The Write Path

History/Social Science:
Interactive Teaching and Learning

Teacher Guide Grades 6-12

Developed by

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About the authors

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He is co-author of two best-selling books—*The Eye of the Beholder: Looking at Primary Sources* and *What We Need to Face in American Education*. Also, for two decades Gary has published a variety of articles and publications—*Strategic Teaching and Learning* for the Department of Education and *Reading, Writing, and the Newspaper* for the Los Angeles Times. He has been a consultant for McGraw Hill Publishing for many years and Director of The History-Social Science Project at the University of California, San Diego.

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The AVID College Readiness System

I. Introduction

The AVID College Readiness System is an elementary through postsecondary system that brings together educators, students, and families around a common goal of AVID's Mission: to close the achievement gap by preparing all students for college readiness and success in a global society. The system is represented by the figure below and shows how AVID's mission is the foundation of the system.

II. The Write Path Library

In pursuit of AVID's Mission, the Write Path Library is designed to support secondary content-area teachers who, as part of the AVID Site Team, are working to increase student college readiness on their campus. These books, organized by core content areas, show teachers how AVID strategies and best practices in content teaching can be maximized to help students access rigorous curriculum, think critically, and achieve reading and writing skills necessary for college.
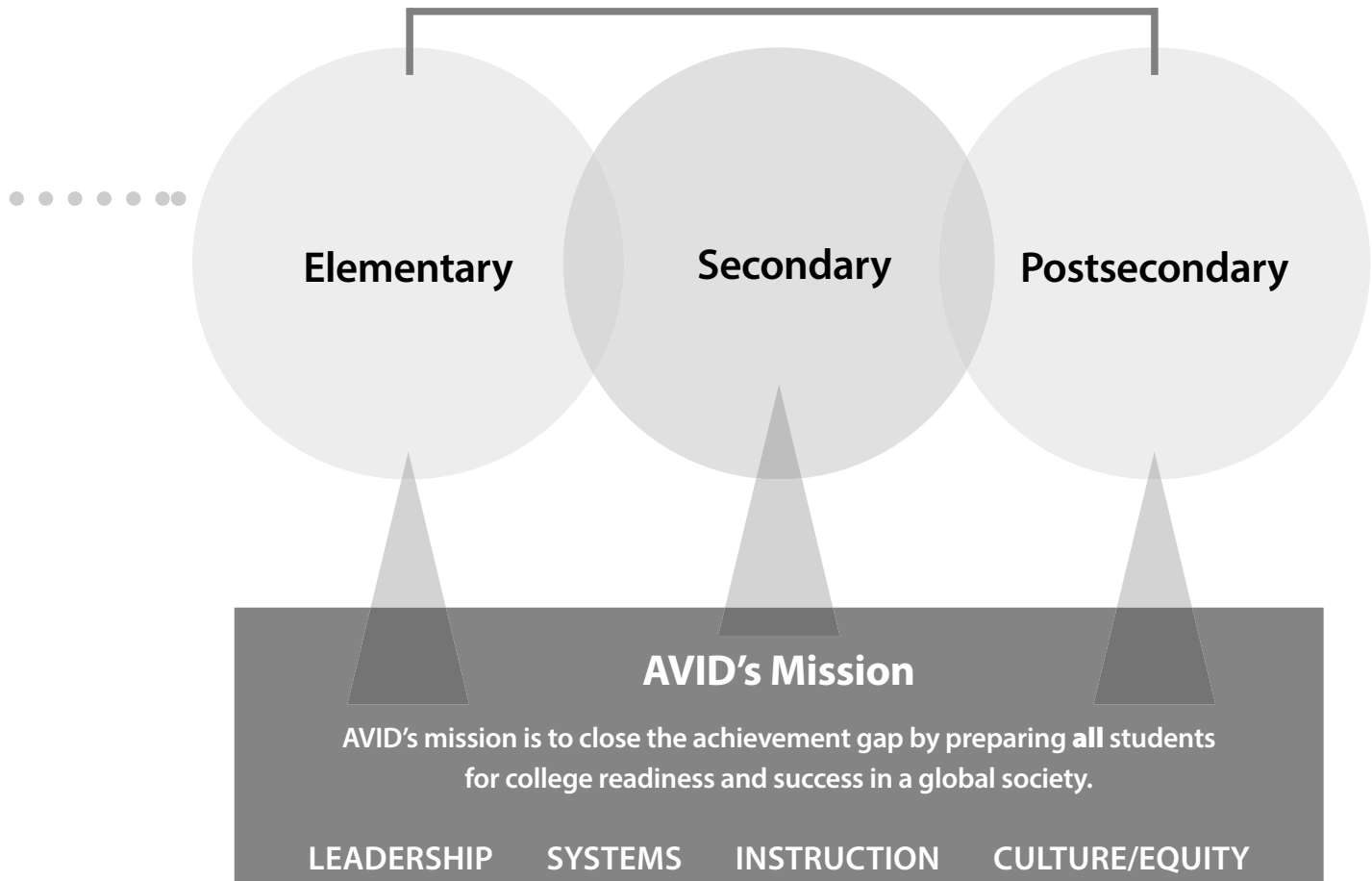
III. Vertical Teaming

The goal of this book is to offer a variety of strategies that are adaptable for implementation in all classrooms. The Advanced Placement® or honors teacher can use any of the strategies in this book as can the 6th grade teacher—what will be different will be the application of the strategies. The goal for both groups of students is the same: to be able to read a text closely and to unpack what the author is saying and doing; the approach is different based on the level at which students are prepared to work.

Vertical teaming is not just a way to look at articulation across grade levels; it is also a way to think about differentiation within a classroom. The typical classroom contains students at various levels of readiness and skill. Within the same classroom, students may need more or less scaffolding for a particular text or reading purpose. To meet these various needs, it is helpful to think about how to make parts of a lesson more foundational or more advanced (the language of vertical teaming) for particular groups of students. The strategies in this book can be used to adjust to these varying levels of scaffolding.

IV. Access and Equity

The ultimate purpose for using AVID strategies and best practices in the content area is to ensure that all students have equal access to rigorous curriculum and the development of college readiness skills. If students come to the history/social science classroom with little experience in close and critical reading, they will disengage from the texts out of boredom, frustration, and even despair. The strategies included in this book, when used in well-designed units and lessons, can help students learn the skills necessary for close and critical

ACRS

Elementary   Secondary   Postsecondary

AVID's Mission

AVID's mission is to close the achievement gap by preparing **all** students for college readiness and success in a global society.

LEADERSHIP   SYSTEMS   INSTRUCTION   CULTURE/EQUITY

reading, writing, speaking, listening, and thinking. These skills in turn can give students a foothold into curriculum to which they might not otherwise gain access. Since one hallmark of a college-ready student is his/her ability to handle complex texts, it is paramount that the middle school and high school history/social science classrooms engage students in successfully tackling progressively more challenging texts.

A planning process that involves a backward mapping approach is necessary to provide the proper scaffolding for students: educators should be aware of the complexity of texts at the college level and the skills necessary for comprehension, so that a continuum can be created. A sixth grade teacher needs to understand what a student must be able to do not only in the seventh grade but also through high school. Many schools utilize pre-Advanced Placement (AP®) classes to align skills necessary for access and success in AP classes; but that is not the only system. Schools can develop their own continuum; however, the goal must remain constant—the development of skills for success in rigorous coursework. Purposefully choosing reading strategies that will teach students how to engage with and make sense of difficult text is one of the critical ways history/social science teachers can ensure access to rigorous curriculum for all students and thus help them become college-ready.

V. Strategic Use of WICR in History/Social Science for Critical Thinking

Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schema to create new neural pathways. Pathways are only built if the brain has an opportunity to "wrestle" with new information—to figure out how the new fits with the old. This "wrestling" is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information there is very little cognitive wrestling and critical thinking and therefore very little long-term learning—new pathways are unlikely to be formed. Additionally, brain research helps us understand students' motivation and engagement. Spencer Kagan (1998) tells us that when learning is social, it helps carry rigorous inquiry—it helps make the critical inquiry worthwhile by engaging the social mammalian part of our brain. To maintain interest and motivation, the brain needs that social engagement, but it also needs emotionally engaging, relevant, and thought-provoking topics to excite the amygdala and keep the brain's attention on the rigorous topic. Daniel Willingham (2009) reminds us that we don't like to think unless the conditions are right: we need the brain to be engaged at all of these multiple levels.

For example, if the history/social science teacher wants to engage students with a challenging text, students are more likely to be able to comprehend and maintain attention to that text if the teacher provides multiple opportunities for learners to use critical reading strategies for comprehension and to write, talk, and ask questions about that text.

In AVID, we strategically embed WICR (writing, inquiry, collaboration, and critical reading) into our courses to engage students in active learning and critical thinking.

W: Writing The focus of the writing activities in *The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide* is based on "writing to learn"—those activities that allow students the opportunity to make sense of information, to use writing to figure things out, and to jumpstart the process in which students communicate their engaged thinking.

I: Inquiry is the foundation upon which all progress is borne. Scientifically, it begins with a hypothesis, but it is "the question" that moves the learner to action, whether that question is an explicit question or a set of implicit questions that drive the process of working through ideas to a solution. Questioning the text and questioning what is seen, heard or discussed is at the heart of the history/social science classroom as is the learner questioning his/her own thinking or learning, making the implicit questions more "visible" in the process. Inquiry is inherent in the act of creating a visual or written piece or formulating an oral, physical, or musical response. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry, where wondering, questioning, and hypothesizing are fostered and students recognize how to push each other's thinking to higher levels.

To understand what it means to move to higher levels of cognition, AVID uses Arthur Costa's Levels of Thinking. Benjamin Bloom's Taxonomy is also a point of reference and can be used just as well, but students seem to find Costa's hierarchy easier to remember (three tiers vs. Bloom's six tiers). Costa's levels can be described as:

> **Level 1: Input:** This is the level at which we find, gather, identify, and recall information; it requires us to think literally.

> **Level 2: Processing:** This is the level at which we make sense of information, using what we know from our sources to make connections and create relationships; it requires us to think analytically and inferentially.

> **Level 3: Output:** This is the level at which we apply information and try it out in new situations; it requires us to think creatively, evaluatively, and hypothetically.

C: Collaboration in AVID is about working with others toward a common goal or goals, and about tapping into that mammalian side of the brain discussed above to increase motivation and attention to rigor. The strategies in this book demonstrate how to use collaboration to help students learn the history/social science content. For collaboration to be truly effective, teachers have to structure such activities to maximize engagement and accountability.

R: Reading: the goal is to help students read for <u>meaning</u> vs. reading for <u>identification</u>. To develop the necessary college readiness skills, students have to practice close and critical reading, and teachers have to model and teach the skills using the critical reading process.

VI. 21st Century Skills and College Readiness

In an age where "21st century skills" has become synonymous with "survival skills" for students entering college or a career track, it is important to reference them here. Twenty-first century skills generally refer to a set of interdisciplinary skills that have been identified as important for students to have if they are going to be successful in life and careers in the coming decades. These skills include the ability to:

- use **technology** to gather, decipher, select, and evaluate information in digital, scientific, or verbal formats and use the information ethically;

- **communicate** clearly and to design and share information in diverse environments for a variety of purposes and in multiple formats;

- work effectively in diverse **groups**, compromising and sharing responsibility;

- think **critically** and **solve problems** by analyzing and reasoning, asking questions, and making sound judgments;

- think and work **creatively**, developing innovative and original ideas and using failure as a stepping stone to success.

(For more information about 21st century skills, see www.p21.org.)

These 21st century skills are embedded within the reading strategies in this book in order to demonstrate how the teaching of these skills can be part of the regular history/social science classroom. While history/social science has always included a focus on oral and written communication and analysis of reading, unless we model how to use these skills for authentic and strategic purposes and then ask students to think metacognitively about how they've developed these skills and will apply them in the future, we are not making the best use of our opportunity to prepare students for the world beyond the classroom.

It is important to realize, though, that technology is not just a vehicle for implementing strategies; it actually provides a different way of "seeing" and making sense of the world. Our high-tech students enter our classrooms with a whole new literacy that we want to engage. Students accustomed to Googling a topic for instant research, to texting as a way of creating a shared dialogue, to creating multimedia images as a means of self-expression, have developed very complex literacy skills, some of which teachers might not fully understand. It is incumbent upon us to engage students by bridging their high-tech literacy skills to some of the more traditional literacy skills found in the history/social science classroom. Students are poised to engage in rich and complex inter-textual study if teachers are willing to seize the opportunity. For this to be possible, teachers need to be willing to use new technology themselves to know where the technology and text intersections fit.

Introduction

The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide Grades 6–12 is designed to meet the learning needs of a wide spectrum of students by providing an interactive and multi-sensory experience. The book provides strategies using Writing, Inquiry, Collaboration and Reading (WICR). Using the AVID philosophy of WICR can be an ongoing conversation within the classroom. By providing WICR strategies with new techniques in social studies instruction, teachers can deepen students' understanding of ideas and concepts while improving reading comprehension, writing, and collaboration skills.

Throughout the book you will find learning skills that promote intellectual curiosity and active learning. If students practice and acquire these skills, they are freed from simply reacting to the interpretation of others, and can begin to develop their own understanding and voice. This guide has been designed to be accessible and usable to teachers with one page explanations of the strategies. Student samples are provided for a clear picture of the strategies. While WICR is embedded within the activities in this book, different types of strategies emphasize one or more aspects of this philosophy.

The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide helps students to learn to read, write, speak, and listen for under-standing. This book helps teachers in social studies meet the content standards in a more creative and rigorous way. While you and your students travel the Write Path in social studies, we encourage you to share new ideas for applying activities, as well as student samples with your students and colleagues.

The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide promotes critical thinking skills that are patterns of intellectual behavior. Many students are trained to know, not to think. The success of a well-prepared student is built upon the foundation of key habits of mind or ways of thinking in history/social science. "Habits of mind" include analysis, interpretation, problem solving, and making predictions (Conley, 2007). Throughout the book, students will develop reading, writing, speaking, listening, and analytical skills that prepare them for college level work.

This guide helps students to understand people, events, topics, and ideas in social studies. Research data consistently indicates that the coordinated use of comprehension strategies is a critical component of effective learning. All activities in this book use higher-order thinking and analysis skills in history/social science. The guide is designed to make teaching and learning relevant yet rigorous.

Using *The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide* students will be able to:

- Organize and interpret information,
- Analyze information by interpreting primary and secondary sources,
- Use problem-solving and decision-making skills,
- Evaluate print, visual, and electronic sources of information,
- Create written, oral, and visual presentations,
- Support a point of view on topics or issues,
- Interpret print and visuals and make generalizations,
- Analyze information to draw conclusions or make predictions,
- Use historical imagination to create a project or presentation,
- Use writing as a tool for learning,
- Recreate historical situations with experiential activities, and
- Use cooperative interaction for learning and social skills.

Visit MyAVID resources frequently, as new items and supplemental materials are available and updated throughout the academic year.

www.avid.org

Overview

In this chapter, students record their thinking on social studies topics during and after their study of textbook readings, literature, lecture notes, Internet sites, multimedia, primary sources, and other informational sources. These activities strengthen students' capacity for original thought, foster higher-order skills, and enable students to make essential personal connections to informational sources with interactive learning. Using the concept of WICR throughout this chapter to promote understanding, students will be making connections to prior knowledge, generating questions, creating mental images, determining importance, and synthesizing the readings and visuals.

Chapter 1

Interacting with Text or Visuals

Activities

This chapter provides instructions for the 11 Interacting with Text/Visual Activities described below.

1 Cornell Notes Overview

Students learn a note-taking system that helps develop long-term retention and deeper understanding of the material. This note-taking system will take the students through the cycle of learning, including questioning, reflecting, reviewing, assessing, and summarizing.

2 Levels of Questions

Students develop questioning skills to improve reading and critical thinking. Developing higher-order questioning improves students' ability to form conclusions about the forces that shaped history.

3 Dialectical Journal

Students interact with textbook readings, quotes, visuals, and informational text by expressing personal responses with the source. This strategy is a scaffold for teaching students to write with original thought or commentary.

4 Metacognition Journal

Students reflect on the process of their own learning, adding their thinking process of discovery.

5 Problem Solution Journal

Students study problems or challenges and consider possible or alternative solutions.

6 Reflective Journal

Students interact with readings, documents, projects, performances, Internet sites, or visuals in a reflective manner.

7 Speculation Prediction Journal

Students learn how to speculate and predict about an event or historical topic.

8 Synthesis Journal

Students consider the effects resulting from the combination of different ideas and influences.

9 Engaging the Reader with Text and Visuals

Students complete a variety of activities designed to improve comprehension of a text and/or visual.

10 Creating Notes Through Outlining and Making Interactions

Students critically examine facts they have recorded in their notes from lectures, readings, or visuals with interactions.

11 Storyboarding a Textbook or Visual

Students sequence a chapter or film with summary ideas, illustrations, and questions.

① Cornell Notes Overview

Cornell note-taking is a system that involves reviewing, interacting with, and summarizing notes. Research has shown that this systematic approach is key to deeper understanding and long-term retention of information. The note-taking process is laid out in three steps:

1. Notes about the topic, which can be highlighted, underlined, or circled;

2. Connection to the notes through questions, reactions, key vocabulary, and significance; and

3. Summarizing the reading, lecture, or multimedia.

Instructions:

Have students divide paper into thirds. The right two-thirds of the paper is for taking notes (important points, ideas, events, people). The left one-third is for making connections and interacting with the notes.

ONE THIRD OF THE PAPER	TWO THIRDS OF THE PAPER
Connections to Notes	**Notes**
Main ideas	
Vocabulary words	
Questions	
Reactions	
Drawings	
Inferences	
Interests	
Opinions	
Connections to other events	
Significance	
Summary of most important ideas:	

Cornell Notes

ONE THIRD OF THE PAPER	TWO THIRDS OF THE PAPER
Connections to Notes	**Notes**

Summary of most important ideas:

Cornell Notes

ONE THIRD OF THE PAPER	TWO THIRDS OF THE PAPER
Connections to Notes	**Notes**

Notes column:

Amending the Constitution

I. Formal Methods of Amending
  A. Amending
    1. Vote of two-thirds of the members in both houses of Congress
    2. Vote of two-thirds of State legislatures specifically requesting Congress to call a national convention to propose amendments
  B. Ratification
    1. Favorable vote in three-fourths of the state legislatures
    2. Favorable vote in specially called ratifying conventions in three-fourths of the states

II. Informal Methods of Amending
  A. Judicial Interpretation
    1. Federal courts have power to nullify acts of government when in conflict with the Constitution
    2. Allows interpretation of law to change over time — elastic
  B. Social, Cultural and Legal Change
    1. No guarantee for equal protection of the law for women, but courts have interpreted the Constitution to ban gender discrimination
    2. Social change such as the Great Depression can cause new legislation that bends the rules without amending the Constitution i.e. — New Deal

Connections column:

Vocab:
Framers: original writers of the Constitution who "framed" the role of government

Questions:
• Is there a point where Judicial interpretation is called into question?
• What was the last amendment made to the Constitution?

Reaction: It's interesting and comforting that the courts have the power to essentially override the government.

Connection: shows that the government is able to "keep up with the times with regard to women's rights

Significance: Being able to informally amend the Constitution allows the president and Congress to make legislation to quickly impact the economy.

Summary of most important ideas:
Amending the Constitution is an important responsibility of the US government that enables it to adapt to social, cultural and legal changes over time.

② Levels of Questions

Cornell notes do not depend only on recall questions. It is essential to also include different higher levels of questioning such as analysis, synthesis, and evaluation. When teachers ask all the questions, students become dependent learners. Students who learn how to ask questions become critical readers, viewers, and thinkers. They learn to read and view critically by asking higher-order questions and drawing inferences, recognizing different viewpoints, and forming their own conclusions about the forces that shaped history. While facts are important to the understanding of social studies, students must also be challenged with higher levels of questions. The important point is for students and teachers to remember that forming or drawing conclusions must be based on evidence.

Instructions:

Use the hierarchy of skills from Costa's Levels of Thinking and Questioning and Bloom's Taxonomy included on the following page to develop levels of questions and to teach your students the technique of asking effective questions.

LEVEL ONE QUESTIONS

These questions are usually limited to the skill of knowledge that involves **recall**. The answers are facts, such as who, what, when, and where that can be found in the text. These questions limit the study of history and leave the student out of the loop of learning.

1. What was the Third Estate? (recall)

2. List the new technologies used in the Civil War. (recall)

3. If you were a member of the Progressive Party in 1912, what would be your three most important issues of concern? (list) (identify) (find) (name) (recall)

LEVEL TWO QUESTIONS

These questions require the skills of **application and analysis**. The word "why" and phrases that include the words "purpose" or "reasons" are giveaways that students are interacting at this level of thinking.

1. Compare and contrast the causes of the French Revolution and the American Revolution. (analysis)

2. Construct a map that illustrates the voting patterns in the United States. (apply)

3. Compare the differences between the Progressive Party Platform and the Republican Party Platform in 1912. (compare) (organize) (choose) (illustrate)

LEVEL THREE QUESTIONS

1. These questions involve the skills of **synthesis and evaluation** and usually go beyond the text and involve a universal principle or concept that can be applied in other situations. They are evaluating and judging principles and applying them to situations beyond what they are currently studying. Imagine the United States joined the League of Nations. Predict the change that may have occurred in World History. (synthesize)

2. Assess the importance of economics in the settlement of the land west of the Mississippi River. (evaluate)

3. In a 1912 speech, Theodore Roosevelt declared, "I am as strong as a bull moose." Critique the language in his speech about being progressive page 197. Using the language in the speech, explain why the Progressive Party became known as "The Bull Moose Party." (assess) (judge) (critique)

Costa's Levels of
Thinking and Questioning

Level 1   A memory question

This type of question invites recognition and recall of information.

Example questions – recall, underline, list, name, record, label, identify, define

Level 2   Interpretation question

This type of question invites students to discover relationships between ideas, facts, and values.

Example questions – interpret, summarize, describe, examine, organize

Analysis question

This type of question invites students to examine sub-parts of a topic.

Example questions – compare, contrast, classify, break down, analyze, organize, choose

Application question

This type of question invites students to solve a problem or generalize an idea to a new situation.

Example questions – apply, model, demonstrate, illustrate

Level 3   Evaluation question

This type of question invites students to form judgments or opinions according to their understanding of the topic.

Example questions – judge, evaluate, recommend, persuade, assess, critique, synthesize

Synthesis question

This type of question invites students to reconstruct ideas into unique or original forms.

Example questions – speculate, predict, imagine, formulate, compose

History/Social Science

Bloom's				Costa's
History/Social Science involves making judgments about people and events. Use what you have and judge the worth of the material.				Level 3
Evaluate	Argue Persuade Recommend	Criticize Evaluate Convince	Assess Judge Opinion	
History/Social Science involves making sense out of a jumble of facts. Use what you have to reshape the material into a new form.				
Synthesize	Imagine Predict Compose	Infer Hypothesize Propose	Create Design Speculate	
History/Social Science involves figuring out complicated situations. Use what you have and break material down to understand it better.				Level 2
Analyze	Compare Contrast Characterize	Classify Examine Investigate	Categorize Question Tell why	
History/Social Science involves applying lessons of the past to the present. Use what you've learned.				
Apply	Demonstrate Organize Illustrate	Construct Map Model	Apply Utilize Imitate	
History/Social Science involves explaining people and events. Show that you understand what you've learned.				
Interpret	Chart Speculate Summarize	Show Explain Describe	Restate Translate Report	
History/Social Science includes people, events, and dates from the past. Recall what you've learned.				Level 1
Recall	Name Define Identify	Locate Memorize Label	Record Cluster List	

Bloom's Revised Taxonomy Planning Framework

		ACTIONS	PRODUCTS	LEARNING ACTIVITIES
Higher-order Thinking	Evaluate	Judging Arguing Persuading Critiquing	Debate, Editorial, Editorial Cartoon, Speech, Thesis, DBQ	
	Synthesize	Predicting Making Creating Designing Speculating	Thesis Paper, Media Product, Song, Poem, Socratic Seminar, Visual Representation, Skit, Total Physical Response	
	Analyze	Comparing Contrasting Analyzing Classifying Outlining	Survey; Graph, Chart Oral Report, Dialectical Response, Letter to Editor, Engaging the Reader, Philosophical Chairs	
Lower-order Thinking	Apply	Demonstrating Illustrating Using Applying Organizing	Presentation, Diary, Journal Response, Simulation, Game, Character Corners, Monologue	
	Understand	Summarizing Explaining Designing Comparing Inferring Interpreting	Outline, Cornell Notes, Graphic Organizer, Summary, Interactive Notes, Storyboard, Paragraph	
	Remember	Listing Defining Labeling Finding Identifying Clustering	List, Label, Quiz, Definition, Worksheet, Questions	

Task #8 — Test Questions

CHAPTER 1

1. ANALYZE. Compare and contrast the three contemporary theories of American democracy: pluralist theory, elite and class theory, and hyperpluralism.
2. INTERPRET. Explain the functions of national government.

CHAPTER 2

3. RECALL. Identify the 2 plans that were proposed for how the new Congress would be constituted and the solution that was adopted. Define them.
4. EVALUATE. Evaluate both the formal and informal amending processes. Discuss your opinion on which process you believe has the most impact.

CHAPTER 3

5. ANALYZE. Examine the advantages and disadvantages of a democracy.
6. APPLY. Organize a chart that separates enumerated powers and implied powers.

CHAPTER 4

7. RECALL. Define civil liberties.
8. SYNTHESIZE. Imagine you are being arrested. According to Miranda v. Arizona, what must you be told? (Describe all three points of the Miranda rights.)

CHAPTER 5

9. INTERPRET. Explain civil rights and how they differ from civil liberties.
10. ANALYZE. Investigate the 15th, 19th, and 26th Amendments and the processes in which they were attained.

CHAPTER 6

11. APPLY. Construct a web diagram that evaluates the process of political socialization. (Include the three agents and how they influence individuals.)
12. EVALUATE. What is your political ideology? Persuade others why they should share your beliefs.

(3) Dialectical Journal

Dialectical journal writing allows students to interact with a text or non-text, encouraging participation and critical thinking. Dialectical writing journal is a two-step process: 1. Left side is the text of the topic, a quote, fact, picture, map, or statistic. 2. The right side is the interaction or thinking connecting to the text—a question, reaction, interpretation, prediction, or analysis.

Instructions:

Dividing a piece of paper in half, students copy an important passage, chart, map or photo on the left side. On the **right side**, they respond to the text by:

- asking a question
- analyzing (describing the various parts)
- interpreting (explaining the meaning)
- evaluating (explaining the value)
- reflecting (expressing personal thoughts or opinions)

- making personal connections
- creating a drawing or illustration
- relating to text or visual
- summarizing the text
- predicting the effect

Title of Source:_____

	Passage or Quotation from the Text/Visual	Student Response
1	The text might be a fact, quote, picture, or map	Student may make a reaction to the quote.
2	Quote	Student may make an analysis, question, or connection.
3	Text/fact	Student may ask a question, evaluate, or make a prediction.
4	Picture/graph	Student may interpret, question, or summarize.
5	Chart	Student may question, evaluate, or write a reaction

Topic: *World War II—Japan*   **Class:** *World History*

1/2 Passage or Quotation from the Text/Visual	1/2 Student Responses
The Japanese brought up the tradition of self-sacrifice in hopes to put off their loss of war.	*Self-sacrifice was an "honorable" thing to do. The Japanese leaders knew this so they used it to their advantage. (analysis)*
These kamikazes will be rewarded as heroes.	*How many young men were persuaded into committing suicide for their country? (question)*
Kamikazes did this for pride and wrote letters to their families before death.	*I'm curious to know how their families felt about their sons or husbands becoming kamikaze pilots. (reaction)*
The kamikaze saw himself as the new samurai warrior who was devoutly loyal to the emperor.	*It is an honor to be brave and fearless, so the kamikaze saw themselves protectors of their emperor and traditions. (response)*
They were simply adolescents who were forced into a life of strict discipline and rules. They were not crazy people; they were forced to do this.	*This could be similar to what might happen in the war with Iraq. We already know that they do suicide bombings. (connection)*
"They came like a plague of moths."	*In this simile, the Americans were referring to the Kamikaze pilots. (analysis)*

To Be a Slave by Julius Lester

Passage or Quotation from the Text	Student Response
"…the men who fastened the irons on these mothers took the children and threw them over the side of the ship into the water."	*I can't imagine how any human could do this to innocent children… (reaction)*

The Jungle by Upton Sinclair

Passage or Quotation from the Text	Student Response
"Their hands were a maze of cuts, and each cut represented a chance for blood poisoning."	*Did the workers continue to work with bleeding hands? (question)*
	Today we see widespread diseases transmitted through blood. (comment)
	Yes, through such unsanitary conditions people could easily become sick. (analysis)

The Feminine Mystique by Betty Friedan

Passage or Quotation from the Text	Student Response
"By the end of the fifties, the United States birth rate was overtaking India's… Statisticians were especially astounded at the fantastic increase in the number of babies among college women."	*I think the values in the 1950's centered around marriage, the home, and children. We learned that many married women only worked part time and did not value careers. I also think the big family was part of the feminine mystique. (reaction)*

VIETNAM WAR

HISTORY:

• controlled by the chinese
for some time, so there are
great chinese cultural influe-
nces in their culture

→ **analysis:** It is very
interesting that the chinese
had so much influence. This
could reveal a lot about the
way vietnam people viewed
us as Americans.

