http://www.va-holocaust.com/>. This Web site offers numerous materials concerning the Holocaust.

*The War Relocation Camps of World War II: When Fear Was Stronger than Justice.*

<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm> This site is a complete lesson plan for teaching Japanese internment, including primary source photographs.

“Wartime and the Bill of Rights: The Korematsu Case” found on the Web site *The Bill of Rights in Action*, The Constitutional Rights Foundation, <http://www.crf-usa.org/bill-of-rights-in-action/bria-18-3-a-wartime-and-the-bill-of-rights-the-korematsu-case.html>. This article discusses the constitutional challenge to President Roosevelt’s executive order concerning the internment of Japanese and Japanese Americans during World War II.

*Women Come to the Front: Journalists, Photographers, and Broadcasters during World War II—Dorothea*

*Lange.* <http://www.loc.gov/exhibits/wcf/wcf0013.html>. This site provides information about and examples of the work of the famous wartime photojournalist.

*World War II Poster Collection.* Northwestern University Library.

<http://www.library.northwestern.edu/govpub/collections/wwii-posters/>. This site offers images of about 300 posters.

Zimbalist, Alison. “Daily Lesson Plan: ‘I’ Witness to History.” *New York Times of the Web Learning Network.*

<http://learning.blogs.nytimes.com/1998/12/07/i-witness-to-history/?scp=6&sq=Pearl%20Harbor%20Diary&st=cse>. In this lesson, based on the article “Word for Word/Pearl Harbor Diary; ‘The Grace of God and the Mailed Fist’: A Calm Sunday Abruptly Shattered,” listed above, students read Lachenmayer’s first-hand account of the Japanese attack on Pearl Harbor as a springboard for researching a significant historic event and writing a set of diary entries from the perspective of a person involved in that event.

## Session 1: Fascism; The Political and Economic Situation before the War \_\_\_\_\_

### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have an understanding of the events surrounding the Great Depression.
- Students are expected to have a fundamental understanding of American democracy.
- Students are expected to have an understanding of U.S. foreign policy from 1898 to 1919.

### **Materials**

- Attachment A: Fascism and the Axis Powers

### **Instructional Activities**

1. Model taking two-column notes by drawing a vertical line on the board, writing the following main idea in the form of a question on the left side of the line, and soliciting details from students to write on the right side opposite the main idea. Main idea: “What political and economic conditions in Europe following World War I led to the rise of fascism and eventually to World War II?” Student answers should include worldwide depression, high war debt owed by Germany, extremely high inflation, and massive unemployment.
2. Direct students to take two-column notes in their notebooks during this activity by dividing a page with a vertical line so that two-thirds of the page is on the right side of the line and one-third is on the left. Instruct students to write main ideas on the left side and then write details on the right side opposite each main idea. Emphasize that it is very helpful to write main ideas in the form of a question to use later as a study guide.
3. Provide students with a definition of the word *fascism* by displaying Attachment A, and have students note the definition as well as the countries of the three fascist dictators. Explain that these countries made up the Axis Powers during World War II. Have students write the main idea “Why was the word *axis* used for the alliance of these three countries?” in their notebooks and then write details based on class discussion.
4. Explain that both Adolph Hitler and Benito Mussolini were elected by the people of their own countries. Have students write the main idea “Why would a country elect a leader who believes in fascism?” and then write details based on class discussion. Point out in the discussion that conditions were so bad in Germany and to a certain extent in Italy after World War I that the people were looking for a very different type of government.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students access Web sites to research information about Hitler, Mussolini, and Tojo.
- Have students use presentation software for information used in all instructional activities.

#### Multisensory

- Have students create a poster, bulletin board, or slide-show presentation about dictators.
- Have students use documentary images of people and events related to the content.
- Have students complete a “snowball” activity. One student writes a characteristic or example of fascism and crumples the paper into a snowball, then passes it to the next student to add his/her example.
- Have students view and discuss video presentations about the rise of fascism between World War I and World War II.

#### Community Connections

- Have students research newspaper articles for information about current dictators.
- Have students, using newspaper article research findings, generate a list of ways dictators typically exercise control over a country.

#### Small Group Learning

- Have students use their presentations in a Think-Pair-Share activity.
- Have small groups complete Instructional Activities #1–#4 as a jigsaw activity.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *fascism, axis, philosophy, dictator, Benito Mussolini, Adolph Hitler, Hideki Tojo, political philosophy, nationalism, racism, worldwide depression, war debt, inflation, unemployment, democracy.*
- Have students create a unit glossary for key SOL vocabulary words.
- Have students use a cubing review activity to help them learn vocabulary.

### Student Organization of Content

- Have students create a graphic organizer showing each dictator (Hitler, Mussolini, and Tojo), his country, and his beliefs.
- Have students use sentence frames, word banks, and guided note-taking sheets to help them complete their activities.
- Have students supplement their research and reading with teacher-provided materials to help them complete their activities.
- Have students create and maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 2: War Timeline

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be familiar with events leading up to World War II.
- Students are expected to be able to read a timeline.

### **Materials**

- Colored pencils

### **Instructional Activities**

1. Before beginning this activity, ask students to list significant events that are connected to World War II. List students' answers on the board.
2. After completing the list, use the information to review the major economic and political conditions in Europe that made the rise of fascism possible. Students should already understand the meaning of the word *fascism* and be familiar with the major fascist dictators of the period, as studied in the previous session.
3. Have students create an illustrated timeline showing the significant events of World War II. Allow them to refer to the list on the board. For each event, the timeline should include the following: the date(s); the event name and short description; a small illustration or symbol. (For example: 1939; Germany and the Soviet Union invade Poland, after which Great Britain declares war on Germany; a small German tank rolling over the outline of Poland) The following events should be included in the timeline:
  - Hitler becomes Chancellor of Germany.
  - Germany and the Soviet Union invade Poland.
  - Germany invades France.
  - The Battle of Britain
  - Japan bombs Pearl Harbor.
  - The Battle of Midway
  - The Battle of Stalingrad
  - The Battle of Normandy (D-Day)
  - United States drops two atomic bombs.
4. When students have completed their timelines, discuss what the United States and/or its allies might have done to prevent certain events that led to war. Have students consider what the United States might have done earlier to stop Hitler. How did the United States' isolationist policy help lead the world into war?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students conduct Internet research to construct a classroom timeline of events leading to World War II (see Instructional Activity #3).
- Have students find and print pictures depicting each event on the timeline.
- Have students write and print facts about each event on the timeline.

#### Multisensory

- Have students use props to role-play events from the timeline.
- Have students view videos or listen to audio of speeches by each dictator.
- Have students discuss how emotions are expressed in each speech.
- Have individual students represent a different event leading to World War II, and have all students form a human timeline in chronological order.

#### Community Connections

- Arrange for a field trip to the National Museum of American History in Washington, D.C., or have them take a virtual tour.

### Small Group Learning

- Have student groups perform skits that represent events on the timeline.
- Have small groups contribute detailed information on different events, creating a combined classroom timeline.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *allies, Allied Powers, Central Powers, fascism, atomic bomb, invade, isolationist, chancellor, economic aid, direct involvement, turning point, invasion, Lend-Lease, liberation*.
- Have students continue to add key SOL vocabulary words to the glossary begun in Session 1.

### Student Organization of Content

- Have students color-code countries and dictators on a period map of Europe and Asia, and compare these maps to current maps.
- Have students chart what they learned in Instructional Activity #1, using a KWL: What they *know*, what they *want* to know, and what they have *learned*.
- Have students use a timeline template to help them list events to be included on the classroom timeline.
- Have students use sentence frames with guided notes to complete Instructional Activity #2.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 3: War Maps

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to use a historical atlas.
- Students are expected have a basic knowledge of the locations of the continents and countries.

### **Materials**

- Outline maps of Europe and Asia during World War II
- Colored pencils
- Atlas maps
- Attachment B: Sample Grading Rubric for “Map of World War II”

### **Instructional Activities**

1. Have students create maps of Europe and Asia that reflect the opposing sides in the war and the significant battle sites. Remind them to use color and to include a legend. Allow students to use the textbook, an atlas, and other resources as references. Be certain that students include the following items, among others:
  - On the map of Europe and North Africa:
    - Main Axis Powers, 1942
    - Areas of Axis control, 1942
    - Neutral nations, 1942
    - Allied territory, 1942
    - Sites: Normandy beaches (D-Day), Blitzkrieg of Poland, Battle of Stalingrad
  - On the map of the Pacific:
    - Areas/countries under Japanese control, 1942
    - Sites: Midway, Pearl Harbor, Hiroshima and Nagasaki
2. After students have completed their maps, discuss and have students take notes on the following:
  - What were some possible problems Germany might have faced after declaring war on the Soviet Union?
  - What obstacles did Germany face when invading Great Britain?
  - What were some possible strategies the United States could have used to regain control of the South Pacific? What were some possible obstacles to regaining control?
3. Assessment: A sample grading rubric for this session is found at Attachment B.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students access a map Web site and identify the main countries involved in World War II.

#### Multisensory

- Have students create puzzle pieces of the continents, attaching each piece to display on a board.
- Have students use toy soldiers (or chess pieces) of two different colors to simulate events of World War II, using wipe-off desk maps as the battleground.

#### Community Connections

- Have students plan a field trip (virtual or actual) to a World War II museum or exhibit.

#### Small Group Learning

- Have pairs of students use outline maps of the theaters of war to label and color-code the Axis, Allied, and Neutral countries.



### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *blitzkrieg, D-Day, strategies, obstacles, neutral, legend, invasion, Normandy, France, Battle of Stalingrad, Midway, Pearl Harbor, Hiroshima, Nagasaki*.
- Have students continue to add key SOL vocabulary words to the glossary begun in Session 1.

### Student Organization of Content

- Have students complete their graphic organizers with answers from Instructional Activity #2.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.
- Have students draw from a word bank to complete outline maps with designated spaces to be filled with answers.

## Session 4: Pearl Harbor

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to be familiar with events leading to World War II.
- Students are expected to be aware that the United States did not enter the war until the attack on Pearl Harbor.

### Materials

- Internet access
- Copies of *New York Times* news article

### Instructional Activities

1. Before beginning the session, review with students that the United States was reluctant to become involved in World War II, maintaining a policy of neutrality and isolationism. However, as the conflict escalated and Britain was increasingly threatened by Germany, the United States offered economic and material aid to Britain under the Lend-Lease Program. Then, the Japanese attacked Pearl Harbor and thereby directly involved the United States in the war. With this provocation, the United States could no longer maintain a policy of isolationism, so President Roosevelt declared war on Japan and its ally, Germany.
2. Have students read a first-hand account of the attack on Pearl Harbor, “Word for Word/Pearl Harbor Diary; ‘The Grace of God and the Mailed Fist’: A Calm Sunday Abruptly Shattered,” at <http://www.nytimes.com/1998/12/06/weekinreview/word-for-word-pearl-harbor-diary-grace-god-mailed-fist-calm-sunday-abruptly.html?scp=1&sq=Pearl%20Harbor%20Diary:%20A%20Calm%20Sunday%20Abruptly%20Shattered&st=cse>. The article includes excerpts from the diary of Henry Lachenmayer, who was aboard the USS *Pennsylvania* that day. Then, have students go to the related lesson entitled “Daily Lesson Plan: ‘I’ Witness to History,” at the *New York Times of the Web Learning Network*, <http://learning.blogs.nytimes.com/1998/12/07/i-witness-to-history/?scp=6&sq=Pearl%20Harbor%20Diary&st=cse>. Have students answer the questions on the Web site related to the article and analyze the details of Lachenmayer’s diary entries.
3. After students have completed the work above, refer them to other personal accounts of Pearl Harbor. *Pearl Harbor: Remembered* at <http://my.execpc.com/~dschaaf/mainmenu.html> offers general information about the attack, battle maps, and a number of personal accounts (click on “Survivors’ Remembrances”).
4. Finally, have students create their own “You Are There” diary entries, including accurate historical information and depicting the emotions and horror of the event as if they were actually there.

### Specific Options for Differentiating This Session

#### Technology

- Have students watch and discuss video clips about the attack on Pearl Harbor.
- Have students contribute to an interactive whiteboard presentation to share their work.
- Have students use the Internet to search for primary-source documents.

#### Multisensory

- Have students listen to and discuss audio from a survivor of the attack.
- Have students read aloud personal accounts of the attack.
- Have students research documentary images to supplement their research.

#### Community Connections

- Invite a World War II military veteran to discuss the attack on Pearl Harbor.
- Have students take a virtual tour of Pearl Harbor.

#### Small Group Learning

- Have small groups or pairs provide peer feedback to their journal entries from Instructional Activity #4.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *escalate, Lend-Lease Program, provocation, diary, primary source, Franklin Roosevelt, excerpts*.
- Have students continue to add key SOL vocabulary words to the glossary begun in Session 1.

### Student Organization of Content

- Have students complete a “mind map” graphic organizer to supplement their research.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 5: Declaration of War on Japan

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to be familiar with the events leading to the attack on Pearl Harbor.

### Materials

- Copy of Franklin D. Roosevelt's speech declaring war on Japan
- Internet access
- "Written Document Analysis Worksheet" (available from the U.S. National Archives and Records Administration at <http://www.archives.gov/education/lessons/worksheets/cartoon.html>)
- "Sound Recording Analysis Worksheet" (available from the U.S. National Archives and Records Administration at <http://www.archives.gov/education/lessons/worksheets/sound.html>)

### Instructional Activities

1. Explain that President Franklin D. Roosevelt's War Address before Congress is one of the most significant speeches in American history.
2. Have students read, and if possible listen to, the speech. Ask, "What are the important points the president makes in his speech? Do you think the speech is convincing?" The National Archives and Records Administration's *Digital Classroom* Web site offers a lesson that provides an opportunity for students to examine this speech closely: "Teaching with Documents Lesson Plan: 'A Date Which Will Live in Infamy'—The First Typed Draft of Franklin D. Roosevelt's War Address" at <http://www.archives.gov/education/lessons/day-of-infamy/>. The lesson provides an opportunity to hear a portion of the speech. The text and audio of the speech can also be found at the *History Matters* Web site <http://historymatters.gmu.edu/d/5166/>. Have students use one or both of the analysis worksheets listed above to analyze the speech.
3. Explain that political leaders and the media discussed many similarities between the attack on Pearl Harbor and the September 11, 2001, attack on the Twin Towers in New York City. Ask students what these similarities may be. Ask, "Was declaration of war on Japan the only proper response to the attack on Pearl Harbor? How was this declaration of war different from declaring war on terrorism following September 11?"

### Specific Options for Differentiating This Session

#### Technology

- Have students listen to audio of Roosevelt's speech declaring war, pausing at intervals for discussion.
- Have students highlight key words and phrases on a copy of the speech.
- Have students contribute to an interactive whiteboard presentation by highlighting key ideas of Franklin D. Roosevelt's speech.

#### Multisensory

- Have students create a classroom chart comparing George W. Bush's speech after the attack on September 11, 2001 and Franklin D. Roosevelt's declaration of war on Japan.
- Have students watch and discuss videos on the reaction to the attack on Pearl Harbor and Franklin D. Roosevelt's declaration of war on Japan.
- Have students use documentary images to visually compare the aftermath of 9/11 and Pearl Harbor.
- Have students analyze and discuss front pages of newspapers after Pearl Harbor.

#### Community Connections

- Invite a representative from emergency management to discuss crisis control.
- Have students interview, or research interviews with those who lived during Pearl Harbor.

#### Small Group Learning

- Have student teams create newspaper front pages immediately following the attack on Pearl Harbor, from both the Japanese and American points of view.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *infamy, archives, World Trade Center, Congress*.
- Have students continue to add key SOL vocabulary words to the glossary begun in Session 1.
- Have students use sentence frames to learn vocabulary.

### Student Organization of Content

- Have students construct a Venn diagram comparing and contrasting the declaration of war on Japan and the attack on the World Trade Center.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 6: Wartime Propaganda Posters

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be familiar with the media and advertisements.

### **Materials**

- Copies of World War II propaganda posters
- Attachment C: Propaganda Poster Analysis

### **Instructional Activities**

1. Gather a selection of magazine ads to display, or have each student find and bring in a school-appropriate ad. Ask students to consider the primary objective of a selected ad. Ask, “What strategies or devices are used in the ad to reach this objective?” Have students share their answers with the class. Explain that advertising and propaganda are very similar in that both attempt to influence people by promoting specific ideas and beliefs. Propaganda and advertising may also attempt to disparage any opposing ideas.
2. Display copies of World War II propaganda posters, and work with students to help them identify some primary objectives of wartime propaganda. Emphasize that wartime propaganda is created and disseminated by the federal government, not by private advertising agencies. Some common objectives are
  - recruiting soldiers
  - funding the war effort (primarily through the sale of war bonds)
  - conserving resources, such as food, rubber, gasoline, steel
  - unifying the country around the war effort by persuading them to take part in home-front efforts or organizations.
3. Have students refer to the posters and consider wartime propaganda strategies used to attain the objectives listed above. Write the following strategies on the board or on a handout for students to use as a reference:
  - Patriotism: Using patriotic symbols, slogans, and colors
  - Fear: Using people’s emotions to encourage resolve and action
  - Demonization: Using negative stereotypes and name-calling to portray the enemy as evil
  - Half-truths and lies: Misrepresenting information to the public to put the enemy in a more negative light
4. Place students in small groups, and provide each group with a set of World War II propaganda posters to examine and analyze. Choose a broad cross section of images that cover all the objectives mentioned above. Include some posters that targeted the many women on the home front. Many propaganda posters can be found at [http://www.archives.gov/exhibits/powers\\_of\\_persuasion/powers\\_of\\_persuasion\\_intro.html](http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_intro.html) and <http://www.library.northwestern.edu/govpub/collections/wwii-posters/>. Assign a number or create a title for each poster to make it easier to reference them in class discussion. Have students use the “Propaganda Poster Analysis” handout (Attachment C) as they work.
5. Optional: Have students create their own propaganda posters related to World War II.

NOTE: You also may wish to consider showing propaganda posters from the opposing side, especially from Germany. A large poster collection can be found at German Propaganda Archive of Calvin College at <http://www.calvin.edu/academic/cas/gpa/index.htm>. This lesson can also be used to discuss the use of propaganda in World War I.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students create a digital slide-show presentation on the topic of propaganda, with examples.
- Have students contribute to an interactive whiteboard to analyze advertisements and sample posters.

### Multisensory

- Have students share and discuss television advertisements with other students.
- Have students list the persuasive characteristics of the advertisements shared.
- Have students create a propaganda item.
- Have students complete a “Go to Your Corner” activity to sort posters by theme.

### Community Connections

- Have students make lists of examples of propaganda they see in their own communities.
- Invite a representative from the advertising industry to discuss techniques/element of persuasion.

### Small Group Learning

- Have small groups divide the tasks to complete Instructional Activity #4.
- Have pairs of students participate in a paraphrasing activity.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *propaganda*, *recruit*, *conservation*, *persuasive*, *patriotism*, *stereotypes*.
- Have students continue to add key SOL vocabulary words to the glossary begun in Session 1.
- Have students use sentence frames to learn vocabulary.
- Have students contribute to a word wall to review vocabulary.

### Student Organization of Content

- Have students generate questions about propaganda on the left side of a notebook page and record answers on the right.
- Have students analyze posters by using a graphic organizer/worksheet.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 7: Atomic Bomb Decision

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be familiar with the events leading up to World War II.
- Students are expected to be familiar with the effects of the atomic bomb.