Buddhism was the main
religion in Vietnam. They
believed in carma and held
a great respect for nature.

→ **question:** How. Did the
Buddhist religion affect
vietnamese civilians and
their view on the war
with America?

great amount of rainfall.
Americans were aware of
the geological problems Re-
jungles, rain, swampy conditions

→ **question:** how did the
geographical aspects affect
the war? What advantages
did the Vietnamese have in
the war taking place on their
land?

America got involved in
1954 and stayed involved
until 1975

→ **response:** I don't understand
why we stayed involved for so
long if we knew that we were
not going to win and if we
were aware of the horrific
things going on.

"You may kill ten, we will kill
one, but in the end you will
tire"   Hochaimong

→ **connection:** This is the view
that Sadam had of America
when we entered the war.
He felt that we would just
get tired and that he
could win the war.

hawks: pro war

doves: anti-war (Hippies & university students)
- demonstrations
- music for peace

Response: I don't feel that protesting does a lot of good. I understand that people were not happy with the decision to go to war, but protesting will only cause unrest. It will not change our nations position on the war

underground tunnels
We did not know who the enemy was!

Reaction: How terrifying. This was the reason that the Americans lost the war. The Vietnamese were just waiting for their move.

agent orange- chemical used to get rid of foliage

analysis: This was not a good tactic b/c it backfired on the US and caused a lot of horrible repurcussions.

war powers act- president has the power to declare war w/out the consent of congress.

Reaction: I think there are positive & negative aspects of the war powers act. I feel that some presidents would probably not make the best decision.

58,000 soldiers died from America: 2.5 million people died from vietnam, they were mostly children and common villagers

Response: there were many more Vietnamese civilians affected than American civilians (it makes you wonder who suffered a greater loss!)

(4) Metacognition Journal

A metacognition journal requires students to think about and describe their own learning process.

Instructions:

Students divide a piece of paper in half. On the left side they record "What I Learned." On the right side of the paper they record "How I Learned It." This may include explaining what enabled the student to gain the most from the experience and what they would do differently if they had the time to return to the project or task.

Title of Source:_____

	What I Learned	How I Learned It
1		
2		
3		
4		
5		

The Jungle by Upton Sinclair

What I Learned	How I Learned It
Inspection standards for food processing has gone through a dramatic change. For example, there are more regulations on meat inspection and there are cleaner working conditions in the slaughterhouses.	*Afer reading "The Jungle" my understanding became more clear when I discussed it with my partner.*

Primary Source

Testimony of Child Workers to the Child Labor Bureau July 28, 1914

What I Learned	How I Learned It
The working conditions in the mill for children were very difficult. Many children worked from sunrise to sunset. There were no protections from injuries and the pay was lower than adults. Some of the children did not even wear shoes because of the heat inside the mill.	*I read several of the testimonies of the representatives of the Child Labor Bureau. Throughout the documents, I discovered new insights into wages and working conditions of children at the beginning of this century. In my discussion with group members, we came about to learn that living in the past as a child was very difficult.*

⑤ Problem Solution Journal

Problem Solution journal writing allows students to interact with a reading, artifact, or visual. It encourages students to record their thinking about possible solutions to problems being investigated, as well as connecting past problems and solutions with present ones.

Instructions:

Students divide a piece of paper into two columns. In the left column, list "Problems" and in the right column list "Solutions."

Title of Source:_____

	Problem	Solution
1		
2		
3		
4		
5		

The Dust Bowl in the 1930's

Problem	Solution
1930's – The drought became so bad the ground was covered in dust and the crops were destroyed.	Huge numbers from the Great Plains moved west toward California as migrant farmers.

The Jungle by Upton Sinclair

Problem	Solution
Unsanitary working conditions in the slaughterhouses	Health inspections on a regular basis
No regulations on the shelf life of the meat	Started expiration dates on products
No worker compensation	Started workers compensation

Economics – Trade Deficit Solutions

Problem	Solution
Trade deficit: the U.S. is importing more than it exports	Threaten tariffs on imports.
	Negotiate policy changes with offending countries.

6 Reflective Journal

This activity encourages students to reflect on their own learning.

Instructions:

1. Students divide paper into four boxes.

2. They record their thoughts under the headings "What I Did," "What I Learned," "What Questions Do I Have?" "What Surprised Me?" and "Overall Response."

3. Discuss students' responses and ideas with the class.

What I Did	What I Learned

What Questions Do I Have?	What Surprised Me

Overall Response

The Jungle by Upton Sinclair

What I Did	What I Learned
I read the book, The Jungle, *written by Upton Sinclair in 1906. This was very controversial because of its graphic details of slaughterhouses.*	*I learned the meat packing industry in the early 1900's was very unsanitary and sometimes corrupt. Sinclair's book influenced Theodore Roosevelt to set up the Food and Drug Administration.*
What Questions Do I Have?	**What Surprised Me**
Did anything happen to the factory owners that sold diseased meat? *Why didn't the government get more involved in protecting people?* *Could this still happen today?*	*I was shocked to see that the conditions were so terrible. I never thought that people would actually slice open cows and pigs or beat animals over the head as a daily occupation.*

Overall Response

I would never have been able to be a worker in the slaughterhouses, never! I don't know how anyone could have done that as a living. So many people died because of greed and selfishness.

(7) Speculation Prediction Journal

Speculation Prediction journal writing allows student to interact with a text, document, visual, or Internet site. Through journal writing, students consider events and then predict their possible effects. This strategy helps to develop students' understanding of the complexity of cause-and-effect relations in history as well as to recognize reoccurring themes.

Instructions:

Have students divide a piece of paper in half. On the left side, record "What Happened." On the right side, record "What Might/Should Happen as a Result of this." Think about "What If," and speculate about the consequences.

	Speculation	What Might/Should Happen as a Result of This
1		
2		
3		
4		
5		

To Be a Slave by Julius Lester

What Happened	What If
The slave trade grew into a profitable business for many rich Southern whites.	What if this was not so profitable for many slave owners? Would there have been a Civil War?
African chiefs sold tribesmen into slavery for various products.	Would the slave trade have continued if the African chiefs did not participate in assisting the capture of many people?
The conditions on the voyage across the Atlantic were inhumane.	More Africans would have survived if the conditions were not so cramped and confusing. The ship captains would have made more profit if more enslaved people survived the journey to the New World.

8 Synthesis Journal

Synthesis journal writing encourages students to consider everything that was learned from an activity and how it might be applied.

Instructions:
Have students divide a piece of paper into three columns. Record "What I Did," "What I Learned," and "How I Can Use It."

Title of Source:_____

	Speculation	What I Learned	How I Can Use It
1			
2			
3			
4			
5			

The Jungle by Upton Sinclair

What I Did	What I Learned	How I Can Use It
I read the book that was written in 1906 about the meat packing industry. I participated in group discussions and wrote an analysis of the book.	People today are more concerned with what food they eat and the working conditions where they work. Inspectors are required to check working conditions in restaurants and other food handling establishments. The government is protecting the people, both the worker and the consumer.	I have learned to be more aware of food packaging and restaurant inspection ratings. Since reading this book I am more interested in the Food and Drug Administration.

⑨ Engaging the Reader with the Textbook Reading or Media

There are many ways to have students interact with the reading in a textbook other than answering questions at the end of the chapter. The following ideas can be used to encourage students to read, think critically about the information, and improve their reading comprehension.

Instructions:

1. Prior to students reading a chapter from their textbook, preview the section, having students note what can be learned from the titles, headings, pictures, and graphics.

2. Students read and then write a summary statement for each section. Next, they choose a different way to respond to each section from the list below.

   - Turn titles, headings, and subheadings into questions beginning with the words "describe" or "explain" and then answer them.

   - Create new titles, headings, and subheadings for each section.

   - Develop questions from the text, pictures, or data.

   - Prepare a graph, table, or chart from the text.

   - Write a poem about a key idea, term, or character.

   - Make inferences (given a fact, what else is likely to be true) from the text.

   - Provide new examples or make connections to another time in history.

   - Write a script or dialogue and role-play the situation or dilemma.

   - Evaluate a section in the text.

   - Develop "What If" statements from the text, pictures, or data.

   - Relate the text to your experience or to another example.

   - Compose metaphors or similes.

   - Create an analogy.

   - Make a visual interpretation from your notes in an illustration, using words, symbols, and pictures.

THE NEW ORDER & THE HOLOCAUST

Summary: The Japanese exerted control over Asia through extreme military occupations. However, the New Order of Germany took political control over Europe one step further with the Final Solution, forcibly asserting the superiority of the Aryan race.

Question: How was Hitler able to persuade an entire race to brutally exterminate their fellow humans?

Analogy: The Holocaust and its extreme racial discrimination are quite similar to the tragedies of apartheid.

Alternate Title: Political Maneuvering of the New Order in Europe and Asia

What If?: Recent plots toy with the idea of what may have happened had assassination attempts against Hitler succeeded. Might millions of lives have been saved? Might extreme political leanings be more socially acceptable?

① pg. 103 Colonial Growth (prepare a graph)
   Immigartion and colonial growth were important
   to the population that teafolded from the early
   1700's to the 1775
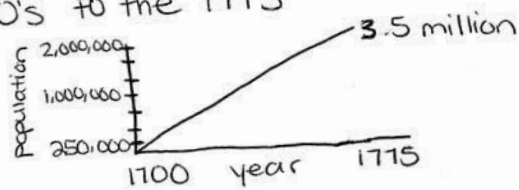
② pg. 105 (What if) Triangular Trade
   As mentioned in the writing, the West Indies
   traded sugar and molasses to England. Then
   England made the molasses into rum to
   trade in Africa for slaves.
   What if the Africans would not have accepted
   the rum from the Englanders? Would the
   number of traded slaves have been less?

③ pg. 104 (Create Illustrations) Triangular Trade
   The Triangular Trade were routes from
   North America to the West Indies, to
   England, to Africa, and back to America
   and the West Indies. Their trade routes
   formed a triangular shape.

④ pg. 107 (illustration) Tobacco and Rice

In the south, tobacco prices fell because of its abundance. Eventually rice became more popular for farming because they were sold for higher prices.

⑤ pg. 105 & 108 - 109 (Develop questions from the reading)

In the trade, Africans were sold to work as slaves in North America and the West Indies. At the farms/plantations they were treated badly. Why did it have to be the Africans? Why were the slaves not from another country? (South America, Asia)

⑥ pg 107 (create new title) Southern Colonies
Out of all the colonies, the southern colony was the one with the most farms. Their main crop was tobacco and rice.
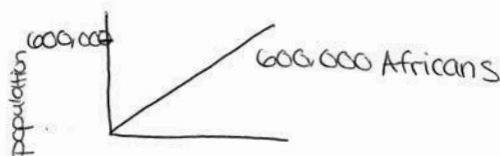My new title would be <u>The Farming Colonies</u>

⑦ pg 108 & 103 (what if?) Slavery / life
In the time of slavery there was more than 500,000 Europeans and just 300,000 African Americans. What if there had been more black people, would there have been a revolution?

iddle Passage
part of the
Passage
ey shipped
West Indies.
e Slavery Passage

ewater/Backcountr

ntry farmers

ains

• A lot of slaves
• Some had schools

• few slaves
• more than the tidewater farms

⑩ pg. 103 (prepare a graph) Colonial Growth
During the 1700s, the population of Africans grew more dramatically than the Europeans.

The Senate – Engaging the Reader

The Senate at Work (Title of Section)

> There are 100 senators in the Senate, which is smaller than the House. *(Summary)*

Informal Atmosphere (Title of Section)

> The Senate has fewer rules than the House and usually allows unlimited debate on proposed legislation. *(Summary)*

> **Question:** How long was the longest debate in the Senate? *(Strategy)*

Senate Leaders (Title of Section)

> The Senate does not have a speaker but the vice president presides, but he doesn't vote unless to break a tie. *(Summary)*

> **"What If":** What if the vice president was sick one day and there was a tie? *(Strategy)*

The Vice President (Title of Section)

> President of Senate can recognize speakers and put questions to a vote. He cannot partake in debate. He can influence Senate through personal contact with Senators. President pro-tempore if vice president is out. *(Summary)*

> **Connection:** The president pro-tempore is like a substitute teacher. *(Strategy)*

Majority and Minority Floor Leaders (Title of Section)

> They are party officials rather than officers. They are in charge of organizing support on bills. Minority criticizes majority. *(Summary)*

> **My Experience:** I am like the minority party convincing the majority party (my parents) to let me go hang out with my friends. *(Strategy)*

The Filibuster

> A Filibuster is the stall of a legislative process and prevents a vote, a senator can talk about whatever and however as long as he is standing. To stop the filibuster, a 3/5 vote is needed for cloture. *(Summary)*

> **New Title:** You can talk 'til you pass out. *(Strategy)*

Politics

> Republicans sit on the right of the chamber and Democrats on the left. *(Summary)*

> **Poem:** In order to avoid a fight Democrats and Republicans have to sit on the left and right. *(Strategy)*

"A Nation Divided"

Summary of Chapter – This chapter is about how the Vietnam War sharply divided the country. As the war dragged on there was a growing antiwar movement in America.

1. **Title of Section**

   A Working-Class War **(**Page 735)

2. **Summary of Section**

   Many upper and middle class American youth were able to avoid military service because they could attend college or manipulate the system. Nearly 80% of American soldiers were from lower economic levels.

3. **"What If" Strategy**

   "What If" the draft policies favored the poor instead of the privileged American youth would the general public have been more outraged and put a stop to the war?

---

1. **Title of Section**

   From Protest to Resistance **(**Page 718)

2. **Summary of Section**

   Draft resistance intensified as the antiwar movement grew in the late 1960's. The United States government accused more than 200,000 men of draft offenses and imprisoned 4,000 draft resisters.

3. **Questions**

   Why did the United States government imprison 4,000 out of the 200,000 men accused of draft offenses?

   What made their offenses worth a prison sentence?

   What were the lives like for the 10,000 Americans that fled the country?

   How many of the 10,000 came back to America after the war?

10 Creating Notes through Outlining

Outlining a section of reading helps students identify the main ideas and group together related facts. This process helps place information in a logical order by providing connections between main ideas and support details. A formal outline has a standard format. Label main headings or main ideas with Roman numerals, subheadings with capital letters, and details with Arabic numbers. Each main idea should have at least two entries and should be indented from the level above. All levels use the same grammatical form. For example, if one entry is a complete sentence, all other entries at that level must also be complete sentences.

Instructions:

Using the format below, have students outline a selected reading. Next, students should then process notes through the strategies found in the box below.

Format

I. **Main Idea**

    A. Supporting Idea

    B. Supporting Idea

    C. Supporting Idea

       1. Concrete Detail

       2. Concrete Detail

II. **Main Idea**

    A. Supporting Idea

    B. Supporting Idea

    C. Supporting Idea

       1. Concrete Detail

       2. Concrete Detail

III. **Main Idea**

    A. Supporting Idea

    B. Supporting Idea

    C. Supporting Idea

Strategies

1. Create questions
2. Interpret a quote
3. Analyze a chart
4. Create an illustration
5. Make a connection
6. Create a poem
7. Make a connection
8. Create an graphic organizer
9. Interpret a picture
10. Write a dialectical response

The Holocaust

I. The Holocaust Begins
   A. Hitler knowingly tapped into a hatred for Jews.
      1. In 1933 the Nazis made persecution a government policy.
      2. Jews could not hold public office.
      3. Jews were deprived of German citizenship, jobs and property.
   B. Kristallnacht: "Night of Broken Glass"
   C. By 1939, a number of Jews in Germany had emigrated but many, however, stayed.
   D. Ghettos, or segregated Jewish areas, were set up.

II. Hitler's Final Solution
   A. A genocide, massive killing of entire people, began.
   B. Jews in communities not reached by the killing squads were rounded up and taken to concentration camps.
   C. Many people were killed by:
      1. Shootings
      2. Starvation and massive labor
      3. Disease
      4. Poison gas

III. Why did the Nazis want to kill large numbers of innocent people?
   A. The Nazis believed that Germans were "racially superior".
   B. They killed the "inferior races" which included Jews, Gypsies and handicapped.
   C. Communities, socialists, Jehovah's Witness, homosexuals also perished.

IV. The Survivors
   A. 6 million Jews died in death camps, and fewer than 4 million survived.
   B. Only 10% survived in Poland and Germany/Austria.
   C. Only 30% survived in Hungary, 50% in Romania, and 56% in the Soviet Union.

1. Drawing:
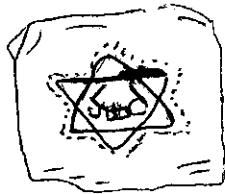
In 1941, Hitler's government required all Jews to wear the Star of David when appearing in public places.

2. Summary:
   The Holocaust started in 1933 and lasted until 1945. About 11 million people died by execution or starvation and disease. Hitler tried to create the perfect race, however in the process, he and his followers destroyed many souls and hearts. The Holocaust will never be forgotten.

3. Question:
   Will such an event, as the Holocaust, recipricate in the United States, or have we learned from other's mistakes?

4. Quote:
   By Elie Wiesel, 15 yrs. old.
   "Never shall I forget the faces of children..
   Never shall I forget those flames which
   consumed my faith forever... those moments
   which murdered my God and soul and turned
   my dreams to dust... Never".

5. Poem:
   M any people lost their lives b/c of the
   U nfeeling "perfect race"
   R otted in trenches their bodies lay
   D eath had a feast in those 12 years
   E nding, finally, the war disappeared but the
   R escued people had already lost their
       dreams & faith to live.

6. Reaction:
   The Holocaust was a tragic time
   period and many people lost their lives
   for what we fight for now, freedom of
   speech and faith. I think it's unfair
   to put a vast population and give it to
   a power hungry monster.

11 Storyboarding a Textbook Reading or Visual

Storyboarding is a strategy requiring students to sequence a series of events or concepts by writing summaries, creating illustrations, and posing questions. This activity helps students develop chronological and cause-and-effect relations between events.

Instructions:

1. Ask students to divide a piece of paper into the number of sections corresponding to the number of sections within the selected chapter or reading.

1. After reading each section, students create a title, write a short summary, create an illustration, and write a question that is not directly answered in the text.

Chapter Title

| **Subtitle** Summary Picture Question	**Subtitle** Summary Picture Question
Subtitle Summary Picture Question	**Subtitle** Summary Picture Question

Through the Golden Door

Millions of immigrants entered the United States during the late 19th and early 20th century. The West Coast was a refuge for Asian immigrants, whereas the East Coast was a refuge for Europeans. Immigrants came for many reasons, but ultimately because America was promising.

IMMIGRATION RESTRICTIONS

Nativism became a large public sentiment of the American people in response to the migration surge. White Europeans were typically accepted, but Chinese, Slav, and Latin immigrants were looked down upon. Eventually, laws were passed to limit and even ban the migration of certain racial groups to America.
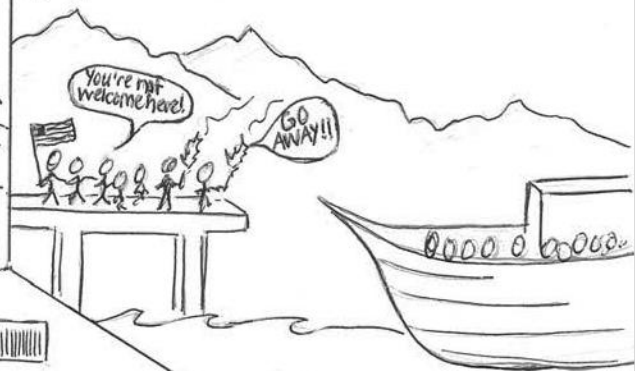
Did the immigration era heavily influence our cultural society in the America of today?
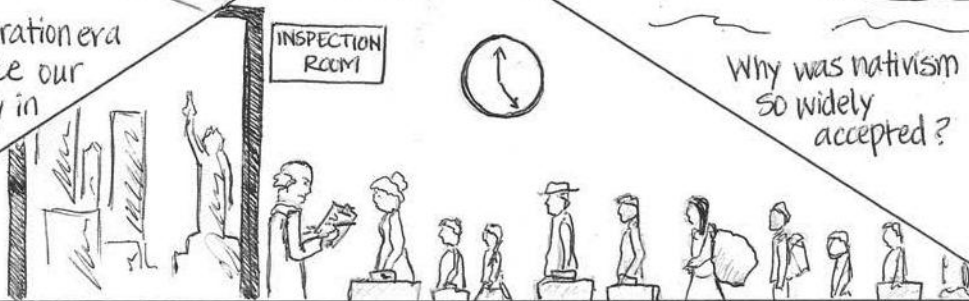
Why was nativism so widely accepted?

Life in the New Land

Most of the immigrants either passed through Ellis Island in the East or Angel Island in the West. All were given thorough inspection before being admitted into the United States. Eventually, immigrants worked their way into American culture, though many Americans did not approve of those whom they perceived as outsiders.

Once past inspection, how did the immigrants submerge into American culture?

Although there was a lot of excitement at the beginning of the war, it turned out that life on the battlefield was harsh and unpleasant.

How old were most of the soldiers?

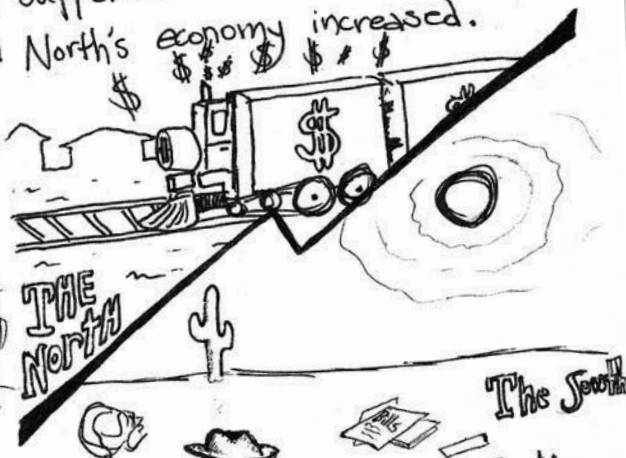Women did their share in the war too, by picking up the slack in the labor force and also nursing wounded troops.

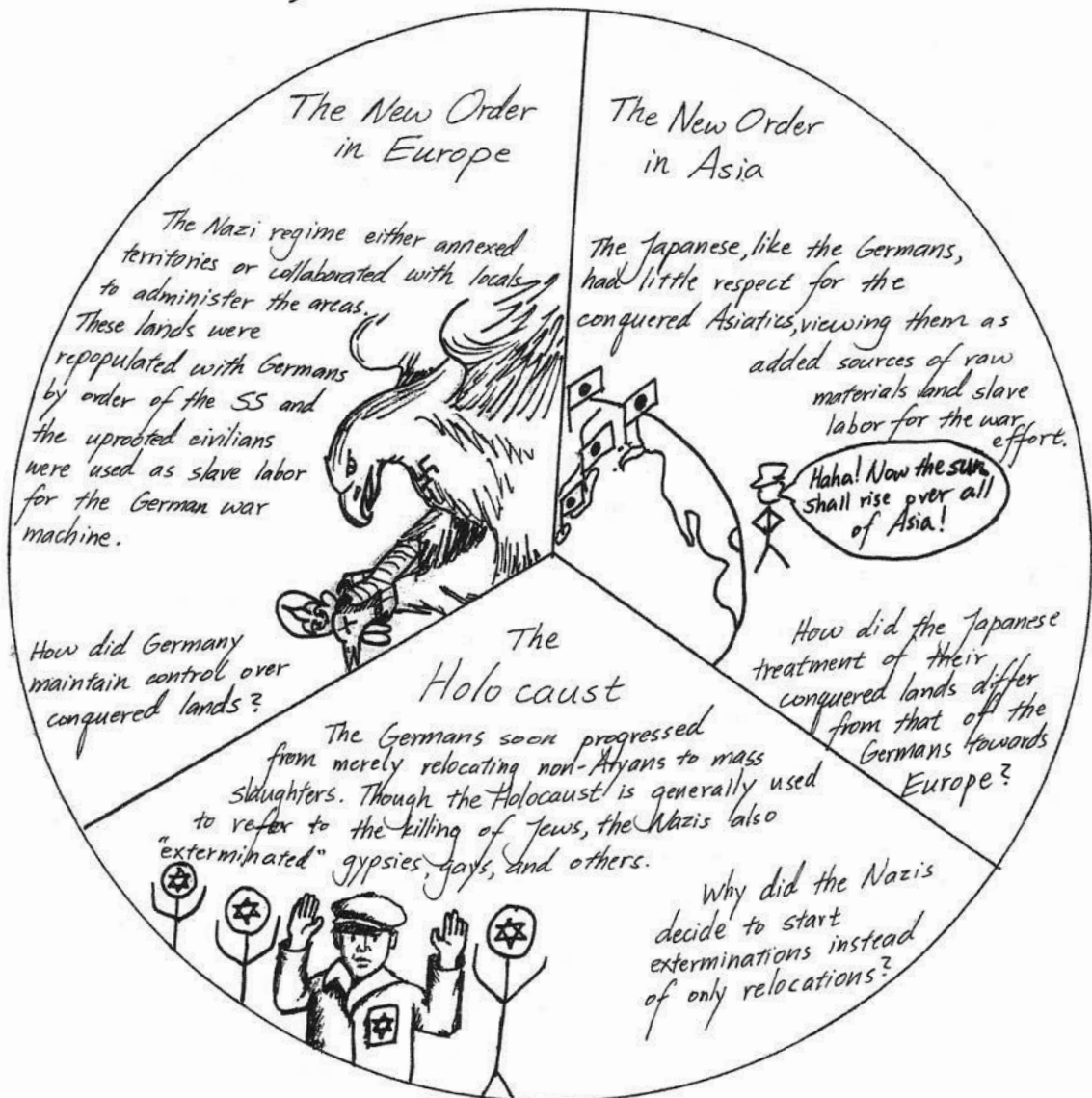Were women allowed in the military after the civil war?

There was a massive opposition to the war, and the passing of the draft made the opposition grow larger. It was tough for both sides to maintain a steady army.

DRAFTEES

muahaha!

In the long run, is the draft worth it?

The war was extremely costly for both sides, but the South suffered the worst, while the North's economy increased.

THE North

The South

Is the condition of the South today a result of the war?

The New Order and the Holocaust

The New Order in Europe

The Nazi regime either annexed territories or collaborated with locals to administer the areas. These lands were repopulated with Germans by order of the SS and the uprooted civilians were used as slave labor for the German war machine.

How did Germany maintain control over conquered lands?

The New Order in Asia

The Japanese, like the Germans, had little respect for the conquered Asiatics, viewing them as added sources of raw materials and slave labor for the war effort.

Haha! Now the sun shall rise over all of Asia!

How did the Japanese treatment of their conquered lands differ from that of the Germans towards Europe?

The Holocaust

The Germans soon progressed from merely relocating non-Aryans to mass slaughters. Though the Holocaust is generally used to refer to the killing of Jews, the Nazis also "exterminated" gypsies, gays, and others.

Why did the Nazis decide to start exterminations instead of only relocations?

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Overview

Reading is a complex cognitive process of constructing meaning between the reader and the text. This chapter introduces a variety of ways of reading and interacting with expository texts, using techniques that include surveying, questioning, reading, discussing, and reviewing. The activities demonstrate ways to be strategic readers and learners. For students to achieve success in social studies, they need to develop strategic comprehension behaviors.

Chapter 2

Strategies to Support Reading for Understanding

Activities

This chapter provides instructions for 11 interactive strategies that include frontloading learning, guiding comprehension, refining and applying new learning.

1 Introducing the Textbook

This activity helps students learn how to more effectively use the textbook resources – the table of contents, index, glossary, and chapter ideas.

2 Chapter Tour

A chapter tour guides students through the chapter before reading the text by pre-examining vocabulary, pictures, charts, timelines, and major ideas or concepts.

3 Anticipation Guide

This activity encourages students to think about a topic by presenting statements about the main ideas or vocabulary prior to reading a text, viewing a film, or listening to a lecture.

4 Thinking Aloud with Text

The purpose of this reading strategy is to model for students the thought process of pausing and connecting, which is what good readers do while reading difficult and complex text.

5 Reciprocal Teaching/Reading

This instructional approach is characterized by an interactive dialogue between the reader and student(s) in response to segments of a reading selection. Students construct meaning of text by summarizing, questioning, visualizing, clarifying, and predicting.

6 Reciprocal Viewing

Reciprocal viewing is characterized by an interactive dialogue between the reader and students in response to segments of a media program. Students construct meaning from visual media by summarizing, questioning, clarifying, and predicting.

7 Questioning the Author

Questioning the author is an approach designed to engage students in the ideas of the author and build a better understanding of the reading.

8 ReQuest

ReQuest is an interactive reading and questioning strategy in which students request answers to questions that they generate from a selected reading or film.

9 Read, Write, Speak, and Listen

This cooperative learning activity provides students opportunities to read, write, speak, and listen in order to prepare for learning new topics.

10 Visual Vocabulary

Students learn vocabulary definitions by creating visuals with their explanations and examples of the word or concept.

11 Concept Map

Students learn important concepts by examining their characteristics, examples, non-examples, and visual representations.

A Summary of Strategies for Reading Expository Text

To improve reading comprehension in students, it is helpful to conceptualize the task in three distinct stages, prior to the reading (activating students' knowledge), during the reading (monitor comprehension), and after the reading (extend comprehension). Below are strategies that can be used at each stage of the process.

Prior to the Reading –
Establishing a Purpose and Understanding Text Structure

- Pre-read the text by reading title, subtitles, and bold print.

- Examine visuals, charts, graphs, and maps.

- Preview learning outcomes, review questions, and chapter summaries.

- Connect to prior knowledge using KWL chart, media clip, children's book, tell a story.

- Create a purpose for the reading.

- Learn and retain academic vocabulary.

During the Reading – Monitor Comprehension

- Teach the organization of the text structure (chart the text).

- Vary the reading instruction: read aloud, shared reading, choral reading, partner. reading, small group reading, and independent reading.

- Pause to connect ideas within a text.

- Use graphic organizers to understand the reading.

- Mark the text: Circle key terms, cited authors, and other essential words or numbers; underline the author's claims and other information relevant to the reading purpose.

- Use instructional strategies that improve comprehension: thinking aloud, questioning the source, reciprocal reading, or ReQuest.

- Enrich the content with primary sources.

- Provide varied learning activities: dialectical responses, storyboarding, Cornell notes, reciprocal reading, questioning the author, pre-writes and quickwrites, and poetry writing.

After the Reading – Extend Comprehension

- Summarize the text

- Discuss what you learned or complete a reflective journal response

- Design extension activities, projects, simulations, or performances

- Put "social" back in social studies – structured discussions like Socratic Seminar, fishbowl, inner-outer circle, debate, character corners, and four corners discussions.

(1) Introducing the Textbook

Instructions:

1. Prefaces, forewords, and introductions contain essentially the same information. These lead-in comments give the author(s) a chance to explain why the book was written and how it is organized. Ask students to read the introduction and explain what the preface, forward, or introduction told them about the textbook.

2. The table of contents provides an early "road map" of the whole textbook. Students can find specific pages and give examples of how to use the Table of Contents.

3. The glossary gives definitions of terms used in the textbook. Ask students to locate the glossary and give specific examples to show that they understand how to use this section.

4. The Index provides the fastest means for locating topic information referred to in the textbook. Ask students to locate the index in their books and list three different examples of information they discover in this section.

5. Assign a chapter and have students list all the different ideas that help them to understand the reading (examples: pre-questions, objectives, pictures, footnotes). It is important that they are specific.

② Chapter Tour

This activity is a frontloading technique used to improve reading comprehension of a chapter or a textbook. The process involves guiding or talking readers through a chapter, pointing out features of the text—vocabulary words, pictures, charts, graphs, timelines, and major ideas or concepts in the chapter. This strategy prepares students for successful reading of the chapter.

Instructions:

1. Orally guide students through the chapter in order to build background knowledge by asking probing questions about each of the following:

    - **Chapter Title** identifies the main idea of the reading.

    - **Subtitles** present the important concepts, themes, ideas, and events that support the main idea.

    - **Photographs and Illustrations** give visual cues to better understand the context of the reading.

    - **Charts and Graphs** give more specific information about ideas in the reading.

    - **Vocabulary Words** must be understood in the context of the reading.

    - **Timelines** present the order events take place.

2. Have students create a list or paragraph describing what they know about the main idea or chapter titles.

    - Have a class discussion.

    - Students are now ready to read the chapter.

Students may be assigned to work in pairs and create their own chapter tour.

(3) Anticipation Guide Before Reading a Text

This front-loading strategy forecasts major ideas on a topic or reading and activates thinking about a topic by presenting statements about the main ideas or vocabulary prior to reading a text. This strategy provides a focus for reading/viewing and encourages students to be actively involved with the text/visual by anticipating issues the students will encounter. The teacher will write five statements in a questionnaire that students respond to by agreeing or disagreeing with each statement. After the students complete the reading/visual, have them return to the statements in the Anticipation Guide and justify their response to the class by sharing what they found to support their position. Have the students record the page from the reading and write a statement to show understanding.

Instructions:

1. Before Class:

   a. Read through the selected text and develop four to six statements based on important points in the reading, film, or lecture.

   b. Create statements that students can agree or disagree with using the template provided.

2. During Class:

   a. Hand out the Anticipation Guide Student Handout (located at the end of this chapter) to the students. Ask students to agree or disagree with the statement in the column that says "Pre-reading."

   b. As a whole class or group, poll the number of students who agree or disagree with each statement and mark the results in a visible place in the classroom.

   c. Give the students the selected text and ask them to read it carefully, marking important ideas in their notebooks or highlighting and annotating the text.

   d. After carefully reading and marking the text, ask students to look at the Anticipation Guide again and mark the Post-reading column. Have students search for evidence in the text that backs up their claim and then restate the statement in their own words.

   e. Have a class discussion on how the students found evidence to support their answer from each statement.

Anticipation Guide

Title: _The New Immigrants_

Pre-reading		Statement	Post-reading		
Agree	Disagree		Agree	Disagree	Text Page

☐ ☐ 1. _Immigrants saw the United States as a land of opportunities and jobs._ ☐ ☐ _____

Restate in own words from text _____

☐ ☐ 2. _The Statue of Liberty is where all immigrants started in America._ ☐ ☐ _____

Restate in own words from text _____

☐ ☐ 3. _Moving to America was not easy because of language differences for new immigrants._ ☐ ☐ _____

Restate in own words from text _____

☐ ☐ 4. _Native people found it easy to blame immigrants for increasing crime, unemployment, and other problems._ ☐ ☐ _____

Restate in own words from text _____

☐ ☐ 5. _The Chinese became the most successful immigrants in America._ ☐ ☐ _____

Restate in own words from text _____

4 Thinking Aloud with Text

The purpose of this reading strategy is to model for students the thought process of pausing and connecting, which is what good readers do while reading difficult and complex text. The teacher verbalizes their thoughts while orally reading a primary or secondary source, pausing and connecting by "thinking aloud" (e.g., questioning the author, recognizing bias, defining vocabulary, clarifying a difficult passage, making predictions, and making inferences).

Instructions:

1. Prior to class, read have students read the selected text. Mark portions of the text where prompts listed below illicit a response.

2. Explain that the purpose of this activity is to model critical thinking skills good readers use.

3. Model "thinking aloud" by reading the text and pausing occasionally to verbalize your thinking.

4. Direct students to continue the "think aloud" by marking the remaining text where prompts illicit a response in their thinking.

Strategies for Thinking Aloud

This word means…

The author suggests…

This reminds me about…

I am picturing what this looks like…

I wonder why…

I would like to ask the question…

The bias of this perspective seems to be…

This suggests that something else may also be true…

 I can relate to this because…

How does this connect to…?

This seems similar to…

I remember when…

I really question that …

(5) Reciprocal Teaching/Reading

Reciprocal teaching/reading is an instructional approach characterized by an interactive dialogue between the reader and student(s) in response to segments of a reading selection (Palincsar & Brown, 1984). The dialogue is based on the process of summarizing, predicting, clarifying, visualizing, and questioning to understand text. This strategy models what good readers do while reading text. During the process of reading, stop and complete one of the five different ideas, or summarize, question, clarify, visualize, or predict. You may try this strategy with the whole class, in small groups, or with a partner. This strategy is not a linear process; it is much more dynamic in practice, varying the order of predicting, questioning, clarifying, visualizing, and summarizing to fit the text.

Instructions:

1. Pre-view the reading with the class or student. Explain the process of interacting with the text by pausing and connecting. Students will respond to the reading by predicting, clarifying, questioning, visualizing, and summarizing. The interactive dialogue will not follow a specific order.

2. Begin by modeling the process. Read a section of a story or news article and pause to make a prediction about what the story or article is about. Introduce questioning, summarizing, clarifying, visualizing, and predicting as helpful processes that good readers use.

3. Continue the reading and pause and ask students to visualize the scene or formulate a question that can be answered at that point in the reading.

4. The process of reciprocal teaching/reading may be in whole class instruction or small group or when students work in pairs. When students work in pairs, have students go through the same process with their partners, then have a class discussion around student responses.

Examples of Teaching/Reading Prompts:

• Summarize in your own words what we just read or what the author is saying.

• Predict or speculate what might happen next.

• Clarify what the author is saying by looking for clues in the reading in an idea or word.

• Visualize what you imagine a scene or place looks like.

• Pose questions that remain unanswered in the reading at this point, or create a question that has been answered.

Reciprocal Teaching/Reading Techniques

Predict

- A prediction uses information from the text.

- A prediction is logic-based.

- I predict that…I wonder why…

Question

- The question may be directly answered from the text.

- The question may require an inference or evaluation.

- The question may be beyond the text: I wonder if, I'm curious about…

Clarify

- Clarification tells the process used to clear up confusing parts.

- Clarification may focus on an idea, word meaning, or term.

- When I began reading this, I thought…now when I read this section, I realized…

Visual

- I can picture what that looks like… I imagine that…   From this reading I see…

Summarize

- Summarize the main ideas about the reading.

- Retell the key points of what was read in your own words.

- Paraphrase what the author is saying.

6 Reciprocal Viewing

Reciprocal viewing is an instructional approach characterized by an interactive dialogue between the teacher and students in response to segments of a media program. The dialogue is based on the process of summarization, prediction, clarification and questioning to understand a movie or documentary. This multistep process of interacting with film is an important strategy that is effective for all students. Reciprocal Viewing may be used with the whole class or in small groups. This strategy is not a linear process; it is much more dynamic in practice, varying the order of predicting, questioning, clarifying, and summarizing to fit the film.

Instructions:

1. Preview the film with the class. Explain the process of interacting with the movie by pausing the film. Students respond to the movie by summarizing, predicting, clarifying, and questioning. The interactive dialogue will not follow a specific order.

2. Model the process. Show a portion of the film, pause the film, and then make a prediction about what the movie might be about. Introduce questioning, summarizing, clarifying, and predicting as helpful processes that good readers use to understand text.

3. Continue the film for a few segments and then pause the movie. Pose questions that ask students to summarize or formulate questions from the film. Discuss with students their responses and interpretation of the film.

4. The process of reciprocal viewing may be done with the whole class or small groups.

Example prompts to use when pausing the film:

• Summarize in your own words what we just saw in the film.

• Predict or speculate what might happen next in the film.

• Clarify your understanding of the film by looking for clues in the media program.

• Pose different kinds of questions—factual, interpretive, and curious—to increase understanding of the film.

Reciprocal Viewing Techniques

Summarize

- Retell the main ideas of the film in your own words.

- Summarize the main ideas about the movie or documentary.

- Paraphrase what the author is saying.

Question

- The question may be directly answered from the film—who, what, when, where.

- The question may be an interpretive question about the film—how, why.

- The question may be beyond the film—I wonder if, I'm curious about...

Clarify

- Clarification may focus on an idea, word meaning, or term.

- Clarification process may include a point to think about something confusing.

- When I began viewing this, I thought…Now when I see this part, I realized…

Predict

- Good predictions are based on what is already known from the film.

- I predict that…

- I wonder why…

(7) Questioning the Author

Questioning the author is an approach designed to help students understand an author's purpose in writing a text (Beck, McKeown, Hamilton, & Kucan, 1997). The purpose of this reading strategy is to teach students **how to question the author's ideas** while reading. This instructional **strategy unfolds a series of queries with the author** about the reading recognizing the purpose of the author and questioning the language used that might lead to their bias in the article. Throughout the reading, students engage in a series of questions about the credibility of the author's sources and decide if the article is convincing. Students use the text, queries, and discussion. This strategy may be done with the whole class, in small groups, or independently.

Instructions:

1. Select a short reading to use for modeling the Questioning the Author strategy. The text should be representative of the content students are expected to read and contain some vague or confusing language so Questioning the Author can be modeled.

2. Demonstrate an application of the Questioning the Author strategy to the text. Have students follow along as you read and model your interactions.

3. Direct students to continue Questioning the Author by marking the remaining text where it will elicit a response question to the author or text.

4. Students share their Questioning the Author ideas with a partner.

5. Have a class seminar about student questions to the author and how these questions help them understand the author's ideas.

6. Have students reflect on this assignment.

Queries for Questioning the Author Samples

- Why does the author use that title for the article?

- What is the author trying to say here?

- That is what the author says, but what does this mean?

- The author uses an interesting example to help make his/her point.

- Why does the author continue to use the term?

- How does this connect to…

- Do you sense a bias in the author's viewpoint?
  If so, what specific language leads you there? If not, why?

- Does the author cite this source as being experts but is not sure who they are?

- The author uses specific language that shows some bias…

- Does that make sense?

- I would like to ask this question…

- What information has the author added?

- What does the author think about that?

- Are the author's sources credible? Why, or why not?

- I really question that …

- How does the author stand on the issue?

- Is the article convincing to you? Why, or why not?

(8) ReQuest

ReQuest is an interactive reading and questioning strategy in which students request answers to questions that they generate from a selected reading (Manzo, 1969). This strategy invites students to write and discuss higher level questions about the topic that is being read aloud. The reading may be a contemporary newspaper article, magazine article, or an interesting primary source such as a letter, diary entry, newspaper, eyewitness account, or historical article about a person or event. This strategy can be done in pairs, groups, or with the entire class.

Instructions:

1. Preview the reading with the class by examining the title, subtitles, important vocabulary, charts, graphs, and pictures to help build knowledge prior to reading the text aloud.

2. Explain to students that they will be asked to write higher-order questions (level 2 or 3) while carefully listening and following along as the text is being read aloud by either their partner or teacher.

3. Next, model the process of questioning for students, by reading a portion of the text, pausing, and asking a level 2 or 3 question. Demonstrate this process as a think-aloud.

4. Explain to students that they will be asked to write higher level questions while carefully listening and following along as the text is being read aloud by either the teacher or a partner. After the oral reading, there will be a class discussion around student-generated questions. Refer to page 15 for examples of higher-level questions.

5. Once the students have heard the text and written their questions, direct them to discuss questions with a partner or group. Students will share within the group why they were curious about asking this question. Partners or groups may decide their most interesting or curious questions to share with the class.

6. Have a class discussion around some student questions.

7. Students reflect in their journals about the process of asking questions and what they learned most about this reading.

9 Read, Write, Speak, and Listen

This cooperative learning activity provides opportunities for students to read, write, speak, and listen about specific topics before studying a historical event. This helps build background knowledge about topics that will be studied. Stimulating students' interest is a cherished goal that helps to motivate students to want to learn about an event.

Instructions:

1. Select four short high-interest texts about one topic. Selection of the reading should be no more than two pages. An example for teaching the Civil War topics to read may include: #1 Lincoln Presidency, #2 Military Strategy, #3 Andersonville Prison Camp, and #4 Life of a Confederate Soldier.

2. Arrange to have students in groups of two to four. Assign each student a different topic to read. Students will read their assigned text.

3. After they read their assigned text, students return to the text they read to create a list of important and interesting facts to be discussed at the table.

4. Each student is given approximately five minutes to explain their notes about their reading while the others listen carefully and record the ideas being presented.

5. Each group is given one piece of paper to construct their writing. Begin the writing process with the first reader's topic. For example, student #1 read about Lincoln's Presidency and will write a topic sentence about the reading. The paper is then passed to student #2 who adds another sentence about Lincoln's Presidency. The paper is then passed to student #3 who adds another sentence to the paragraph. Finally, the paper goes to student #4 who adds another paragraph. The process continues until the teacher calls time or the ideas are exhausted.

6. The writing process continues with student #2 constructing a topic sentence for the second reading. This procedure continues until a paragraph is constructed for all four readings.

7. Debriefing of the readings may include the whole group sharing of paragraphs or passing the group writing to other groups.

⑩ Visual Vocabulary

Visual vocabulary helps students to better understand vocabulary by explaining the meaning of the term in their own words and creating visual images that represent the word. Adding an illustration or drawing helps students to clarify their explanation and understanding of the vocabulary word.

Instructions:

1. In the context of teaching a chapter or unit, students are assigned a few (four to eight) significant vocabulary words.

2. Students examine the definition of one of the words from the glossary or dictionary. With a group or partner, students discuss the word and rewrite the definition in their own words.

3. With a group or partner, students discuss examples of the word.

4. Students discuss what visual or symbol best represents the word. Each student creates a visual to represent the definition or example of the word. Students may write a sentence using the word.

5. Have a class discussion sharing student definitions and visual examples.

Example:

Word – Abolitionist

Definition from glossary – A person in favor of abolishing a law or custom.

Our definition – A person who wants to get rid or stop something.

Our example – slavery

Visual – (stick figure slave with red slash across)

Federalism

Philosophy that describes gov. system created by Framers; Power of National gov. vs. States.

X. • Mother and Father in family have power over different things while some powers overlap.
• America/US is example of Federalism

10th Amendment

• Powers not delegated to Federal gov. are reserved to the states or people
ex. • States have power to decide about Gay Marriage right
• education system is managed by States

Supremacy Clause

• (Article VI) National law is supreme to all other laws of states or subdivisions of gov.
ex. McCulloch vs. Maryland (state does not have power to tax Federal bank)

Full Faith & Credit

• (Article VI) each state is required to recognize official documents and laws of other states.
ex. Now Gay couples married in States that recognize gay marriage should be recognized if they move to another state.

(11) Concept Map

In order to better understand concepts, students construct a visual of the concept, including the characteristics, examples, non-examples, and visual representation.

Instructions:

1. Students write the definition of the concept in their own words.

2. They will then list examples of the concept.

3. Later, they list non-examples or opposites of the concept.

4. Students use the definition and examples to create a list of characteristics.

5. They then create a visual to represent the concept.

Concept Map

Concept: _Segregation_

Define:	Characteristics:
Separate one person, group, or thing from others.	_Naturally occurring separation of people, segregation by law, exclusive membership, special privilege, often unequal._

Visual:

Non-Examples:	Examples:
⬦ _integration_ ⬦ _melting pot_ ⬦ _heterogeneous grouping_ ⬦ _inclusiveness_	⬦ _ability–grouping in school_ ⬦ _social clubs_ ⬦ _separating by race like Jim Crow Laws, poor neighborhoods and rich neighborhoods_ ⬦ _racial separation in the armed forces before Korea_

Student Handouts

Anticipation Guide

Title: _____

Pre-reading		**Statement**	**Post-reading**		
Agree	Disagree		Agree	Disagree	Text Page
☐	☐	1. _____ _____ _____	☐	☐	_____

Restate in own words from text _____
_____

| | | | | | |
| ☐ | ☐ | 2. _____
_____
_____ | ☐ | ☐ | _____ |

Restate in own words from text _____
_____

| | | | | | |
| ☐ | ☐ | 3. _____
_____
_____ | ☐ | ☐ | _____ |

Restate in own words from text _____
_____

| | | | | | |
| ☐ | ☐ | 4. _____
_____
_____ | ☐ | ☐ | _____ |

Restate in own words from text _____
_____

| | | | | | |
| ☐ | ☐ | 5. _____
_____
_____ | ☐ | ☐ | _____ |

Restate in own words from text _____
_____

Making Inferences

In history/social science, we make inferences about charts, graphs, pictures, secondary sources, or primary sources. Drawing conclusions refers to the information that is implied or **inferred**. This means that the **information is never clearly stated but rather the details suggest or hint** without being explicitly stated. Using the evidence presented, we make judgments or conclusions from the facts on hand to form our explanation.

Description of a Civil War Battlefield

Cruel, crazy, mad, hopeless panic possessed them, and communicated to everybody in front and rear. The heat was awful, although now about six; the men were exhausted—their mouths gaped, their lips cracked and blackened with the powder of the cartridges they had bitten off in the battle, their eyes staring in frenzy; no mortal ever saw such a mass of ghastly wretches.

Given the facts above, what else is likely to be true?

Inferences

- It is unlikely that anyone participating in such a battle would not be forever changed.

- For many men, this must have been a battle scar, the most frightening experience of their lives.

- No amount of training could possibly have prepared soldiers for this experience.

Concept Map

Concept: _____

Define:	Characteristics:

Visual:

Non-Examples:	Examples:

Overview

Graphic organizers help students organize

information in a meaningful visual

representation of a topic. Visual aids assist

students in evaluating and retaining

information, and they provide a prewriting

scaffold in the writing process.

Visit MyAVID resources frequently, as
new items and supplemental materials
are available and updated throughout
the academic year.

www.avid.org

Chapter **3** Graphic Organizers

Activities

This chapter provides instructions for 10 different graphic organizers.

① Descriptive Organizer

Students describe an event, person, topic, or idea.

② Compare and Contrast Organizer

Students compare and contrast topics in order to identify their similarities and differences.

③ Supporting Idea Organizer

Students recognize relationships between a whole and its parts.

④ Cause and Effect Organizer

Students organize the causes and the effects of an event.

⑤ Classification Organizer

Students diagram information hierarchically.

⑥ Sequence Organizer

Students record the sequence of events with illustrations, symbols, and quotations.

⑦ Analogy Chart

Students learn to recognize a similar relationship between pairs of events, people, or ideas.

⑧ Annotated Timeline

Students create a timeline with illustrations, quotes, charts, maps, and analysis.

⑨ Describing a Historical Event

Students complete a chart describing who, what, when, where, and the significance of a historical event.

**⑩ Student-Generated Organizers**

Students create their own graphic organizer through a design, map, flow chart, graphic, or visual.

Graphic Organizers and Higher-Order Thinking

Graphic organizers are a powerful tool for organizing information about an event, topic, or person. Organizers use words and visual symbols to clarify patterns and relationships. There are many types of organizers. The decision of which one to use depends on the purpose of the learning task.
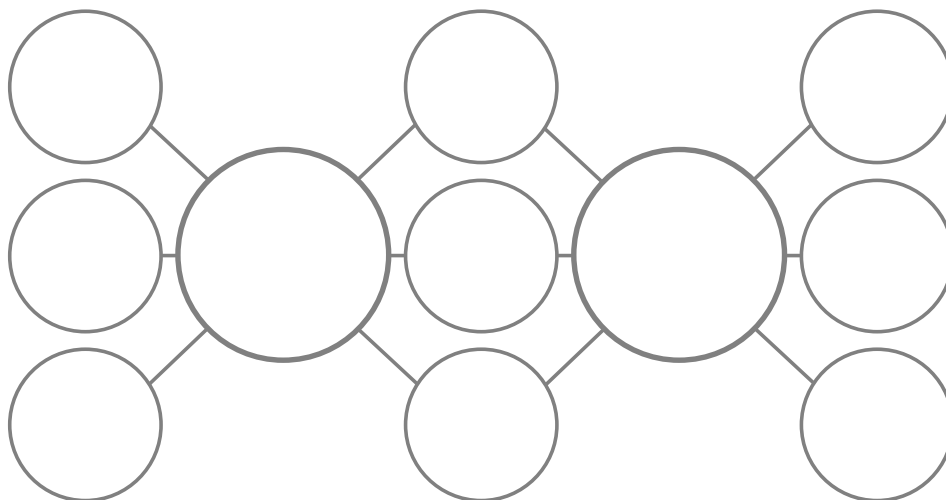
① Descriptive Organizer

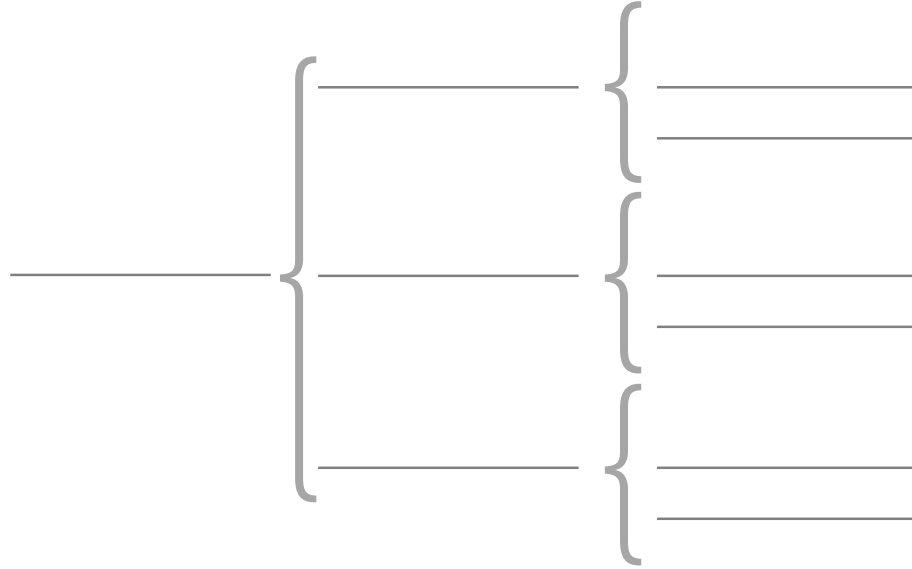Thought Process: Define, identify, explain
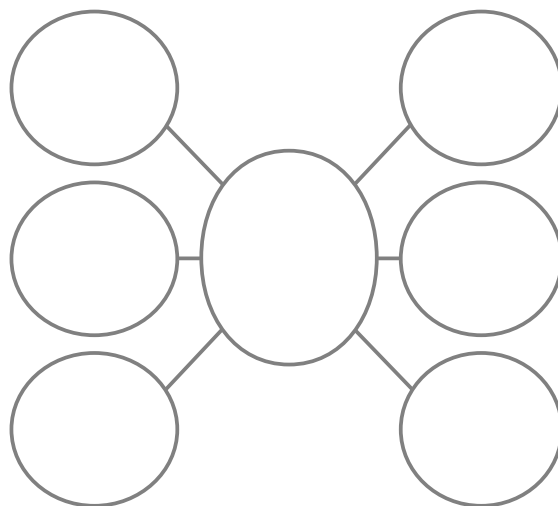
② Compare and Contrast Organizer

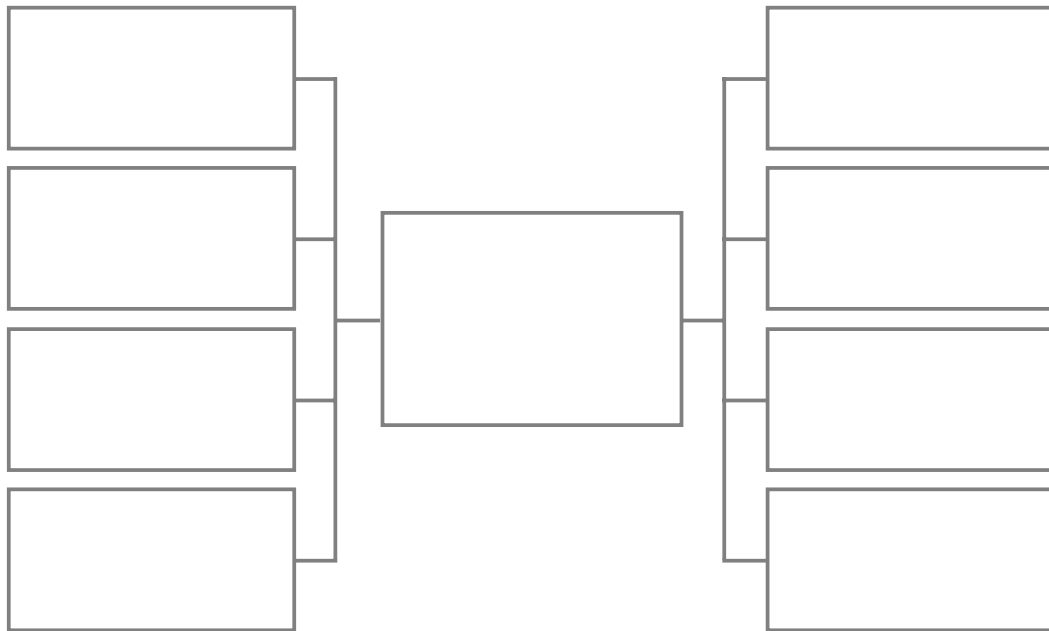Thought Process: Compare, contrast, convince, form opinion

3 Supporting Idea Organizer

Thought Process: Tell why, infer, convince, persuade

4 Cause and Effect Organizer

Thought Process: Understanding cause and effect, show, organize, categorize, infer, evaluate

⑤ Classification Organizer

Thought Process: Understanding hierarchy, characterize, organize, describe, identify
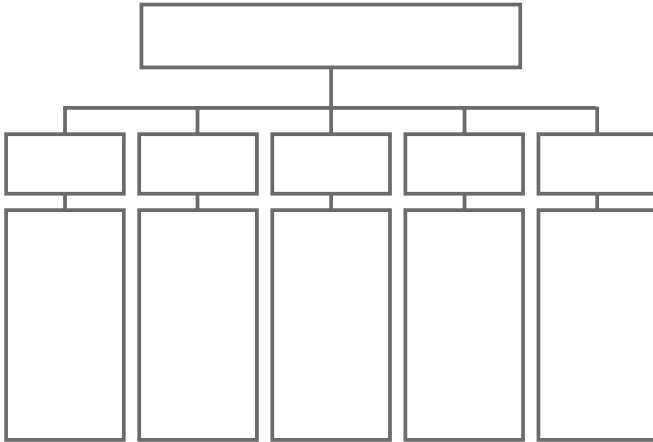
Sample A: **Sample B:**
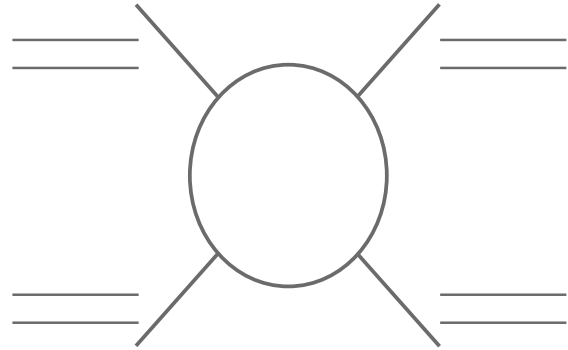
⑥ Sequence Organizer