### **Materials**

- Internet access
- Attachment D: The Atomic Bomb Decision
- Attachment E: Consider Your Options

### **Instructional Activities**

1. Provide students with some historical background on the end of World War II. Explain that the dropping of two atomic bombs on Japan had the effect of ending the war.
2. Distribute copies of Attachment D, and ask students to read it; alternatively, paraphrase and discuss with students the information on this handout. After they have absorbed this information, have them consider what options were available to President Truman and what pressures and concerns he had to consider. Have students complete the graphic organizer at Attachment E and share their work with the class.
3. Have students compose diary entries expressing their reactions to the dropping of the atomic bomb. Various points of view should be used, such as the following:
  - An American GI preparing to invade Japan
  - A Japanese civilian
  - A scientist who worked on creating the bomb
  - An American student
4. To provide students with a better understanding of these perspectives, have students read personal accounts of atomic bomb survivors. A selection of accounts can be found at *A-Bomb WWW Museum*, <http://www.atomicbombmuseum.org/index.shtml> (click on “Testimonies”). This site also has historical information and photographs.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students search the Internet for videos and background information about the creation and effect of the atomic bomb.
- Have students create digital slide-show presentations to supplement their research.
- Have students model diary responses, using an interactive whiteboard.
- Have students listen to audio of materials to supplement their research.
- Have students record (audio and/or video) diary reactions.

#### Multisensory

- Have students perform a short play about the decision to drop the atomic bomb.
- Have students watch and discuss video clips about reactions to atomic bombings.
- Have students watch *Sadako and the Thousand Paper Cranes* and make origami cranes.
- Have students search for and print out documentary photo aids for their activities.
- Have students create dramatic news broadcasts reacting to the detonation of the atomic bomb.

#### Community Connections

- Have students take a virtual tour of the Hiroshima Peace Memorial Museum memorializing the event surrounding atomic destruction.
- Invite someone who was alive during the bombings to discuss his/her personal perspective and the general effects on the U.S.



### Small Group Learning

- Have small groups identify and debate the pros and cons of the decision to drop the bomb.
- Have students highlight key information in diaries distributed between group members (see Instructional Activity #3).
- Have small groups use round-table discussion in which each successive student paraphrases the previous student's ideas and adds his/her own new idea.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Manhattan Project*.
- Have students continue to add key SOL vocabulary words to the glossary begun in Session 1.
- Have students use sentence frames to learn vocabulary.

### Student Organization of Content

- Have students use a chart to sort pros and cons for dropping the atomic bomb.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 8: Dehumanization

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to have an understanding of a person's basic need for quality of life.
- Students are expected to have an understanding of the effects prejudice can have on an ethnic group.

### Materials

- Teacher-generated handout (see step 3 below)

### Instructional Activities

NOTE: To prepare students for the sensitive and complex nature of the Holocaust history, be careful to use lessons and materials that are age appropriate. This session is adapted from an Educator's Reference Desk lesson by D. White, "Human Needs Analysis: An Introductory Activity to the Holocaust," [http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social\\_Studies/World\\_History/Holocaust/HOL0200.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/World_History/Holocaust/HOL0200.html), originally designed for grades 7–12. The United States Holocaust Memorial Museum Web site has a downloadable teacher's resource guide, *Teaching about the Holocaust: A Resource Book for Educators*, <http://www.ushmm.org/education/foreducators/>, that offers historical background on the Holocaust, guidelines for teaching, and an extensive bibliography of books and videos about the topic. The Web site also offers a helpful online workshop for teachers and sample lessons.

1. Before discussion of the Holocaust, review definitions of terms that are most commonly used with this topic:
  - *The Holocaust*: the state-sponsored, systematic persecution and annihilation of European Jews by Nazi Germany and its collaborators between 1933 and 1945. The Hebrew word for Holocaust is *Shoah*, which means "destruction by fire." Among other victims of the Holocaust were Gypsies, the handicapped, and those who disagreed with Hitler's politics.
  - *genocide*: the systematic killing of an entire nation or race of people
  - *Final Solution*: the Nazi term for their plan to kill every Jew in Europe
  - *concentration camp*: a prison in which "enemies of the German nation" were concentrated. Before the end of World War II, more than 100 such camps had been set up.
  - *ghetto*: the part of a city in which Jews were forced to live
  - *anti-Semitism*: prejudice against Jews
2. Students can readily understand the physical effects that the Holocaust had on people, but the purpose of this session is to help them understand the gradual emotional and psychological damage that occurred through the Nazi dehumanization of individuals during the Holocaust. Have students write brief personal responses to the following questions: "What do you need to live? What do you need to live happily?" Ask for student responses, and write them on the board in order to make a comprehensive list. Have students rank these needs, starting with the most important or basic to survive, and continue from there.
3. Distribute a handout that asks students to consider their rights and freedoms. A sample handout can be found in the "Human Needs Analysis" lesson mentioned above, but you may choose to update the choices with more contemporary examples, such as the right to own a laptop, DVD player, or cell phone. After students have completed the handout, have them share their answers with the class and discuss the reasons for their choices.
4. Display and discuss with students the laws passed by the Nazis that revoked many of the rights of individuals. A chronology is included with the online lesson mentioned above. A more detailed chronology, published by the United States Holocaust Memorial Museum, can be found online at <http://www.ushmm.org/education/forstudents/>. Discuss with students how these laws slowly dehumanized Jews and others over time. Expand this discussion by considering how concentration camps furthered this process of dehumanization. Have students consider the result of such dehumanization of so many people.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students design a digital slide-show presentation that includes research and uses key vocabulary.

#### Multisensory

- Have students construct a classroom bar graph showing the number of Holocaust-related deaths compared to the number of deaths in all major U.S. wars (1 inch=30,000 deaths).
- Have students watch and discuss a video about the Holocaust.
- Have students use documentary photographs to support their research.
- Have students research artifacts from the Holocaust period.

#### Community Connections

- Have students visit a Holocaust museum on a field trip or by a virtual tour.
- Invite a Holocaust survivor to discuss his/her experiences.

#### Small Group Learning

- Have small groups use Think-Pair-Share, canned questions, or oral paraphrasing exercises to help form their thoughts on the topic.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *Holocaust*, *persecution*, *annihilation*, *Nazi*.
- Have students continue to add key SOL vocabulary words to the glossary begun in Session 1.
- Have students use sentence frames to learn vocabulary.

#### Student Organization of Content

- Have students construct individual timelines of events from 1933 to 1945, using events and phrases from a word bank.
- Have students use guided question sheets and sentence frames to complete the activities.
- Have students use graphic organizers to help them compare rights of Americans and rights of Jews in Nazi Germany.
- Have students use vocabulary maps to contextualize and remember key vocabulary (e.g., *Anti-Semitism*, *Aryan*).
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 9: Anti-Semitism

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to have a basic understanding of propaganda.
- Students are expected to be familiar with the incorrect concept of superior/inferior races.

### Materials

- Copy of *The Toadstool* (<http://www.calvin.edu/academic/cas/gpa/thumb.htm>)

### Instructional Activities

1. Explain that the Holocaust was predicated on a long history of anti-Semitism in Germany. A short history of anti-Semitism can be found online at the *United State Holocaust Memorial Museum*, <http://www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005175>. Additional information and resources can be found at the Web site of the *Virginia Holocaust Museum*, <http://www.va-holocaust.com/>. Tell students that Hitler was able to encourage and exploit the existing anti-Semitism in Germany (and throughout Europe) and that he was successful in making the Jews scapegoats for the ills plaguing Germany, largely because of these preexisting sentiments. Explain that Hitler misapplied scientific theories to justify anti-Semitism. For example, Hitler and his collaborators saw Jews as an inferior race of people that needed to be destroyed. Explain that although this concept is totally incorrect and that that Judaism is a religion, many Germans believed it because Nazi propaganda played a large role in perpetuating and strengthening feelings of anti-Semitism. Children under the Third Reich were taught at an early age in schools to hate all Jews; also, the Nazi Youth program indoctrinated the young into Nazi goals and beliefs. (NOTE: It is of utmost importance to remind students that even though we must study and learn about anti-Semitic beliefs as a tragic part of history, such beliefs are completely false, are based on hate, and are totally unacceptable in our society.)
2. Have students examine a children's storybook called *Der Giftpiltz (The Toadstool)* as an example of propaganda used by the Nazis. A copy of the book can be found at the Calvin College's *German Propaganda Archive* <http://www.calvin.edu/academic/cas/gpa/thumb.htm>. This book was read to German children. Choose an appropriate portion of the story to show students. Referring to the propaganda posters investigated earlier, show students how *The Toadstool* utilizes similar strategies of fear, half-truth and lies, and demonization. Encourage students to ask questions and discuss what they perceive. Below are possible discussion questions:
  - What do you think was the purpose of this children's story?
  - Which anti-Semitic examples are illustrated in the story?
  - How responsible for the Holocaust was the author, Julius Streicher?
  - How responsible were parents who read this story to their children?
  - How responsible were teachers who read the story to their students?
  - How was this piece of propaganda used to manipulate Germans?

Other useful resources for the teaching of the Holocaust are:

- Adler, David. *We Remember the Holocaust*. Henry Holt & Company, 1995. ISBN 0805037152.
- Bachrach, Susan. *Tell Them We Remember, The Story of the Holocaust*. Little, Brown & Company, 1994. ISBN 0316074845. Available through the United States Holocaust Memorial Museum.

### Specific Options for Differentiating This Session

#### Technology

- Have students use an adaptive keyboard to complete writing assignments.
- Have students contribute to an interactive whiteboard presentation to analyze and share the ideas from their reading.
- Have students design a digital slide-show presentation that includes research and uses key vocabulary.

### Multisensory

- Have students listen to subject-relevant audio clips to help develop their concepts of the harmful effects of racism and racial superiority/inferiority.
- Have students use outline frames and slide-show presentations to supplement their research.
- Have students search for, watch, and discuss videos depicting the effects of anti-Semitism.
- Have students analyze propaganda posters of Allied Forces and Axis Forces.

### Community Connections

- Invite a Jewish community representative to discuss Jewish culture.
- Have students research current newspapers and magazine articles related to this topic and document findings.
- Have students visit a Holocaust museum on a field trip or by a virtual tour.
- Invite a Holocaust survivor to discuss his/her experiences.

### Small Group Learning

- Have small groups use Think-Pair-Share, canned questions, or oral paraphrasing exercises to help form their thoughts on the topic.
- Have small groups brainstorm ways other groups have suffered similar discrimination.

### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *anti-Semitism, Holocaust, scapegoat, pre-existing, collaborators, inferior, perpetuating, Third Reich, indoctrinate, Nazi*.
- Have students create vocabulary flash cards with definitions on one side and vocabulary terms on the other.
- Have students complete four-corners vocabulary sheets, placing the word, definition, example sentence, and image of each word or phrase in different corners of a sheet of paper.

### Student Organization of Content

- Have students use file folders to organize their work.
- Have students use graphic organizers to maintain research.
- Have students use guided question sheets and sentence frames to complete the activities.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 10: America's Internment of Japanese Americans

### Prerequisite Understanding/Knowledge Skills

- Students are expected to have a basic understanding of the relationship between Japan and the United States immediately following the attack on Pearl Harbor.
- Students are expected to be able to give examples of discrimination faced by Japanese Americans.
- Students are expected to have basic geographic knowledge of the western United States.
- Students should have a basic understanding of the concept of internment and its impact.

### Materials

- Copy of “Home Was a Horse Stall” by Jim Carnes
- Colored pencils

### Instructional Activities

1. Provide some historical background on the internment of Japanese Americans in the United States. Explain that after the attack on Pearl Harbor, all Japanese in the United States, even Japanese Americans, were seen as the enemy by the American public and the federal government. By Executive Order 9066, signed by President Roosevelt on February 19, 1942, all Japanese (*Issei*) and Americans of Japanese ancestry (*Nisei*) were to be removed from Western coastal regions and put into guarded camps in the interior. Help students understand why this happened.
2. To understand the personal toll that internment took on individuals and families, have students read “Home Was a Horse Stall” by Jim Carnes, one of 14 stories of intolerance in America found in the magazine *Us and Them*, distributed by the Southern Poverty Law Center. Access the story online at the Web site of *Teaching Tolerance*, <http://www.tolerance.org/activity/home-was-horse-stall>. Also, see the accompanying activity at <http://www.tolerance.org/activity/activity-home-was-horse-stall>. This story is about a young Japanese American woman in 1942 pondering the meaning of freedom behind barbed wire in an internment camp in California.
3. After students have read the story, hold a class discussion, using the following questions:
  - What historical examples of discrimination against Japanese are mentioned in the story?
  - Since the early 1800s, what has often caused racial tensions to surface?
  - What was white Americans' typical response to the attack on Pearl Harbor?
  - How did the Kataokas prepare for evacuation?
  - What example in the story explains that not all whites saw the Japanese as the enemy?
  - What were the conditions in the camps?
  - How did the Japanese respond to internment?
  - If you had been a Japanese American at that time, would you have fought in the army for the United States at President Roosevelt's request?
  - Do you think the president made the right decision?
4. Following the discussion, have students create a historical marker for one of the Japanese internment camps, complete with an illustration and an inscription that explains the historical significance of the site. Additional information on the internment camps can be found at the following Web sites:
  - “Suffering Under a Great Injustice.” *Ansel Adams's Photographs of Japanese-American Internment at Manzanar*, <http://memory.loc.gov/ammem/aamhtml/>.
  - *Women Come to the Front: Journalists, Photographers, and Broadcasters during World War II—Dorothea Lange*, <http://www.loc.gov/exhibits/wcf/wcf0013.html>.
5. Have students read the article “Wartime and the Bill of Rights: The Korematsu Case” found on the Web site *The Bill of Rights in Action*, The Constitutional Rights Foundation, <http://www.crf-usa.org/bill-of-rights-in-action/bria-18-3-a-wartime-and-the-bill-of-rights-the-korematsu-case.html>. This article discusses the constitutional challenge to President Roosevelt's executive order. The article also provides students with an opportunity to discuss current civil liberty issues related to the USA PATRIOT Act (Uniting and

Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001).

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use an adaptive keyboard to complete writing activities.
- Have students use highlighters, highlighter tape, or sticky notes to organize research.
- Have students contribute to an interactive whiteboard presentation to share their research.
- Have students use a digital slide-show presentation to logically and visually organize research and vocabulary.

#### Multisensory

- Have students watch and discuss video clips of the attack on Pearl Harbor.
- Have students use recorded instructions to help them complete their activities.
- Have students incorporate documentary images or reproduced artifacts in research-based presentations.

#### Community Connections

- Invite a librarian to discuss research techniques and resources.
- Invite a representative from a Japanese American organization to discuss America's internment of Japanese Americans and related events.

#### Small Group Learning

- Have students role-play an imprisonment situation in which some are assigned the roles of jailors and others act as prisoners.
- Have student pairings complete the historical marker activity.
- Have groups brainstorm the effects of imprisonment.
- Have students role-play President Roosevelt's position.
- Have students create a physical spectrum (each student stands along a line between two opposite endpoints: "Internment Was Illegal" and "Internment was Absolutely Necessary") where students assert their opinions, based on research and class discussion.
- Have student teams use "Reader-Writer-Listener" response triads.

#### Vocabulary

- Have students use the following key vocabulary as they complete their activities: *internment, inferior, intolerance, discrimination, racial tensions, evacuation, injustice, civil liberty, USA Patriot Act*.
- Have students create vocabulary flash cards with definitions on one side and vocabulary terms on the other.

#### Student Organization of Content

- Have students use graphic organizers to maintain research.
- Have students use zipper-type bags to store materials.
- Have students review a checklist and rubric to ensure they complete tasks.
- Have students maintain a World War II unit folder, adding to the table of contents with each successive lesson.

## Session 11: Assessment

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### **Materials**

- Attachment F: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment F.



## Attachment A: Fascism and the Axis Powers

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**Attachment B: Sample Grading Rubric for “Map of World War II”** \_\_\_\_\_**Name:**\_\_\_\_\_ **Date:**\_\_\_\_\_

<b>Element</b>	<b>Possible Points</b>	<b>Points Awarded</b>
Map is colorful and neatly presented.	5	
All countries and major battle sites are clearly labeled.	5	
Legend is clear and well organized.	5	
<b>Total points</b>	<b>15</b>	

**Teacher Comments:**

## Attachment C: Propaganda Poster Analysis \_\_\_\_\_

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

Number/Title of Poster: \_\_\_\_\_

1. What is the primary objective of this poster?

2. What strategies were used to reach this objective? Provide a specific example that illustrates each strategy used. Many posters use more than one strategy.

Strategy: \_\_\_\_\_ Example: \_\_\_\_\_

Strategy: \_\_\_\_\_ Example: \_\_\_\_\_

Strategy: \_\_\_\_\_ Example: \_\_\_\_\_

3. Are the messages in the poster primarily visual, verbal, or both? Explain.

4. Who is the intended audience for the poster? Explain your answer.

5. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? Why, or why not?

*Adapted from the "Poster Analysis Worksheet" created by the U.S. National Archives and Records Administration.*

## Attachment D: The Atomic Bomb Decision

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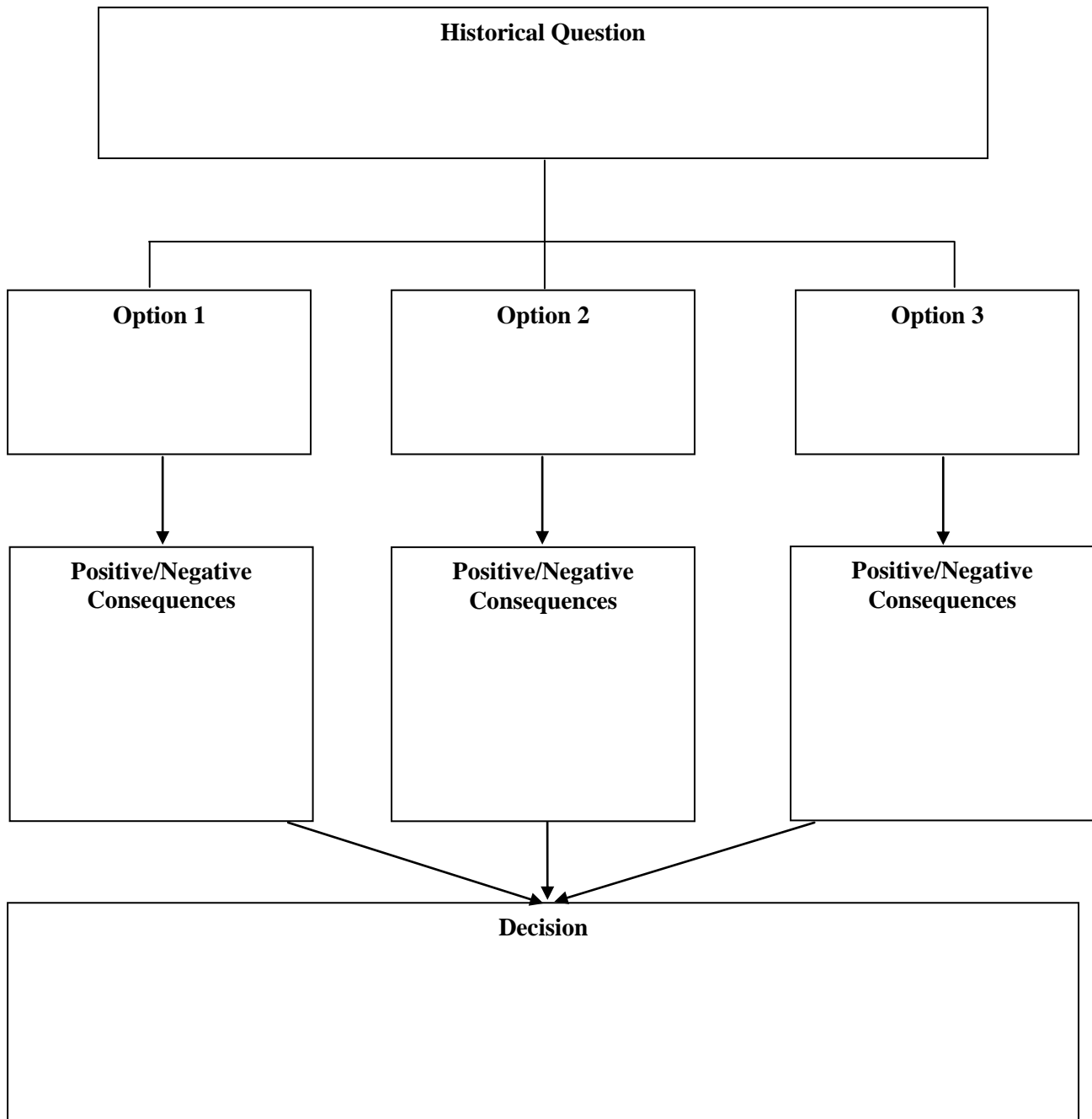
### Did the United States have no other choice but to drop the bomb?