Thought Process: Understanding the stages of an event
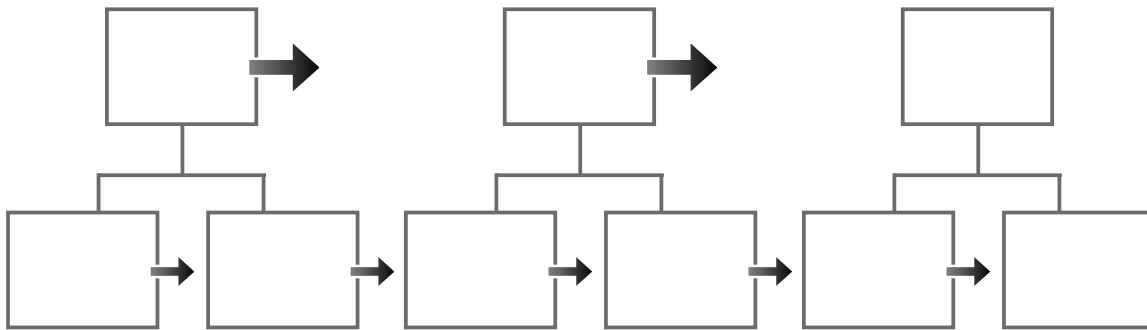
⑦ Analogy Chart

Thought Process: Compare, contrast, infer, assess

LIKE

AS
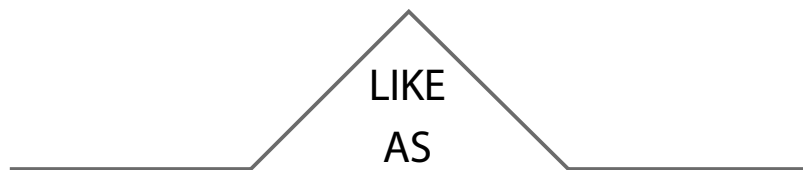
8 Annotated Timeline

Thought Process: Understanding the timeline of a sequence of event
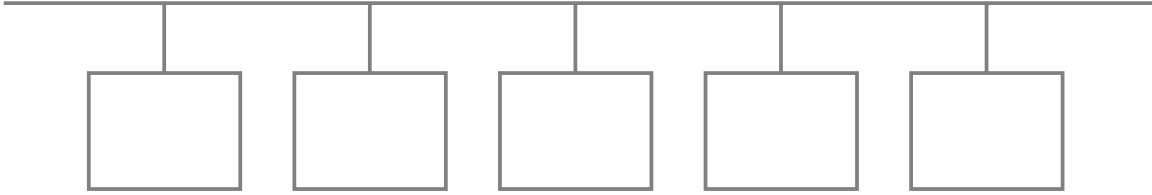
9 Describing a Historical Event

Thought Process: Understanding how key information affects an event's significance

| Who | When | Where | → | EVENT | ← | Why | How | Significance |
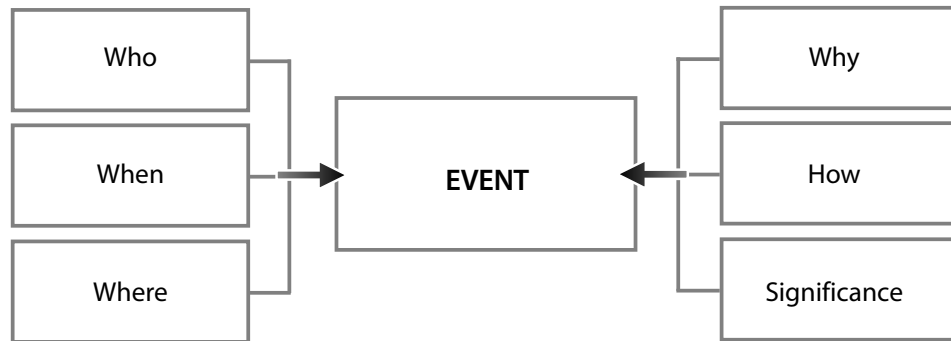
10 Student-Generated Organizers

Thought Process: Through creative design, maps, graphics and/or visuals, students create their own design.
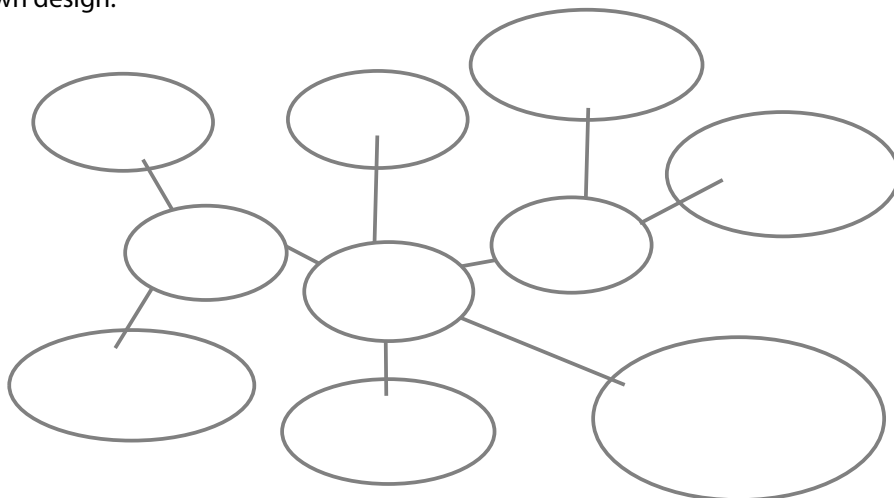
① Descriptive Organizer

Instructions:

A descriptive organizer is used to describe an event, topic, people, or theme. Students describe the main idea in the center circle. They can add symbols, pictures, or quotes to help clarify and understand the topic.

The following questions help guide students' organization for the descriptive organizer:

> • What are the qualities of this person, event, or topic?

> • How would you describe this topic?

SUMMARY:

1632 – Dialogue on the Two Chief World Systems: Ptolemaic and Copernican

—Written in Italian

Mathematician and Astronomer

1633 – Condemned again by the Inquisition and put under house arrest in his house in Florence

Galileo Galilei

Made own "spyglass" and was able to see mountains on the moon, the four moons of Juniper, and the phases of Venus, as well as sunspots

Contributions to Motion:
⋄ Inertia
⋄ If uniform force is applied to an object, the object is accelerated

The Starry Messenger, 1610
Supported the heliocentric view of the world (Copernicus)
Galileo was condemned by the church for his views

② Compare and Contrast Organizer

A compare and contrast organizer is used for comparing two things, two people, two ideas, two topics, or two events.

Instructions:

To begin, have students construct the similarities and difference between two things. In the middle connecting circles, they write qualities that are similar or common to these two things. In the outer circles, write qualities that are unique or important to the large circles. Symbols, pictures or quotes may also be added.

The following questions help organize compare and contrast ideas.

What are the similarities and differences between these two people, places, events, or topics?

• What are the common qualities of these two?

• What are the unique qualities of each of them?

• What are the most important ideas to compare and contrast about these two things?

Lived during the Glorious Revolution (post Civil War)

English Political Thinkers

Leviathan, 1651
Supports the state's claim to absolute authority over subjects

Two Treatises of Government – State of nature: humans had certain inalienable rights

John Locke

Influenced by the English Revolution (Civil War)

Thomas Hobbes

State of War
Humans guided by animalistic ideals and ruthless struggle for self–preservation

Government should be formed for the protection of those rights

Each began with the state of nature before human existence

Lived prior to the English Civil War

3 Supporting Idea Organizer

With this type of organizer, students become aware of the relationship between a whole and its parts. Symbols, pictures, or quotes may also be added.

Instructions:

Starting on the left, have students begin with a large concept, idea, or event. Moving to the right, they will break the large concept, idea, or event into its related parts.

The following questions help guide students' understanding of this type of organizer.

Questions:

- What are the major parts of this topic?

- What are the sub-parts of each major part?

- What are these things a part of?

Formation of the United States

English Colonies
- *England – King George III*
- *Trade Relations*

Revolutionary War
- *Declaration of Independence*
- *Lexington and Concord (the shot heard round the world)*

Constitution
- *Continental Congress and the Framers of the Constitition*
- *Articles of Confederation*
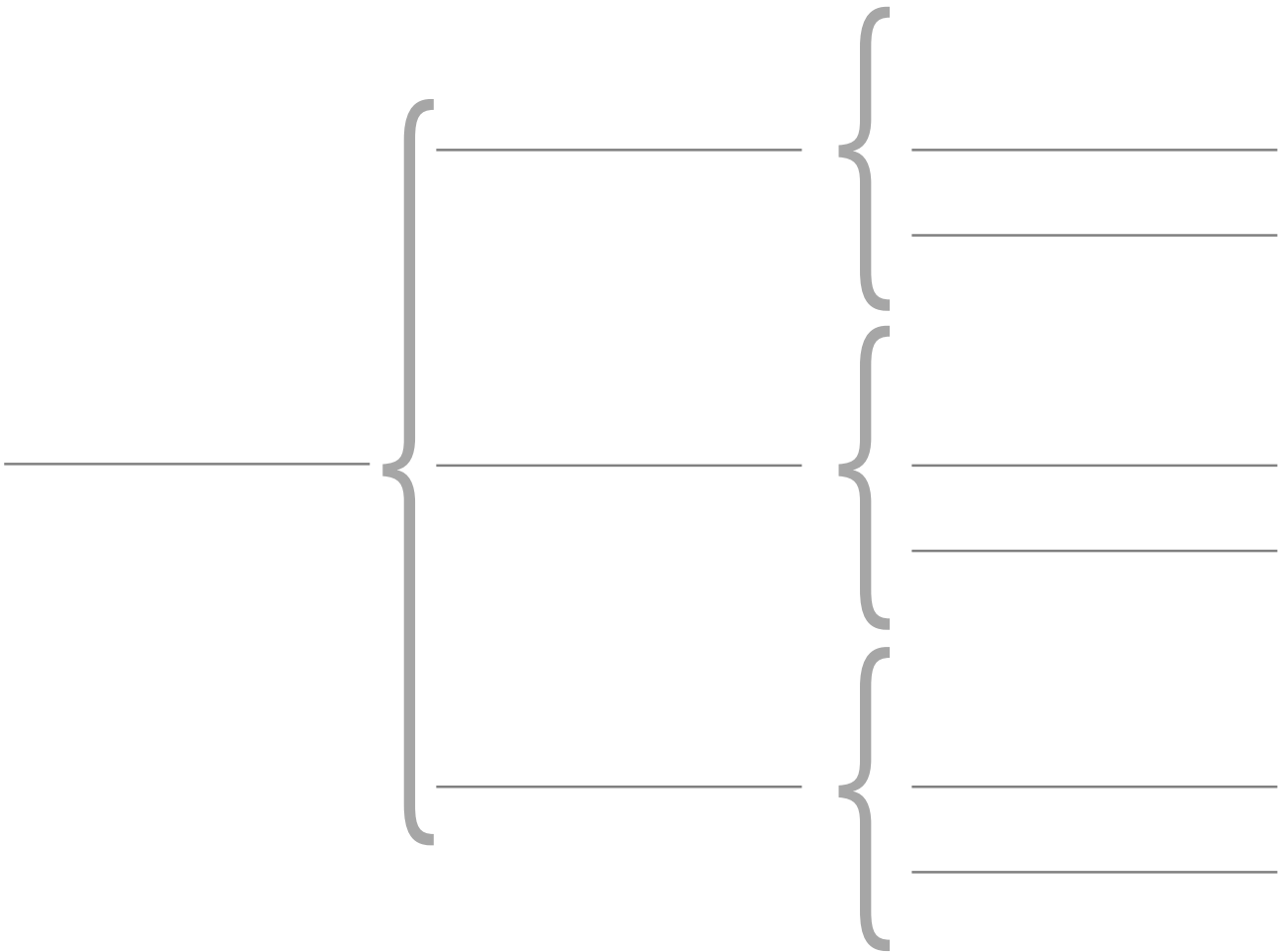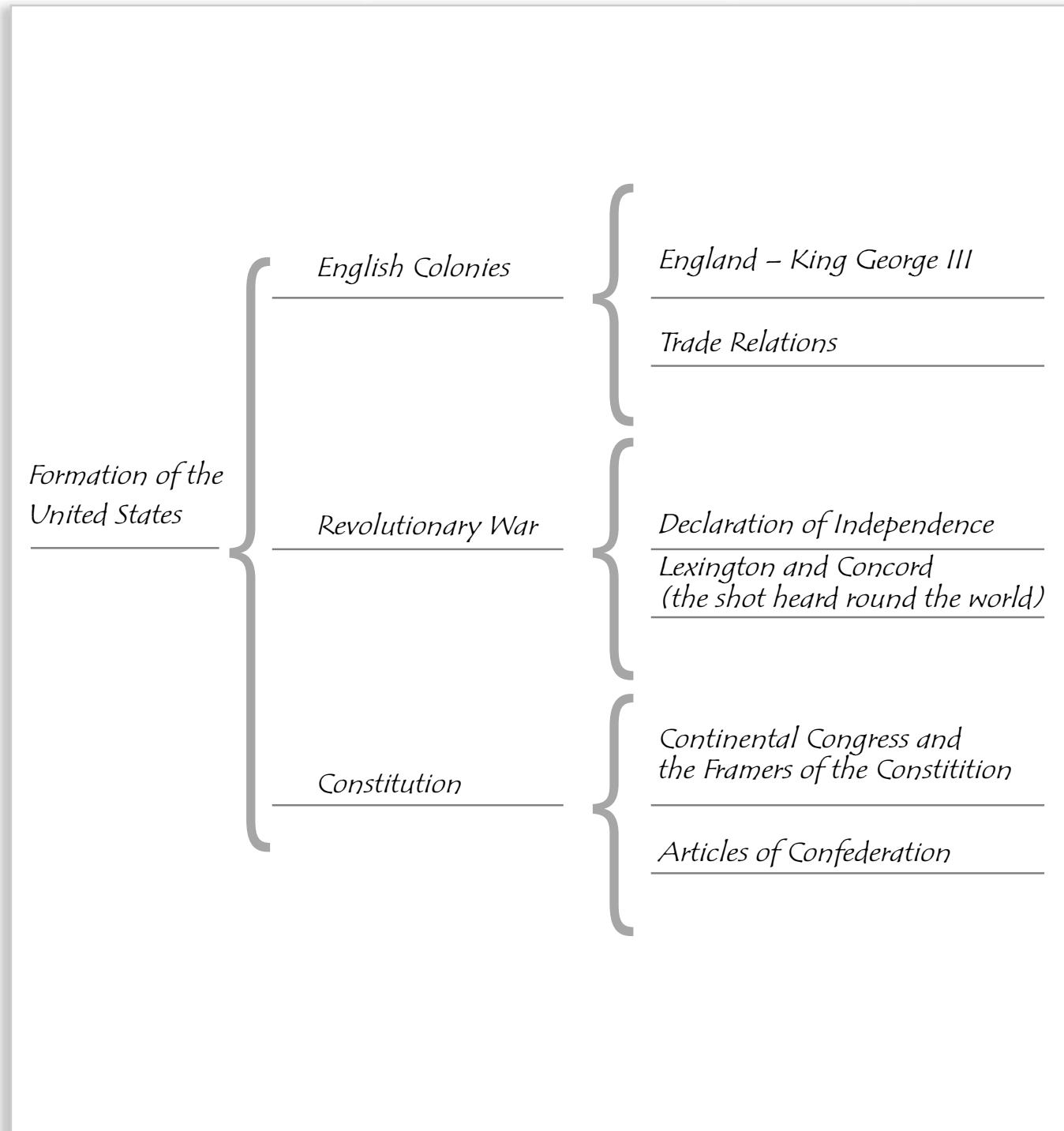
④ Cause and Effect Organizer

Instructions:

In the center box, students write the main event that they are investigating. On the left side, they write in the causes of the event. On the right side, they write in the results of the event and include "how" on the arrows. Symbols, pictures, or quotes may also be added.

The following questions help guide students' understanding of the cause and effect organizer.

Questions:

- What were the causes of this event?
- What are the effects of this event?
- Which causes are directly related to which effect?

Causes
                                    Effects

EVENT

Causes

Social Structure
⋄ Three Estates
⋄ Feudal System

Financial Crisis
(French Monarchy

Bad Harvests
1787, 1788
Manufacturing
Depression

Common People's
Uprising
⋄ Fall of the
  Bastille

EVENT

*French
Revolution*

Effects

Government Reform
⋄ Tennis Court Oath
  and formation of
  a Constitution

Summoning of
Estates General

Rise in poverty and
unemployment
Food shortages

Collapse of French
Royal Authority

(5) Classification Organizer

Classification organizers are traditional hierarchical diagrams for classification.

Instructions:

Students write the general name of the group of things at the top of the organizer. On the next level, they write different groups which make up the general group. On the third level, they write the specific details in each group. Symbols, pictures, or quotes may also be added to help clarify their understanding.

The following questions help guide students' understanding of the classification organizer.

Questions:

- What are the specific members of the group?

- Are there things that might go into multiple groups?

- Is there another way to classify this information?

Renaissance

Humanism

Politics

Art

Rebirth of Classics
(Latin)

Development of
Modern Diplomacy

Naturalism

- Leonardo Bruni
  (New Cicero)

- Lorenzo Valla
  (literary criticism
  of ancient text)

- Petrarch ("Father of
  Humanism," use
  of Latin)

- Neoplatonism

- Machiavelli's
  The Prince

- New Monarchies

- Massacio

- Botticelli

- Da Vinci

- Donatello

- Raphael

- Michaelangelo
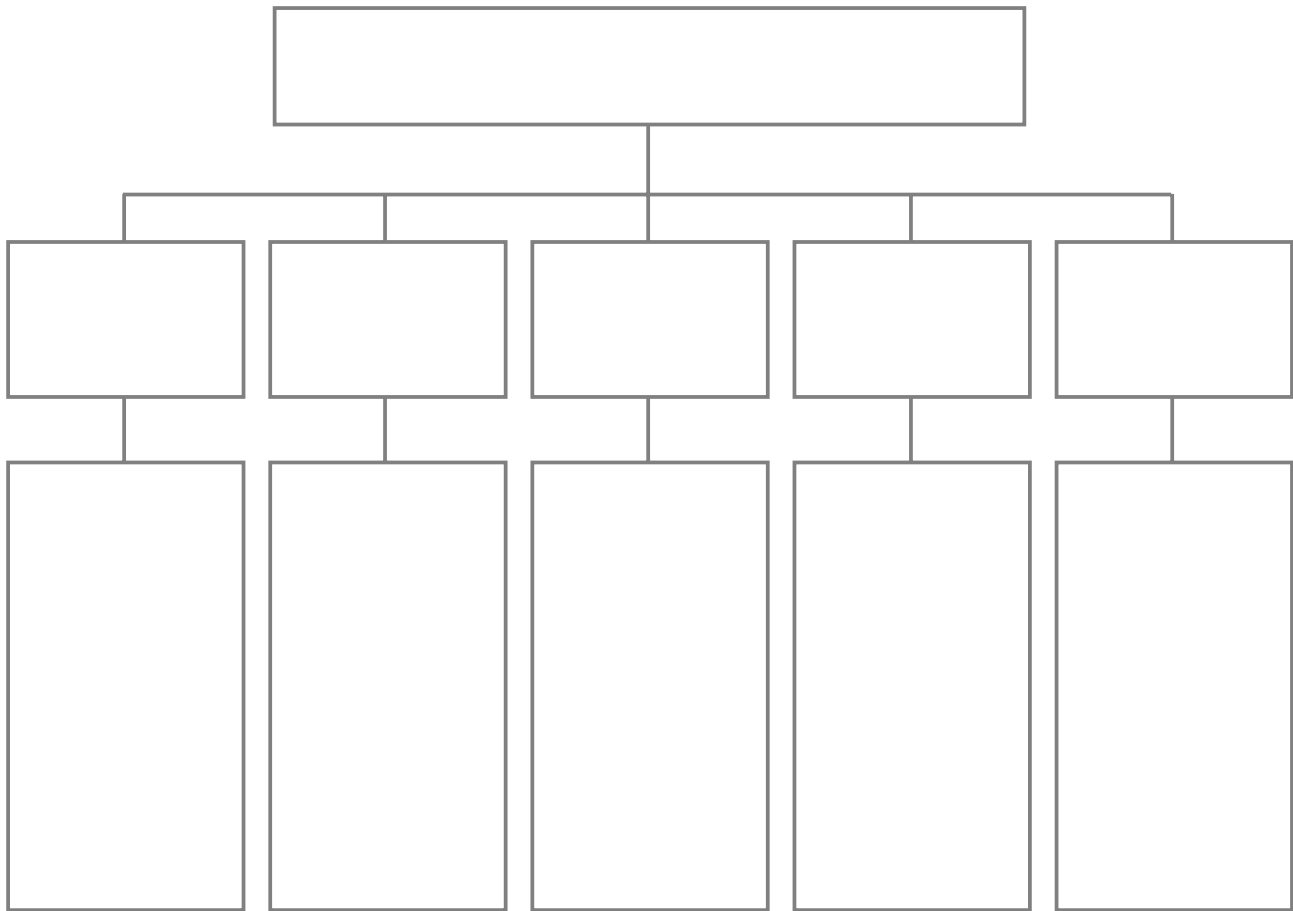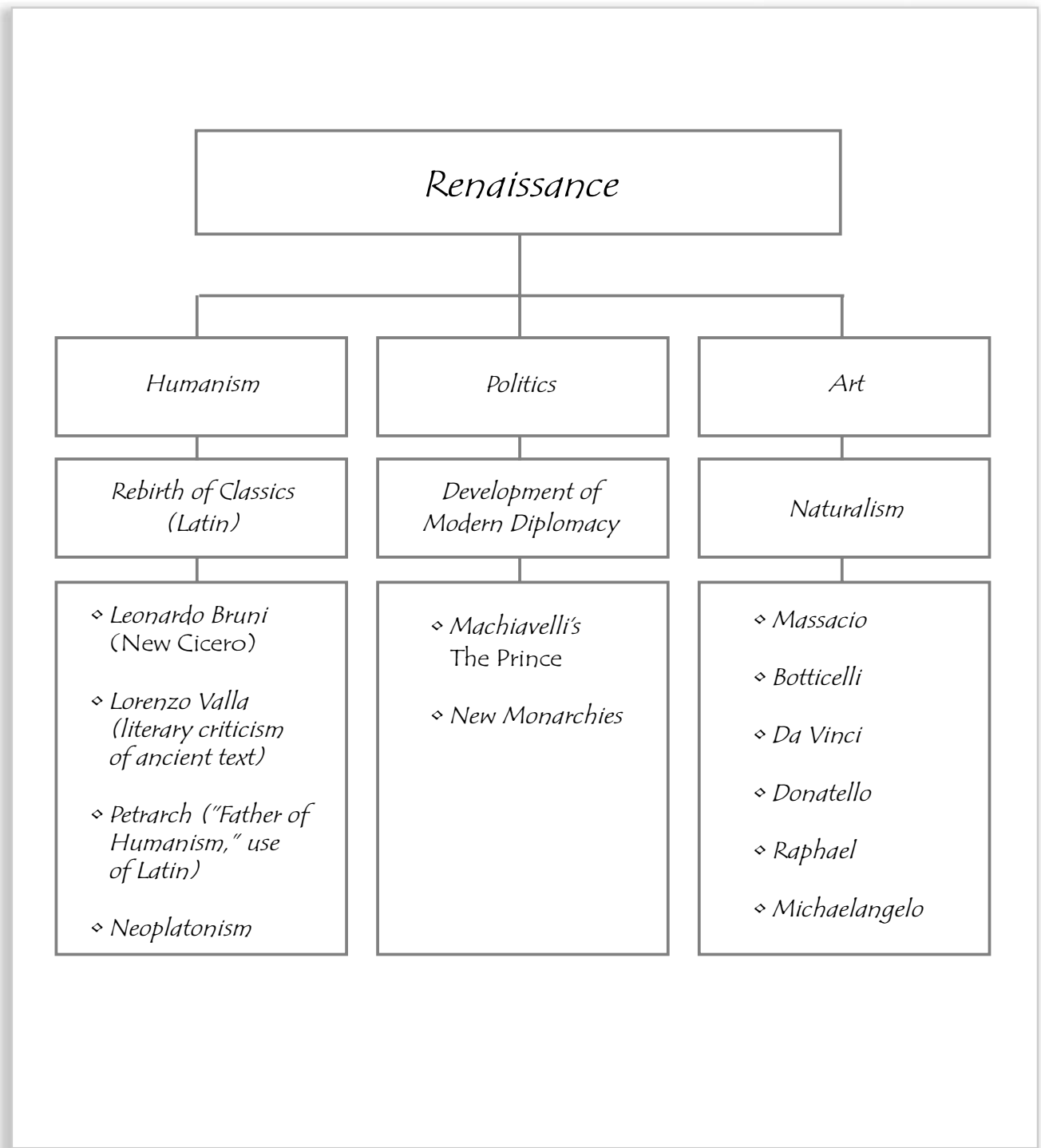
⑥ Sequence Organizer

Sequence charts are used to write major stages of an event, which are recorded in the large rectangles.

Instructions:

In the larger rectangles, students write the sequence of an event. In the smaller rectangles, students write the sub-stages of each sequence for that event. This writing activity may include illustrations, symbols, quotations, or drawings to explain an interpretation of the event.

The following questions help guide students in organizing the sequence of events.

Questions:

- What is the name of the entire event or sequence?

- What are the stages of this event or sequence?

- What are the sub-stages of the major stages?
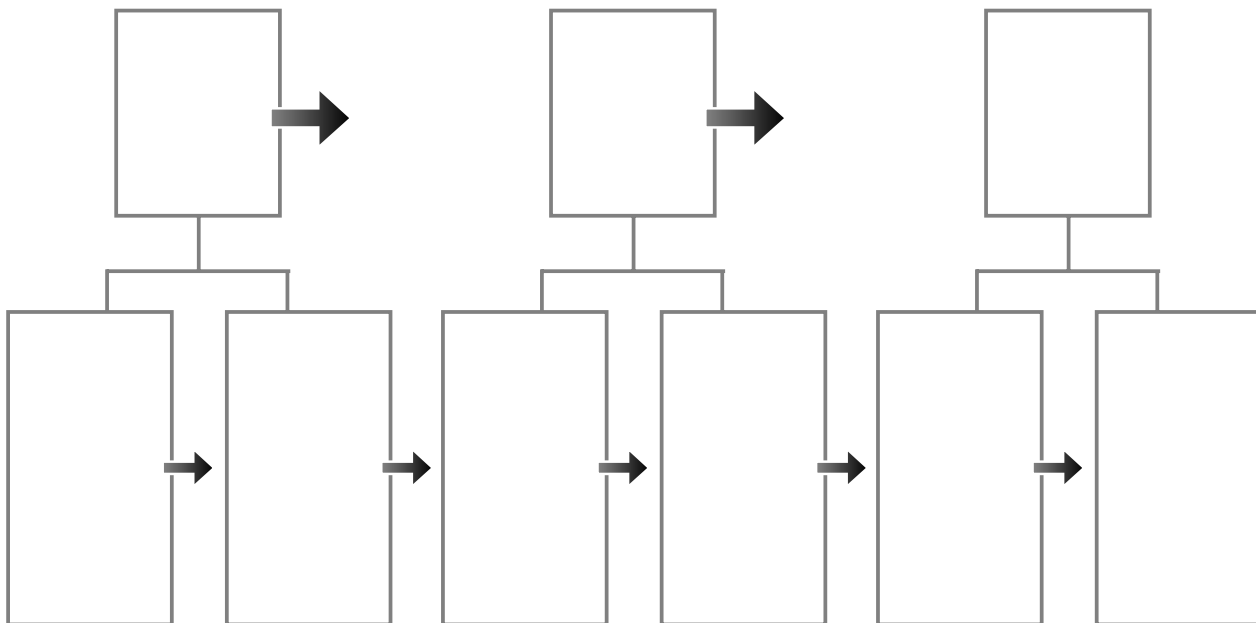
The Impeachment Process

Charged with crime	→	Formally accused by House of Representatives	→	Trial by Senate	→	Expelled from government if found guilty

| Politicians commits offense | → | Govern-ment finds out about it | House reviews the charge | → | House votes and decides to accuse politicians | Trial begins in Senate | → | Senate decides on a verdict | If found guilty, impeach-ment from all offices | → | If found not guilty, politician/ judge continues on |

(7) Analogy Chart

Analogy charts are used to recognize a similar relationship between pairs of events, people, or ideas.

Instructions:

1. Students choose two events, people, or ideas that are related in some way and place them on the left side of the analogy chart.

2. Have students explain the relationship between the two events, people, or ideas.

3. Students then choose two other events, people, or ideas that are related to one another in the same way as the first two.

4. Have students describe this relationship.

5. Students can then brainstorm other pairs of events, people, or ideas that also share this same relationship.

?   LIKE   ?