- The few decision makers who knew about the Manhattan Project always assumed that the atomic bomb would be used against Germany or Japan. Some, like Major General Groves, who was the head of the project, thought it could be decisive in ending the war.
- Harry S. Truman, who was sworn in as president after Roosevelt's death, had no knowledge of the atomic bomb. He was in office fewer than three months when he was confronted with the decision of whether to use this new type of bomb or not. He saw the atomic bomb principally as a means to end the war quickly and thereby save American lives.
- In Japan, a peace faction in the military-dominated Japanese government had begun to realize that a way had to be found to negotiate an end to the war. However, the Allied demand for "unconditional surrender" was regarded as unacceptable and rejected.
- While many Americans hated Emperor Hirohito, Undersecretary of State Joseph Grew nonetheless argued that the Japanese might surrender if allowed to retain their emperor. He also asserted that the emperor would be "the sole stabilizing force" capable of making the Japanese armed forces accept a surrender order. Truman ultimately did not accept Grew's advice because he foresaw much resistance to modifying the Allied policy.
- Tensions grew between the Soviet Union and the United States, especially in terms of Soviet domination of Poland and other Eastern European countries in the spring of 1945. Secretary of War Stimson hoped that American possession of the atomic bomb might help persuade the Soviets to "play ball" in Europe and elsewhere.
- Some Manhattan Project scientists felt that the bomb project had been a response to the threat from Germany. Attacking Japan without first providing a warning and an opportunity to surrender, they felt, would weaken, "our moral position...in the eyes of the world." They also were concerned that without telling the Soviets first, the use of the bomb would increase the chances of an uncontrolled nuclear arms race. These concerns did not reach Truman because all the scientists' messages were blocked by Secretary of State Byrnes, Major General Groves, and others.
- The decision to drop the bomb was made in an effort to save American lives. Estimates of the number of American casualties that the planned invasion of Japan would have cost varied widely. One estimate set the number at 31,000, while other estimates were more proportional to the losses at Okinawa. Truman was concerned that invasion of Japan would result in another Okinawa. Added to the American losses would be many Japanese casualties, both military and civilian. To prevent an invasion and to save as many lives as possible, Truman chose to use the atomic bomb.
- Based on information available after the war, the United States Strategic Bombing Survey concluded in 1946 that, "Certainly prior to 31 December 1945, and in all probability prior to 1 November 1945, Japan would have surrendered even if the atomic bombs had not been dropped, even if Russia had not entered the war, and even if no invasion has been planned or contemplated." The United States naval blockade was strangling Japan, which depended totally on imported fuel, while conventional bombing was destroying its infrastructure. Stimson and other postwar observers, however, doubted that Japan's rulers would have accepted unconditional surrender if the home islands had not been invaded or if the atomic bombs had not been dropped.

## Attachment E: Consider Your Options

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

Consider three options for resolving a historical question. Discuss the positive and negative consequences of each option. Place your answers in the chart below.



## Attachment F: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. What event in 1939 started World War II?</b>  A Germany's invasion of Poland*  B Japan's attack on Pearl Harbor  C Hitler's killing of Jewish people  D The sinking of American ships by German submarines</p> <p><b>2. Which wartime leader is <i>incorrectly</i> matched with his country?</b>  A Mussolini – Italy  B Stalin – Russia  C Hitler – Germany  D Churchill – France*</p> <p><b>3. Which event in 1941 caused the United States to enter World War II?</b>  A Germany's invasion of Poland  B Japan's attack on Pearl Harbor*  C Hitler's killing of Jewish people  D The sinking of American ships by German submarines</p> <p><b>4. Who was the commanding general of the United States forces in Europe during World War II?</b>  A General Dwight D. Eisenhower*  B General Douglas MacArthur  C General Bernard Montgomery  D General John Pershing</p> <p><b>5. Which event of 1945 happened <i>first</i>?</b>  A Hitler committed suicide.  B The United States dropped two atomic bombs.  C The Battle of Normandy took place.*  D Japan surrendered.</p>	<p><b>6. Which was part of the United States strategy to defeat Japan?</b>  A Island hopping*  B Tank attacks in north Africa  C Convoy supply lines in southwest Asia  D Kamikaze attacks</p> <p><b>7. Which statement of opinion best describes fascism?</b>  A Germans are the master race.  B A strong dictatorship is the best form of government.*  C Government should own all farms and factories.  D The purpose of government is to protect people's rights.</p> <p><b>8. Which famous battle fought on Russian soil halted the German advance in World War II?</b>  A Alamein  B Gallipoli  C Normandy  D Stalingrad*</p> <p><b>9. By the end of 1940, the United States began sending supplies to Britain through the</b>  A Berlin Airlift.  B Lend-Lease Program.*  C Good Neighbor Policy.  D New Deal.</p> <p><b>10. President Truman defended his decision to drop the A-bomb by arguing that it would</b>  A avoid huge United States troop casualties.*  B prolong the war.  C punish the Japanese.  D reduce civilian deaths.</p>
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ORGANIZING TOPIC

Post World War II Recovery

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present;
  - d) interpret ideas and events from different historical perspectives.
- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
  - b) describing the conversion from a wartime to a peacetime economy.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.
- Make connections between the past and the present.
- Sequence events in United States history from 1865 to the present.
- Interpret ideas and events from different historical perspectives.

Content

- Summarize how, learning from the mistakes of the past, the United States accepted its role as a world superpower after World War II, helping to rebuild Europe and Japan and taking the leading role in establishing the United Nations.
- Explain that much of Europe was in ruins following World War II, that Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany, and that the United States felt it was in its best interest to help rebuild Europe and prevent political and economic instability.
- Describe the rebuilding efforts, as follows:
- The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism.
  - Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.
  - Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.

Describe the establishment of the United Nations, including the leading role the United States had in its establishment, as follows:

- The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.

Identify the following reasons for the rapid growth of the American economy following World War II:

- With rationing of consumer goods over, businesses converted from production of war materials to consumer goods.
- Americans purchased goods on credit.
- The work force shifted back to men, and most women returned full time to family responsibilities.
- Labor unions merged and became more powerful; workers gained new benefits and higher salaries.
- As economic prosperity continued and technology boomed, the next generation of women entered the labor force in large numbers.



## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Classroom-tested Handouts and Fact Sheets. Digital History:*

<http://www.digitalhistory.uh.edu/historyonline/handouts.cfm>. This site is a good source for classroom handouts.

*Cold War International History Project.*

[http://wilsoncenter.org/index.cfm?topic\\_id=1409&fuseaction=topics.home](http://wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home). This site contains updated information about the Cold War, including information from the communist side of the Cold War.

*Cold War. Turner Learning: The Educational Division of CNN and Turner Broadcasting.*

[http://cgi.turnerlearning.com/cnn/coldwar/cw\\_howto.html](http://cgi.turnerlearning.com/cnn/coldwar/cw_howto.html). This Web site offers lesson plans to accompany the 24-part CNN TV special about the Cold War as told by those who lived it.

## Session 1: Post World War II Map of Europe

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to define the term *super power*.
- Students are expected to be able to read and analyze maps of post-World War II Europe.
- Students should have an understanding of foreign policy.

### **Materials**

- Outline maps of post-World War II Europe
- Colored pencils
- Atlas

### **Instructional Activities**

1. Provide a short lecture on the immediate changes that occurred in Europe and the Pacific after World War II. Explain that as the United States emerged as a “superpower,” the country developed a plan to help rebuild Europe and bring economic and political stability to the war-torn area. The United States launched the Marshall Plan to provide financial aid to Europe and prevent the spread of communism. Show students a sampling of the aid packages for various European nations—i.e., which countries accepted United States aid under the Marshall Plan and in what dollar amounts. Additionally, point out that the United States also oversaw the establishment of a democracy in Japan and took an active role in the establishment of the United Nations.
2. Distribute outline maps of post World War II Europe. Have students illustrate their map, including the following:
  - Countries that came under the control of the Soviet Union, highlighting the division of Germany into East Germany and West Germany
  - The “free” or capitalist countries of the West
  - Countries that benefited from the Marshall Plan
  - Names of major cities, such as London, Paris, and Berlin

Allow students to use resources such as atlases and textbooks, remind them to label all countries and include a legend, and encourage them to use color.
3. After students have completed their map, prompt them to think about the foreign policy concerns of the United States following World War II, using the following questions:
  - How does this map illustrate the Soviet Union’s attempt to protect itself from the capitalist countries of the West?
  - Why was the United States concerned about the spread of communism in Europe?
  - What strategies did the United States pursue to protect itself against the Soviet Union?
  - What was the importance of the Marshall Plan, and how does this map illustrate it?
  - What problems arose from a divided Germany and Berlin?
  - What role did the United Nations play in a divided Europe?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students highlight to color-code cities and regions discussed.
- Have students use the Internet to supplement their research.
- Have students organize their research by designing digital slide-show presentations.
- Have students share completed activities and research, using an interactive whiteboard.

#### Multisensory

- Have students listen to and discuss recordings of related content.
- Have students watch and discuss video clips that enhance content.
- Have students use documentary images as they complete their activities.
- Have students analyze political cartoons of the period following the war.

### Community Connections

- Arrange for students to visit a local museum that exhibits post-World War II Europe materials.
- Invite a World War II veteran to discuss experiences/memories from the period in Europe after the war.

### Small Group Learning

- Have groups use Think-Pair-Share activities to review questions listed in Instructional Activity #3.
- Have groups complete questions in Instructional Activity #3, using identified Web sites.
- Have groups use atlases to locate regions identified in the session.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *super power, foreign policy, communism, United Nations, democracy, capitalism, Cold War, Marshall Plan*.
- Have students contribute session vocabulary to a word wall.
- Have students use a word bank of vocabulary terms to complete a description of changes that occurred in Europe and the Pacific after World War II.

### Student Organization of Content

- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students amend a unit checklist and table of contents on their organizing topic folders.
- Have students review provided class notes, highlighting key information.
- Have students use graphic organizers to compare changes in Europe and the Pacific Rim after World War II.

## Session 2: Post World War II American Economy

### Prerequisite Understanding/Knowledge Skills

- Students are expected to have a basic understanding of statistical information.
- Students are expected to be able to analyze statistical data.
- Students are expected to have an understanding of economic depression.
- Students are expected to be familiar with the impact of World War II on economic systems.

### Materials

- Statistical information (see step 2 below)

### Instructional Activities

1. Explain that World War II had a major impact on the United States economy. Remind students that before World War II, the entire world suffered from a severe economic depression, which was called the Great Depression in the United States. Wartime production corrected this problem in the United States and stimulated a healthy economy. This economic improvement continued after the soldiers returned home, took jobs, and started spending.
2. Have students examine a set of statistics that demonstrates the impact of World War II on the United States economy. This sample set of statistics is taken from the *Digital History* Web site at <http://www.digitalhistory.uh.edu/historyonline/us35.cfm>.

Distribution of Family Income		
	1941	1944
The wealthiest 5 percent of family units	24.0%	20.7%
The wealthiest 20 percent ( <i>includes the wealthiest 5 percent shown above</i> )	48.8%	45.8%
The second wealthiest 20 percent	22.3%	22.2%
The middle 20 percent	15.3%	16.2%
The second poorest 20 percent	9.5%	10.9%
The poorest 20 percent	4.1%	4.9%

Participation in the Workforce		
	Percentage of male population	Percentage of female population
1940	55%	28%
1944	62%	37%
1947	57%	31%

Personal Savings	
1940	\$4.2 billion
1941	11.1 billion
1942	27.7 billion
1943	33.0 billion
1944	36.9 billion
1945	28.7 billion
1946	13.5 billion
1947	4.7 billion

Average Earnings	
1940	\$1,300
1944	\$2,108
1947	\$2,589

Prompt student thinking with the following questions for student discussion in small groups or as a whole class:

- What impact did World War II have on women's participation in the workforce?
- What information can be gathered from the statistics regarding the economic health of the average family?
- What are some possible explanations for the decrease in personal savings over the course of the 1940s?
- How does the information in the textbook refute or confirm the statistical information?

### Specific Options for Differentiating This Session

#### Technology

- Have students use software to organize their ideas.
- Have students organize their research by designing digital slide-show presentations.
- Have students model statistics tables and analysis methods, using an interactive whiteboard.

### Multisensory

- Have students access handouts with enlarged text.
- Have students use handouts with color-coded columns.
- Have students view and discuss videos and images about post-World War II America.

### Community Connections

- Have students create a demographics table of their city, comparing features of the population during different time periods.
- Have students research local newspaper articles that provide statistical data relevant to the period immediately following World War II.
- Have students interview family or community members about post-World War II experiences and memories.

### Small Group Learning

- Have teams compete in a classroom quiz game in which one team will make questions related to the impact of World War II on the U.S. economy for the opposing team.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students contribute session vocabulary to a word wall.
- Have students use the following key vocabulary as they complete their activities: *economy, stimulate, impact, statistics, rationing, consumer goods, credit, labor unions, prosperity, distribution of income, workforce*.
- Have students create quiz game questions, using vocabulary terms and definitions.

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students use graphic organizers to compare changes in America during the post-World War II period.
- Have students review outline frames of background notes based on SOL essential knowledge.

## Session 3: Assessment

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### **Materials**

- Attachment A: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment A.

## Attachment A: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. After World War II, the Marshall Plan provided</b>  A economic aid to European countries recovering from the war.*  B pardons to all former spies.  C reparations to formerly interned Japanese.  D United States military protection for Japan's emperor.</p> <p><b>2. The two superpowers that emerged after World War II were</b>  A Japan and Germany.  B the United States and Great Britain.  C the Soviet Union and India.  D the United States and the Soviet Union.*</p> <p><b>3. What is the primary goal of the United Nations?</b>  A To stop communism  B To stop Far Eastern countries from building weapons  C To prevent future wars*  D To replace all nations' governments with a single world government</p> <p><b>4. By joining the United Nations, the United States adopted a long-term foreign policy of</b>  A isolationism.  B imperialism.  C internationalism.*  D capitalism.</p> <p><b>5. The United States economy after World War II can be characterized as</b>  A prosperous.*  B stagnant.  C unstable.  D none of the above.</p>	<p><b>6. Using the map of post World War II Europe, identify which part of Germany was under Soviet control.</b></p> <p><b>7. After World War II, the Soviet Union took possession of most of Eastern Europe. Using the map of post World War II Europe, locate Poland.</b></p> <p><b>8. After World War II, the Soviet Union took possession of most of Eastern Europe. Using the map of post World War II Europe, locate East Germany.</b></p> <p><b>9. What caused a shortage of consumer products, such as appliances and automobiles, after World War II?</b>  A America was still suffering from the Great Depression.  B The war had depleted American's natural resources.  C Many American factories had not yet converted back to peacetime production.*  D America's factories were greatly damaged after the war.</p> <p><b>10. One important goal of the United Nations was to</b>  A prevent future wars.*  B negotiate a treaty to end World War II.  C stop the spread of communism.  D create a single world government.</p>
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ORGANIZING TOPIC

Cold War Conflicts

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
  - b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present;
  - d) interpret ideas and events from different historical perspectives;
  - f) analyze and interpret maps that include major physical features.
- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present.
- Make connections between the past and the present.
- Sequence events in United States history from 1865 to the present.
- Interpret ideas and events from different historical perspectives.
- Analyze and interpret maps that include major physical features.

Content

- Explain that the United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.
- Define the Cold War as the state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps.
- Explain the origins of the Cold War, including the following:
- Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers). The United States was democratic and capitalist; the Soviet Union was dictatorial and communist.
  - The Soviet Union’s domination over Eastern European countries
  - The American policy of containment (to stop the spread of communism)
  - The North Atlantic Treaty Organization (NATO) versus the Warsaw Pact
- Explain the following major conflicts in which the United States was directly involved after World War II and that reflected the division created by Cold War tensions and hostilities:
- South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate.



- The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a United States blockade of Cuba.
- The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement and a withdrawal of United States troops.

Describe how the Cold War tensions between the free world and the communist world caused divisiveness at home and abroad.

Explain that the Cold War was the central organizing principle in foreign affairs for 40 years.

Describe the following events that signaled the collapse of communism in Europe:

- Breakup of the Soviet Union into independent countries
- Destruction of the Berlin Wall

Explain how the end of the Cold War presented new challenges different from earlier challenges, including the following:

- Role of United States military intervention
- Environmental challenges
- Global issues, including trade, jobs, diseases, energy

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Cartoon Analysis Worksheet.” *U.S. National Archives and Records Administration—Digital Classroom*.

<http://www.archives.gov/education/lessons/worksheets/cartoon.html>. This sheet is a useful tool to use in analyzing political cartoons.

*Cold War International History Project*.

[http://wilsoncenter.org/index.cfm?topic\\_id=1409&fuseaction=topics.home](http://wilsoncenter.org/index.cfm?topic_id=1409&fuseaction=topics.home). This site contains updated information about the Cold War, including information from the communist side of the Cold War.

*Cold War. Turner Learning: The Educational Division of CNN and Turner Broadcasting*.

[http://cgi.turnerlearning.com/cnn/coldwar/cw\\_howto.html](http://cgi.turnerlearning.com/cnn/coldwar/cw_howto.html). This Web site offers lesson plans to accompany the 24-part CNN TV special about the Cold War as told by those who lived it.

*Cuban Missile Crisis: Activities*. <http://www.spartacus.schoolnet.co.uk/COLDcubamissileA.htm>. This is a primary source lesson about the Cuban Missile Crisis.

*Dear Home: Letters from WWII. HistoryChannel.com*. <http://www.historychannel.com/dearhome/>. This site gives access to a letter describing an American’s first-hand account of the horrors of the Dachau concentration camp near Munich.

*Herblock’s History: Political Cartoons from the Crash to the Millennium*.

<http://www.loc.gov/rr/print/swann/herblock/intro-jhb.html>. This site provides access to numerous important political cartoons, together with commentary about each.

*Letters from Vietnam*. <http://www.vietvet.org/letters.htm>. This Web site offers a selection of letters written by United States soldiers in Vietnam.

“Life Under Communism in Eastern Europe.” *The Bill of Rights in Action*. Constitutional Rights Foundation.

<http://www.crf-usa.org/bill-of-rights-in-action/bria-19-1-a-life-under-communism-in-eastern-europe.html>.

“Teaching about Vietnam and the Vietnam War.” <http://www.ericdigests.org/1998-1/vietnam.htm>. This article explains the lack of teaching time devoted to the Vietnam War, as well as ideas and resources for filling that gap.

*Vietnam Veterans Home Page*. <http://www.vietvet.org/>. This site offers information about the Vietnam War.

*The Virtual Wall. Vietnam Veterans Memorial*. <http://virtualwall.org>. The Virtual Wall® Vietnam Veterans Memorial contains personal remembrances of letters, photographs, poetry, and citations honoring those women and men named on the Vietnam Veterans Memorial in Washington, D.C.

## Session 1: Goals and Ideologies: The United States vs. the Soviet Union

### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to read text for understanding.
- Students are expected to be able to locate nations on a world map.
- Students are expected to be able to take notes from text.