                 AS

?   ?
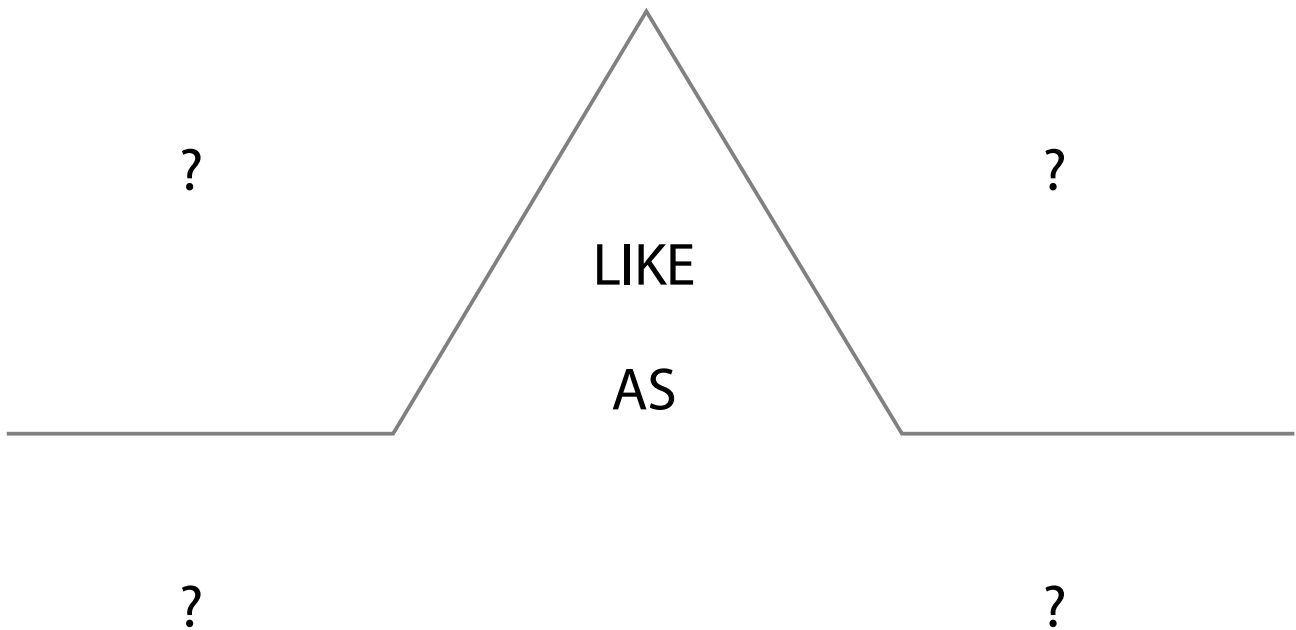
1. What is the common relationship (relating factor) between these two relationships?

    The common factor is that the New Deal and the Treaty of Versailles were meant to solve specific problems.

2. Is the relationship exactly the same for both pairs of things?

    The relationship is not exactly the same because one involved only the U.S. government and the other involved numerous governments and ultimately the U.S. did not participate (sign treaty of Versailles).

3. What other pairs of relationships can be seen?

    It can be argued that neither the New Deal nor the Treaty of Versailles solved the problems to which they were applied.

?   ?

LIKE

The New Deal   AS   *Treaty of Versailles*

The Depression   *World War I*

?   ?
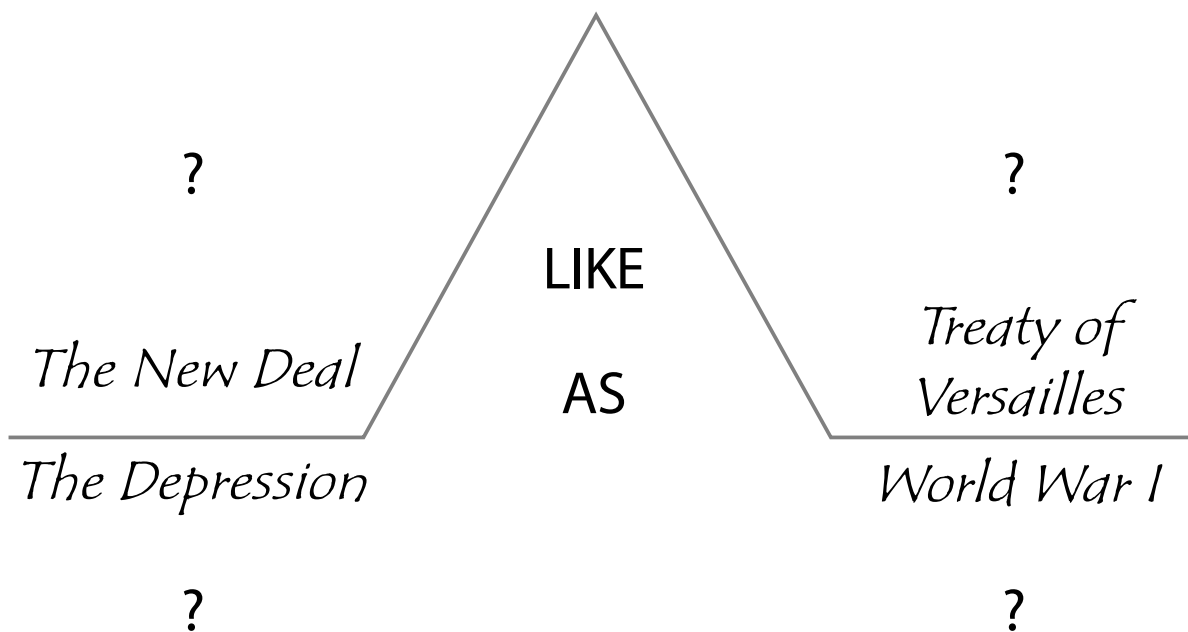
⑧ Annotated Timeline

An annotated timeline is like a timeline with notes of explanation as well as dates from a period of time studied. Like all timelines, the annotated timeline features dates but adds creative ideas, including illustrations, quotes, analysis, biographical sketches, maps, charts, drawings, concepts, and short essays. Students design their timelines around some unifying illustration or theme. For example, the entire timeline might be presented on the Berlin Wall, a nuclear missile, or a map of the world divided between America and the U.S.S.R.

Instructions:

Have students research and define important concepts, ideas, events, people, and places about a specific time period. These ideas may be chosen by the teacher.

Students may choose from the following list of ideas to be included on their annotated timelines:

Important dates, people, and events with short explanations

Quotes and explanation of their importance
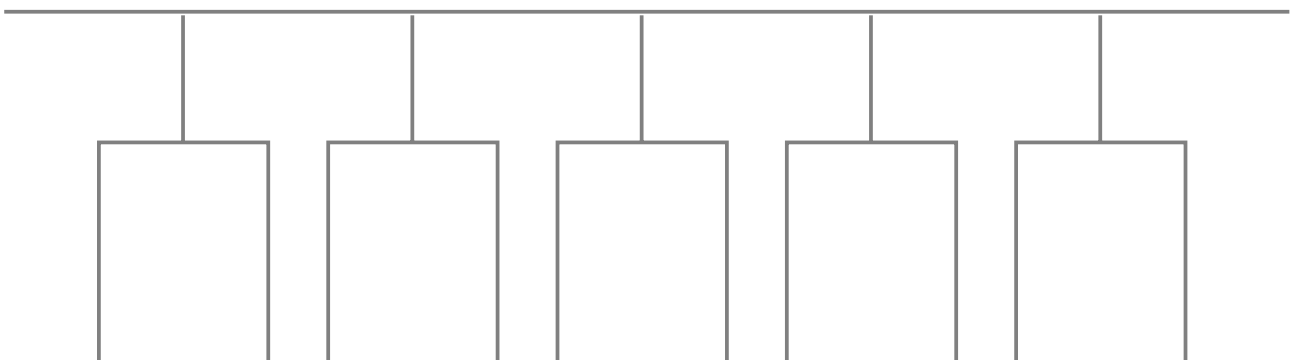
Create an editorial cartoon

Create maps, charts, drawings, or illustrations

An interview with a character from the time period

Short newspaper story about a topic, event, or person

Poetry about topics, events, people

Letter to the editor or editorial

JAPS KEEP MOVING
THIS IS A WHITE MAN'S NEIGHBORHOOD.

"Down in our hearts we cried and cursed this government every time when we showered with sand. We slept in the dust; we breathed the dust; we ate the dust."
-Joseph Kurihara, an internee at Manzanar

December 7
Japan attacks Pearl Harbor and an order is signed to round up suspects

March 22
First large group of Japanese-Americans move from LA to Manzanar detention center

December 18
Korematsu v U.S.: U.S. Supreme Court rules that one group of citizens may be singled out and expelled from their homes and imprisoned for several years without trial; based solely on their ancestry.

March 18
FDR creates the War Relocation Authority (WRA)

1942

1943

June 6
D-DAY

1944

194

February 19
FDR signs Executive Order No. 9066 to establish "military areas" and exclude therefrom "any or all persons"

January 4
WRA field offices established in Chicago, Salt lake City, Cleveland, Minneapolis, Des Moines, New York, Denver, Kansas City, and Boston.

December 17
War Department announces the revocation of the West Coast mass exclusion orders

"There is no blinking at the fact that our people, our territory and our interests are in grave danger." FDR

Vietnam War

French are unwilling to give up colonies they've ruled for 60 years. They want the rice, rubber & tin.

① Japan occupied Vietnam during WWII. They withdrew when France invaded 1941 - 1945

③ After France entered war, they soon controlled major cities & towns. They asked U.S. for help & received $2.6 Billion in military aide. 1954 French rule ends. 1945 - 1954

④ Domino Theory: "Knock over the first one... go over very quickly." If South Vietnam fell to communism, other nations in S.E. Asia would also. 1954

⑬ Peace Talks: 1972 Talks opened in Paris. The North Vietnamese agreed to drop demands to replace S. Vietnam's President. The U.S. lets Viet cong play a role in final political settlement.

NORTH VIETNAM
HANOI
LAOS
VIENTIANE
COMMUNISM

⑤ Anti-Communist Protest Ngo Dihn Diem was a Nationalist & anti-communist. He ran Vietnam like a personal empire. Felt he could resolve S. Vietnam's Problems 1954-1963

⑥ Kennedy expanded U.S. role in Vietnam. He wanted to strengthen South Vietnamese armies & pressure Diem to make changes in the spread of Communism.

VIETNAM   CONFIDENCIAL U.S.
⑫ Pentagon Papers: A secret Defense Department study of U.S. involvement in Vietnam prepared during Johnson administration. Leaked to press by Daniel Ellsberg. Supreme Court allows for them to be published.

CAMBODIA
PHNOM PENH
SAIGON
SOUTH VIETNAM

⑦ Gulf of Tonkin Resolution: N. Vietnamese boats attacked two U.S. destroyers patrolling the Gulf of Tonkin. Johnson wanted to take any measure to repel attacks. Congress agrees.

⑪ My Lai Massacre 1968 Most shocking incident of the war. U.S. forces under the command of William L. Calley Jr. massacred 350 Vietnamese civilians in the city.

⑧ American forces try to help wipe out Viet cong with bombing raids.

⑩ TET Offensive 1968: A month long offensive where American troops retook targets & the city of Hue. First day of Vietnamese New Year. Shattered American confidence & raised doubts about Johnson's policies.

⑨ Protests at Home: 1965-1973 Protests against the war start in colleges. Student organizations like SDS began. "The Times are A-Changin'" ~ Bob Dylan

WAR   MAKE LOVE NOT WAR!   STOP VIETNAM

9 Describing a Historical Event

Instructions:

Describing a historical event requires the inclusion of key factual information as well as an explanation of the event's significance. The significance of an event is often determined by its effect or the critical idea that it represents. While reading an assigned text, complete the graphic organizer below.

Who		Why
When	**EVENT**	How
Where		Significance
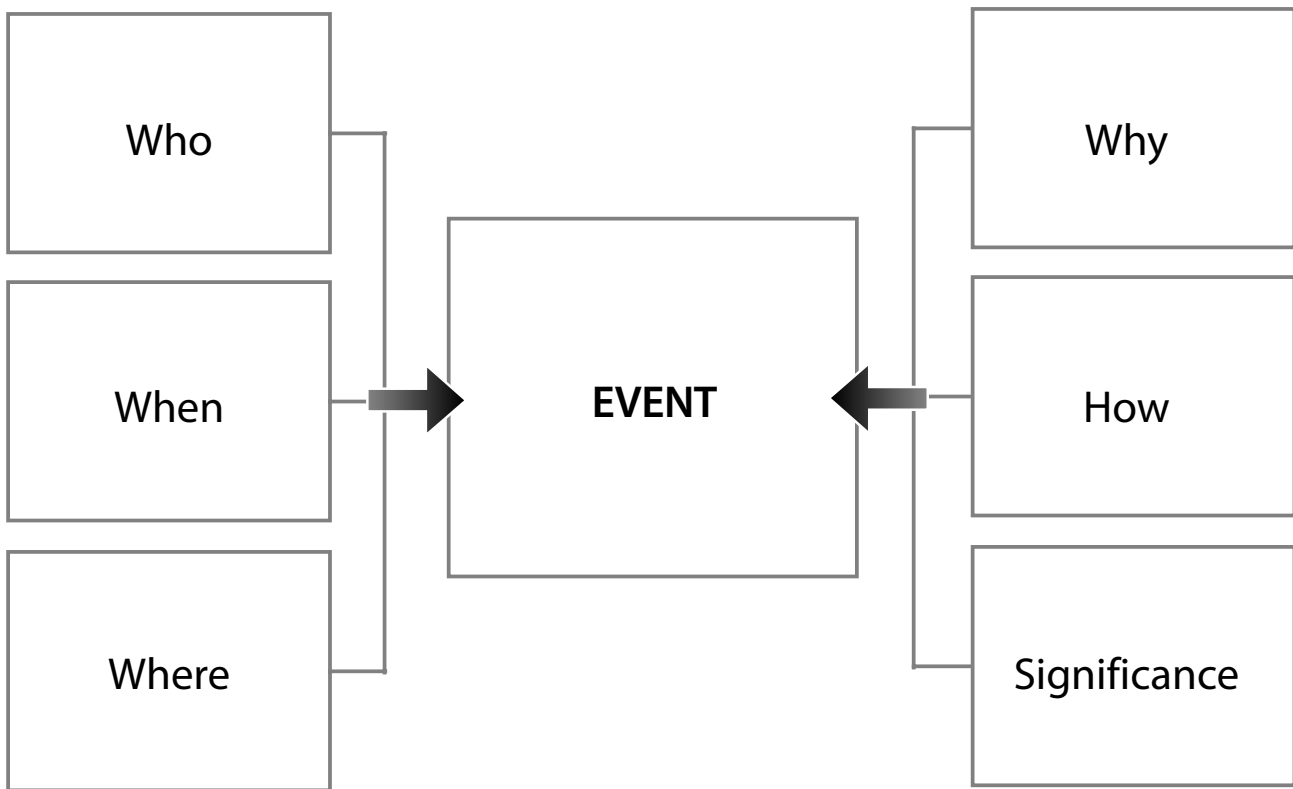
Japanese American Internment

Symbols

Quotes
" A day that will live in infamy" Roosevelt's Speech about Pearl Harbor

WHO: Japanese-Americans living on the West coast; both issei and Nisei

Issei — 1st Generation Japanese to America

Nisei — Born in the U.S. American citizens

You must leave in 2 days!!

Boy Scouts / U.S. Army contradictions

Everything they left behind

Democracy Under Pressure

What: People of Japanese descent were put into internment camps

WHEN: 1942-1945

Why: The government thought that they were dangerous and spies for the Japanese government. Claimed that National Security was at stake.

Where: Japanese-Americans were put in Internment camps located in the desert.

Significances:

— 120,000 people forced into camps

— It showed how the U.S. government was insecure about its own citizens, because if they looked like the enemy, then they are the enemy.

— It also showed the rascism displayed in the West Coast. Even though Japanese were

WHO:
Betty Friedan
Eleanor Roosevelt
Gloria Steinman
Phyllis Schafly
Shirley Chisholm

The feminine Mystique head NOW

the voice for her husband, to include women bring when women into the cabinet (govt.)

wrote feminist articles help found the NWPC

1st african American elected in congress

WHY:
Women were looked as weak + not impor compared to the mail figure. Women were limited rights + treated unfair.

vocal opponet of equal rights admendment

switch

WHEN:
The 1950's

WOMEN'S RIGHTS MOVEMENT

Organizations and amendments:
NOW - national organization for women tried to influence, elected officia to ensure social + economic equality for women

Education: Education admendment Act - outlawed sexual dis-crimination in higher education

NWPC - national womens political Caucas. it encouraged women to run for office.

Equal Pay Act: kennedy signed a new bill where it was illegal to pay female workers less than men workers

Signifigance:
The womens movement increased equal opportunities for women in all areas such as sports, teaching, construction, ceo, govt. etc...
It was a step towards equality with men + to be able to fufil their own dreams for them instead of the man.

opposition:
Thought womens movement only served wealthy white women. The ERA would nullify or cancel any distinction b/w men + women. such as co ed bathrooms. some middle class women felt the NOW program didn't help them.

10 Student-Designed Graphic Organizers

Students can create a graphic organizer through a design, map, or graphic that visually represents the facts, ideas, and relationships about the topic.

Instructions:

1. Students read an assigned text or watch a media film.

   Cold War

2. They take notes or highlight key ideas from the reading.

   - *Sputnik*
   - *Schools*
   - *Colleges*
   - *Military*
   - *NASA*
   - *Industry*
   - *Nuclear war*

3. After the reading, each student describes the relationship between facts and ideas.

   The launching of Sputnik causes more money to be spent on the military, schools, and industry.

4. With their lists, they design their own graphic that visually represents these facts, ideas, and relationships. Graphic organizers may include illustrations, lines, arrows, and charts.
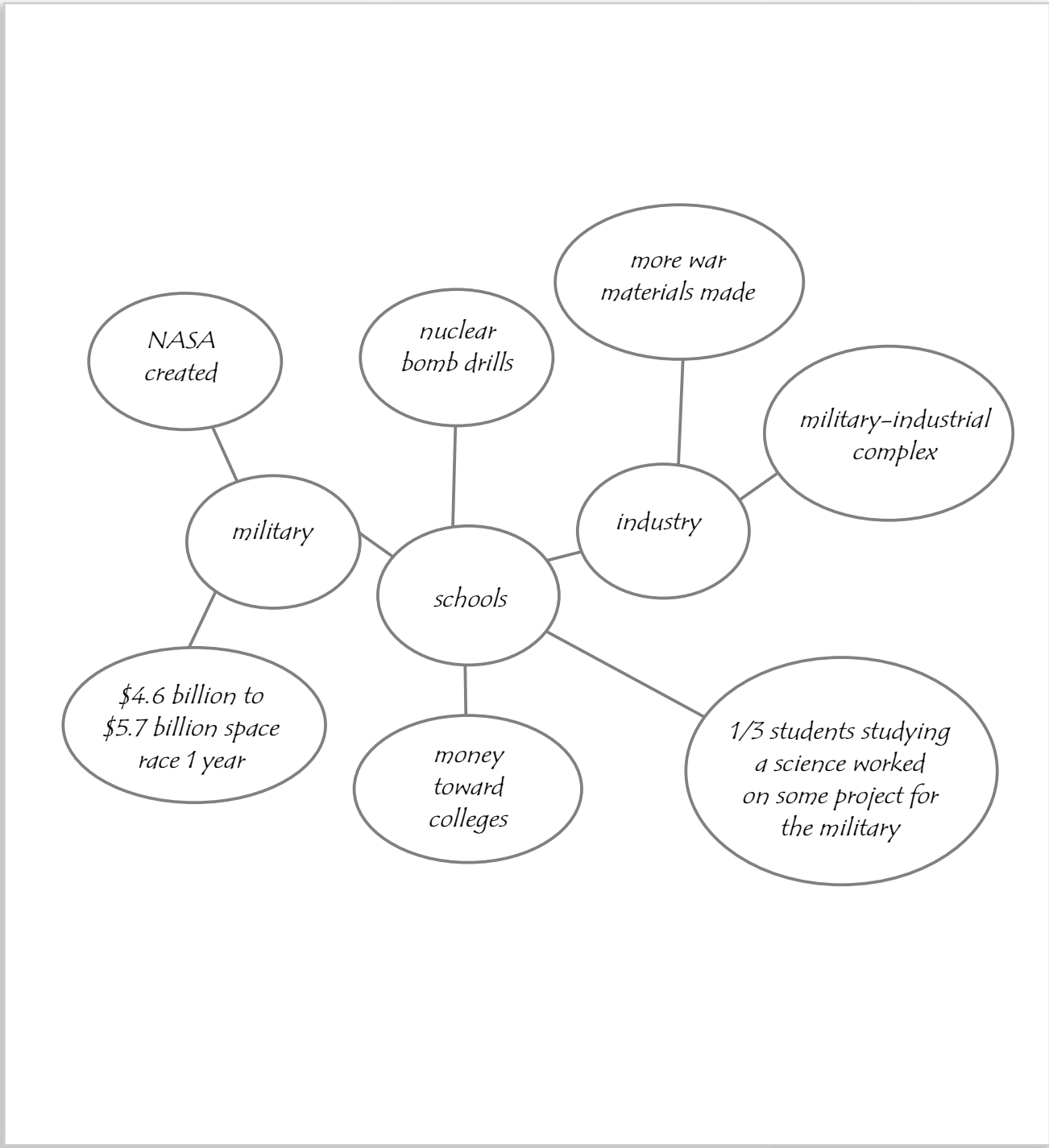
more war
materials made

NASA
created

nuclear
bomb drills

military–industrial
complex

military

industry

schools

$4.6 billion to
$5.7 billion space
race 1 year

money
toward
colleges

1/3 students studying
a science worked
on some project for
the military

Overview

Throughout this chapter students learn to write as well as write to learn. Writing is a visual form of thinking that both clarifies and stimulates higher-order thinking and is observable to the teacher in a way that simply listening and thinking is not. Students experience a variety of both formal and informal writing activities to better understand content and develop their capacity for original thought and written expression.

Activities

This chapter provides 17 writing activities described below:

1 **Pre-write and Free Write/Quickwrite**

Students write informally on a topic as an introduction to the writing process.

2 **Journal/Quickwrite Response**

The class writes for three to five minutes as part of an anticipatory set, a lesson, or assessment.

3 **Create a Historical Narrative**

Students write first-hand accounts of historic events, incorporating facts and varied perspectives from history.

Visit MyAVID resources frequently, as new items and supplemental materials are available and updated throughout the academic year.

www.avid.org

Chapter 4

Writing to Learn and Learning to Write

(4) Descriptive Writing

Descriptive writing is where students create a sensory moment in time to understand ordinary and extraordinary characters.

(5) Writing Oral History

Students learn history in the context of the actual events by conducting interviews and writing oral histories of people in the community.

(6) Recycled Story Through a Pattern

Using recycled stories is a reflective writing strategy that takes "old text" and creates "new text" in a pattern from a children's book. Students interpret historical events and create a recycled story from a pattern used in a children's book.

(7) Writing with Original Thought

Students write commentary about details/facts from a reading or visual.

(8) Editorial

Editorials are written by students to create an argument for a contemporary or historic issue.

(9) Letter to the Editor

After studying a contemporary or historical issue, students respond personally by writing a letter to the editor.

(10) Letter of Concern to Government Official

Teachers give students the opportunity to address a policy maker in government by having them express their opinions on an issue via a letter or email.

(11) Viewpoint/Perspective Writing

By writing diary entries from opposite viewpoints, students develop greater understanding of an issue.

(12) Writing from Different Perspectives

Students analyze and synthesize their thinking through writing from a variety of perspectives about an event.

(13) Primary Source Rewrite

Students analyze a primary source like a speech, letter, song lyrics, or diary and rewrite it in contemporary language.

(14) Responding to Essay Questions

Students learn a process for responding to essay and document-based essay questions.

(15) The "I" Search Paper or Journal

The I-Search paper or journal is where students record their thoughts and learning during the process for research for a thesis paper, project, or performance.

(16) Poetry Writing

Students provide historical interpretations of primary and secondary sources through creative and invented poetry.

(17) Thesis Writing

Students learn the necessary criteria to write a well-developed thesis.

1 Pre-Write and Free-Write/Quickwrite

Pre-writes provide a moment to express thoughts and ideas without worrying about traditional writing conventions. The pre-write will include a list of ideas about a topic, an historical event, a character, a primary source document, or visual.

Instructions:

1. Give students approximately 3–5 minutes to brainstorm a list of ideas about the topic or source. The brainstorm may include concepts, important people, places, or terms. Remind students to think about the who, what, when, where, and why of the topic.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

2. Students discuss with a partner their pre-write responses.

3. Conduct a class discussion about some of the pre-write ideas.

4. Provide students with approximately 5-10 minutes to summarize, explain, or describe the ideas from their list. During this free-write, students need not be concerned with writing conventions; instead, they should simply work to add as much detail to their response as time allows.

Topic

The "Dust Bowl" of the Great Depression.

Pre-write Student Sample

(From a student after reading and viewing a video about the Dust Bowl.)

happened during the 1930's	drought for years
Great Plains	banks took over farms
unable to farm the land	dust storms killed many people
many people emigrated to California	crops completely destroyed
"Okies" was a term used for the migrants	dark clouds covered the sun
Migrants were discriminated against	people stuffed cloth in doors

After a whole class discussion or in groups, students share their ideas from the pre-write. Students then write a quick-write using many of the ideas from the pre-write expression.

Free-write/Quickwrite Student Sample

In the 1920's crop prices were up and many people migrated to the Midwest region to become farmers. The farming conditions at that time were outstanding and many farmers neglected crop rotation. In the 1930's the rains stopped and the winds came. Eventually the soil became dry and the winds picked it up and blew gigantic dust particles into clouds for hundreds of miles. The dust had the ability to blacken out the sun, seep through tiny cracks of doors and windows, and destroy crops and kill many animals and people. While many farmers believed it was the end of the world, others encouraged them saying; "It will be over soon." But it didn't end soon, it continued through the decade. Many farmers took their families and belongings to California, searching for the Promised Land. They were called "Okies" and were in search of a better place. They wanted jobs, they wanted homes, they wanted sun, but most of all they wanted an escape. However, to their surprise, many farmers were not welcomed in California.

Topic

Joseph Stalin and his rise to power.

Pre-write Student Sample

(From a student after reading and viewing a video about Joseph Stalin.)

born in 1879	son of a cobbler
had an abusive father	exiled to Siberia
stubborn	arrogant
succeeded Lenin	controlled Russia
installed a 5-year plan	disowned his son
changed name to Stalin, which means man of steel	power struggle with Trotsky
came into power as general secretary of communism	second wife commits suicide

After the class or group discussion of student responses from the pre-write, students then write a paragraph expressing many of the ideas from the free write expression.

Free-write/Quickwrite Student Sample

Stalin was one of the most infamous characters to live in the 20th century. He was born in the late 1800's and the son of a shoemaker. With little formal education and an abusive father, he grew to be an insensitive character. He became politically involved with radical socialism and was soon exiled to Siberia. Eventually, he moved into political office from being an insignificant leader of the Russian Revolution to the General Secretary of the Communist Party under Vladimir Lenin.

After Lenin's death, Stalin established his ruthless power and established absolute power, banning religion and many cultural events. Once established, he had the power to exile all that opposed him, sending many to Siberia. For example, he exiled Trotsky, who was his arch-rival for power after Lenin died. Stalin was responsible for his assassination.

During the Great Depression, many Russians had hoped that Stalin would provide a rescue from hardships and starvation. Stalin was able to manipulate millions of people during his reign.

During this 30-year rule, Stalin set up the five-year plan that called for collective farming. This plan really affected the people because there soon was a countrywide famine. In addition to the collective farming, Stalin tried to modernize the industries and ruled with an iron hand.

2 Journal/Quickwrite Responses

Journal responses and quickwrites can be used as part of an anticipatory set, a lesson, or assessment.

Instructions:

Have students respond to any of the suggestions below.

1. Summarize what you learned about (reading, event, person, geographic place).

2. Examine the homework reading and develop questions for a class discussion.

3. Create an illustration, symbol, or drawing about the primary or secondary source.

4. Write a dialectical journal entry, listing a fact/quote on the left side and responding on the right side of the paper with a reaction, comments, or questions.

5. Examine the graph, picture, or timeline in the textbook and write a summary statement.

6. Develop "What if?" statements from the reading, pictures, or data.

7. What questions would you ask the character in the text reading?

8. Take a position on this issue. Defend it.

9. Write a dialogue between you and a character from history that you are studying.

10. Create a political or editorial cartoon about the reading.

11. Develop "What if" statements from the reading, pictures, or data.

12. Write 3 things you found out, 2 interesting ideas, and 1 question you still have.

13. Create a thesis statement from the reading or film.

14. If this were to happen today, what would result?

15. How do you feel about (a controversial social issue)... why?

16. Write your reaction or opinion to the reading or the primary source.

17. What one historical event would you like to witness? Why?

18. What person from the unit of study would like to invite to dinner? Why?

19. In your opinion, what is the most important discovery in world history?

20. Examine a picture in the textbook and explain the perspective of one of the characters.

21. Argue for or against.

22. Describe (a given event) from a particular point of view.

23. Describe an event from the reading using your sensory details—sight, smell, taste, touch, sound.

24. Take a position on this issue...defend it.

③ Create Historical Narratives

Writing a historical narrative about the past invites students to use their historical imagination to develop a story from the facts or events in a unit of study. A narrative involves research and imagination, requiring students to consider sensory detail around an event. The writing process enables students to explore the voice of a storyteller and to retell a story from multiple perspectives. These stories rely on descriptive writing, using energetic and lively adjectives and action verbs to create a move vivid and compelling picture of the past.

Instructions:

Have students:

1. Research a topic and create a graphic organizer documenting who, what, when, where, why, and how. (See suggestions in Chapter 3.)

2. Create a storyboard chronicling the actions of an event. Under each scene, make a list of description and/or action words that paint a picture in the reader's mind.

3. Create a chart of sensory descriptions of the moment by using these labels: sight, sound, smell, taste, touch.

4. Choose the narrator's perspective or point of view.

5. Write the introduction, beginning with an especially vivid description and/or dramatic action.

6. Write the plot of the story using your storyboard and your sensory details to bring the story to life.

7. Add the feelings and thoughts of the narrator where appropriate.

8. Write the conclusion recording any final thoughts or significance of the event.

9. Edit and revise the story.

10. Write their final stories.

11. Read their stories to a partner, group, or class.

A Historical Narrative about the Dust Bowl and Starting Over in California

"Stay here and don't move. Everything will be okay, but stay right here," my father told me as he ran to bolt the door and cover the windows. My earliest childhood memory is of me sitting in the corner of our tiny house with my brothers and sister and with my mother's arms wrapped around me. My father worked hard and he never showed emotion, but he couldn't contain his fear on that day. In the distance black clouds were rolling in, determined to destroy everything in their path. As it engulfed everything around us, we wondered if we would come out of it alive.

This is what forced my family out of our home in Oklahoma into California. The Dust Bowl had created many problems for us. Our farm was completely destroyed and very unworkable. We had no way to pay the bank for our house and farm. As much as my father hated leaving, he loved his family too much to put us through any more of the suffering. In our family truck we packed our precious things and headed for California. Riding six people in one truck was kind of hard, but we would do anything to get to California, "The Promised Land."

Traveling was a big adventure for me and my brothers and sister. The trip was hot and miserable. There were caravans of cars traveling on Route 66. We met many new friends from other states besides Oklahoma. We heard so many rumors about California and were so excited to get there.

Arriving in California three weeks after leaving Oklahoma, my father and older brother Jason immediately set out to find jobs. California was much different than Oklahoma. There were no dust storms and lots of migrant families. By the end of the day they found jobs picking berries for forty-five cents a day. This was wonderful and things seemed to be looking up for us, but we still did not have enough money to rent or buy a house. We stayed in the truck with several other families along the roadside.

As time went on and the Dust Bowl continued, many more families fled to the Promised Land of California. In time, more and more families were feeling unwelcome. The local people were hostile to us and their way of life was much different. The tension rose between the locals and us, "Okies," a nickname they gave us because we looked and spoke differently than many of them. Life was tough and we lived day to day. People said that they didn't want "Okies" working with them and that we should go home. Barely surviving, we realized we were not in the Promised Land anymore and we often thought of going back to Oklahoma where we would at least feel welcomed.

Life seemed like it would never get any better. Little did we know that things were about to change and give us a second chance. When the war broke out there were new opportunities in the cities. My father and brother got jobs in a factory in Los Angeles. When Dad had steady work we were able to buy a house. Our family didn't move back to Oklahoma once the dust storms stopped. We became Californians in the way that we lived, but we will always be Oklahomans at heart. But to this day I am thankful to my father for the decision he made and for the suffering and hard work he went through so that I can have the life that I have today.

4 Descriptive Writing— A Sensory Moment in Time

It is important for students to develop historic empathy for both ordinary and extraordinary characters. Understanding how characters felt in the context of the time in which they lived is a challenging but necessary skill to understand history. For example, President Andrew Jackson may have cared about the well being of Native Americans but he knew that he would have to use military force against Americans in order to prevent them from moving on to Indian Land. This would have been impossible in the context of his day and he would have been frustrated with the result of the Trail of Tears.

Instructions:

1. Students must first read and investigate the topic in-depth. For instance, students must have an in-depth understanding of the details related to the Trail of Tears.

2. Ask students to create a list of ordinary and extraordinary characters from the period of study. For example, President Jackson, a Georgia farmer, a young Cherokee boy, or a Cherokee Chief.

3. Students research the information on one of the characters.

4. They then place the character in an event or moment in time. For example, a student could choose a young Cherokee woman during the Trail of Tears.

5. Students brainstorm ideas to complete the visual chart using the senses—sound, sight, taste, feel, and smell.

6. Students complete the chart template (see student sample).

Definition:

Illustration:

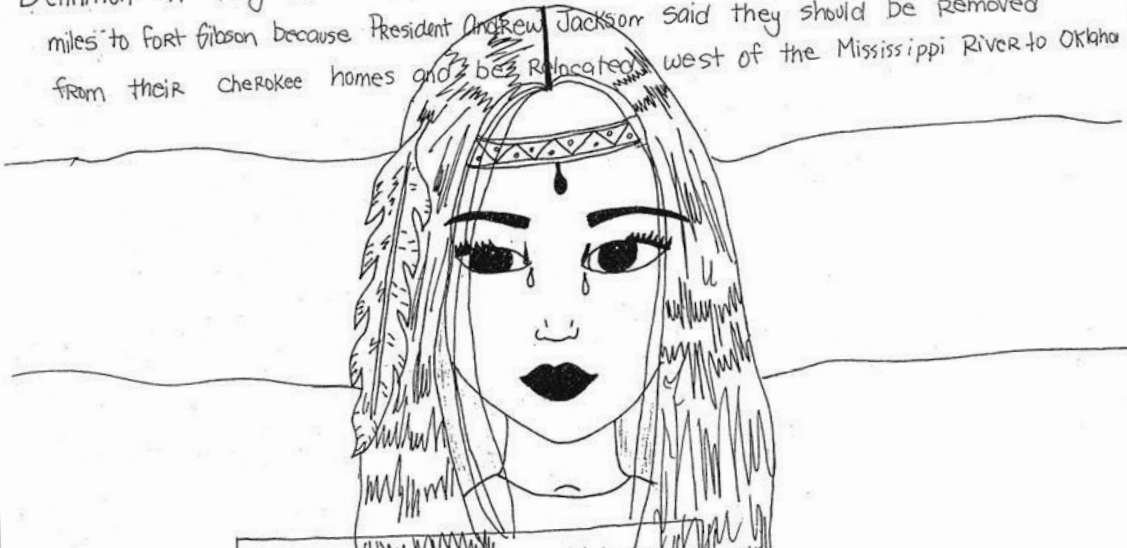If I were there, I would have experienced…

| Sounds | Sight | Taste | Feel | Smell |

Definition: In the years 1838-1839 over 17,000 Native Americans were forced to walk over 1,000 miles to fort Gibson because President Andrew Jackson said they should be removed from their Cherokee homes and be Relocated west of the Mississippi River to Oklaho

If I was there I would have

Sound ( )	Sight 👀	Taste 👅	Feel 🖐🖐	Smell 👃
.....Heard:....	.....seen:....	....Tasted:....	....felt:....	Smelled:.....
Crying Indians, mourning over their lost Relative. Footsteps and.... singing to try and keep their faith up.	Thousands of Cherokee Indians wearly walking & trudging for hundreds of miles.	The little bits of food that their was to eat. The hatred that has been building up inside of me vs. Andrew Jackson & his soldiers.	The pain & anguish & Un-fairness. Touched the shoulders of others helping lead them the Right way. To follow the trail.	The dirt from the trail, the sweat & exhaust from the Cherokee.

Definition: Child labor was a cheap way for employers to get workers, durring the Industrial Revolution. Since children could work the machinery just as well as grown men they took their place. These children, as early as age 7, worked 10-14 hour days 6 days a week. Mass production called for more cheap labor which resulted in more children at work. The working conditions for these children were extremly poor. Many children got their limbs cut off or even died from the machinery.

Sound
She would hear machinery, the cries of children, and her employers voice.

Sight
She would see her work for the day, her parents worn out bodies, and the terrors of the Industrial Revolution.

Taste
She would taste her small amounts of food and the polution in the air.

Feel
She would feel her worn out hands, the sted of the machinery and her families tears.

Smell
She would smell the poluted air, the sweat from the workers and steam.

5 Writing Oral History

Interviewing someone who has experienced an historical event or era can provide students with an interesting first-hand account of the past. Older generations, whether they are parents, family friends, neighbors, or community members can often bring new and varied perspectives to students' understanding.

Instructions:

1. Students first learn about an event or era they are interested in. This means reading as much as possible to best understand the context of the time.

2. Next, students generate a variety of general and specific questions. General questions might include such phrases as:

   "Tell me about your experience…"

   "How did you feel about...?"

   "What do you recall about…?"

3. Instructions for the students: When the subject of the interview is first contacted, the interviewee should be told the purpose of the interview and the topics to be discussed. Consider offering to send questions to the subject prior to the interview and also ask if the subject has any documentation, artifacts, or pictures that might assist with the research and interview. If the interview is to be recorded, permission should be obtained prior to the interview. Set a time, date, and place for the interview.

4. Remind students to be polite and listen carefully when conducting their interviews. They can ask for examples and stories as illustrations. If recording the interview, they need to take notes to help construct their interpretation while they listen to the recording.

5. Students should write a thank you note to the interviewee.

6. In writing the interview, students should first introduce the interviewee and provide background information to the readers including the setting, date, and place of the interview. They can organize the interview either as a continuous narrative describing events in chronological order or by subject, or in a question-answer format.

7. After the interview, students should write a paragraph reflecting on what they have learned from the interview, including what surprised or interested them the most.

Life in the Fifties

I conducted two interviews with people in my family who experienced the 1950's. One was my father, and the other was my mother. Both my parents grew up in central Wisconsin, and both were teenagers during the 1950's and share what it was like to live in the 1950's.

Son: Describe your household environment during the 1950's.

Mother: I grew up on a farm with my mother, father, brother, and sister. We had daily chores, and family bonding was probably one of the most important things to us. We did not have cable, only 3 channels, and our radio was our main source of entertainment, which of course, was the technological breakthrough back then. Our mother did not work; only men did. Also, big cars were in style (Ford, Buick.)

Father: I agree with everything your mother said although I grew up in a suburban area.

Son: How were racial relations back then?

Mother/Father: We both grew up in all white communities, although we would constantly hear of racial tensions elsewhere, especially in the South.

Son: What was school like?

Father: We did not have the high technology kids have today. The basic curriculum teachers abided by was the "three R's" (Reading, Writing, Arithmetic). Also, teachers got carried away with punishment compared to how it is handled today.

Mother: I had to ride a bus 30 miles to school and back, in freezing weather.

Son: What did your diet consist of? When and how often?

Father: We ate lots of potatoes and meats, the typical midwestern diet, as well as lots of milk and cheese.

Mother: We had one big meal at lunch rather than dinner.

Son: What was family life like?

Mother: We always ate dinner together. Also, church was mandatory on Sundays. Never would we eat fast foods.

(continued)

(continued from previous page)

Son: What were some of your favorite past times?

Father: I liked to watch "I Love Lucy" and "The Twilight Zone."

Mother: I liked to fish, play croquet, swim in the river, play softball, and go to the Country Fairs.

Son: What do you remember about your greatest fear during the war?

Father: Khrushchev and the Russians.

Mother: I was afraid the Russian troops would march on our farm and kill us all, and my Dad would have to go to War.

Son: Can you share any important historical events you remember or popular culture about the time period?

Mother: Not really any historical facts, but I remember that saddle shoes, crew cuts, white T-shirts, and hula hoops were all popular at the time.

Reflections

For the past two years that I studied the Cold War, I have thought of it as simply a small piece in the big puzzle of history. But after conducting these interviews, I have learned that it is more than just that. It was an event that had a huge impact on the two people who mean the world to me. I did not realize that my parents both feared for their lives. Fear cannot be the word that describes the frightened state they were in. On a side note, I learned how education has evolved over the years (for our benefit), and how family values changed. All in all, I'd say that society has changed. For the better or for the worse; only time will tell.

(After Researching Joseph Stalin)

An Interview with Joseph Stalin

1. Can you tell us a little about your father?

I was born in 1878. I was his only child of four to survive infancy. He was a cobbler and tried to teach me but I did not want to be a cobbler. He was very aggressive and abusive. I hold a lot of resentment toward him. Although, he taught me how to not use emotion, which has helped me to become successful. My father died in 1890 from wounds he received in a fight.

2. Why did you give yourself the nickname Stalin?

My true name is Jughashvili but in my youth I received the nickname Koba. This was because of the Georgian outlaw I was compared to who sacrificed everything for the rights of the people. I changed my name to Stalin when I was 34 because of political reasons. I felt that Stalin went better in writing after Lenin. I also thought the meaning fit, as it means Man of Steel. I wanted people to think of me as strong and unbendable.

3. What happened to cause your arm to be crippled?

When I was young I got various sicknesses like smallpox and septicemia. Being run over by a horse and carriage messed up the growth in my left arm causing it to be 2 inches shorter than the right. All along my mother was there to nurse me through my illnesses and was the one who sent me into training for the priesthood in 1888. This was the job that she thought would give me a good education and let me rise to a higher station than our current poor condition.

4. What happened in 1899 with the seminary?

I was expelled in 1899 right before I was about to graduate. In 1901, I abandoned the clerical job knowing I was going to be arrested. I rejected my church training after a while and worked on the revolution serving first in Tiftis and then in Batun where I could organize strikes and demonstrations.

5. When were you arrested?

I was arrested on April 18, 1902. I was later exiled to Siberia in 1903. I escaped prison exile several times and was released by general amnesty after the February Revolution in 1917.

6. Who was your main competition in taking over the Soviet Unions' government?

Trotsky, he was more of an intellectual man. But he left the Soviet Union for good in 1929. He died shortly after and many of my opponents backed down. Without Trotsky it was easy for me to take over. Most of the people did not want to stand against me anymore and those who did were murdered.

7. What did you do right after you gained control of the Soviet Union?

I believed that the Soviet Union was 100s of years behind the west in agriculture and industry so I started a "command economy" to catch up quickly. Farmers and industry had to modernize. Collective farming seemed to be the fastest way I could get agriculture and industry to grow.

8. What were collective farms?

That is where peasants had to pool their machinery and livestock on large farms that were controlled by the state. There were some side effects because the peasants tried to fight against the plan and many peasants were sadly murdered or starved to death. They did not want to accept the payments that we gave them for their products and many were so selfish that they burned their crops and killed their animals so the government could not take them. This act killed millions of people.

Some people believe you had your wife killed. What do you say about that?

I did not kill my first wife whom I married in 1904. She died in 1907 leaving me a son named Yakov that I abandoned. I married my second wife in 1919. Her name was Nadezhda and she was 16 years old at the time. She bore me a son and a daughter. In the last few days of her life she began to rebel against me. Unexpectedly, one morning we found her dead.

6 Recycled Story Through a Pattern

A recycled story is a story containing facts from the past that is written in the same pattern as a children's story. There are many pattern children's books to use that challenge students to recycle a story about a topic or event. Some pattern books use rhyme, repetition of phrase, question and answer, and familiar sequencing.

Instructions:

1. Provide students with one or more children's stories for them to use when creating their recycled story. It should be a story that follows a distinct pattern.

2. Emphasize that the pattern book provides the structure for writing. Read the children's story to the students and have them identify the pattern.

3. Brainstorm ideas about the topic of study. For example, immigration during the turn of the century: push pull, difficult journey, Ellis Island/Angel Island, immigrant inspections, anticipation, anxiety, new challenges, barriers, and the natives' reactions.

4. Students then use this same pattern to write a recycled story that describes a past event or time.

5. Illustrations may be added to the story.

6. Stories can then be read to their group or class or shared with younger students.

Some Suggested Pattern Books:

> *Brown Bear Brown Bear*
> *Fortunately*
> *Polar Bear Polar Bear*
> *Peek-A-Boo*
> *My Mom Travels A Lot*
> *The World that Jack Built*
> *The Very Hungry Caterpillar*
> *Peanut Butter and Jelly*
> *If You Give a Mouse a Cookie*
> *My Five Senses*
> *Thump, thump, rat-tat-tat*
> *Little Red Hen*
> *Butter Battle Book*
> *The Lorax*
> *Yertle the Turtle*

This recycled story uses the pattern of the story Brown Bear, Brown Bear.

Dust Bowl Dust Bowl

Dust Bowl,

Dust Bowl,

What do you see?

I see starving farmers and ranchers

Looking at me

Starving Farmers and Ranchers

Starving Farmers and Ranchers

What do you see?

I see Black Blizzards

All too Real

Black Blizzards

Black Blizzards

What do you see?

Cultivation and grazing

All too near

Cultivation and Grazing,

Cultivation and Grazing

What do you see?

I see people all running to California

That place we all know so well

People, People

What do you see?

We see nothing but discrimination,

And that is what we see

7 Writing with Original Thought

Many students focus their writing on factual details of history but give little attention to their own thinking about these facts. This activity provides a writing scaffold, assisting students to develop original ideas or commentary in their writing.

Instructions:

1. Explain each of the ideas for writing commentary listed below.

2. Select a section of reading from the students' textbook and choose three concrete details (facts) from the passage.

3. Have students copy the three concrete details placing them in the appropriate spot using the Commentary Template on the following page.

4. Students then add an explanation of these concrete details and commentary by using the ideas for writing commentary, listed below.

5. Lastly, students add appropriate topic and concluding sentences.

Ideas for Writing Commentary

> • Make an inference (this fact suggests that…).
>
> • Give an opinion.
>
> • Give a reason.
>
> • Give an effect.
>
> • Explain the importance.
>
> • Compare and contrast with something.
>
> • Make an analogy.
>
> • Make an if-then statement.
>
> • Make a connection to another event or idea, past or present.

Writing with Original Thought Template

Reading:

Topic Sentence:

Concrete Detail:

Explanation of Detail:

Transition with Commentary:

Concrete Detail:

Explanation of Detail:

Transition with Commentary:

Concrete Detail:

Explanation of Detail:

Transition with Commentary:

Concluding Sentence:

Ideas for writing commentary:

- Make an inference (this fact suggests that…).
- Give an opinion.
- Give a reason.
- Give an effect.
- Explain the importance.
- Compare and contrast with something.
- Make an analogy.
- Make an if-then statement.
- Make a connection to another event or idea, past or present.

Topic:	**Production of the Model T**
Class:	U.S. History
Topic Sentence:	At the turn of the century horses were done away with and automobiles began an easier way of life.
Concrete Detail:	The first car was $1,000, which was way too expensive for an average American.
Explanation of Detail:	Only above-average Americans or the more wealthy people could afford new cars.
Transition with Commentary:	For years, prices still remained too high and the automobile was not a hot seller to the American public (inference)
Concrete Detail:	By 1914, cars were $490, built and produced by Henry Ford.
Explanation of Detail:	Many more people could benefit from the transportation of the newly modeled car.
Transition with Commentary:	Due to the drastic change in prices, not only wealthy people, but more people in general could afford the new cars (effect).
Concrete Detail:	The first automobile assembly line rolled in 1914 at a Detroit plant.
Explanation of Detail:	Cars were being made faster and were now benefiting more people.
Transition with Commentary:	If this had not occurred then the U.S. economy would not have expanded as it did during the 1920's (if then statement)
Conclusion:	As the 19th century came to an end, the mass production of the automobile set in motion changes that would drastically affect the American public.

A Protest Movement Emerges

- There were many reasons why people were opposed to the war, including that the United States should not be involved in another country's affairs. **(concrete detail)**

- Just as there were many different reasons why people opposed the war, there were also many different displays of protest and resistance. **(concrete detail)**

- Despite the visibility of the antiwar protesters, a majority of Americans still supported the government's policy regarding the war. **(concrete detail)**

As the Vietnam War progressed, the nation became divided between people who supported the government and people who opposed it. **(topic sentence)**

There were many reasons why people were opposed to the war, including that the United States should not be involved in another country's affairs. **(concrete detail)**

This belief has been expressed throughout the 20th century and divided the country with similar incidents in World War II, the Korean War and the Gulf War. Today our nation has continued to play an active role in the affairs and conflicts of other nations such as in Serbia while creating criticism of America's role. **(commentary)**

Just as there were many different reasons why people opposed the war, there were also many different displays of protest and resistance. **(concrete detail)**

Never before in our nation's history had Americans ever publicly protested so loudly against military action, especially on television. For example, burning of draft cards, refusing to serve, and demonstrating civil disobedience were reported in news programs. **(commentary)**

Despite the visibility of the antiwar protesters, a majority of Americans still supported the government's policy regarding the war. **(concrete detail)**

For example, many Americans thought the protesters were displaying acts of disloyalty to the government. Some of these people may not have agreed with our involvement in the war but they felt a duty to be loyal to their country and support the men who were fighting for it. **(commentary)**

The Vietnam War marks a period of great turmoil and divided our country through protest and reaction as the United States casualties mounted over the years. **(conclusion)**

⑧ Editorial

Writing an editorial is an opportunity for students to express their opinions and reactions to a current issue or to take a position on a controversial issue in the past by writing from the perspective of a character in history.

Instructions:

1. Have students study a controversial issue from either the past or present.

2. Explain the writing structure for editorials described below.

3. Students write a draft of an editorial and share with a partner or group.

4. After making necessary changes, students write the final copy.

5. Students share their editorial with a group or class.

Format for Writing the Editorial

The Opening

Describe the situation and issue as it now exists, the writer's position on the issue, and the action the writer wants taken.

The Body

Explain the reasons supporting the writer's position.

Explain the arguments against the writer's opinion and why they are not valid or why they are unimportant.

The Conclusion

Explain what will happen if the action demanded by the writer is not taken and the more positive future that will occur if it is.

Spanish-American War

The Spanish-American war is finally over after 5 months of fighting, yet it might not turn out to be a happy ending for the Philippines. A treaty has been signed between the United States and Spain, giving Cuba and the Philippines to us for $20 million dollars. The Teller Amendment, included in the treaty, guaranteed that Cuba would be set free after the war is over, but it did not specify anything about the Philippines' freedom. Although the U.S. wants to control the Philippines, it would be better if they did not try and rule the Philippines.

How can the United States be going against what they preach, because that is exactly what they are doing in this case. The Declaration of Independence clearly states that the governments "deriv[e] their just powers from the consent of the governed." It also states that the people have "the right to abolish it [the government], and institute a new government." The Philippines obviously do not want the United States to rule them. We are basically taking their freedom and holding them against their will and giving them no choice. President McKinley is arguing that we can spread the ideas of the Declaration of Independence to the Philippines. This is a false point though because in reality we are not giving them liberty, freedom or even democracy, which are the main points of the Declaration. The whole idea of taking the Philippines does not coincide with what we normally practice. Plus, if we deny the Philippines democracy, how long will it be before we start denying our own people democracy? One little incident can cause the problem to "snowball" out of control. The president is arguing that the Filipinos are unfit for governing themselves. The problem is that the Filipinos are even more capable of governing themselves than the Cubans, says the respected Admiral Dewey who witnessed the Cubans first hand. So why not let the Philippines be independent too? This war was not supposed to be a war of conquest anyway. We set out to help Cuba fight Spain and we accomplished that goal. There is no reason to take the Philippines when it was not the reason for fighting. The Filipinos have their heart set on gaining their freedom, so why don't we just give it to them?

The Declaration of Independence, free will and no democracy are just a few of the reasons why the United States should not rule and control the Philippines. If we do decide to do this, the U.S. would be wasting a lot of time, money, and men. Not to mention if we do occupy the Philippines, there is bound to be a war in which the Philippines will try and resist the U.S. control. We should be concentrating on making a friendship with the Philippines, not making enemies. On top of all this, the United States would not be standing by what they believe in, democracy. I believe that occupying the Philippines is a bad idea and a wasteful cause.

Sincerely,

Defending the Democracy

Since the Spanish American war has just ended, there has been a major conflict over the Philippines. When the United States went to war, we promised Cuba their freedom when the war ended, but now that the war has ended, the Philippines automatically assumed that they were free too. This was not stated in any prior agreement. The Philippines is essential to the United States and therefore we should acquire the Philippines and take control.

The Philippines and the United States, would both benefit from the U.S. acquisition of this land. The Filipinos are unfit for self-government. War is always a conquest for land and the chance to expand territory. So even though we were set out to help Cuba, which we did successfully, we got the Philippines, which is like an extra bonus. They do not know how to rule themselves and could even have worse rule than when Spain was controlling them. Another reason we cannot let the Philippines go free is that if we do, some other country will come along and take over them. This action would show Spain that we are cowards and dishonorable. Plus if we let the Philippines go free, we are giving up crucial trade routes, military bases, and a strategic location to the Orient and the Asian trade. This commercial opportunity should be seized! The railroad, sugar trade and tobacco industry are all supposed to "boom" and with the control of the Philippines, we would be strategically placed. Our responsibility as the United States, as the chosen ones by God, we must spread Christianity and uplift other civilizations. When we acquire the Philippines, we will be fulfilling our duties as Americans. We will bring Christianity to them and bring them to a wonderful civilization. Along with uplifting them, we would be teaching them our principles of the Declaration of Independence. Some people are arguing that the Philippines want their independence and we will not give it to them. They can not be given their independence because they would not know how to run their government.

They need us to teach them how to govern themselves successfully and create a working democracy. The Philippines would benefit so much by having the United States acquire them.

There is really no reason why the United States should not acquire the Philippines. The future seems to be promising if the United States does acquire the Philippines. We will be strategically placed on the trade route of Asia and actively involved in the highly profitable sugar and tobacco trade. We will be fulfilling our duty as Americans and spreading Christianity as well as teaching another country how to govern itself properly. There really seems to be no bad reasons as to why the United States should control the Philippines.

Sincerely,

Acquiring the Philippines

9 Letter to the Editor

Letters to the editor give students an opportunity to express their ideas and feelings about a topic or idea that concerns them. The letters to editor are short, concise, and focused on a single issue. Often letters to the editor comment on news articles, editorials, speeches, or other writings. When writing a letter to the editor, always base your opinions on facts. A letter may include personal pronouns such as "I" or "me," but, letters should address public issues in a timely manner.

Instructions:

1. Students read an article in a newspaper, magazine, or textbook.

2. Students decide on a single issue to address. For example, after reading about the Volstead Act, students choose to write a letter in favor or against prohibition.

3. Students brainstorm a list of reasons supported by facts that convince the reader of their viewpoint.

4. Students write their letters to the editor and should cite the article, date, or event, helping the reader understand the issue. They may use the personal pronouns such as "I" or "me".

5. Students share with their partner, group, or class.

Reverse 911 system threatens privacy

Regarding "City launches reverse 911 system/Calls go to homes during emergencies" (Around Our Region, Sept. 13):

For San Diego officials to feel the need to establish a reverse 911 system is ridiculous! There are multiple ways that residents can be informed on a disaster issue without invading their privacy. Emergency television alerts have proven to work effectively in the past during brush fires and other emergencies. At the very least there will be those who receive an emergency call and alert their fellow neighbors of the danger. This new system has great potential for leaking private numbers to telecommunication firms from state officials. Those who doubt the probability of this happening need to look not too far back and see that state officials have been tempted by bribes. This situation has happened before and there is a chance of history repeating itself.

Assessing the White House contenders

Regarding "Fred Thompson's Gatekeepers" (Opinion, Sept. 13):

Fred Thompson's late entry to the race for Republican candidacy may be a fatal error, but his failure to make a strong mark for himself underlies deeper problems for the party. Currently besieged by a congressional minority, sexual scandal in the Senate and a divisive president, what the party needs more than anything is a leader. Poor track records on the war will hurt John McCain, ostensibly barring him from nomination. A dubious past will haunt Rudy Giuliani, especially among the moral-conscious Bible Belt. And despite his charisma and Reaganesque charm, Mitt Romney's past liberal leanings and Mormonism will ostracize him from the majority of Republicans. All things considered, Thompson's "savior" hype was understandable. But he has ultimately fallen short in areas where he should have excelled, given his acting past, such as creating a popular public persona. Barack Obama is still the pop star of the 2008 race, and Hillary Clinton is still the queen. But after nearly eight years of one of modern history's most deplored presidents, a Democratic win is almost a foregone conclusion. The USA is not yet ready for another Republican in the White House.

Switching to metric system adds up

Regarding "EU Won't Force British, Irish to Take Measures Only in Metrics" (A1, Sept. 12):

I can't fathom why America, England or Ireland will not adopt the international system of measurement. It seems so contradictory that America is one of the leading forces of globalization but will not adopt the mathematical ways of the international community. Having feet and inches makes the citizens of our country experience more trouble when going abroad since their perception of the metric system is so narrow, or perhaps non-existent. How can we become participating global citizens when what we learn in math and science classes at school are not consistent with the rest of the world? America, Britain and Ireland should gradually switch over to the metric system. It would not be a catastrophic event and is not an exceptionally difficult task. There is no doubt that some people would experience some challenges in getting used to this new system of measurement, but not adopting the metric system will pose an even greater challenge to globalization.

⑩ Letter of Concern to a Government Official

Writing or emailing a letter of concern to a government official provides students an opportunity to express their opinions and reactions about a current issue. This writing strategy will prepare students to participate as a concerned citizen on public issues.