### **Materials**

- Resources on the Cold War (see step 2 below for one example)

### **Instructional Activities**

1. Remind students that during World War II, the Soviet Union and the United States were allies, united in their common goal of defeating Germany. After the war, tensions arose due to their two very different perspectives on how to order the world. The goals and ideologies of the two countries differed greatly. Tensions between the two nations continued over the course of more than 40 years—a period known as the Cold War.
2. Have students investigate the differences in the goals and ideologies of the Soviet Union and those of the United States, using the textbook and additional teacher-provided resources. A good resource is “Life Under Communism in Eastern Europe,” *The Bill of Rights in Action*, Constitutional Rights Foundation <http://www.crf-usa.org/bill-of-rights-in-action/bria-19-1-a-life-under-communism-in-eastern-europe.html>.
3. After students have completed the reading, have them create a chart showing the differences between the goals and ideologies of the United States and those of the Soviet Union. Have them use this chart to review the information.
4. Discuss with students some of the advantages and disadvantages to the two systems.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use a text-to-speech program to complete their written activities.
- Have students organize their research by designing digital slide-show presentations.
- Have students model responses, using an interactive whiteboard.
- Have students use dry-erase desk maps to complete mapping activities.

#### Multisensory

- Have students work with maps of the United States and the U.S.S.R., highlighting their locations.
- Have students view and discuss video and images from the period.
- Have students contribute to a wall-size timeline entitled “Cold War 1945–1990.”
- Have students make foldable (manipulative) charts for sorting and organizing content.
- Have students use a simulation activity to help them compare and contrast systems of government.
- Have students view and discuss Billy Joel’s music video “We Didn’t Start the Fire.”

#### Community Connections

- Have students use current media to research communist nations.

#### Small Group Learning

- Have students participate in a Think-Pair-Share activity to answer specific teacher-provided questions.
- Have student partners role-play dialogue between 1950s American and Soviet citizens or leaders.
- Have teams debate the pros and cons of the two political systems.
- Have small groups identify Cold War references from song lyrics, fiction, or poetry.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students contribute session vocabulary to a word wall.
- Have students use the following key vocabulary as they complete their activities: *Cold War, communism, capitalism, totalitarianism, dictatorship (dictatorial), democracy, alliances, ideology, national security, domination, alliances.*
- Have students create a matching game (e.g., “Go Fish,” “Beach Ball”), using vocabulary terms and definitions.

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students use graphic organizers to compare the goals and ideology of the U.S. and the U.S.S.R.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students review a timeline that parallels instructional content.

## Session 2: Arms Race

### Prerequisite Understanding/Knowledge Skills

- Students should be familiar with the “arms race.”
- Students should be able to interpret allegory, analogy, and symbolism from reading.
- Students should be able to locate nations on a map.

### Materials

- Copy of *Butter Battle Book* by Dr. Seuss

### Instructional Activities

1. Explain that the Soviet Union tested its first nuclear weapon in 1949, an event that started a nuclear “arms race” between the United States and the Soviet Union. The Cold War was called “cold” primarily because of the threat of the use of nuclear weapons, which in effect deterred an actual war. At the height of the Cold War, the combined weapons of both countries were enough to destroy the world six times over. The two “superpowers” used their weapons as a deterrent against nuclear war.
2. Read to students the *Butter Battle Book* by Dr. Seuss. (Older students really enjoy this book.) After you have finished the story, discuss with students how the story parallels some of the major features of the Cold War. You might want to use a T-chart to help students draw comparisons (see sample below). The development of this chart provides an opportunity to review concepts important to the Cold War, as well as a time to discuss the analogy of the Iron Curtain and the building of the Berlin Wall.

<i>Butter Battle Book</i>	Cold War
<ul style="list-style-type: none"> <li>• Yooks / Zooks</li> <li>• Butter side up / Butter side down</li> <li>• Wall</li> <li>• Parades</li> <li>• Building of bigger and bigger weapons</li> <li>• Grandpa sitting on the war</li> </ul>	<ul style="list-style-type: none"> <li>• Americans / Russians</li> <li>• Democracy / Communism</li> <li>• Iron Curtain, Berlin Wall</li> <li>• Support of American people for the containment of communism</li> <li>• Arms race</li> <li>• Deterrence / Mutual Assured Destruction</li> </ul>

### Specific Options for Differentiating This Session

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model responses, using an interactive whiteboard.
- Have students read along with a projected image of the text.
- Have students use word processors to complete their written activities.
- Have students use low-tech resources such as highlighters and colored sticky notes.

#### Multisensory

- Have students view and discuss images of the Cold War.
- Have students view and discuss online media clips about the Cold War.
- Have students reenact a Cold War bomb drill.
- Have students contribute images, artifacts, or information to the classroom timeline continued from earlier sessions.
- Have students view and discuss sketches of bomb shelter designs.

### Community Connections

- Invite a storyteller to read *Butter Battle Book* by Dr. Seuss, and have students discuss the meaning with the reader.
- Have students locate local bomb shelters from the 1950s.

### Small Group Learning

- Have groups complete a T-chart from Instructional Activity #2.
- Have student partners participate in Think-Pair-Share exercise to enhance comprehension for follow-up questions and discussion.
- Have students role-play dialogue between Yooks and Zooks.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students contribute session vocabulary to a word wall.
- Have students use the following key vocabulary as they complete their activities: *arms race, Iron Curtain, Berlin Wall, deterrence, Mutually Assured Destruction, super power, nuclear weapons.*

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students review outline frames of background notes based on SOL essential knowledge.

## Session 3: Map of West vs. East

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### **Prerequisite Understanding/Knowledge Skills**

- Students should be able to read a map.
- Students should be able to use an atlas.
- Students should be able to read text for information.

### **Materials**

- Outline maps
- Colored pencils
- Atlas

### **Instructional Activities**

1. Distribute an outline map of the world during the Cold War or, alternatively, two separate maps—one of Europe and one of Asia. Explain to students that they will develop their map so that it will
  - offer them additional information about what regions of the world were under communist control
  - provide information on how the countries of the West worked together to protect themselves from the communist threat by forming military alliances, such as NATO
  - show three of the major trouble spots of the Cold War.
2. Have students use the textbook and other resources, such as an atlas of history, to do the following:
  - Color and label the communist bloc countries of the Soviet Union.
  - Color and label China (fell to communism in 1949 under Mao Tse-Tung).
  - Color and label the member countries of the North Atlantic Treaty Organization (formed in 1949).
  - Indicate the countries that were members of the Warsaw Pact.
  - Indicate the location of the Iron Curtain.
  - Color and label North Korea (communist) and South Korea.
  - Color and label North Vietnam (communist) and South Vietnam.
  - Color and label Cuba (fell to communism in 1959 under Fidel Castro).
  - Include a map legend.
3. After students have completed their maps, have them work in pairs or groups to answer the following questions:
  - What year was NATO organized?
  - Considering past historical events, why did Western countries think that they needed to protect themselves?
  - What year was the Warsaw Pact organized?
  - What problems could have been foreseen for the countries of North and South Korea? For North and South Vietnam?
  - Why was the United States concerned about the fall of Cuba and China to communism?
  - What role did the United States play in the effort to address the growing influence of the Soviet Union?
4. To conclude this session, explain the principle that shaped American foreign policy during the Cold War: the importance of the Truman Doctrine and the policy of “containment” that it promoted. Emphasize that the goal of American foreign policy was to contain communism, *not* to “liberate” countries from communist rule.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model maps and responses, using an interactive whiteboard.
- Have students use sticky notes to flag important information.

### Multisensory

- Have students label and color a world map.
- Have students view and discuss online media clips about features of the East and West.
- Have students use dry-erase desk maps to complete mapping activities.
- Have students create political cartoons.
- Have students contribute to a classroom map of Europe with removable labels of countries denoting alliances.

### Community Connections

- Invite a guest speaker to discuss remembrances of Cold War experiences.
- Have students research local media archives for articles linking the local community to historical events.
- Have students play the game, “Where are they now?” in which they research key figures from the Cold War era to the present.

### Small Group Learning

- Have students complete Instructional Activities #2 and #3 with partners or small groups with assigned tasks.
- Have partners create mini-posters of key terms, events, and images for the classroom timeline and word wall.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students contribute session vocabulary to a word wall.
- Have students use the following key vocabulary as they complete their activities: *Warsaw Pact*, *containment*, *Truman Doctrine*, *NATO*.
- Have students use a vocabulary map to learn key terms (e.g., *containment*).

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students use a provided list of terms and place names to complete maps and timelines.
- Have students use provided questions and sentence frames or graphic organizers to complete Instructional Activity #3.
- Have students play the “Who’s Who?” game, using their completed mini-posters of key Cold War figures.



## Session 4: Cuban Missile Crisis

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to brainstorm and role-play.
- Students are expected to be able to read from the text.
- Students are expected to be able to solve problems as part of a group.
- Students are expected to be able to predict cause-and-effect relationships.
- Students are expected to be familiar with primary-source documents.

### **Materials**

- Internet access
- Attachment A: The Cuban Missile Crisis – A Lesson in Decision Making
- Attachment B: Consider Your Options

### **Instructional Activities**

1. Have students locate Cuba on the map, and explain that the United States was concerned about having a communist country so close to its shores. Explain that for thirteen days in October of 1962, the United States was at the brink of nuclear war with the Soviet Union. The Soviets, with the cooperation of Cuba, were shipping missiles with nuclear weapons to the island and building launching sites. President Kennedy and his advisors had to decide how they would respond to this act of aggression.
2. Explain to students that they will be examining documents and letters related to the crisis. By examining this information, they will attempt to identify the options open to President Kennedy and the possible consequences of carrying out each option. They will then decide which option they believe was the best. Have students work in groups of three or four. Provide each group with materials and resources, including copies of Attachments A and B. Have students use the textbook and other resources to learn more about the situation. The Web site *Cold War. Turner Learning: The Educational Division of CNN and Turner Broadcasting*. [http://cgi.turnerlearning.com/cnn/coldwar/cw\\_howto.html](http://cgi.turnerlearning.com/cnn/coldwar/cw_howto.html). This Web site offers lesson plans to accompany the 24-part CNN TV special about the Cold War as told by those who lived it. *Cybersleuth-kids.com* at [http://www.ibiblio.org/pjones/russian/Cold\\_War\\_Cuban\\_Missile\\_Crisis.html](http://www.ibiblio.org/pjones/russian/Cold_War_Cuban_Missile_Crisis.html) offers copies of letters exchanged between Khrushchev and Kennedy during the crisis.
3. After students have completed the decision-making exercise on the attachments, discuss the outcome of the crisis: Khrushchev removed the missiles in return for the United States ending the blockade, removing United States missiles from Turkey, and promising not to invade Cuba again. Point out that publicly, however, the removal of the missiles from Turkey was not part of the deal, because Kennedy was concerned about negative reactions from United States allies in Europe. Why?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities, using an interactive whiteboard.
- Have students use sticky notes to flag important information.
- Have students use a text-to-speech program.
- Have students access the Internet and use word processors to supplement their research.
- Have students use electronic response systems to review content.

#### Multisensory

- Have students view and discuss videos and images related to the Cuban Missile Crisis.
- Have students use models of ships and planes to demonstrate military aggression of the countries involved in the Cuban Missile Crisis.
- Have students use the globe and world maps.
- Have students research newspaper articles and magazine headlines from the Cold War.

- Have students contribute images, artifacts, or information to the classroom timeline continued from earlier sessions.
- Have students role-play a news show broadcasted during the Cuban Missile Crisis.

#### Community Connections

- Have students interview family members about the Cuban Missile Crisis to supplement their research.
- Invite a guest speaker to discuss a short history of U.S.–Cuba relations.

#### Small Group Learning

- Have students complete Instructional Activities #2 and #3 with partners or small groups with assigned tasks.
- Have students role-play as members of the “President’s Cabinet” debating solutions to the Cuban Missile Crisis.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *blockade, nuclear warhead, missiles, U-2 spy planes*.

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students use a provided list of terms and place names to complete maps and timelines.
- Have students play the “Who’s Who?” game, focusing on Khrushchev, Kennedy, and other important figures from the Crisis.
- Have students use graphic organizers to complete Instructional Activities #2 and #3.

## Session 5: Fear of Nuclear War; McCarthyism

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to analyze political cartoons.
- Students are expected to be able to safely use the Internet.

### **Materials**

- Internet access
- “Cartoon Analysis Worksheet” (available from the U.S. National Archives and Records Administration at <http://www.archives.gov/education/lessons/worksheets/cartoon.html>)

### **Instructional Activities**

1. Explain that when the Soviets tested their atomic bomb in 1949, Americans became gravely concerned about nuclear war and Soviet aggression. Many Americans began to fear communist infiltration of the United States government. Senator Joseph McCarthy started an effort to identify American communists within the government and the entertainment industry. Anti-communist hysteria, known as McCarthyism, was fueled by books and movies, and it swept across the United States. Many United States citizens were unjustly labeled communists and blacklisted, and their careers were destroyed.
2. Have students work in small groups to analyze various political cartoons, using the “Cartoon Analysis Worksheet” listed above. Political cartoons that address these subjects can be found at *Herblock’s History: Political Cartoons from the Crash to the Millennium* at <http://www.loc.gov/rr/print/swann/herblock/intro-jhb.html>. The cartoons in the group “Tick-Tock, Tick-Tock” deal with the threat of atomic warfare after World War II. The cartoons in the group “Fire!” address anti-communist hysteria in post-World War II America.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students access the Internet and use word processors to supplement their research on McCarthyism.
- Have students model activities, using an interactive whiteboard.

#### Multisensory

- Have students role-play by debating a blacklisting event.
- Have accused students write about their feelings.
- Have students view and discuss videos and images from the period.
- Have students draw political cartoons about McCarthyism.

#### Community Connections

- Invite a representative of the era to discuss McCarthyism.

#### Small Group Learning

- Have students complete Instructional Activity #2 with partners or small groups with assigned tasks.
- Have partners exchange information by paraphrasing content or participate in a Think-Pair-Share exercise to complete Instructional Activity #2.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *McCarthyism, Red Scare, infiltration, hysteria, blacklist, witch hunt*.

### Student Organization of Content

- Have students analyze political cartoons, using provided questions.
- Have students use a provided list of terms and place names to complete timelines.
- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students play the “Who’s Who?” game, focusing on McCarthy, Eisenhower, and other important figures from the period.

## Session 6: Letters Home from Vietnam

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### Prerequisite Understanding/Knowledge Skills

- Students should be familiar with the conflict in Vietnam.
- Students should be able to write a letter.
- Students should be able to read for understanding.
- Students should be able to conduct independent research.

### Materials

- Internet access
- Letters from soldiers in Vietnam
- Attachment C: A Letter Home from an American Soldier in Vietnam

### Instructional Activities

1. Some students may have family who fought in the Vietnam War. Ask students the following: “What do you know already about the Vietnam War from movies and television?” “What do you know about Vietnam from listening to your family?” Write students’ responses on the board.
2. Using the responses as a point of departure, provide students with some basic information about the conflict. Have students find Vietnam on the maps they developed in Session 3. Explain the reasons the United States intervened in Vietnam and the United States’ goals, explaining that United States political leaders were afraid that if South Vietnam fell to communism, so would the rest of Southeast Asia—the Domino Theory. Finally, explain that the fighting in Vietnam was unique. The United States was not prepared to fight a guerilla war, in which tanks and traditional air strikes were not effective. Explain that United States soldiers often did not know how to identify the enemy: many South Vietnamese sympathetic to the communist cause (Viet Cong) appeared to be civilians, yet they launched attacks on United States troops.
3. Have students read aloud and discuss a selection of letters written by United States soldiers in Vietnam. These letters will provide information about the soldiers’ experiences in Vietnam and the controversy that was (and still is) associated with that war. A selection of letters can be found at the Web site *Letters from Vietnam*. <http://www.vietvet.org/letters.htm>. You will need to be selective and choose age-appropriate letters, and you will need to clarify points in the letters and explain slang associated with the war.
4. After the letter-reading activity, use the following sample questions to prompt a class discussion:
  - What do the letters have in common?
  - How are the letters different?
  - How might the persons to whom the letters were written have reacted?
  - How is the tone of the letters similar/different from letters written during other wars? (NOTE: You will need to find some letters for comparison. A World War II letter home can be found at *Dear Home: Letters from World War II* at [www.historychannel.com/dearhome/](http://www.historychannel.com/dearhome/).)
  - What might have influenced the soldiers who wrote these letters?
  - Did the soldiers’ attitudes affect the way they performed their duties? If so, how?
5. Following the discussion, assign each student the name of a soldier whose name appears on the Vietnam Veterans Memorial Wall. Direct students to go to the Web site *The Virtual Wall: Vietnam Veterans Memorial* at <http://virtualwall.org> to research their soldier. Have students use information from the letters read in class and from their research to write a letter home to a loved one from the point of view of their assigned soldier. Distribute copies of the sample assignment sheet at Attachment C to help students with this assignment.

### Specific Options for Differentiating This Session

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students access the Internet and use word processors to supplement their research.

- Have students model the letter-writing activity, using an interactive whiteboard.
- Have students use text-to-speech software to complete their activities.
- Have students use audio-visual recording devices to complete simulated interviews.

#### Multisensory

- Have students calculate the distance between the United States and Vietnam.
- Have students color-code a world map with Cold War events and the War in Vietnam, labeling major U.S. military bases.
- Have students view and discuss videos and images about the War in Vietnam.
- Have students use illustrated children's books to supplement their research.
- Have students view and discuss artifacts, including actual or reproduced letters, medals, photographs, and equipment (non-weaponry). Have them create a mini-museum with captions for each exhibit.

#### Community Connections

- Invite a Vietnam veteran to discuss the war and life after the war.
- Have students interview family or community members, asking questions relevant to content.
- Have students report on a visit to a Vietnam War Memorial.

#### Small Group Learning

- Have student teams research primary sources about the war in Vietnam, using Reader-Writer-Listener triads.
- Have student teams use Think-Pair-Share activities or paraphrasing strategies to supplement their research.
- Have partners role-play as soldiers stationed in Vietnam during the war.
- Have students write letter sets to a soldier in Vietnam using a variety of role combinations: soldier to soldier, soldier to younger brother, soldier to girlfriend/wife, soldier to parent.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *domino theory*, *intervention*, *hawk*, *dove*, *cease-fire*, *guerilla warfare*, *Vietcong*.
- Have students review a provided Vietnam War slang glossary to be used in the letter-writing activity.

#### Student Organization of Content

- Have students use a provided list of terms and place names to complete timelines.
- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students play the "Who's Who?" game, focusing on Lyndon Johnson, Ho Chi Minh, and other important figures from the period.
- Have students parallel the classroom timeline with a personal timeline of their family members, including those who were alive during the Vietnam War period, and their ages.

## Session 7: The Vietnam War Era in Music

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### **Prerequisite Understanding/Knowledge Skills**

- The students should be familiar with the Vietnam War era.
- The students should be able to respond to song lyrics.
- The students should be able to write questions about the content.