Instructions:

1. Discuss issues that concern local, state, or national levels.
2. Review the Student Samples and discuss the format.
3. Students pre-write their ideas and share with their group or with the whole class.
4. Students write their letters of concern.
5. Using peer review, students strengthen their letters, examining conventions and format.

Writing Format for Students

Opening Paragraph

Identify the focus of your letter in a way that makes the reader want to read on.

Body Paragraphs

In each paragraph of the letter, cover one main point related to your issue, including specific facts, statistics and examples that support the paragraph's main point. Also include steps you want government officials to take. Start a new paragraph whenever there is a shift in your ideas or emphasis.

Concluding Paragraph

Summarize your main points and remind officials of the actions you want taken.

Visual Format – Resource

Your Address

Date

Title of the Person

Their Address

Dear   :

Start your introduction with your focus idea.

Additional paragraph with specifics to support your ideas.

Additional paragraph with specifics to support your ideas.

Additional paragraph with specifics to support your ideas.

A conclusion summarizes the main points and the thesis.

Sincerely,
Your signature

City Council, City Hall

Cardiff , USA

Dear Council Members:

It's unfair to kids. Your rules and regulations prohibiting skateboarding on city streets keep us from doing one of the things we love the most.

Just because some cities outlaw skateboarding and say it's a crime, that doesn't make it a crime. It's not any more than making baseball or football or any of the other sports a crime. If you let kids play football and ride bicycles in the street you should let kids skateboard in the street as well.

At least half of the kids in Cardiff skateboard. When you pass laws against us, you make us feel like criminals. All we are doing is pursuing our sport. It's one of the extreme sports. It's not fair.

I don't think you understand how important skateboarding is to kids. It's not just a form of recreation and exercise, it's the way we get around. For a lot of us, it's our main source of transportation.

I am constantly being yelled at for skateboarding on the sidewalk or in the street. I am not hurting anyone any more than people who ride bicycles are.

People say that skateboarding is dangerous because of automobiles. I have never heard of a skateboarder injuring someone driving a car. Maybe the problem is the fast and reckless way people drive.

Also, a lot of people say when skaters grind on curbs its vandalism and makes the curb an eyesore. Who cares about a stupid curb? Trees do far more damage to curbs and sidewalks than skateboarders do, but are you outlawing trees or making their owners pay for the damage they do?

Some drivers break the law and cause automobile accidents. Does that mean that we should outlaw automobiles? Should we blame all skateboarders for the damage done by a few? Or should we punish only those people who do the damage?

I'll bet a lot of you skateboarded when you were kids.

Sincerely,

Anonymous Student

Governor Arnold Schwarzenegger

State Capital Building

Sacramento, CA 95814

Dear Mr. Schwarzenegger,

I am extremely disappointed with the food choices available to myself and fellow students attending public schools throughout California. The state must hold itself to a higher standard by offering healthy food options to students, as well as by providing young children with a strong, basic knowledge of proper nutrition. I am aware of recent legislative efforts, such as Shaping Health As Partners in Education (S.H.A.P.E.), to improve the nutritional value of food offered by schools, but remain largely dissatisfied with the product. Such programs are a start, but are by no means enough. There is no time for trials with specific school districts or certain areas. Immediate and swift action is the only option in order to achieve tangible results.

At a time when obesity is a fast-growing epidemic among children, healthy food is a must. Children's experiences in school, specifically eating patterns, evolve into habits that last a lifetime. At the same time, the media portrays California as a place of perfectly fit, healthy, and beautiful people. The state must strive to live up to this reputation, but any attempts will prove futile if we continue at our current rate. In this fast paced society marked by laziness and working parents, children are sent to school without lunches, and the nourishment a school provides is a child's main source of food. Furthermore, the public education system currently offer children two options: eat unhealthy food, become obese, and get sick, or refrain from unhealthy food, develop an eating disorder, and still get sick. Either way, the future of California is being held back physically and emotionally by poor standards.

As one who commits himself to fitness, I assume that you, of all people, would understand the need for wholesome dietary options. Though I may not be around to benefit from any changes, I challenge you and your fellow legislators to tackle this nutritional epidemic head on and to make California a model state for healthy food options in public schools.

Sincerely,

Rancho Bernardo High School Senior

(11) Viewpoint/Perspective Writing on Controversial Issues

In order to better understand controversial issues from the past, students need to experience writing from opposite viewpoints. In this activity, students become characters in the past and write two diary entries, each taking a different side of the issue. For example, students can write from opposite viewpoints about imperialism or immigration.

Instructions:

1. First, students must research and take notes about a controversial issue from the unit being studied.

2. Students choose two characters from the past, each with an opposing viewpoint.

3. Have students brainstorm with a partner or group the important facts, ideas, and arguments that should be included in their diaries.

4. Students write two historically accurate diary entries, each taking an opposite viewpoint on the issue.

5. Each student shares with partners, groups, or the entire class.
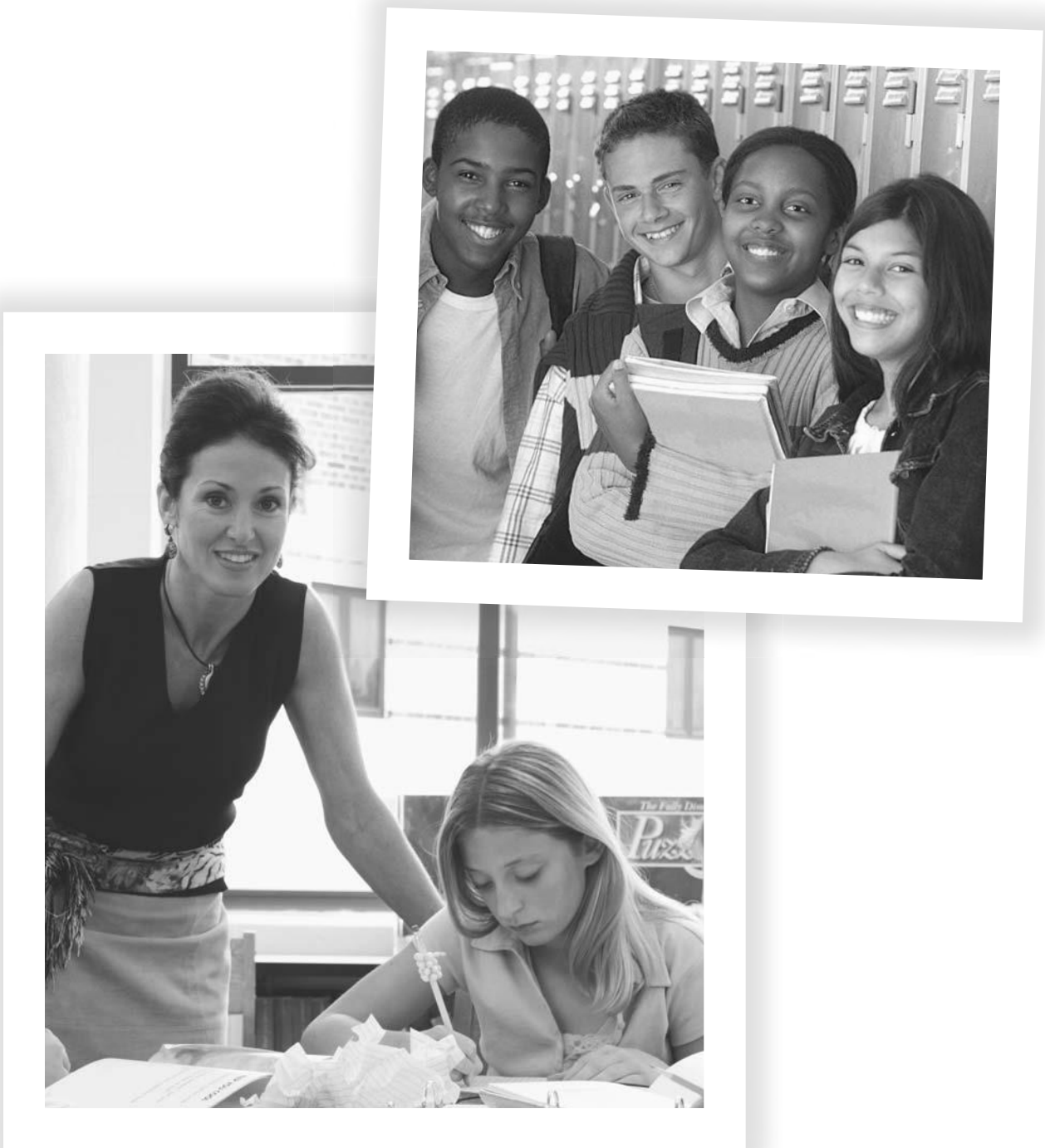
12 Writing from Different Perspectives

Writing from perspectives challenges students to analyze and synthesize the topic or event through a variety of points of view. Students may use an assortment of ways to express their perspective, such as a poem, letter, speech, editorial, diary entry, news story, or editorial cartoon.

Instructions:

1. Create a question from a topic being studied. Example: "How did Prohibition affect the 1920's in America?"

2. Assign each group of students a different perspective (e.g., minister, police officer, flapper, legislator, gangster).

3. Have student groups brainstorm ideas, concepts, and messages that relate to the assigned question. They will also need to discuss the writing format they will use (editorial, editorial cartoon, poem, speech, sermon, letter, diary entry, news story) and the audience they want to address.

4. Have students write independently and then read their product to the group.

5. Tell each group to select its most interesting and thoughtful product to share with the whole class.

6. Debrief the activity by discussing and/or writing how hearing other perspectives adds to student understanding.

Dear Diary,

Today I think we made great strides towards a Federalist form of government. Although Patrick Henry is in disagreement, I believe that Shay's Rebellion offers us no other choice but to strengthen the central government. This is necessary if we are to improve the economy, which at present is faltering. I do not understand how a man can, for a second, believe that a government with weak central power, and can hope to survive. It is a weak and pathetic form of government. We need to unify the country and get rid of the Articles of Confederation that places far too much power in the hands of the individual states and does nothing but foster disunity.

Dear Diary,

Today was a horrible day. Shay's rebellion just happened and not only did it pose a threat to our nation, but it gave more support to the ludicrous Federalist movement. It is horrible that the Federalists want their Constitution passed. Not only do they propose a government that is similar to a monarchy, but it lacks many important checks on central power such as a prohibition against taxation. How can they possibly try to form a government that prohibits the states from printing money, thus making the expansion of the economy dependent solely on the federal government? Most importantly, how can a Constitution without the mention of God ever be expected to lead this nation?

13 Primary Source Rewrite

In order to better understand ideas and language of the past, students will analyze a primary source and rewrite it using contemporary language. For example, students may rewrite important speeches, letters, diary entries, song lyrics, fables, and primary sources.

Instructions:

1. Have students mark the important and/or confusing terms in the text.

2. Students then define each of these terms in contemporary language.

3. Students reread the primary source and mark important and or main ideas.

4. Hold a class discussion about the document.

5. Students rewrite the primary source using contemporary language making sure not to lose the important ideas of the source.

6. Students present or perform the final product to their group or to the whole class.

7. Afterwards, have students write a journal reflection on what they learned most by rewriting the document in contemporary language.

Rewrite an important speech using contemporary language. Define vocabulary words and terms in the speech before rewriting the speech.

"I Have a Dream"

"One hundred years ago, Abraham Lincoln issued the Emancipation Proclamation. This lawful paper gave black slaves an infinite amount of hope for the freedom that was not given to them. It was a memorable day for those poor Negro slaves.

Still, a hundred years later after that day, blacks are not free. They are still badly scarred from the chains of separation and ridicule that left the Negro deserted in poverty in a material world.

Only the present is the time to swear ourselves to the right of justice and equality for all men and woman, no matter their race or color. We must take this time for the reality of liberty for all.

Though we confront the harshness of now and the complexities of the future, I still have a vision for all of us, all of you, my friends. I envision that one day, we will all become a great nation that grasps truth to its saying: 'We hold these truths to be self-evident that all men are created equal.'

From one zenith to another, the voice of justice will be heard. It will be echoed from village to village and city to city till the day all men of either race, religion, color or age will be able to say that they are free!"

14 Responding to Essay Questions

It is helpful to teach students a systematic approach to respond to essay questions in order to organize and write logical arguments in support of their thesis statement. Each of the steps below should be taught separately and then consistently followed by students when responding to essay and document-based essay questions. The student handouts in this chapter should also be used to instruct students in responding to essay questions.

Instructions:

Have students use the steps below when responding to essay and document-based essay questions.

1. **Understand the question.**
   Analyze the question carefully so that your response answers all parts of the question being asked.

2. **Pre-write.**
   Brainstorm all information that relates to the topic, and create a graphic organizer based on the structure of the question.

3. **Analyze the documents.**
   It is important to analyze the documents in relation to the question. Include your own outside knowledge or information gained from another document to support your analysis. You must back up the source or refute it with evidence. You must also describe any limitations or bias the document has if it affects the understanding or value of the document.

4. **Write your thesis.**
   Study your graphic organizer and your analysis of the documents, and then write a thesis. A good thesis will state exactly what you will prove and is the anchor for unifying the essay.

5. **Organize your essay.**
   Plan the paragraphs and arguments that you will make by using your graphic organizer.

6. **Write an introduction.**
   This should introduce the reader first to the broad subject, and then become more specific about the topic being addressed. The introduction may end with the thesis statement.

7. **Write the body of the essay.**
   It is critical that the body of the essay focuses on your explanation and the arguments supporting your thesis. It should not simply describe events connected with the topic. Use transitional phrases or words to connect the paragraphs.

8. **Write the conclusion.**
   This should summarize the main arguments you have made in support of your thesis.

9. **Read your thesis.**
   Make sure your thesis answers the question and matches what you have argued in your essay.

10. **Peer review.**
    Have another student read your essay and provide feedback.

11. **Revise your essay** and write the final draft.

College Board 1996

In what ways and to what extent did constitutional and social developments between 1877 amount to a revolution?

Revolution is a great and momentous thing. Only once during the history of the United States and its preceding colonies has such an event occurred to be formally deemed a revolution. However, a revolution need not be a shift from one government to another. Rather, it need only be a definite and unprecedented change which affects people in a profound and immutable way. Thus, the claim of Senator Lot Morrill that, "every substantial change in the fundamental constitution of a country" (Doc F) is well founded. In the course of the Civil War and the times of Reconstruction to follow, the United States, both constitutionally and socially, changed in such a dramatic and extreme fashion that it is worthy of being deemed formally or not, a revolution.

Two constitutional issues were at the center of this revolution. The first was the right of black men to be free, and in that freedom enjoy the rights assumed by white men. As noted by Gideon Wells, Lincoln's Secretary of the Navy, slavery could be gotten rid of by constitutional means (doc. D). However, prior to the Civil War slavery had been protected by those same constitutional means. Therefore, it took the actions of Lincoln in his Emancipation Proclamation and all of the northern Reconstructionists who demanded ratification of the 13th Amendment to revolutionize the Constitution of the United States. Through their actions the principle document of the United States was changed to accommodate the change occurring in the country, which could not be stopped. The second part of black freedom, that of equal rights, did not undergo the sweeping change of emancipation; however, the progress on the issue, previously considered ridiculous, was nothing short of revolutionary. Prior to the Civil War there was dispute in the north whether black men should even be free, but by the time Reconstruction had begun, petitions from the Americans of African descent and the freedmen of Edisto Island were in such a different position as to be quite earnest in the pursuit of both suffrage and economic equality (Doc. C/E). Not only did such men petition for such rights, but, they were granted to them in the form of the 14th and 15th amendments. While these rights were eventually stripped from African Americans through Jim Crow laws after the end of Reconstruction and it would be another hundred years before southern blacks would obtain these rights in a real sense, the change was monumental, especially for those blacks who migrated to the north. The second constitutional issue is that of states' rights and the strength of the national government. The very beginning of the Civil War was an assertion of South Carolina's right to secession (Doc. A). Up to that point in American history such declaration of states' rights was common enough to be accepted as constitutional. However, through the course of Reconstruction, that would change completely. Instead of focusing on states' rights the country would learn, as Senator John Sherman did, to think of America as entirely national. The refusal to allow South Carolina's succession and the Civil war itself, as well as the reconstruction policies stripped power from the states and increased the power of the federal government.

While not as all encompassing as the constitutional changes, the social changes would lead to a country changed not completely, but irrevocably. Never again would a group live in servitude to another. There were many problems with white treatment of blacks, as can be evidenced by the KKK's suppression of blacks (doc. J). While black codes and later Jim Crow laws prevented social equality, freedom did put blacks on an inevitable path toward these ends. Even though they remained suppressed, they were free, given freedom, the right to travel as they chose, and the right to raise a family, a great change from the days of slavery.

Through the sweeping constitutional changes and initiation of social changes, a revolution was born of Reconstruction. The country would never be the same again.

15 The "I" Search Paper

Writing an "I" Search paper is an opportunity for the student to describe and reflect on the process of research that was used to complete a project (Macrorie, 1988). An "I" Search paper fosters original thought, reduces plagiarism, and builds research skills.

Instructions:

The first step is for students to record in a research journal what they already know about a topic prior to beginning their research. This might include a preliminary hypothesis that answers the research question.

Students then create an outline that details their plan for conducting their research and completing the project. This may include topics, key words for Internet search strategies, identifying resources, and a timeline for completing the project.

As students conduct their research, they should record in a research journal the sources they examine, what they learn from them, changes to their research strategy and timeline, difficulties they encounter, and strategies used to overcome these difficulties.

Once the research project is completed, students are then ready to use their research journal to write their "I" Search paper. This paper should include a narrative describing each of the phases listed below.

Phase I – The Opening
- Describe what you knew about the topic and your preliminary hypothesis before starting research.

Phase II – The Research Process
Explain the steps taken during the course of your research including:
- Where you began your research.
- How you were led to other sources such as books, periodicals, Internet sites, interviews, etc.
- How your research strategy changed from your original plan.
- The difficulties encountered and your efforts to overcome them.

Phase III – Analysis of What I Discovered
- Describe the most significant information learned about your topic and how this changed your thinking about the topic.
- Include details, examples, and/or quotes to support this new thinking.

Phase IV – My Growth as a Researcher
- What skills did you develop or improve during your research?
- How might you conduct your research differently in the future?

Phase V – The Product
- Paper
- Presentation or performance

Monroe Doctrine

Phase I – The Opening

- What I already know:

    The Monroe Doctrine was a part of Monroe's message to Congress on December 2, 1823

    The Doctrine stated that any further European colonization of the Western Hemisphere would be seen as a threat to peace by the United States, which presumably meant that the United States would recognize the independence of South America

- Hypothesis: The Monroe Doctrine preserved the United States' position of foreign non-entanglement while protecting its interests in South America and its reputation in Europe.

Phase II – The Research Process

- I started my research by consulting *James Monroe: The Quest for National Identity* by Harry Ammon.

- I then searched online and found the actual text of the doctrine at *http://www.yale.edu/lawweb/avalon/monroe. htm* and read some interpretations of the doctrine at *http://usinfo.state.gov/usa/infousa/facts/democrac/50. htm140*

- The research revealed that the actual doctrine was really written by Adams (Monroe's secretary) and that Canning (a British official) had previously suggested a joint resolution in regards to the South American countries. The doctrine was really a stand against the possibility of Spanish or French colonization and control of South America, and without the backing of the British fleet, the Monroe Doctrine in practice would not have amounted to very much.

    New Hypothesis: The Monroe Doctrine, while seemingly insignificant, laid the foundation for future American imperialism.

Phase III – Analysis of What I Discovered

- Basic Information and details from research:

    1823 – Among Monroe's cabinet and advisors there was initial enthusiasm for a joint proclamation with Canning but the Americans' feelings toward the British were less than cordial and a joint proclamation would therefore not have very much public support.

    Monroe supports the cause of human freedom and independence in Latin America.

    At one time, Monroe wished to publicly endorse the Greek Revolution, thus acknowledging them as a liberated government.

    The doctrine says that it is "... impossible that the allied powers should extend their political system to any portion of either continent without endangering our peace and happiness."

    Latin America had been struggling for independence, and the U.S. had recognized the new republics in Argentina, Chile, Peru, Colombia, and Mexico in 1822.

    The main purpose of the doctrine was to stop European Colonization.

(continued)

Proved to be the beginning of an independent American foreign policy, which only succeeded with the help of the British fleet.

"...that the American continents, by the free and independent condition which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers…"

- Analysis:

The Monroe Doctrine was probably a bit ambitious for its time, as the United States had no real way of enforcing its claims, but it did demonstrate that the Europeans held different positions than did the Americas.

The doctrine is also unique in that it is the first show of strength in the U.S.'s convictions and support for a foreign nation, although it was effectively "empty" as Monroe had to abide by the popular non-entanglement philosophy

Phase IV – My Growth as a Researcher

- I practiced my reasoning and analytical skills, and as a researcher began to discern useful and reliable sources from those sources that would not be undesirable

- In the future I might find a wider range of opinions about the topic, and would probably rely more heavily on printed source materials.

Phase V – The Product

- Design a Presentation:

Part I – Introduce the ideas behind the Monroe Doctrine

Need for independence of Latin America

Preservation of such ideals by the United States

Need to condemn future European colonization

Part II – Actually quote the first part of the Monroe Doctrine

Part III – Analyze its significance

Beginning of Imperialism

Showed the U.S. to be a world power

Began the process of firmer foreign relations and diplomacy, allowed the U.S. to gain a better position as far as prestige and reputation are concerned

Part IV – Conclusion

Why did the Monroe Doctrine work?

Public perception of a strong government demanding the respect in the world of the ideals for which it was founded

Did it really help the South American countries?

Not to the extent they were hoping for, but it did begin the process of better trade and diplomatic relations

Animal Farm

1. The Opening:

Quotation from *Animal Farm*:

> As Clover looked down the hillside her eyes filled with tears. If she could have spoken her thoughts, it would have been to say that this was not what they had aimed at when they had set themselves years ago to work for the overthrow of the human race. These scenes of terror and slaughter were not what they had looked forward to on that night when old Major first stirred them to rebellion. If she herself had had any picture of the future, it had been of a society of animals set free from hunger and the whip, all equal, each working according to his capacity, the strong protecting the weak, as she had protected the lost brood of ducklings with her foreleg on the night of Major's speech. (Orwell 101-102).

My research topic for my thesis paper is the Russian Revolution. I will investigate how communism was introduced through the leadership of Lenin and Stalin. My thesis statement is as follows: True communism was never fully achieved in the Soviet Union because of the brutal and harsh dictatorship of Stalin. I'm starting with this research question: What were some of the ways that Stalin corrupted communism? I am interested in this topic because it is fascinating to see that the people believed they were equal when they had a ruthless dictator.

In ninth grade, I read the book *Animal Farm*, so I knew a little bit about how the book related to the Russian Revolution. Furthermore, I knew that Orwell, author of *Animal Farm*, wrote the book to expose Stalin as a corrupt leader and to reveal how obsession with power can cause individuals to manipulate and abuse people. Also, I already knew that many of the Russian people wanted to be equal, especially the peasants. Lenin took ideas from Karl Marx and began the revolution, and he was the leader. Lenin used propaganda to persuade everyone that he was right. Stalin, the successor of Lenin, was paranoid and killed many people, including officers and his own family. I believe I will find that Stalin treated the citizens as inferiors and did not allow them rights. In addition, I will find that Stalin contradicted the ideas of communism in many ways. I will look for details of the actions that Stalin performed while he was the leader of the Soviet Union.

2. The Search:

I started out my research on the Internet, and I searched under www.google.com for the Russian Revolution. In order to make sure my information was accurate, I only looked for sites with *edu* or *org* on the end. Later, I went to the local library and found a couple of books to support my research. I looked for biographies of Marx, Lenin, and Stalin, and I looked for books about Russian history. In addition, I found an encyclopedia that contained information about communism, and I looked in my history book. Moreover, I checked out *Animal Farm* to find a quote for my introduction. Finally, I checked on thinkquest.org and found an article about Joseph Stalin. My best source of information was the encyclopedia because this contained a lot of facts and was very easy to read and understand. However, this didn't have any profound quotes or eyewitness accounts, like the ones I found in some of my books. A few of my books proved to be very valuable because they contained quotes that support my thesis.

Unfortunately, some of the books I looked at were difficult to understand the point the author was trying to make, and the books were lengthy about just one topic. Since there was so much information to read and look over, I had to pick and choose specific information that will help me to prove my point. My questions or assumptions did not change during my research because I found many facts that support my thesis.

(continued)

A breakthrough for me was when I finally found an encyclopedia that contained information necessary for my paper. I had been searching for a long time already on the Internet, and I had been having difficulty finding anything specific. The encyclopedia was very specific and detailed with information of communism and the development of communism through Lenin and Stalin. In fact, I could understand most of what the book was saying. My mother helped me to find some books that might be useful in my research, and she took me to the library.

3. What I Discovered:

Background Information of Communism from *World Book Encyclopedia*:

Before the Russian Revolution began, Karl Marx encouraged workers to revolt against the noble classes and start a communist society. A communist society is a system without a government and social classes. "After classes had been eliminated, everyone would live in peace, prosperity, and freedom. There would be no more need for governments, police, or armies, and all these institutions would gradually disappear" (Urban 890). Therefore, the revolution should have created equality and economic security.

Collectivization of Farms from *Russia*:

Stalin announced that the state required the sacrifice and obedience of the people. Stalin had a "Five Year Plan" that would "benefit" the Soviet Union economically by making the Soviet Union an industrial state. Ordering the state to take control of the farms, Stalin selfishly sold the food for profit to build industry without any sympathy towards the people who needed food. Therefore, kulaks, prosperous farmers, and peasants resisted, and they were severely punished.

> In 1930 ... thousands of peasants armed with hunting rifles, axes, and pitchforks revolted against the regime ... NKVO [secret police] units and militia were sent... For three days ... a bloody battle was waged between the ... people and the authorities ... This revolt was cruelly punished. Thousands of peasants, workers, soldiers, and officers paid for this attempt with their lives, while the survivors were deported to concentration camps. In the villages of Ternovka and Baganovka ... mass executions were carried out ... The soil of this region was soaked in blood. After these executions, these villages were set on fire (qtd. in Kort 36).

When Stalin claimed the farms, many farmers were not excited about having to change their lifestyle, and one can recognize how difficult it would be to give up their possessions. As a result of collectivization, Stalin created a famine, which starved the peasants to death. "And no matter what they did, they went on dying, dying, dying. They died everywhere—in yards or streetcars and on trains. There was no one to bury these victims of the Stalinist famine" (qtd. in Kort 37). Stalin used the famine to put a stop to the resistance. Even though industry increased, many lives were lost to the famine.

Use of Propaganda from Stalin: *Russia's Man of Steel*:

Stalin used propaganda to change people's ways of thinking. Instead of letting the people think for themselves, Stalin put his own ideas into their heads.

> There was no freedom of information in the Soviet Union ... Every word in every book, newspaper, magazine, play, poem, film, sermon, speech, scientific paper and radio script had to be approved in advance by the government censors. Usually they asked that a fact be omitted here and a line toned down there, but sometimes an entire piece was destroyed (Marrin 83-84).

Stalin effectively used the propaganda to lead the people astray and keep them from getting any ideas that Stalin was doing the wrong things.

The Great Purge from *Joseph Stalin* and from "Joseph Stalin":

Stalin maintained his control of the people through social terror. During 1936, Stalin wrongly arrested high-ranking officials and forced the prisoners to admit to crimes they did not commit in his rush to stop opposition. "An investigation sometimes included physical torture. Questioning could go on as long as a suspect protested innocence. Threats against a suspect's family members were made. Under these conditions, it was hardly surprising that so many confessed" (Hoobler and Hoobler 64). Amazingly, he willing executed millions of people, including his friends because he was suspicious of their actions. After Stalin's death, people finally realized what a brutal leader he was. "... Nikita Khrushchev ... devoted three hours to the systematic destruction of Joseph Stalin's image as a public hero. Among other charges, Stalin was now accused of wanton slaughter during the prewar purge trials; of being abnormally suspicious of associates ... Above all he was denounced for having paraded himself as a savior" ("Joseph Stalin" 3).

When I began my research, I thought that the Russian people were mistreated and had no freedom. In the end, I found out that despite that, people still believed Stalin to be a great hero because of his propaganda. I found so many examples of his cruelty that it is difficult to figure out what to include.

People need to know about keeping an eye on their leaders because they could abuse their powers. Leaders should be evaluated by whether they are doing what they promised to do, and whether they are trying to help the people. Today, we still have people who follow ruthless leaders similar to Stalin. For example, we have Saddam Hussein, who we have just recently stopped. By making sure children have a decent education and learn about the evils of terrorism, parents are ensured that their children will not be deceived. I can do further research on the effects of propaganda, how Stalin made himself a hero, and the education of little children. I intend to find more quotes to prove my point.

4. How I Have Grown as a Researcher:

I have learned to look for more specific details. It was frustrating to search with a lot of information, so I learned to look for the main idea in the index. Also, I learned that some Internet sites are inaccurate and could provide false information and that books have more information.

If there is not enough time to read the whole book, use the index to find the general topic. In further research, I can use my newly found skills to help my research go faster. The next time I write an I-Search paper, I will try to take more notes at home to be prepared for class and bring my source books to class with me.

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See Works Cited page.