### **Materials**

- Music from the 1960s and '70s (see step 3 below)

### **Instructional Activities**

1. Write the following two slogans on the board:
  - “My Country Right or Wrong”
  - “What if they gave a war and nobody came?”
 Ask students what these slogans mean and who would have used them during the Vietnam War. Follow up with a question about current slogans with a protest message for today.
2. Explain that as the Vietnam War continued, many people in the United States began to question the reasons for our involvement there. The mounting controversy in the United States over the war in Vietnam caused a sizable and vocal minority to protest the war. Protests took the forms of marches, sit-ins, and draft-card burnings. Sometimes the protests turned violent, as in the tragedy at Kent State in Ohio. Most protesters belonged to the younger generation, but as veterans returned home, they too questioned the war. Remind students that people witnessed the Vietnam War nightly on their televisions, and this persistent immediacy fueled their emotions.
3. Explain that popular songs played an important role in expressing people’s concerns about the war. Have students listen to some songs from the Vietnam era. Distribute lyrics (easily found on the Internet) so they can follow along as they listen. Some suggested songs are the following:
  - “The Ballad of the Green Berets,” Barry Sadler and Robin Moore
  - “Fortunate Son,” Credence Clearwater Revival/John Fogarty
  - “Where Have All the Flowers Gone,” Peter, Paul and Mary
  - “I-Feel-Like-I’m-Fixin’-to-Die Rag,” Country Joe McDonald
  - “What’s Going On,” Marvin Gaye
  - “For What It’s Worth,” Buffalo Springfield
 As they listen to the songs, ask students specific questions related to particular songs and/or the following general questions:
  - What is the tone or mood of the song?
  - What was the target audience for the song?
  - What does the song tell you about life in the United States during this time?
4. Optional: As an extension of this activity, ask students to bring in some protest songs of their era that are appropriate for classroom listening. Have students introduce their song and explain what message it is trying to convey.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students use online music or CD players to supplement their research.
- Have students model the song lyric analysis process, using an interactive whiteboard.
- Have students listen to local radio stations to supplement their research.

#### Multisensory

- Have students use audio-enhancement devices, or provide headphones to complete their activities.
- Have students create Vietnam War protest signs and simulate an actual protest.

- Have students debate hawk and dove arguments, using scripted and unscripted conversations.
- Have students highlight key words to selected lyrics, focusing on vocabulary.

#### Community Connections

- Invite a disc jockey to play songs and discuss music from the Vietnam War era.
- Invite a local musician to play/sing/teach songs to students.

#### Small Group Learning

- Have groups illustrate song lyrics on a mural.
- Have groups create new lyrics for old songs.
- Have small groups use Think-Pair-Share strategies to answer provided questions about song lyrics.
- Have small groups identify recent music related to current military situations and compare the lyrics.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *domestic, protest movement, hawk, dove, Kent State, draft cards, demonstration*.

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students review printed copies of the lyrics to complete their activities.
- Have students complete a provided template of a T-chart graphic organizer to analyze hawk and dove arguments during the Vietnam era.
- Have students use a provided list of terms and place names to complete timelines.



## Session 8: Assessment

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### **Materials**

- Attachment D: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment D.

## Additional Activities

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1. Have students analyze statistics related to the cost of the buildup of arms between the two super powers.
2. Have students write a letter from the perspective of a soldier in a Cold War conflict (e.g., North Korea v. South Korea, 1950; Suez Crisis, 1956; Cuban Missile Crisis, 1962).
3. Have students create a timeline showing the sequence of events leading to the Cold War.

## Attachment A: The Cuban Missile Crisis—A Lesson in Decision Making \_\_\_\_\_

Group Members: \_\_\_\_\_

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### October 16, 1962 President John F. Kennedy

On October 16 of 1962, you are informed by your presidential advisors that American U-2 spy planes have just taken aerial photographs showing the construction of missile launch sites in Cuba. When completed, these launch pads will give the Soviets, who are supplying the missiles, the ability to fire nuclear weapons into the United States within a range of 1,000 miles and with little warning! These missiles will put the lives of 80 million American at great risk.

The Premier of the Soviet Union, Nikita Khrushchev, had made a promise to the United States that he would not put offensive weapons in Cuba. You do not know why Khrushchev would break his promise and take this action. After all, the Soviet Union already has enough weapons positioned in their own country to destroy the United States. Your advisors speculate that possibly Khrushchev is upset about living under the threat of the United States medium-range nuclear weapons in Turkey. The placement of nuclear weapons in Turkey gives the United States a distinct advantage. Your advisors are also concerned that Khrushchev might be trying to trade Cuba for West Berlin—that is, the Soviets will remove missiles from Cuba if they can take possession of West Berlin.

While the United States' arsenal of intercontinental ballistic missile (ICBM) weapons is double that of the Soviet Union, the government is very concerned about close proximity of nuclear weapons to the United States. However, at this time, the missile sites in Cuba are still under construction and not operational.

**Brainstorming Session:** List some possible options that you as president might consider in responding to the missile threat in Cuba.

- 1.
- 2.
- 3.
- 4.

### Days Later... (October 1962) President John F. Kennedy

The Soviets have continued their missile buildup in Cuba. It is only a short time before the launch sites will become operational. Once they are operational, the United States will have only two to three minutes of warning of a nuclear attack. The missiles installed by the Soviets will be able to reach major cities across the United States. The only major city outside their range is Seattle.

The primary goals of the United States are to get the missiles out of Cuba, avoid a nuclear attack, and stand strong against Soviets. The United States must also consider that her decision in this crisis will affect other countries.

Your presidential advisors have offered three possible responses:

1. A naval blockade of Cuba to prevent ships from bringing more supplies to Cuba
2. A full-scale invasion of Cuba
3. A conventional air strike against the missile sites

**Brainstorming Session:** Use the “Consider Your Options” decision-making chart (Attachment B) to help evaluate each option, and list your conclusions about each.

- 1.
- 2.
- 3.

### **The Final Days of the Crisis President John F. Kennedy**

You have decided to undertake a naval blockade of the island of Cuba. You fear that a more aggressive form of action would put the country in danger of war, or worse, of a nuclear attack. As president, you think that a surprise attack against Cuba might destroy the moral position of the United States throughout the world.

On October 22, 1962, you address the American people on television about the circumstances in Cuba. You explain to the American people that a missile launched from Cuba would be considered an act of war. The United States would retaliate against such an attack.

Now, you and your advisors must wait to see what the Soviet Union will do. There has been an ugly exchange of letters between you and Khrushchev. He has declared that the United States has issued an ultimatum by establishing the blockade. In addition, a United States U-2 spy plane has been shot down over Cuba by a Soviet missile and the pilot was killed.

You must now consider what you will do if the crisis escalates. What should you do if the following occurs?

1. The Soviets fire on the American vessels that are enforcing the blockade.
2. The Soviets attempt to run the blockade.

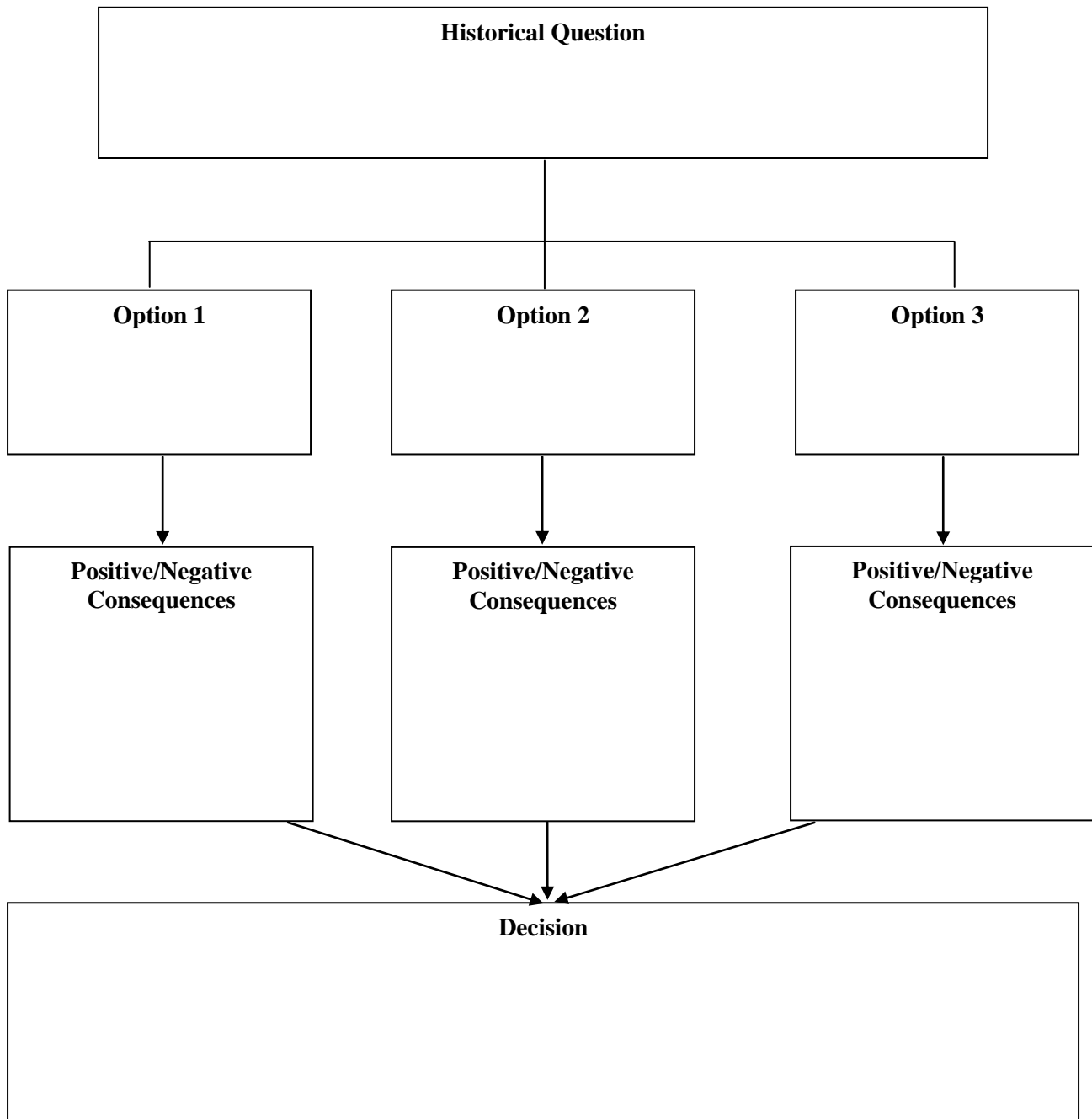
**Brainstorming Session:** Consider some possible scenarios, and describe them below.

- 1.
- 2.
- 3.

## Attachment B: Consider Your Options

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

Consider three options for resolving a historical question. Discuss the positive and negative consequences of each option. Place your answers in the chart below.



## Attachment C: A Letter Home from an American Soldier in Vietnam \_\_\_\_\_

Assigned Soldier's Name: \_\_\_\_\_

### Directions

1. Use the following Web sites to research information on your assigned soldier and on the conditions and situations soldiers experienced in Vietnam.
  - *The Virtual Wall. Vietnam Veterans Memorial.* <http://virtualwall.org>. Locate the name of your soldier by clicking on the first letter of his last name.
  - *Vietnam Veterans Home Page.* <http://www.vietvet.org>. Select “Remembrance” and then “Peruse the Wall.” You may also find useful information in the “Glossary,” “Letters from Vietnam,” and other sections available on this site.
2. Take notes from these sites to assist you in getting to know your soldier and the conditions and circumstances that soldiers endured during their time in Vietnam.
3. Try to get inside the mind of your soldier: What would he be thinking? Feeling? Worrying about? As you compose your letter, be careful **NOT to plagiarize** someone else's writing. Absorb the ideas presented, and then use your own words.

### Requirements

1. Research: Use the recommended Web sites, notes, and letters read in class to get information. Information included in your letter must be historically accurate.
2. Writing: Your letter will be a form of historical fiction. You will be writing about an actual historical event, but you will be creating your own story line. You must write under the soldier's name assigned to you.
  - Your letter may be typed or handwritten.
  - If typed, your letter must be double-spaced, be in 10–12-point font, and have one-inch margins.
  - Your letter must contain a minimum of 100 words.

## Attachment D: Sample Assessment Items

Asterisk (\*) indicates correct answer.

<p><b>1. The Cuban Missile Crisis began when</b></p> <p>A the Soviet navy ran the United States blockade of Cuba.</p> <p>B a United States spy plane was shot down over Cuba.</p> <p>C the Soviets began to build missile launching sites in Cuba.*</p> <p>D the Cubans began an invasion of the United States missile sites.</p> <p><b>2. The Cuban Missile Crisis ended when</b></p> <p>A the Soviets agreed to remove missiles from Cuba.*</p> <p>B the United States bombed Soviet missile sites.</p> <p>C the United States negotiated with Fidel Castro to destroy the missile sites.</p> <p>D the U.N. forced the two sides to compromise on missiles.</p> <p><b>3. The United States policy to hold communism within the Soviet Union and Eastern Europe is known as</b></p> <p>A the Domino Theory.</p> <p>B the Open Door Policy.</p> <p>C Mutual Assured Destruction.</p> <p>D containment.*</p> <p><b>4. Which of these events came last?</b></p> <p>A Korean War</p> <p>B Cuban Missile Crisis</p> <p>C Vietnam War*</p> <p>D Formation of NATO</p> <p><b>5. Who was responsible for fueling anti-communist hysteria?</b></p> <p>A Lyndon B. Johnson</p> <p>B Joseph McCarthy*</p> <p>C John F. Kennedy</p> <p>D Fidel Castro</p>	<p><b>6. Which economic system rewards individual achievement and competition?</b></p> <p>A Socialism</p> <p>B Fascism</p> <p>C Communism</p> <p>D Capitalism*</p> <p><b>7. The purpose of the North Atlantic Treaty Organization was to</b></p> <p>A help Europe rebuild after the damage of World War II.</p> <p>B find peaceful uses for nuclear energy.</p> <p>C promote democracy in European countries.</p> <p>D protect member countries from Soviet aggression.*</p> <p><b>8. Which event in 1950 made the Cold War “hot”?</b></p> <p>A Vietnam War</p> <p>B Korean War*</p> <p>C Cuban Missile Crisis</p> <p>D World War II</p> <p><b>9. The Viet Cong were</b></p> <p>A South Vietnamese who were sympathetic to the communist cause.*</p> <p>B North Vietnamese who were sympathetic to the communist cause.</p> <p>C United States soldiers fighting for the communists.</p> <p>D South Vietnamese who were fighting with the Americans.</p> <p><i>“From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent.”</i>  — Winston Churchill</p> <p><b>10. In the quotation above, Winston Churchill was referring to which event?</b></p> <p>A Fall of France in World War II</p> <p>B Communist domination over Eastern Europe*</p> <p>C Construction of the Berlin Wall</p> <p>D Formation of the United Nations</p>
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ORGANIZING TOPIC

Civil Rights

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
  - b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present.
- USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
  - a) examining the Civil Rights Movement and the changing role of women.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Make connections between the past and the present.
- Sequence events in United States history from 1865 to the present.

Content

- Identify some effects of segregation on American society, including the following:
- Separate educational facilities and resources for white and African American students
  - Separate public facilities (e.g., restrooms, drinking fountains, restaurants)
  - Social isolation of races
- Describe how the African American struggle for equality became a mass movement called the Civil Rights Movement, including the following:
- Opposition to *Plessy v. Ferguson*: “Separate but equal”
  - *Brown v. Board of Education*: Desegregation of schools
  - Dr. Martin Luther King, Jr.: Passive resistance against segregated facilities; “I have a dream...” speech
  - Rosa Parks: Montgomery bus boycott
  - Organized protests, Freedom Riders, sit-ins, marches
  - Expansion of the National Association for the Advancement of Colored People (NAACP)
- Describe the following legislation resulting from the Civil Rights Movement, which ensured constitutional rights to all citizens regardless of race:
- Civil Rights Act of 1964
  - Voting Rights Act of 1965
- Explain how women activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality for women, particularly in the workplace.
- Identify the changing role of women
- Workplace disadvantages:
    - Discrimination against women in hiring practices
    - Lower wages for women than for men doing the same job
  - Improved conditions:
    - National Organization for Women (NOW)



- Federal legislation to force colleges to give women equal athletic opportunities
- The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Gender Equity in Sports*. University of Iowa. <http://bailiwick.lib.uiowa.edu/ge/>. This site provides much searchable information.

*The History of Jim Crow*. <http://www.jimcrowhistory.org/home.htm>. This site enables the user to explore the complex African American experience from the 1870s through the 1950s.

“Household Data, Annual Averages: Median weekly earnings of full-time wage and salary workers by detailed occupation and sex, 2008.” United States Department of Labor, Bureau of Labor Statistics, 2007. <http://www.bls.gov/cps/cpsaat39.pdf>. This PDF file offers multiple pages on the topic.

*Little Rock Central High 40th Anniversary*. <http://www.centralhigh57.org/>. This Web site provides information about the desegregation crisis that centered on Little Rock Central High School in 1957–58.

“Martin Luther King, Jr., and the Power of Nonviolence,” *EDSITEment*, National Endowment for the Humanities [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=326](http://edsitement.neh.gov/view_lesson_plan.asp?id=326). This Web site offers a lesson plan on Dr. King’s philosophy of nonviolence and the teachings of Mohandas K. Gandhi that influenced Dr. King’s views.

*National Organization for Women*. <http://www.now.org/>. This site provides much searchable information.

“Ordinary People, Ordinary Places: The Civil Rights Movement.” *EDSITEment*, The National Endowment of the Humanities. [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=353](http://edsitement.neh.gov/view_lesson_plan.asp?id=353). This Web site offers a lesson plan on the Civil Rights Movement.

*The Rise and Fall of Jim Crow*. Public Broadcasting Service. <http://www.pbs.org/wnet/jimcrow/index.html>. This site offers much information about the Jim Crow era, including lessons plans and student activities.

Smith, Stephen, Kate Ellis, and Sasha Aslanian. *Remembering Jim Crow*. <http://www.americanradioworks.org/features/remembering/index.html>. This site offers information about and excerpts from the documentary *Remembering Jim Crow*.

“Teaching with Documents Lesson Plan: Documents Related to *Brown v. Board of Education*.” *U.S. National Archives and Records Administration—Digital Classroom*. <http://www.archives.gov/education/lessons/brown-v-board/>. This site offers a lesson plan based on the landmark Supreme Court civil rights case.

*We Shall Overcome: Historic Places of the Civil Rights Movement*. <http://www.cr.nps.gov/nr/travel/civilrights/index.htm>. This site gives a travel itinerary of national historic places related to the Civil Rights Movement.

*womenssportsfoundation.org*. <http://www.womenssportsfoundation.org/cgi-bin/iowa/index.html>. This site provides information about women and sports.

## Session 1: Historic Places of the Civil Rights Movement

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have an understanding of the Civil Rights Movement.

### **Materials**

- Internet access
- Teacher-prepared research handout (see step 3 below)
- Attachment A: Picture Postcards from Historic Places of the Civil Rights Movement
- Colored pencils

### **Instructional Activities**

1. Display the following statements, and have students discuss them:
  - Are these examples of unfair discrimination? Why, or why not?
    - Your city fire department will not hire women as firefighters.
    - Your state has a law that says all students of one race must attend separate schools from the other students in their community.
    - Two people of different races or genders work for the state at the same job, but one is paid less than the other.
    - The Supreme Court has decided that state universities cannot consider the race of an applicant when deciding whether to admit him or her.
    - Your city has a regulation that states that your family cannot live in some sections of the city because of your religious beliefs.

Be careful to guide the discussion and encourage respect. Point out that many of these statements were considered valid at one time or are considered valid today in some places in the United States.

2. After the discussion, have students consider some of the people, places, and strategies associated with the Civil Rights Movement. Have them take a virtual tour of historic places connected with the Civil Rights Movement, as found at <http://www.cr.nps.gov/nr/travel/civilrights/index.htm>. Have students begin their tour by reading the Introduction and, possibly, the other sections whose links are found at the bottom of the Introduction page: “Need for Change,” “Players,” “Strategies,” “Cost,” and “Prize.”
3. Provide students with a list of relevant Civil Rights Movement places, and have each student select a place and research it, using a handout with a set of questions, such as that found at [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=353](http://edsitement.neh.gov/view_lesson_plan.asp?id=353). Listed below is a sample selection of places that fit well with Virginia Standards of Learning:
  - Selma and Montgomery, Alabama
  - The Sixteenth Street Baptist Church, in Birmingham, Alabama, which was bombed by the KKK
  - The Martin Luther King, Jr., Historic Site in Atlanta, Georgia
  - The F.W. Woolworth Building in Greensboro, North Carolina (site of the “sit-in” at the lunch counter)
  - The New Kent School and George W. Watkins School in Virginia (sites of controversy related to desegregation of public schools)
  - The Little Rock Central High School (site of school desegregation)
4. After students have finished their research, have them share their findings with the whole group.
5. Have each student create a picture postcard from the historic site he/she researched. The postcard should depict the setting and provide information on the historical significance of the site (see Attachment A).

### **Specific Options for Differentiating This Session**

#### **Technology**

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities, using an interactive whiteboard.

- Have students use a modified keyboard to complete their activities.
- Have students use text-to-speech software and online resources to complete their activities.
- Have students use worksheets with enlarged text and spacing.

#### Multisensory

- Have students view or listen to pre-recorded assignment instructions or session content.
- Have students view and discuss online media resources, such as videos and images related to Civil Rights era discrimination.
- Have students view and discuss realia and reproduced artifacts.

#### Community Connections

- Invite a Civil Rights advocate to discuss his/her work.
- Have students visit a local or national museum that focuses on Civil Rights exhibits.
- Invite a guest speaker, who lived through the era, to discuss his/her experiences.
- Have students identify discriminatory practices that existed at the local level (e.g., segregation, voting discrimination, Jim Crow laws).

#### Small Group Learning

- Have groups develop interview questions for invited guests.
- Have small groups compare pre- and post-Civil Rights legislation (Civil Rights Act in 1964, Voting Rights Act in 1965), using a T-chart.
- Have partners use a Think-Pair-Share or paraphrasing exercise to complete answers for Instructional Activity #1.
- Have partners delegate tasks to complete Instructional Activity #3.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *Civil Rights, discrimination, Civil Rights Movement, segregation, desegregation, boycott, sit-in, Civil Rights Act of 1964, Voting Rights Act of 1965.*

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students use a provided list of terms and place names to complete timelines.
- Have students play the “Who’s Who?” game, focusing on figures from the Civil Rights era.
- Have students use Venn diagrams or T-charts to complete their activities.
- Have students contribute content to a classroom display of images and facts from the era.

## Session 2: Dr. Martin Luther King's Philosophy of Nonviolent Action

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have a basic understanding of civil rights.
- Students are expected to be able to navigate to the assigned Web site.

### **Materials**

- Internet access

### **Instructional Activities**

1. Ask students what they know about Dr. Martin Luther King, Jr., and his philosophy of nonviolence. Provide students with a short biography of Dr. King.
2. Use the lesson plan “Martin Luther King, Jr., and the Power of Nonviolence” at [http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=326](http://edsitement.neh.gov/view_lesson_plan.asp?id=326) to provide students with a selection of King’s writings on nonviolent action. This lesson also provides links to a set of useful photographs. Have students read and take notes on the writings, and have them view the photographs. Point out Dr. King’s admiration for and use of the teachings of the great *mahatma* (“great soul”) Mohandas K. Gandhi.
3. Hold a class discussion on Dr. King’s philosophy, using the discussion questions included with the lesson:
  - How did King characterize the choice between violence and nonviolence in the struggle for freedom? To what did he predict violence would lead? To what did he promise nonviolence would lead? Looking back, was he a reliable forecaster?
  - How does nonviolence work? What are the stages of the process, as King described it? What role does “tension” play in this process? To what extent is violence part of the process? How does public awareness contribute to making nonviolence a success? Would it work in a society without freedom of speech and freedom of the press?
  - What kind of person takes part in nonviolent action, according to Dr. King? To what extent are nonviolent protestors fighters? To what extent are they peacemakers? What part do politics and religion play in their thinking? What part do hatred and love play in their decisions to act? Could you see yourself joining in a nonviolent protest? Why, or why not?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.
- Have students use a modified keyboard to complete their activities.
- Have students use text-to-speech software and online resources to complete their activities.
- Have students use enlarged text and spacing for reading Martin Luther King’s speeches.
- Have students use a word-processing program to complete their written activities.
- Have students access designated Web sites to supplement their research.

#### Multisensory

- Have students view and discuss online media resources, such as videos and images relating to King’s philosophy.
- Have students use illustrated children’s books to supplement their research.

#### Community Connections

- Invite a local civil rights leader to discuss issues related to civil rights today.
- Have students visit a local or national museum that focuses on Civil Rights Movement exhibits.
- Invite a guest speaker, who lived through the era, to discuss his/her experiences.
- Have students identify discriminatory practices that existed at the local level (e.g., segregation, voting discrimination, Jim Crow laws).

### Small Group Learning

- Have partners delegate tasks to complete Instructional Activity #3 and present their findings to the class.
- Have partners role-play dialogue between protesters in a Civil Rights era march.
- Have students role-play interviews or news reports with or about Dr. King.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *passive resistance*, *non-violence*, *protest march*.
- Have students complete a vocabulary map for *passive resistance*.
- Have students play vocabulary review games (e.g., Go Fish, Beach Ball, Bingo).
- Have students contribute illustrations/images or definitions to a classroom word wall.

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the Civil Rights era.
- Have students use a provided list of terms and place names to complete timelines.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students use Venn diagrams to compare Dr. King and Gandhi.
- Have students complete a photo-analysis worksheet.
- Have students review written copies of Dr. King’s speeches, highlighting key information.
- Have students contribute content to a classroom display of images and facts from the Civil Rights era.
- Have students complete answers to Instructional Activity #3, selecting from a provided pool of terms and phrases.

## Session 3: Remembering Jim Crow Laws

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to navigate assigned Internet sites.

### **Materials**

- Internet access
- Attachment B: The Impact of Jim Crow Laws on American Society
- Attachment C: Sample Grading Rubric for “Remembering Jim Crow”

### **Instructional Activities**

1. Ask students what they already know about Jim Crow laws and whether they can give any examples of Jim Crow laws. Using students’ responses, define the term “Jim Crow” and offer some examples, as found at the Web site *Remembering Jim Crow*, <http://www.americanradioworks.org/features/remembering/index.html>. Help students make connections with rights that are guaranteed under the Constitution of the United States to all citizens. How did Jim Crow laws violate the constitutional rights of African American citizens?
2. Have students work in small groups to research the effects of Jim Crow laws on the African American population and the white population in the South. Distribute Attachment B to each group to guide their research efforts. Begin by having students listen to and read historical accounts related to Jim Crow laws. These documents can be found at the *Remembering Jim Crow* Web site mentioned above. This well-organized site offers multiple resources, providing students with the opportunity to listen to short oral histories, examine photographs, and read personal histories. Other Web sites that offer valuable information and lessons regarding Jim Crow laws are the following:
  - *The Rise and Fall of Jim Crow*, <http://www.pbs.org/wnet/jimcrow/index.html>.
  - *The History of Jim Crow*, <http://www.jimcrowhistory.org/home.htm>.
3. After they complete their research, have each student, acting as an advocate for African American citizens of that time period, write a report to be presented to a “legislative committee.” This report will argue reasons for repealing Jim Crow laws. Encourage students to take on the role of a stakeholder in their community and to address the questions, “What detrimental effect does a segregated system have on a community? Why?”
4. Encourage students to share their reports with the class. Ask students which part of their research made the biggest impact on them.
5. Assessment: A sample grading rubric for this session is found at Attachment C.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.
- Have students use a modified keyboard to complete their activities.
- Have students use text-to-speech software and online resources to complete their activities.
- Have students use enlarged text and spacing for reading Martin Luther King’s speeches.
- Have students use a word-processing program to complete their written activities (Instructional Activity #3).
- Have students access designated Web sites to supplement their research.

#### Multisensory

- Have students view and discuss online media resources.
- Have students use illustrated children’s books to supplement their research.

#### Community Connections

- Invite a local civil rights leader to discuss issues related to civil rights today.
- Have students visit a local or national museum that focuses on the Civil Rights Movement.

- Invite a guest speaker, who lived through the era, to discuss his/her experiences.
- Have students identify discriminatory practices that existed at the local level (e.g., segregation, voting discrimination, Jim Crow laws).

#### Small Group Learning

- Have partners delegate tasks to complete Instructional Activities #2 and #3.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *Constitutional rights, Jim Crow, public facilities, economic, political and social impacts, Plessy v. Ferguson, separate but equal, resistance strategies*.
- Have students contribute illustrations/images or definitions to a classroom word wall.

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the Civil Rights era.
- Have students use a provided list of terms and place names to complete timelines.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students complete Instructional Activity #3, using provided graphic organizers.
- Have students complete a photo-analysis worksheet.
- Have students contribute content to a classroom display of images and facts from the era.
- Have students complete answers to Instructional Activity #3, selecting from a provided pool of terms and phrases.



## Session 4: School Desegregation

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to be able to successfully navigate to the assigned Web sites.

### Materials

- Video about or short printed summary of *Brown v. Board of Education*
- Colored pencils

### Instructional Activities

1. Provide historical background on the 1896 Supreme Court decision *Plessy v. Ferguson*, which declared that separate but equal facilities were the law of the land. Students should be familiar with the case and understand the impact of the court decision on American society.
2. View a video or read a summary of the 1954 Supreme Court decision *Brown v. Board of Education*, in which the court unanimously declared that state-sanctioned segregation of public schools was a violation of the 14th Amendment and was therefore unconstitutional. This historic decision marked the end of the “separate but equal” policy approved by the Supreme Court nearly 60 years earlier, and it served as a catalyst for the expanding Civil Rights Movement during the 1950s. A summary and lesson plan called “Teaching with Documents: Documents Related to *Brown v. Board of Education*” is available at <http://www.archives.gov/education/lessons/brown-v-board/>. Explain to students that the issue of school desegregation was very controversial and that the Southern states resisted desegregation of public schools. (NOTE: A discussion of the distinction between the words *desegregation* and *integration* may be helpful. See [http://en.wikipedia.org/wiki/Racial\\_integration#Distinguishing\\_integration\\_from\\_desegregation](http://en.wikipedia.org/wiki/Racial_integration#Distinguishing_integration_from_desegregation) and <http://nationalhumanitiescenter.org/pds/maai3/segregation/text7/text7read.htm>.)
3. Review with students the general characteristics of historical markers they have seen—i.e., that they contain basic information about an important historical event and a tribute to the individuals involved. Direct students to create a historical marker commemorating the Supreme Court case of *Brown v. Board of Education*. Encourage students to be creative and to use color and pictures. Direct them to the U.S. National Archives and Records Administration Web site at <http://www.archives.gov/> and other appropriate sites.

### Specific Options for Differentiating This Session

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.
- Have students access designated Web sites to supplement their research.

#### Multisensory

- Have students view and discuss online media resources.
- Have students use illustrated children’s books to supplement their research.
- Have students record their role-played interviews.
- Have students write and act out short skits about school desegregation.

#### Community Connections

- Invite a retired teacher who taught during the period of segregation to discuss his/her experiences.
- Have students research local/community segregation practices of the past.
- Have students research current civil rights issues and segregation practices and compare them to those of the past.

#### Small Group Learning

- Have partners delegate tasks to complete Instructional Activity #3.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *Brown v. Board of Education*, *NAACP*, *Fourteenth Amendment*, *due process*, *unconstitutional*, *massive resistance*, *sanctioned*.
- Have students contribute illustrations/images or definitions to a classroom word wall.

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the Civil Rights era.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students complete Instructional Activity #1, using provided graphic organizers.
- Have students complete a photo-analysis worksheet.
- Have students contribute content to a classroom display of images and facts from the era.

## Session 5 (optional): Central High School and “The Little Rock Nine”

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to have prior knowledge of segregation.

### Materials

- Copy of the video *Eyes on the Prize: Fighting Back*, volume 2
- Colored pencils

### Instructional Activities

NOTE: This session goes beyond the Curriculum Framework and is an option for extending the desegregation topic and enriching student learning about it. The events at Central High School are important and interesting. Although not directly related to the Standards of Learning, the session contains a valuable lesson.

1. If you have not already done so, provide historical background on the two Supreme Court cases that are closely connected to the issue of school segregation and desegregation: *Plessy v. Ferguson* and *Brown v. Board of Education*. Students should be familiar with both cases and understand the impact of these court decisions on American society. One of the first test cases for school desegregation took place at Central High School in Little Rock, Arkansas, in the fall of 1957.
2. Have students watch the video *Eyes on the Prize: Fighting Back (1957–62)*. This segment of the video series concerns the desegregation of Central High School and the University of Mississippi.
  - Review the historical background of the film: The Jim Crow system in the South had been officially in place since 1896 when the famous *Plessy v. Ferguson* Supreme Court decision declared that separate but equal facilities were the law of the land. This precedent was overturned by the 1954 *Brown v. Board of Education* court decision. However, old ideas die hard. In 1957, nine African American students were chosen to integrate Central High School in Little Rock, Arkansas, and their efforts were met with resistance.
  - List the important people in the film:
    - Governor Orval Faubus—the governor of Arkansas
    - L. C. Bates and Daisy Bates—heads of the local chapter of the NAACP
    - Thurgood Marshall—lawyer for the NAACP and future Supreme Court Justice
    - Minnijean Brown, Elizabeth Eckford, Melba Patillo, and Ernest Green—four of the nine African American students who integrated Central High School
  - Prompt and guide student thought by displaying these questions for students to consider while watching and respond to in writing after viewing:
    - What was Governor Faubus’ purpose in using the National Guard troops at Central High School? What were the various reactions to this decision?
    - What was President Eisenhower’s role in the crisis? Did he act decisively? Explain why you agree or disagree with his actions regarding Little Rock.
    - What were the African American students’ reactions as they were escorted into Central High School by federal troops for their “first day of school” in October 1957?
    - How did the white students treat the “Little Rock Nine”? What evidence is there for changes in the attitudes of white students in the film?
    - How did the “Little Rock Nine” respond to their white classmates? What resources or help did these nine students have to make it through the school year?
    - What were your reactions to the film? What about this event made the biggest impact on you?
3. Discuss with students their answers to the questions. After discussion, direct students to create a historical marker commemorating the desegregation of Central High School. Review with students the characteristics of historical markers they have seen, reminding them that historical markers contain basic information about an important event and a tribute to the individuals involved. Encourage students to be creative and to use color and pictures. Direct students to the *Little Rock Central High 40th Anniversary Web site* at <http://www.centralhigh57.org/>. This site has a link to the *Arkansas Democrat-Gazette* that provides news accounts, pictures, and editorials from the time.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.

#### Multisensory

- Have students record their role-played interviews.
- Have students write and act out short skits about school desegregation.

#### Community Connections

- Invite a retired teacher who taught during the period of segregation to discuss his/her experiences.
- Have students research local/community segregation practices of the past.
- Have students research current civil rights issues and segregation practices and compare them to those of the past.

#### Small Group Learning

- Have partners delegate tasks to complete Instructional Activity #2.
- Have partners use Think-Pair-Share strategies for answering questions in Instructional Activity #2.
- Have partners dialogue about the “Little Rock Nine” and use puppetry, dolls, or masks for variety.
- Have students write and present mock newscasts about events of the time.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *impact, facility, resistance, precedent, integrate, reaction*.
- Have students contribute illustrations/images or definitions to a classroom word wall.
- Have students play vocabulary review games (e.g., “Who’s Who,” “Zip-Around”).

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the Civil Rights era.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students contribute content to a classroom display of images and facts from the era.

## Session 6: Discrimination against Women in American Society

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### Prerequisite Understanding/Knowledge Skills

- Students are expected to be able to research, using the Internet.
- Students are expected to have a basic understanding of discrimination.

### Materials

- Internet access

### Instructional Activities

1. Ask students what they see as the biggest gains for women in, say, the past 20 years. Encourage students to consider various categories, such as employment, politics, sports, and even the military. Write students' responses on the board or on a flip chart for future reference. Another option to begin the session is to have the class as a whole respond to a series of true/false statements, e.g., "Currently more women attend college than men." As students declare these statements true or false, discuss their responses, and record the consensus for future reference.
2. Have students research and gather information pertaining to gender in the categories of employment, politics, and sports. The following reports and Web sites will provide students with a starting point:
  - Employment
    - "Highlights of Women's Earnings in 2007." United States Department of Labor, Bureau of Labor Statistics, October 2008. <http://www.bls.gov/cps/cpswom2007.pdf>.
    - "Household Income—2007, by job and gender." United States Department of Labor, Bureau of Labor Statistics, 2007. <http://www.bls.gov/cps/cpsaat39.pdf>.
  - Politics
    - *Center for American Women and Politics*. Eagleton Institute for Politics. Rutgers, The State University of New Jersey. <http://www.rci.rutgers.edu/~cawp/>.
    - *National Organization for Women*. <http://www.now.org/>.
  - Sports
    - *Gender Equity in Sports*. <http://bailiwick.lib.uiowa.edu/ge/>.
    - *womenssportsfoundation.org*. <http://www.womenssportsfoundation.org/cgi-bin/iowa/index.html>.
3. Have students do research in all categories, or assign different categories to different groups of students. As students research their category, have them look for data that show change over time, and challenge students to make comparisons over a course of years. You may choose to have students create a database, using the information they discover. Below are some examples of questions to use for information gathering:
  - How has the number of women senators changed in the past five years? Are these women mostly Democrats or Republicans?
  - How much does a man earn in the occupation of \_\_\_\_\_ (choose one) as compared to a woman? Has the gender gap increased or decreased in relation to pay? Does it vary according to occupation? Does it vary according to educational level?
  - How many women participate in college sports? How has Title IX impacted college sports? (NOTE: For information about Title IX, see *U.S. Department of Labor* Web site at <http://www.dol.gov/oasam/regs/statutes/titleix.htm>.)
4. In addition to examining statistics, students could speak to people in the community to find out about issues such as gender equity in employment, the goal being to gain a sense of how the data reflect actual human experience in their community.
5. After students have completed their research, have them share their findings with the class. Refer back to the initial discussion before the research. Did the students' research validate their answers or prove them incorrect?

### **Specific Options for Differentiating This Session**

#### Technology

- Have students review provided class notes, highlighting key information.
- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.
- Have students use a modified keyboard to complete their activities.
- Have students use text-to-speech software and online resources to complete their activities.
- Have students access designated Web sites to supplement their research.
- Have students use an electronic response system to complete Instructional Activity #1 and survey questions.

#### Multisensory

- Have students respond to questions in Instructional Activity #1 with a “thumbs-up” or “thumbs-down.”
- Have students record role-play and simulation interviews, using audio-visual equipment.
- Have students write and act out short skits about women’s rights.
- Have students view and discuss online media resources for the Women’s Rights Movement.

#### Community Connections

- Invite a local female community leader to discuss how the role of women has changed over the span of her life.
- Have students research local women’s rights issues of the present and past.

#### Small Group Learning

- Have partners use Think-Pair-Share strategies for answering questions in Instructional Activity #2.
- Have partners delegate tasks to complete Instructional Activities #2–#5.
- Have partners dialogue about the Women’s Rights Movement, using puppetry, dolls, or masks for variety.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *gender equity, workplace discrimination, hiring practices, equal opportunity, wages, Equal Rights Amendment (ERA), federal legislation (Title IX), National Organization of Women (NOW), database, validate*.
- Have students contribute illustrations/images or definitions to a classroom word wall.
- Have students play vocabulary review games (e.g., “Who’s Who,” “Zip-Around”).

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the women’s rights movement.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students contribute content to a classroom display of images and facts from the era.
- Have students use a provided research guide with sample questions correlated to online resources.
- Have students create a T-chart or Venn diagram comparing the roles of women today with their roles 100 years ago.
- Have students use graphic organizers to compare the Women’s Rights Movement to the Civil Rights Movement.

## Session 7: Assessment

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### **Materials**

- Attachment D: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment D.

## Additional Activities

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1. Have students prepare note cards containing various actions and events of the Civil Rights Movement and the people involved. Conduct a quiz game, using the cards.
2. Have students make a collage using pictures and words from magazines and newspapers to depict women's rights before and after certain federal legislation.
3. Have students write a diary entry from the point of view of an African American student of the 1950s.
4. Have students select what they think is the most important outcome of the Civil Rights Movement and defend their view.



## Attachment A: Picture Postcards from Historic Places of the Civil Rights Movement \_\_\_\_\_

Create a picture postcard from a historic place of the Civil Rights Movement. Use information from your research of the place and from the class discussion about it. Your postcard must contain the following:

- The name of the place
- The significant event that occurred there and the date it took place
- A short paragraph that includes a summary of the event and a description of your visit to the place
- A picture of the place where the event took place

Example:

Side One

<p><i>Name of the place</i> <i>Significant event and its date</i></p> <p><i>Greeting and short message to a friend or family member, summarizing the event and describing your visit to the place.</i></p>	<p><i>Name</i> <i>Address</i></p>
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Side Two

(Picture of the place where the event took place)

## Attachment B: The Impact of Jim Crow Laws on American Society \_\_\_\_\_

### Directions

You are citizens who wish to repeal the Jim Crow laws. You will need to make an effective argument to your elected representatives.

Use the Web site *Remembering Jim Crow* at

<http://www.americanradioworks.org/features/remembering/index.html> to research one of the topics listed below. Be sure to gather and note specific examples during your research.

After you have completed your research, your group will compose a report that argues why Jim Crow laws in the South should be repealed. Your report must be at least two pages of typed information (double-spaced, 12-point font, 1-inch margins) and must include specific examples. If you or your family members have had any personal experiences with discrimination and Jim Crow laws, include them.

### Topics for Research

- Economic impact of Jim Crow laws, for example, on employment, on access to higher paying jobs, on educational opportunities
- Political impact of Jim Crow laws, for example, on voting rights, on running for elected office
- Social impact of Jim Crow laws, for example, regarding marriage, regarding interaction with the white community
- Resistance to Jim Crow laws, for example, strategies used by African Americans to resist

**Attachment C: Sample Grading Rubric for “Remembering Jim Crow”** \_\_\_\_\_**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Element</b>	<b>Possible Points</b>	<b>Points Awarded</b>
Arguments in report were clear and well organized.	5	
Report used specific examples from the Web site to strengthen arguments.	5	
Report discussed the economic impact of Jim Crow laws, e.g., <ul style="list-style-type: none"> <li>• on employment</li> <li>• on access to higher paying jobs</li> <li>• on educational opportunities.</li> </ul>	5	
Report discussed the political impact of Jim Crow laws, e.g., <ul style="list-style-type: none"> <li>• on voting rights</li> <li>• on running for elected office.</li> </ul>	5	
Report discussed the social impacts of Jim Crow laws, e.g., <ul style="list-style-type: none"> <li>• regarding marriage</li> <li>• regarding interaction with the white community.</li> </ul>	5	
Report discussed resistance to Jim Crow laws, e.g., strategies used by African Americans to resist.	5	
Format of the report followed specifications.	5	
<b>Total points</b>	<b>35</b>	

**Teacher Comments:**

## Attachment D: Sample Assessment Items

Asterisk (\*) indicates correct answer.

<p><b>1. Which Supreme Court decision legalized Jim Crow segregation in the South?</b>  A <i>Dred Scott v. Sanford</i>  B <i>Gideon v. Wainwright</i>  C <i>Plessy v. Ferguson</i>*  D <i>Brown v. Board of Education</i></p> <p><b>2. What was the result of the Supreme Court decision in <i>Brown v. Board of Education</i>?</b>  A Desegregation of public schools*  B Desegregation of all public facilities  C Equal voting rights  D Abolition of the poll tax</p> <p><b>3. Which method of protest would Dr. Martin Luther King, Jr., have disapproved?</b>  A Boycotts  B Public demonstrations  C Sit-ins  D Setting fire to a business*</p> <p><b>4. The result of the Montgomery bus boycott in 1955 was</b>  A greater restrictions for African Americans using public transportation.  B full desegregation of public transportation.*  C the end of bus service in cities.  D that African Americans still had to sit at the back of the bus.</p> <p><b>5. The Jim Crow laws passed in the South</b>  A forced African Americans to take low-paying jobs.  B forced African Americans to move north.  C segregated African Americans from white society.*  D made it a crime for African Americans to attend school.</p>	<p><b>6. The use of poll taxes was outlawed by the</b>  A Voting Rights Act of 1965.*  B Civil Rights Act of 1964.  C 13th Amendment to the Constitution of the United States.  D Patriot Act.</p> <p><b>7. The National Organization for Women was created to</b>  A work against gender discrimination in employment.*  B elect more women to public office.  C ensure that mothers have access to affordable daycare.  D ensure that women received the right to vote.</p> <p><b>8. Which is NOT true about women in American society by the mid 1990s?</b>  A Most women worked for pay outside the home.  B Most women were paid less than men working equivalent jobs.  C Women had achieved full economic equality with men.*  D Women were underrepresented in the area of elected public office.</p> <p><b>9. All promoted the growth of the suburbs EXCEPT</b>  A expanded highway construction.  B increased automobile production.  C low-cost government loans.  D lack of employment opportunities in the city.*</p> <p><b>10. Which event in the Civil Rights Movement occurred first?</b>  A Voting Rights Act  B Montgomery bus boycott*  C Civil Rights Act of 1964  D <i>Brown v. Board of Education</i></p>
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ORGANIZING TOPIC

Key Domestic and International Issues in Recent Decades

Standard(s) of Learning

- USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
- b) make connections between the past and the present;
  - c) sequence events in United States history from 1865 to the present;
  - d) interpret ideas and events from different historical perspectives;
  - h) interpret patriotic slogans and excerpts from notable speeches and documents.
- USII.8 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by
- d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;
  - e) describing how international trade and globalization have impacted American life.
- USII.9 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by
- b) describing the development of new technologies in communication, entertainment, and business and their impact on American life;
  - c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
  - d) examining American foreign policy, immigration, the global environment, and other emerging issues.

Essential Understandings, Knowledge, and Skills

Correlation to  
Instructional Materials

Skills (to be incorporated into instruction throughout the academic year)

- Make connections between the past and the present.
- Sequence events in United States history from 1865 to the present.
- Interpret ideas and events from different historical perspectives.
- Interpret patriotic slogans and excerpts from notable speeches and documents.

Content

- Identify the factors leading to changing patterns in American society since World War II that changed the way most Americans lived and worked, including the following:
- Strong economy (healthy job market, increased productivity, increased demand for American products)
  - Greater investment in education
  - “The Baby Boom,” which led to changing demographics
  - Interstate highway system
  - Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home)
  - Role of Eleanor Roosevelt in expanding human rights
  - African Americans’ aspirations for equal opportunities

Identify the following policies and programs that expanded educational and employment opportunities for the military, women, and minorities:

- G.I. Bill of Rights gave educational, housing, and employment benefits to veterans.
- Truman desegregated the armed forces.
- Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.

Describe how international trade and globalization have impacted American life:

- Globalization is the linking of nations through trade, information, technologies, and communication.
- Globalization involves increased integration of different societies.
- Globalization has caused improvement of all communications (e.g., travel, telecommunications, Internet)
- Globalization has caused greater availability of a wide variety of foreign-made goods and services.
- Globalization has caused the outsourcing of jobs.

Explain how, after World War II, Americans turned their energies to the development of peacetime technologies.

Explain that new technologies in communication, entertainment, and business have dramatically affected American life.

Identify the industries that most benefited from new technologies during the second half of the twentieth century, including the following:

- Airline industry (jet engines)
- Automobile industry and interstate highway system
- Entertainment and news media industries
- Exploration of space
- Computer industry
- Satellite systems, telecommunications (pagers, cell phones, television)
- Internet

Explain the impact of new technologies on American life, including the following:

- Increased domestic and international travel for business and pleasure
- Greater access to news and other information
- Cheaper and more convenient means of communication
- Greater access to heating and air-conditioning leading to improved quality of life and to population growth in certain areas of the country
- Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games

Explain that representative citizens have influenced America scientifically, culturally, academically, and economically. Discuss the following:

- Science
  - Charles Drew: Medicine (plasma)
  - J. Robert Oppenheimer: Physics (Manhattan Project team)
- Culture
  - Frank Lloyd Wright: Architecture
  - Martha Graham: Dance
- Academic
  - Henry Louis Gates: History
  - Maya Angelou: Literature
- Economic
  - Bill Gates: Computer technology (Microsoft)

- Ray Kroc: Franchising (McDonald's)

Explain how American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries:

- Foreign Policy
  - Increase in terrorist activities
  - Conflicts in the Middle East
  - Changing relationships with nations
- Immigration
  - Changing immigration patterns (e.g., Hispanic Americans, Asian Americans)
  - More people want to immigrate to the United States than are allowed by law.
- Global environment
  - Policies to protect the environment
  - Global climate change
  - Conservation of water and other natural resources
- Other issues
  - Energy issues (dependence on foreign oil)
  - World health issues (global pandemics)

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*American Cultural History—The Twentieth Century.* <http://kclibrary.lonestar.edu/decades.html>. This site, divided by decades, has facts about each decade and links to help research that time period.

*Bill Gates. Microsoft News Center.* <http://www.microsoft.com/presspass/exec/billg/bio.msp>. This is Bill Gates' biography with photos, speeches, and published writings.

*Burger Meister RAY KROC.* <http://www.time.com/time/magazine/article/0,9171,989785,00.html>. This *Time* magazine article lists Ray Kroc as one of the 100 most influential people and gives his biography.

*Charles Drew. The Black Inventor Online Museum.* <http://www.blackinventor.com/pages/charlesdrew.html>. This site is a biography of Charles Drew, including the truth of his death.

*Eleanor Roosevelt. The American Experience.* <http://www.pbs.org/wgbh/amex/eleanor/>. This site has timelines, maps, and teaching resources relating to the PBS program about Eleanor Roosevelt.

*Frank Lloyd Wright.* <http://www.pbs.org/flw/resources/index.html>. This site contains lesson plans for teaching about Frank Lloyd Wright. You can also reach biographical information about Wright from this link.

*G.I. BILL History. United States Department of Veterans Affairs.* [http://www.gibill.va.gov/gi\\_bill\\_info/history.htm](http://www.gibill.va.gov/gi_bill_info/history.htm). This article clearly describes the history behind the G.I. Bill.

*Hales, Peter Bacon. Levittown: Documents of an Ideal American Suburb.* <http://tiger.uic.edu/~pbhales/Levittown.html>. This site offers a critical look at the history and significance of this American cultural icon.

*“Henry Louis Gates, Jr.” Program in the History of American Civilization: Harvard University.* <http://www.fas.harvard.edu/~amciv/faculty/gates.shtml>. This site contains a biography of Henry Louis Gates, Jr.

*J. Robert Oppenheimer. A Science Odyssey: People and Discoveries.* <http://www.pbs.org/wgbh/aso/databank/entries/boappe.html>. This site is a biography of J. Robert Oppenheimer.

*Martha Graham Resources.* [http://marthagraham.org/resources/about\\_martha\\_graham.php](http://marthagraham.org/resources/about_martha_graham.php). This site contains biographical information about Martha Graham and a bibliography of information about her.

*Maya Angelou: Global Renaissance Woman.* <http://www.mayaangelou.com/>. This site contains Maya Angelou's biographical information and a list of her books.

*Teaching about Islam, the Middle East. Education World.* [http://www.educationworld.com/a\\_curr/profdev009.shtml](http://www.educationworld.com/a_curr/profdev009.shtml). This article discusses how to teach about Islam and the Middle East, and includes resources about both topics.

*Web Resources for Teaching about the Iraq War. Teachable Moment.* <http://www.teachablemoment.org/high/iraq%20web%20resources.html>. This site includes web resources that assist in the teaching of the War in Iraq.



## Session 1: Demographic Trends in the Second Half of the Twentieth Century \_\_\_\_\_

### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to identify criteria of a strong economy.
- Students are expected to be able to analyze graphs and maps.

### **Materials**

- Teacher-generated handout containing graphs showing major demographic trends (see step 2 below)

### **Instructional Activities**

1. Explain that United States society underwent many changes as a result of World War II. Many of these changes manifested themselves in the ways individuals lived and worked. One important demographic shift was the “baby boom” of the 1950s. As young soldiers returned from war, many people felt they needed to make up for lost time. People married, enrolled in college, and started a family all at once. Many returning soldiers benefited from the G.I. Bill to help them pay for education and homes. Many families also moved from the city to the suburbs.
2. In order to examine these trends, have students analyze a set of graphs charting major demographic trends in the twentieth century. As students analyze the data, have them work in pairs, small groups, or as a whole class to answer a series of questions. Graphs for this session can be found in “Demographic Trends in the Twentieth Century: Census 2000 Special Reports” by Frank Hobbs and Nicole Stoops, published by the U.S. Census Bureau in 2002. This document is available at <http://www.census.gov/prod/2002pubs/censr-4.pdf>. (NOTE: Check the U.S. Census Bureau Web site at [www.census.gov](http://www.census.gov) for 2010 Census information as it becomes available.) Print the graphs for students’ use, or show the graphs in an electronic presentation. A sample selection of graphs to use are noted below with accompanying questions:
  - Figure 1-2. Population Increase by Decade: 1900 to 2000, found on p. 13 of document.
    - In what decade was there a decrease in the growth of the population? What accounted for this decrease?
    - In what decade was the highest percentage increase in the population? What accounted for this increase?
    - What has been the trend in population growth since the 1950s? What are some long-range societal and economic problems that might occur as a result of this trend?
  - Figure 1-14. Total Population by Metropolitan Status: 1910 to 2000, found on p. 32.
  - Figure 1-15. Percent of Total Population Living in Metropolitan Areas in Their Central Cities and Suburbs: 1910 to 2000, found on p.33.
    - In what decade was the biggest shift from living in central cities to living in the suburbs? What accounted for this shift?
    - What is the trend in American living patterns?
    - What information is not represented by these graphs? How might this missing information increase understanding about American society during these time periods?
  - Figure 2-4. Percent Distribution of the Total Population by Age: 1900 to 2000, found on p. 56.
    - What has happened to the age of the American population since 1950?
    - When was the largest percentage of the population under the age of 15? What explains this circumstance?
    - What accounts for the aging of the American population? What are some long-range problems associated with having an aging population?
  - Figure 3-4. Percentage Races Other than White or Black by Race: 1900 to 2000, found on p. 77.
    - What are the trends in the racial make-up of the American population?
    - What impact will this trend have on American society?
3. After students have analyzed the graphs and answered the questions, discuss their answers, and help them draw some reasonable conclusions regarding the data. Ask students how the data might affect future legislation concerning education, health care, affirmative action, and other social issues.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students review provided class notes, highlighting key information.
- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.
- Have students use a modified keyboard to complete their activities.
- Have students use text-to-speech software and online resources to complete their activities.
- Have students use handouts and worksheets with enlarged text and spacing.

#### Multisensory

- Have students view or listen to recordings of content to help them complete their assignments.
- Have students view and discuss online media resources that demonstrate the changes that occurred as a result of World War II.
- Have students use multi-colored tables when completing their activities.

#### Community Connections

- Invite a World War II veteran to discuss changes that took place at home after the war.
- Have students research the local population growth since 1945, including school population.
- Have students conduct family interviews, asking questions related to domestic and international issues in recent decades.

#### Small Group Learning

- Have groups delegate tasks to complete Instructional Activities #2 and #3.
- Have partners develop interview questions for an invited guest.
- Have groups use a T-chart to organize changes that have occurred in the recent decades.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *job market, productivity, demand for products, baby boom, demographics, interstate highways, G.I. Bill, population, decade, percentage, urban, suburban, metropolitan.*
- Have students contribute illustrations/images or definitions to a classroom word wall.
- Have students play vocabulary review games (e.g., “Who’s Who,” “Zip-Around”).
- Have students take a pre-assessment to measure their awareness of key vocabulary.

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the era.
- Have students review outline frames of background notes and note-taking templates, based on SOL essential knowledge.
- Have students contribute content to a classroom display of images and facts from the era.
- Have students create a T-chart or Venn diagrams to organize research.
- Have students use graphic organizers to assist with data analysis.

## Session 2: Development of the Suburbs in the 1950s—Levittown

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to identify aspects of suburban life.
- Students are expected to understand how World War II affected society.

### **Materials**

- Internet access
- Colored pencils
- Paper
- Scissors
- Glue
- Attachment A: Bubble Map
- Attachment B: Building the American Dream—Levittown
- Attachment C: Sample Grading Rubric for “Levittown Real Estate Brochure”

### **Instructional Activities**

1. Explain that with increasing dependence on the automobile and the construction of the Interstate highway system, increasing numbers of people began to move out of cities into the suburbs. Review with students the characteristics of a suburban versus an urban setting. Explain that immediately after World War II, there was a housing shortage. As a result of this shortage, construction companies found innovative ways to build suburban housing in a fast and efficient manner. The most successful of these efforts were “Levittowns,” named after Levittown, Pennsylvania, one of the first planned suburban housing developments in the United States.
2. Distribute to students a blank “Bubble Map” (Attachment A), or draw one on the board and have students reproduce it. The essential concept for their bubble map will be “Suburbs: Levittown.” Also distribute copies of Attachment B to guide student research. Have students research information on Levittown, using the Web site *Levittown: Documents of an Ideal American Suburb*, <http://tiger.uic.edu/~pbhales/Levittown.html>, and other materials. As students gather information about Levittown, they should fill it in on their “Bubble Map.”
3. After students have completed their bubble maps, divide students into small groups, and have each group design a real estate brochure from the year 1951 that will attract residents to Levittown. Encourage students to be creative and use colors and pictures. The brochure should highlight the following:
  - Benefits of living in the suburbs
  - Special features of the houses
  - Community features
  - Affordability
4. Display the groups’ brochures, and have the class look critically at each to decide which one would be most effective in convincing a family to move out of the city and buy a house in Levittown.
5. For assessing the Levittown brochures, see the sample grading rubric at Attachment C.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.
- Have students use text-to-speech software and online resources to complete their activities.
- Have students use handouts and worksheets with enlarged text and spacing.

#### Multisensory

- Have students view or listen to recordings of content to help them complete their assignments.
- Have students view and discuss online media resources that demonstrate the development of Levittown.
- Have students role-play Levittown realtor-buyer situations.

#### Community Connections

- Have students visit a suburban area and compare their observations to Levittown.
- Invite an economist to discuss major changes in the U.S. economy from 1950 to present.
- Have students conduct family interviews, asking relevant questions.

#### Small Group Learning

- Have groups develop interview questions to ask an invited guest.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students contribute to illustrations/images or definitions to a classroom word wall.

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the era.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students contribute content to a classroom display of images and facts from the era.

## Session 3: Changing Patterns of American Life Following World War II \_\_\_\_\_

### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to understand some of the changes that occurred after World War II.

### **Materials**

- Attachment D: Changing Patterns of American Life Following World War II

### **Instructional Activities**

1. Display the flow chart provided on Attachment D, and have students consider the phrases shown. Ask students to use the textbook to write a one-sentence summary of the significance of each phrase to the time period.
2. After students have completed their summaries, hold a class discussion about each phrase.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model activities and analysis, using an interactive whiteboard.
- Have students use electronic response systems to review vocabulary.

#### Multisensory

- Have students view and discuss online media resources that demonstrate the essential content.
- Have students participate in kinesthetic response activities (e.g., physically moving to corners of the classroom to represent sorting).

#### Community Connections

- Have students conduct family interviews, asking relevant questions.
- Invite a local historian or city planner to discuss the impacts that community growth has on daily life.
- Have students research key changes that took place locally after World War II.

#### Small Group Learning

- Have groups develop interview questions to ask an invited guest.
- Have student teams use “Reader-Writer-Listener” response triads.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use provided sentence frames to help them complete Attachment D.
- Have students contribute illustrations/images or definitions to a classroom word wall.

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the post-World War II era.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students contribute content to a classroom display of images and facts from the era.

## Session 4: Globalization in the Twenty-First Century

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to define *globalization*.

### **Materials**

- Student-created T-chart
- Poster paper
- Colored pencils or markers

### **Instructional Activities**

1. Introduce the concept of globalization by explaining that factors such as Internet access and increased travel have enabled people across the planet to connect and interact with each other. Explain that this globalization has led to both benefits and costs.
2. Have students brainstorm the costs and benefits that could result from globalization and list them on a T-chart. Discuss their answers. Make sure that students understand that the benefits include the improvement of all communications and the availability of a wide variety of international goods and services, and the costs include the outsourcing of jobs.
3. Direct students to use their notes to create a poster advertising either the costs or benefits of globalization in today's world. Remind students that the advertising poster should attempt to convince the viewer of a positive or negative point of view concerning globalization.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model their advertising posters, using an interactive whiteboard.
- Have students use electronic response systems to review vocabulary.

#### Multisensory

- Have students view and discuss online media resources that demonstrate the essential content.
- Have students create sample advertising posters for Instructional Activity #3.
- Have students contribute to a classroom world map by labeling countries and identifying key exports.

#### Community Connections

- Have students conduct family interviews, asking relevant questions.
- Have students research local examples of economic globalization.
- Have students participate in a scavenger hunt to identify global sources of locally available goods and services and/or local resources made available to other countries.

#### Small Group Learning

- Have partners brainstorm together to complete Instructional Activity #2.
- Have small groups delegate assigned tasks to complete Instructional Activity #3.
- Have teams debate the pros and cons of economic globalization.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *globalization, international trade, interdependence, integration, technology, communications, outsourcing (of jobs), costs and benefits*.
- Have students contribute illustrations/images or definitions to a classroom word wall.
- Have students use provided sentence frames to help them complete their vocabulary review.

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the era.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students use graphic organizers to organize their cost-benefit analysis.
- Have students contribute content to a classroom display of images and facts from the era.

## Session 5: New Technology and Its Impact on American Life

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to be able to define *technology*.

### **Materials**

- Computers with presentation software

### **Instructional Activities**

1. Remind students that technology always changes and advances over time. Have students name some of the technology we now rely on in America. Make sure they include the following: planes, cars, highways, entertainment/news media, space exploration, computers, Internet, telecommunications (cell phones, handheld electronic devices, satellite radio, cable television).
2. Discuss the impact of these and other technologies, including increased travel, greater access to news and other information, cheaper and more convenient communication, greater access to heating and air conditioning, and decreased regional variation.
3. Direct students to create an electronic presentation of several of these technologies and their impacts. Have students present them to the class when completed.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students organize their research by designing digital slide-show presentations.
- Have students model their activities, using an interactive whiteboard.

#### Multisensory

- Have students view and discuss online media resources that demonstrate the essential content.
- Have students contribute to a classroom timeline, identifying key technological innovations since World War II.

#### Community Connections

- Have students participate in actual or virtual tours of local businesses to identify new technology and its effect on products, operations, or service.
- Invite CTE educators or students to discuss emerging technological innovations that affect (or will affect) daily life.

#### Small Group Learning

- Have partners or small groups delegate assigned tasks to complete Instructional Activities #2 and #3.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *industries, entertainment, business, peacetime technologies, media, satellite systems, telecommunications, internet, regional variation, quality of life*.
- Have students play vocabulary review games (e.g. Virginia Reel, Inside-Outside Circles), using flash cards.
- Have students contribute illustrations/images or definitions to a classroom word wall.

#### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on key technology figures (e.g., Steve Jobs).



- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students contribute content to a classroom display of images and facts from the era.
- Have students complete a personal timeline to parallel the classroom timeline.
- Have students evaluate completed work by reviewing a rubric provided for Instructional Activities #2 and #3.

## Session 6: American Citizens' Contributions to Contemporary Life

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have knowledge of the responsibilities of citizenship.

### **Materials**

- Internet access
- Paper to create 10-page booklets

### **Instructional Activities**

1. Remind students that often individual citizens make important contributions that influence the lives of vast numbers of Americans lives. Tell students that they will read about and create a booklet about eight Americans who have had such an influence.
2. Have students create a blank, 10-page booklet. Then, have them write a title about the topic on page 1 and label each page with the name of one of the following persons: Charles Drew; J. Robert Oppenheimer; Frank Lloyd Wright; Martha Graham; Henry Louis Gates, Jr.; Maya Angelou; Bill Gates; and Ray Kroc.
3. Allow students to use the Internet to read about these eight people and create a summary biography for each one. Remind students to avoid plagiarism, and if necessary, model how to do this. You may choose to give students a framework to complete in order to discourage plagiarism. References to biographies of the above individuals can be found in the "Sample Resources" for this Organizing Topic. You should bookmark these sites or create a links page for students to encourage them to find accurate information.
4. Instruct students to write the biographies in their booklet. You might encourage them also to print out a small picture of each person to glue onto that person's biography page.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use a text-to-speech program to complete their written activities.
- Have students organize their research by designing digital slide-show presentations.
- Have students model responses, using an interactive whiteboard.

#### Multisensory

- Have students view and discuss online media resources.
- Have students use illustrated children's books to supplement their research.
- Have students role-play a panel discussion between the featured personalities in the Instructional Activities.
- Have students participate in kinesthetic response activities, such as priority line-ups.
- Have students play identifying/guessing games, such as "Who Am I?"

#### Community Connections

- Have students research biographical information of local community leaders.
- Have students design and play matching games featuring local community personalities, connecting images to biographies.

#### Small Group Learning

- Have small groups delegate assigned tasks to complete Instructional Activities #3 and #4.

#### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *influences (scientific, cultural, academic, economic), plasma, physics, Manhattan Project, architecture, literature, franchising*.
- Have students play vocabulary review games (e.g., "Who's Who," "Zip-Around").
- Have students contribute illustrations/images or definitions to a classroom word wall.

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the era.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students contribute content to a classroom display of images and facts from the era.
- Have students use graphic organizers to maintain notes on biographies.
- Have students evaluate completed work by reviewing a rubric.
- Have students learn content through a variety of media (e.g., slide presentations, recorded interviews, posters).

## Session 7: Foreign Policy, Immigration, and the Environment

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### **Prerequisite Understanding/Knowledge Skills**

- Students are expected to have familiarity with issues related to foreign policy, immigration, and the environment.

### **Materials**

- Internet access
- Articles and other teacher-provided information about the topics listed below in step 2
- Poster paper and colored markers
- Computers with presentation software

### **Instructional Activities**

1. Explain that there are always new issues emerging in the world. For example, three areas in which new issues often emerge are foreign policy, immigration, and the environment. Point out that another such area is increased international travel and the issue of global pandemics. Explain that because so many people now travel quickly from country to country around the globe, it has become very easy to spread a contagious disease around the world, creating a global pandemic.
2. Divide students into three groups, and assign each group one of the three areas: foreign policy, immigration, or the environment. Provide groups with the Curriculum Framework information related to their topic, as well as Internet access and any textbook or additional resources you want them to use.
3. Have each group create either a poster or an electronic presentation about their topic.
4. Have groups present their information to the class, and direct the class to take notes on the information.

### **Specific Options for Differentiating This Session**

#### Technology

- Have students use a text-to-speech program to complete their written activities.
- Have students organize their research by designing digital slide-show presentations.
- Have students model responses, using an interactive whiteboard.

#### Multisensory

- Have students view and discuss online media resources.
- Have students participate in a panel discussion offering perspectives on the issues of foreign policy, immigration, or the environment.

#### Community Connections

- Have students research examples of topic-related articles.
- Invite guest speakers to discuss the local and global impacts of foreign policy, immigration, or the environment and how each might impact the local community as well as having global effects.
- Have students identify and/or participate in community service opportunities related to foreign policy, immigration, or the environment.
- Have students identify and communicate with government agencies, asking questions related to foreign policy, immigration, or the environment.

#### Small Group Learning

- Have small groups delegate assigned tasks to complete activities.

### Vocabulary

- Have students contribute to an illustrated vocabulary glossary for this session.
- Have students use the following key vocabulary as they complete their activities: *American foreign policy, immigration policy and patterns, environmental policy, terrorism, global climate change, conservation of water, natural resources, energy issues, dependence on foreign oil, global pandemics, Middle East.*
- Have students play vocabulary review games (e.g., “Who’s Who,” “Zip-Around”).
- Have students contribute illustrations/images or definitions to a classroom word wall.

### Student Organization of Content

- Have students review provided class notes, highlighting key information.
- Have students maintain timelines, handouts, notes, and related materials in an organizing topic folder.
- Have students play the “Who’s Who?” game, focusing on figures from the era.
- Have students review outline frames of background notes based on SOL essential knowledge.
- Have students evaluate completed work by reviewing a rubric.
- Have students contribute content to a classroom display of images and facts from the era.

## Session 8: Assessment

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### **Materials**

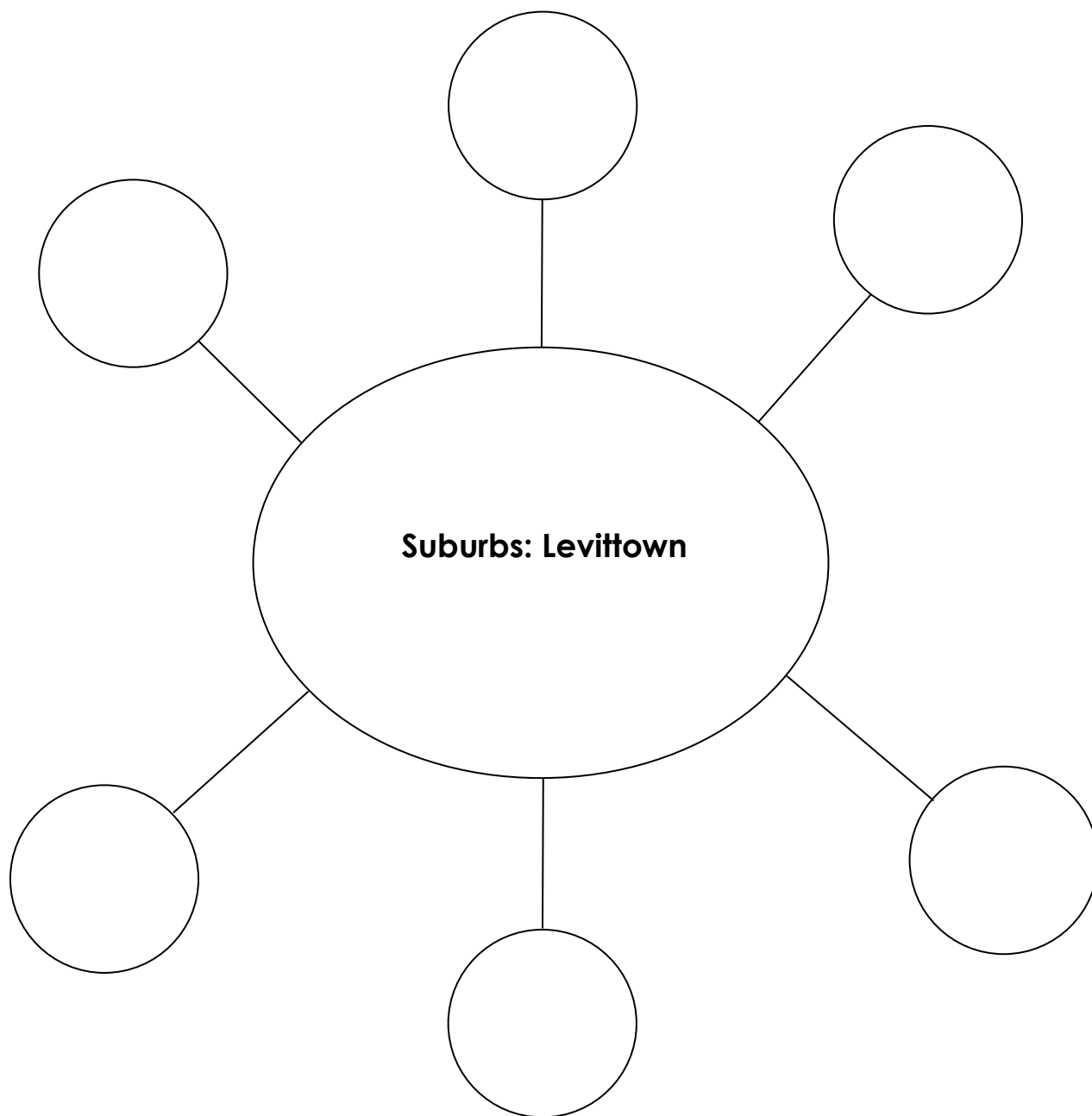
- Attachment E: Sample Assessment Items

### **Instructional Activities**

1. Have students complete the sample assessment items on Attachment E.

## Attachment A: Bubble Map

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



## Attachment B: Building the American Dream—Levittown

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Research the development of Levittown. The following Web sites will be useful:

- *Levittown: Documents of an Ideal American Suburb*. <http://tigger.uic.edu/~pbhales/Levittown.html>
- *Levittown, New York*. [http://en.wikipedia.org/wiki/Levittown,\\_New\\_York](http://en.wikipedia.org/wiki/Levittown,_New_York)

Be sure you address the following topics:

- Location of Levittown
- Main features of the house design
- Reasons behind the house design
- Building methods used to construct the houses, and the purpose of these methods
- Costs of the houses
- Description of who went to live in Levittown
- The features that made Levittown feel like a community
- Major problems with Levittown
- Issues of racism related to Levittown



## Attachment C: Sample Grading Rubric for “Levittown Real Estate Brochure” \_\_\_\_\_

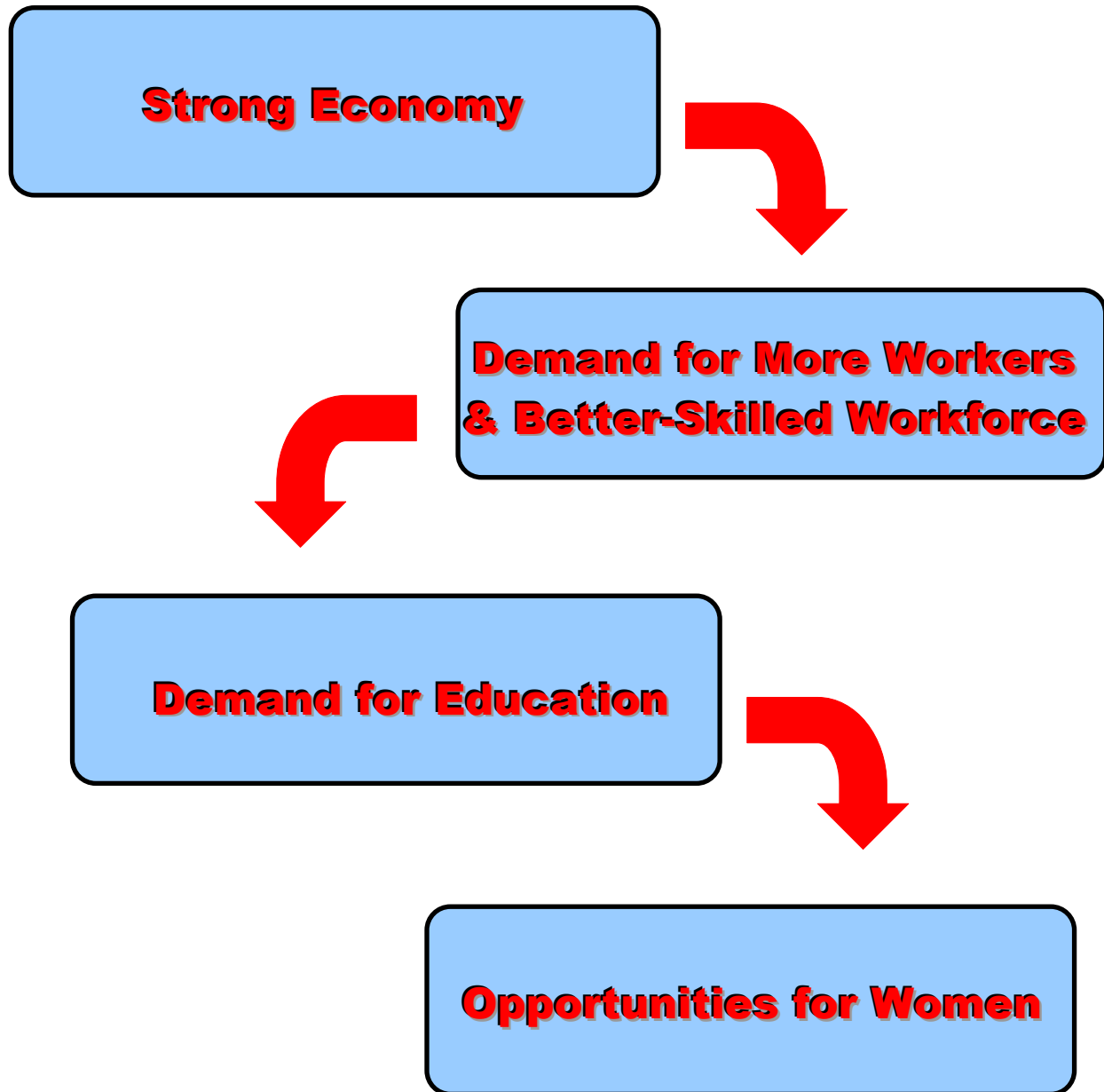
**Names of Group Members:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Elements	Possible Points	Points Awarded
Brochure presents benefits of living in the suburbs.	5	
Brochure presents special features of the houses.	5	
Brochure presents community features.	5	
Brochure explains affordability of the houses and suburban living.	5	
Presentation is colorful and neat and contains clear writing.	5	
<b>Total points</b>	<b>25</b>	

**Teacher Comments:**

Attachment D: Changing Patterns of American Life Following World War II \_\_\_\_\_



## Attachment E: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

<p><b>1. Which of the following is NOT an impact of globalization on American life?</b>  A Outsourcing of jobs  B Communication improvements  C Availability of more goods and services  D Decreased regional variation*</p> <p><b>2. Which of the following contributed to changing demographics in America?</b>  A The Baby Boom*  B The G.I. Bill of Rights  C Globalization  D Telecommunications</p> <p><b>3. Nationwide access to entertainment and information has led to</b>  A the Baby Boom.  B decreased regional variation.*  C globalization.  D telecommunications.</p> <p><b>4. Which of the following combinations is NOT correct?</b>  A Charles Drew – medicine  B Martha Graham – dance  C Henry Louis Gates – architecture*  D Ray Kroc – franchising</p> <p><b>5. The linking of nations through trade, information, technologies, and communication is known as</b>  A environmentalism.  B globalization.*  C regional variation.  D demographics.</p>	<p><b>6. Which president desegregated the United States Army?</b>  A Franklin D. Roosevelt  B Harry S. Truman*  C Dwight D. Eisenhower  D John F. Kennedy</p> <p><b>7. One effect of changing immigration patterns is</b>  A more Hispanics and Asians are moving to America.*  B fewer people want to immigrate to America.  C outsourcing of jobs.  D decreased regional variation.</p> <p><b>8. Which of the following is NOT true about women in American society by the mid-1990s?</b>  A Most women worked for pay outside the home.  B Most women were paid less than men.  C Women had achieved full economic equality with men.*  D Women were underrepresented in the area of elected public office.</p> <p><b>9. The G.I. Bill of Rights first provided employment, educational, and housing benefits to veterans after which war?</b>  A World War II*  B Vietnam War  C Korean War  D World War I</p> <p><b>10. Nationwide access to entertainment and information provided by national television and radio programming, Internet services, and computer games has led to</b>  A demographics changes.  B foreign policy adjustments.  C decreased regional variation.*  D outsourcing of jobs.</p>
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