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Prison Camps During the Civil War

What happened to prisoners during the Civil War? Did the Union and Confederacy run concentration camps? Last year I studied World War II and its concentration camps. Now I wanted to know if similar camps were run during other wars. In particular, I wondered how prisoners were treated during the Civil War, a war that pitted Americans against Americans.

Opening

I started with our textbook. It had a good summary of the causes and major battles of the war, but I couldn't find any references to prisoners of war (POWs) or prisons. I went to the school library and found many books about the Civil War, but book after book had no entry for "prisons" or "prisoners" in its index. Finally, I found a few pages about POWs in James M. McPherson's book, *Battle Cry of Freedom: The Civil War Era*. According to McPherson, an infamous Confederate prison camp was located at Andersonville, Georgia, where 13,000 Union soldiers died, and the worst Union prison camp was located at Elmira, New York.

The search for resources

I wanted to find out more about Andersonville and Elmira. I went to the public library. I can't remember now which key words I used for my search, but I do know that nothing promising came up on the library's computer catalog. Frustrated, I decided to just go to the Civil War section and browse through the books. After a few minutes there, I came across what became my main source for this paper: *Portals to Hell: Military Prisons of the Civil War,* by Lonnie Speer.

Discoveries

From Speer, I learned that Elmira was grossly overcrowded and led all northern prisons with its death rate of ten Confederate soldiers per day. Most died from diarrhea and dysentery. Exposure and scurvy were also contributing factors. The pond inside the camp quickly became a haven for rats. This was actually a benefit—many prisoners preferred eating the rats to prison food and the rats became a part of the prison bartering system. One prisoner wrote that "these...delicacies commanded a price of about four cents apiece."

If Elmira might have qualified as a concentration camp, Andersonville certainly did. There, 33,000 prisoners (or 1,250 per acre) were confined with no shade and little food during the hot Georgia summer. Desperate prisoners would catch low-flying swallows that swarmed over the stockade and eat the birds raw. Because of the overcrowded conditions at Andersonville, not only death became commonplace, but murder, either by guards or fellow prisoners, happened every day also.

Although the point of taking prisoners is supposedly to act humanely while depriving the enemy of soldiers, I found out that neither the Union nor Confederacy was prepared to provide for the basic needs of the huge numbers of enemy soldiers it captured. Because of these conditions, long before World War II, concentration camps existed in America—run by Americans for Americans.

I learned two important things about research during this project. One is that it's sometimes a good thing to simply browse through library shelves, rather than assuming I can find everything in the catalog. The other thing I learned is that primary sources, like quotations from Civil War prisoners' diaries, are powerful ways to learn about something.

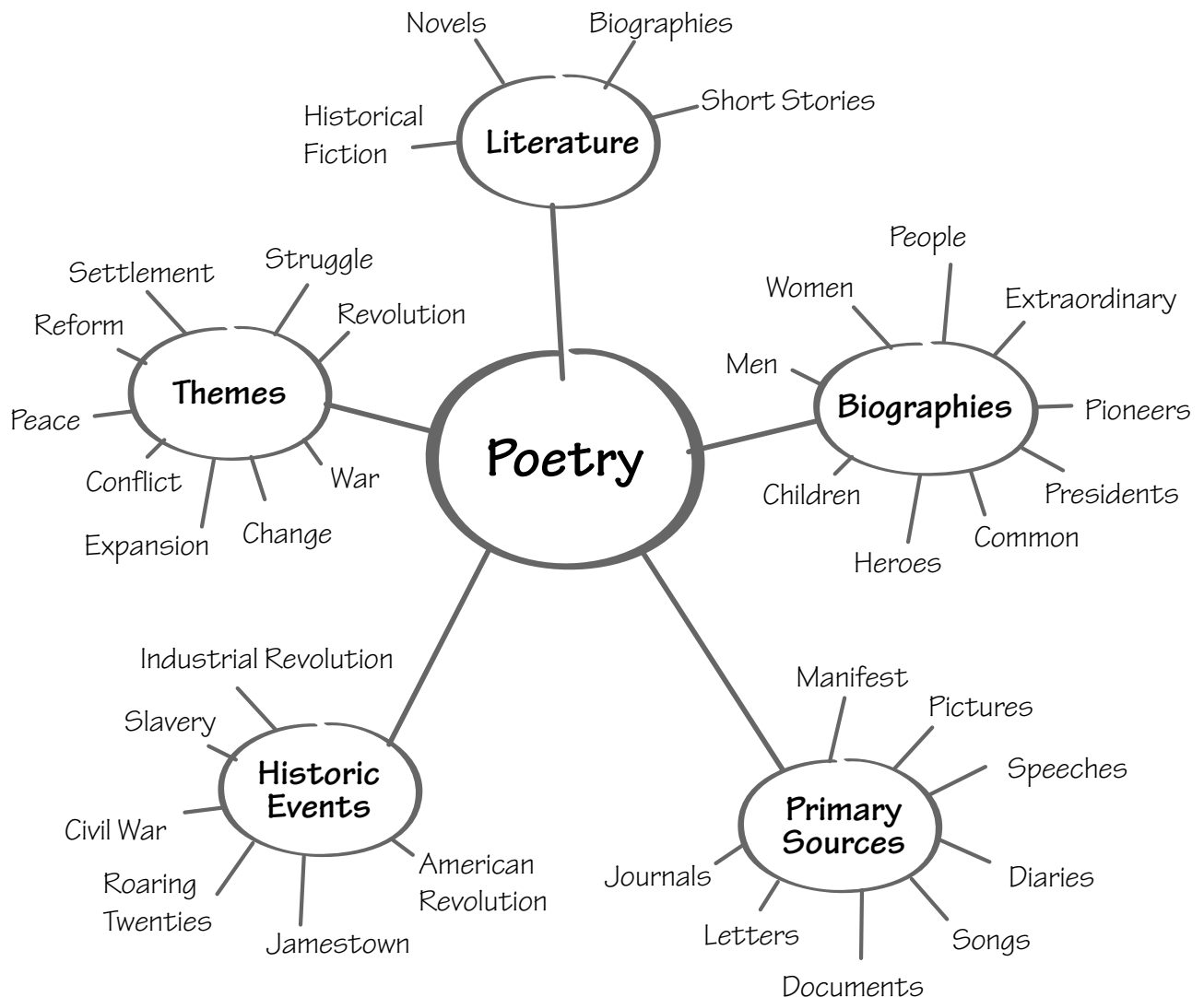**Reflection**

16 Poetry Writing

Poetry breathes life into history/social science. In history/social science, there are a variety of events, topics, themes, and characters that provide a fertile field for creative expression through poetry forms including acrostic, cinquain, diamante, found, limerick, narrative, and more.

Novels   Biographies

Historical   **Literature**   Short Stories
Fiction

Settlement Struggle

Reform   Revolution   People

              Themes   Women   Extraordinary

Peace   Men   **Biographies**   Pioneers

Conflict   War   **Poetry**   Presidents

Expansion   Change   Children   Common

                                            Heroes

Industrial Revolution   Manifest
                                                        Pictures
Slavery
              **Historic   Speeches
               Events**   **Primary
Civil War   Sources**   Diaries
                        American
Roaring   Revolution   Journals   Songs
Twenties
              Jamestown   Letters   Documents

Acrostic Poem

Acrostic poems can be used to express ideas about concepts, people, or primary source materials. Students analyze and interpret a social studies topic in an acrostic poem.

Instructions:

Print the title of the topic vertically, letter by letter, along the left margin of the page. Each letter then becomes the starting point for a word, phrase, or sentence that describes the topic.

Concept   Opposing Concept

```
M          D
A          I
G          V
N          I
A          N
           E
C
A          R
R          I
T          G
A          H
           T

           O
           F

           K
           I
           N
           G
           S
```

C onflict with England

O ver tyranny

M otivated by an unjust

M onarchy that

O ppresses our

N ew World

S ometimes

E verything that is right or

N atural pleads for

S eparation

E ngland hath told freedom to depart!

C onnection should be severed

O r

M any more

M en will lose

O ur

N atural Rights

S eparate from

E uropean Depravity

N ow!

S eek the

E mbrace of our king: The Law

STUDENT SAMPLE

After reading and discussing the document Common Sense by Thomas Paine, this student wrote her Acrostic Poem.

ABC Poem

ABC poems can display a variety of perspectives on an event or topic. Use the letters of the alphabet to start each line of the poem. Each line may have a word or a collection of words. Continue until you come to a logical conclusion, which may end the poem prior to reaching the letter z. This type of informal poem tells a story and should have some illustrations. ABC poems can display a variety of perspectives on an event or topic.

STUDENT SAMPLES

A rabian lands

B ecame alive with

C amel caravans crossing the

D esert dry.

E very follower knows the

F ive Pillars of Faith

G o to Mecca, once at least.

H old Allah dear, the one true God.

I slam includes giving of alms

J ust as all must fast and pray. The

K oran is read to learn the laws.

L eaving infidels to believe their own way.

M usseins call from minarets

N ear East nomads bow to the East to pray.

This poem was written by a student after he read about the "Underground Railroad" during the 1840's.

A lways running

B ecause of the fear of being

C aptured by the

D ogs.

E very station is a welcome sight to the

F ugitives who are

G oing North.

H elp

I s provided by

J ust

K ind and

L oving people, including many Quakers

M asters put up wanted signs in the

N orth, hoping that their rightful

P roperty will be returned. The

Q uest for freedom is a long

R oad but many

S laves are willing

T o risk their lives by following the

U nderground Railroad

Congress A-Z

American government revolves around three branches, one of which is the Legislative Branch.

Both the House of Representatives and the Senate make up Congress, which is a bicameral legislature.

Congressional elections are held the Tuesday after the first Monday of November of each even-numbered year.

Districts are created by state legislatures.

Elections for the Senate are staggered, as 1/3 of the Senate is elected every 2 years.

Formal qualifications for the House include being 25 years of age, must have been a citizen of the US for 7 years and an inhabitant of the state from which he or she is elected.

Gerrymandering is the apportioning of districts to the advantage of political parties.

House members have lower prestige and lower visibility in the news media than Senate members.

Informal characteristics of House representatives include party identification, name familiarity and ethnicity.

James Madison made the Senate terms longer so that members would not be swayed as much by the immediate impact of events.

Killing filibusters is done through a cloture, which requires 3/5 vote from the Senate.

Larger constituencies are represented by the Senate.

Majority vote is required to punish Senate members for disorderly behavior.

News is more likely to cover members of the Senate, as opposed to the House.

Off-year elections are generally disasterous for the party with the presidency.

Proportional representation is used in the House.

Qualifications of the Senate include being 30 years of age, a US citizen of 9 years, and an inhabitant of the state he or she represents.

Reapportionment Act of 1929 fixed the size of the House at 435 members.

Size of the Senate has not changed since 1959.

Thurmond was the first to be elected into the Senate 9 times.

Under the case Hunt v. Cromartie, race can be one of the factors that shape the process of drawing district lines.

Voters directly elect senators under the 17th amendment.

Wesberry v. Sanders held that vast population differences among congressional districts in a state violate the Constitution.

Xeroxing is used extensively to mass produce advertisements for campaigns.

Young House members aspire to get re-elected and move up.

Zeppelins can be used for the expensive Senate campaigns.

Biographic Poetry

Instructions:

Biographic Poetry helps students to understand many of the emotions of a character. This writing strategy works best after the study of a character or investigation on the Internet. There are a variety of resources that may be used, including biographic DVDs. Students may want to find pictures or create symbols to enhance the poem.

Name:

Three Traits:

Related to:

Who cares deeply about:

Who feels:

Who needs:

Who gives:

Who fears:

Who would like to see:

Resident of:

STUDENT SAMPLE

Martin Luther King, Jr.

After watching the biographic DVD on Martin Luther King Jr.

NAME:	Martin Luther King Jr.
FOUR TRAITS:	Black, Proud, Leader, Strong
RELATED TO:	Alberta Williams King
WHO CARES DEEPLY ABOUT:	Fairness and freedom for his race
WHO FEELS:	Racism is not right
WHO NEEDS:	People to see beyond color
WHO GIVES:	Leadership to all people
WHO FEARS:	Judgment from color won't end
WHO WOULD LIKE TO SEE:	Blacks and whites together
RESIDENT OF:	Atlanta, Georgia

Cinquain Poetry

Cinquain poetry invites students to analyze a character, topic, theme, concept, or controversial issue. This writing strategy may be used after an investigation of primary or secondary sources.

Instructions:

To create a cinquain poem, students name a topic and then describe the topic by completing each line in the format shown below.

Summarize Basic Elements

Name:

Two adjectives:

Three verbs:

Simile ("like a..." or "as a..."):

Synonym for the first line:

STUDENT SAMPLES

After reading a primary source recorded when Susan B. Anthony tried to vote in the nineteenth century.

Susan B. Anthony

Progressive, Intelligent

Enlightening, Crusading, Pioneering

As Visionary as our Founding Fathers

Righteous!

After reading the textbook about Marco Polo's adventures

Marco Polo

Curious, adventurous

Respected, well-traveled, learned

As knowledgeable as a sage

Traveler

Student Sample about History

History

Ancient, Contemporary

Discovering, Debating, Evaluating

History is like an Energizer Battery, it keeps going and going and going...

Life

Descriptive Poem

Descriptive poetry invites students to creatively summarize the most important aspects of an idea, theme, topic, or concept creatively in three lines.

Instructions:

The first line of a descriptive poem defines the topic, the second line starts with <u>which,</u> and the third line starts with <u>when</u>.

STUDENT SAMPLES

War

Two Rivals

<u>Which</u> fight for a cause

<u>When</u> caught in a disagreement

Reformation

Protest against the Church (definition)

<u>Which</u> brought about new Christian religions

<u>When</u> individuals were dissatisfied with the status quote

World War I

Trench War was a major way of fighting

<u>Which</u> was horrifying with human carnage

<u>When</u> tens of thousands of men slogged, hid, fought and died

Concept Poem

A concept poem invites students to analyze a concept in history/social science and express their interpretation through a pattern of ideas.

Instructions:

To create a concept poem, students select a topic and then describe the topic by completing each line in the format shown below.

Concept: _____

Believes in: _____

Needs: _____

Gives:_____

Takes/fears: _____

Would like to see: _____

Is similar to:_____

STUDENT SAMPLE

Jim Crow

Believes in: Separation of race

Needs: Laws of enforcement

Gives: Power to some

Takes: Self-respect from others

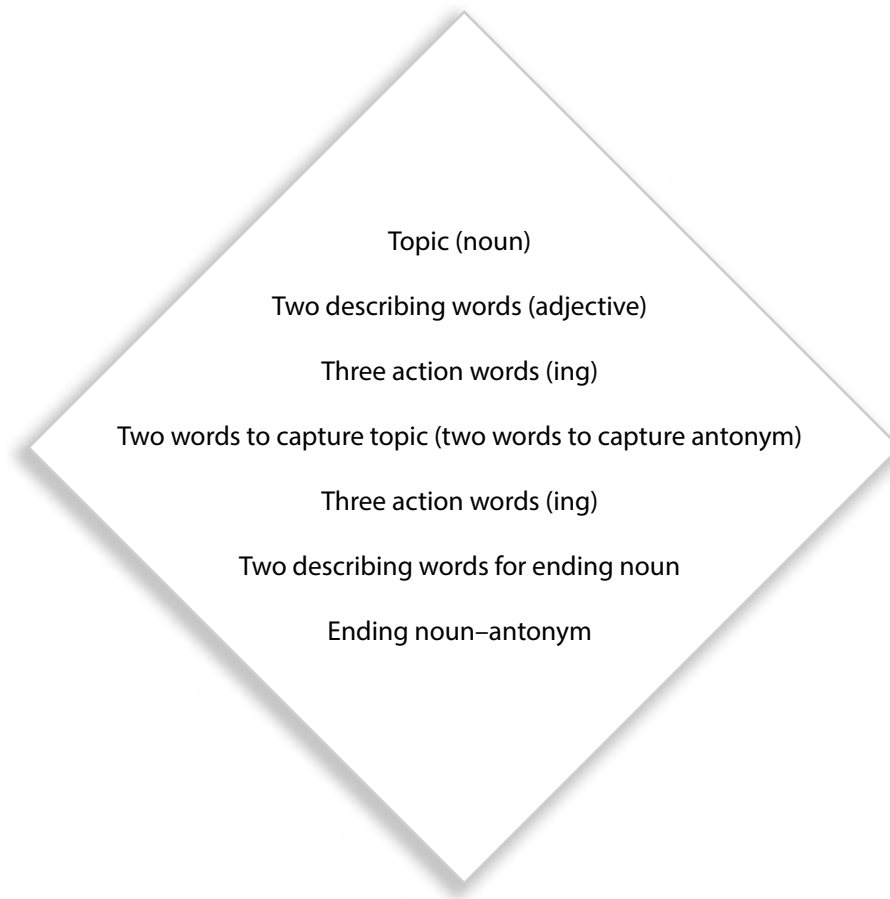**Would like to see:** Power of states' rights

Is similar to: America today on Sunday

Historic Diamante Poem

Historic diamante is the form of unrhymed poetry shaped like a diamond. Because its physical appearance on paper resembles that of a diamond, it was christened with the Italian word for diamond. It is often used to explore opposites and works well when the class is studying a dramatic change in a literary personage's character or is comparing two characters who are complete opposites. This writing strategy invites students to compare and contrast different ideas, including historic events or primary documents.

Instructions:

To create a historic diamante poem, students select a topic and then describe the topic by completing each line in the format shown below.

Topic (noun)

Two describing words (adjective)

Three action words (ing)

Two words to capture topic (two words to capture antonym)

Three action words (ing)

Two describing words for ending noun

Ending noun–antonym

Diamante About Abraham Lincoln after reading some of Walt Whitman's descriptions and discussing his life.

LINCOLN

Country Bumpkin

Tall, Self-Educated

Chopping, Moving, Splitting

Country Fellow, Unrefined - Lawyer, Polished

Debating, Winning, Vindicating

Abolitionist, Republican

President

President

Self-Educated, Lawyer

Preserving, Emancipating, Winning

North, Blue, Grey, South

Seceding, Rebelling, Losing

Confederate, Leader

Jefferson Davis

Diamante

Nobles

Respected, chivalrous

Crusading, landowning, marauding

Privileged, lofty, lowly, deprived

Enduring, hard working, starving

Poor, hopeless

Peasants

Democracy

Free, Equal

Protecting, Helping, Supporting

Directly voting, Electoral College

Protecting, Helping, Supporting

Unequal, Indirect

Monarchy

Henry Ford

Innovative, Creative

Inspiring, Helping, Contributing

Historic hero, Corrupt boss

Stealing, Controlling, Abusing

Selfish, Angry

Villain

Found Poem

Instructions:

A Found Poem is a collection of luminous words or phrases quoted from a piece of literature or primary source. When read aloud, these words or phrases that groups of students have selected from the text form a Found Poem that focuses on the essence of that text. Students can create the Found Poem after a piece of text or after an entire text has been read. The Found Poem enables individuals, groups, or the entire class to return to the text to focus on those vivid words or phrases used by the author. The poem may be constructed in groups or individually. To enhance the poem, students may add visuals, symbols, illustrations or drawings in the interpretation of the text. After the completion of a Found Poem, have the students read their poetry aloud to the class.

STUDENT SAMPLES

From literature reading-the short story "The Drummer Boy of Shiloh." It was read in class and discussed for symbolism and realism during the American Civil War.

"DRUMMER BOY OF SHILOH"

In the hot April night

Where careless peach blossoms fell

For a young boy just turned fourteen

In silence, alert and solemn

Exhausted by nervous expectation

Dreams of battles not yet fought

A voice, silence, crying

A lonely general spoke

The boy watched

Pure enthusiasm

Drummer boy at Shiloh

Part humble, part proud

Non-Violence–Gandhi

Non-violence the law of our species

Violence the law of the brute

Non-violence means conscious suffering

The dignity of man requires obedience to a higher law Conscious suffering

Self Sacrifice

Strength through forgiveness

Defy the might of an unjust empire Salvation through violence

But through non-non-violence

Federalist No. 10 – Publius

Sole regard to justice and the public good

Enlightened statements will be able to adjust clashing interests

The cause of faction cannot be removed

Relief is only to be sought in the means of controlling its effects

The majority should be unable to concert and carry into effect scheme of oppression

Democracy can admit of no cure for the mischief of faction

A republic is a delegation of the greater number of citizens and grander sphere of the country

Under such a regulation the public voice will be more consonant to the public good

The federal constitution forms a happy combination

The advantage in controlling the effects of faction are enjoyed by a large over small republic

Haiku Poetry

Haiku poetry invites students to describe different places or geographic regions. This writing activity promotes students to think creatively by following a specific structure.

Instructions:

Haiku poetry is written in the following structure:

Line one: 5 syllables

Line two: 7 syllables

Line three: 5 syllables

STUDENT SAMPLES

History in Haiku's

- Lure of Trade and Exploration
  Portugese start trade
  Lay foundation for future
  Spices, gold and Slaves
- English Colonies
  The English
  Gold and tobacco hungry
  Settle Virginia
- Independence
  English tyrrany
  Time to take action for rights
  Independence now!
- Thomas Jefferson's Document
  Life, liberty and
  The pursuit of happiness
  Beautiful rights
- Forming a Government
  Freedom rings in law
  Chance for a new way of life
  Our Constitution
- Constitution
  Balance of Power
  Bill of Rights applies to all
  More Perfect Union
- Louisiana Purchase
  Louisiana
  Best Deal in History
  Fifteen million
- Civil War Conflict
  Union versus South
  Generals plan field tactics
  Bloodshed of brothers

- Reconstruction
  North, South: divided
  Reconstructing the future
  Building together
- Age of Invention
  Innovation fuels
  Societal advances
  Oil, steel, railroads
- The new Immigration
  Immigrants from all
  Corners of the world floodin
  To the melting pot
- Tweed Ring
  Tweed ring continues
  Embezzlement and kickback
  Pictures reveal all
- Progressives
  Reform! Attention
  To danger, labor and men
  Morality seen
- U.S Goes to War
  Road to war lined with
  Hesitation and anger...
  A deadly combo
- Influenza
  Silent killer strikes
  Like the plague, no one is safe
  Flu claims families
- Boom times
  Exploring realms of
  Morality and culture
  Changing way of life

During the study of the slave trade in Africa in the eighteenth century.

Haiku–Ivory Coast

The flowers dying

Whites destroying all there is

It rains and darkens

After studying ancient Persia and discussing contemporary ideas in world cultures:

Allah is the one

Praise to him they all will cry

Islam is our life

"I Am" Poem

An "I Am" Poem is a poem about a person, a group of people, or even an inanimate object which uses the ideas of emotions and senses. This writing activity works best in a class when students are given a variety of points of view when studying a topic or event in history.

Instructions:

Have students follow the template below by completing the sentences. Afterwards, they can read point-and-counter point poems aloud to share contrasting views about the event.

I am

I wonder

I hear

I see

I am

I pretend

I feel

I touch

I worry

I cry

I am

I understand

I say

I dream

I try

I hope

I am

I Am an Immigrant

I am...scared

I wonder...what will happen

I hear...strange sounds of a new city

I see...curious things

I am...excited

I pretend...I belong here

I feel...alone

I touch...the earth

I worry...about my family

I cry...for my homeland

I am...a person

I understand...that I may be unwelcome

I say...Hello

I dream...about the future

I try...to work hard

I hope...to succeed

I am...an immigrant

I Am FDR

I am...integrity

I wonder...if the U.S. will ever be the same

I hear...the cries of children

I see...the starvation in the streets

I am...perseverance

I pretend...to be strong for my country

I feel...helpless

I touch...the hands of hungry children

I worry...I am not strong enough for this

I cry...for the lives that were ruined

I am...staunch

I understand...America needs me

I say...many words to ease the poor

I dream...of a prosperous America

I try...to remain strong

I hope...I can fulfill my duty

I am...FDR

Take a character in a story or a time in history. Complete the following lines by imagining what that character may be thinking or feeling throughout the story or time in history.

I Am Elizabeth Eckford

I am a courageous young woman
full of hope and fear
I wonder what lies beyond
those white stark walls
I hear ridicule, hatred
and racial slurs
I see the people full of rage and hate
I am a courageous young woman
full of hope and fear.

I pretend I am blind as I walk
through the crowd
I feel the words whip me like lashes
I touch the book and grasp it so tightly
I worry they will burn it and leave only ashes
I cry inside and shed not a tear
I am a courageous young woman
full of hope and fear.

I understand I must endure
I say to my friends that we will prevail
I dream we will succeed
I try to hold my head up high
I hope the light will soon shine
I am a courageous young woman
full of hope and fear.

The Flapper

I am glitter and glamour, but more

I wonder why other women are content with less.

I hear the whispers as I assert my independence.

I see through the illusion of the superior sex,

I am glitter and glamour, but more!

I pretend to be in control of my destiny, yet

I feel determined to make my place in this world.

I touch the swinging fringe of "MY" dress, as I kick up my independent heels.

I worry NOT that my prince will rescue me, for I need no rescue.

I cry, "I am no clinging vine!"

I am glitter and glamour, but more!

I understand my place in this society.

I say, "Things are changing Thank God!"

I dream of a day when women are more then unpaid servants.

I try to take care of myself and have a good time doing it.

I hope for a day when all women might feel this way.

I am glitter and glamour, but more!

Limerick

A limerick is a humorous poem with a special rhyming pattern and stressed syllables. Limericks can be written about a variety of topics, events, places, or people.

Instructions:

Use the following poem structure to create your limerick.

Line 1:   3 stressed syllables   Rhyme A

Line 2:   3 stressed syllables   Rhyme A

Line 3:   2 stressed syllables   Rhyme B

Line 4:   2 stressed syllables   Rhyme B

Line 5:   3 stressed syllables   Rhyme A

STUDENT SAMPLE

Senate: Constitutional Differences

100 members have we

6-year terms are limit-free

"Advise and consent"

We try Impeachment

And we approve all treaties

House of Representatives

There's always a House on Hill

With power o'er revenue bill

They serve for 2 years

The President fears

That he'll be impeached

At their will

Incumbents don't have to brace

For losing seats in the race

And in general

They're impersonal

But always work to save face

Narrative Poem

A narrative poem or free verse is about a character or an important event.

Instructions:

Narrative poems can be created by arranging the events in sequence.

This poem tells a story in an arrangement of actions or a sequence of events. It celebrates ideas and images in rhythms and rhymes.

Fredrick Douglass, Why Am I a Slave?

I am a slave

I never knew my father through

He may have been master Aaron Antony or so

All was Dark here

And there.

As a young child of nearly seven

My mother died and went up to heaven.

To gain some truth in life

I had to read and write.

All was Dark here

And there.

I was a slave with an aching heart

Expected never to be smart.

The turning point came to me

In my fight with slave driver Convey to be free.

I seized Convey by the throat

As a result I rose with my hope.

Give a man a bad master

He aspires a good master.

Give a man a good master

He aspires to be his own master.

All was Dark here

And there.

There is a better day coming.

Right is of no sex and truth is of no color.

I was a slave with a mission

My life was dedicated to oppression

I was not long in finding truth.

All was Dark here

And there.

On Civil Rights...

Send Them Back

It's hot in little rock
and those blacks want to come in
as far as I'm concerned
that would be a sin
they have their place
and this is mine
all they're doing is complaining
and wasting our time
I'm a good white boy
and I don't like those blacks
they need to go back
send them back
they walk around our school
like they're something cool
to me they are being used
like a bunch of fools
don't get in my way
black girl-black boy
I'll break your locker
and you like stupid toys
I'm a good white boy
and I don't like those blacks
they need to go back
send them back
the next thing you know
they will want to live nearby
If they do
It's going to be do and they die
let them stay in their place
we don't want their race!

Ode to Bill

A bill
That hopes to be law
Brought up in the House
Committee it goes
Struggling for life
In a harsh process
Gets a vote
Hopefully
Senate here he comes
Amended
Argued over
Amended even more
Voted fatefully
Comes to the President
Oh the possibilities
Agonizing over signature, veto, or
The dreaded pocket
Once signed—triumph!
A Law

Sensory Poem

Sensory poems create an image or feeling about a topic, event, or person.

Instructions:

Ask students to bring a topic, event, or person to life by using words that evoke the senses (sight, sound, smell, taste, touch).

STUDENT SAMPLE

Modern Man

Winds of ancient Time

Labor long over the earth

From sea to shining sea

Skyscrapers, lowly farms, homes

All is not yet lost

A whistle sounds "Tweeet!"

"Boom" is thunder and lightning

Sirens of daily life

Standing upright, unable to bend

Be man

Working the daily grind

— to go on eternally

looking for satisfaction

Feeling a hopelessness swallowing you up

In a society of war

Man is not fit to walk this ancient earth

... Though woman may be

Who-What-Where-When-Why Poetry

Who-What-Where-When-Why poems invite students to learn to write current event stories or expository stories in history/social science. These poems may be added to visual displays.

Instructions:

Who-What-Where-When-Why poems answer these questions in a poetry format. This creative expression may have illustrations, symbols, or pictures. Most importantly, the student needs to think critically about the importance of the event or person.

STUDENT SAMPLE

After watching and discussing a DVD
on the life of Susan B. Anthony

Who: Susan B. Anthony, political activist

What: Fought for women's suffrage

Where: In the "New Nation"

When: When the oligarchy of sex ruled

Why: To determine "Are Women Persons?'

From world history while studying about the Byzantine Emperor

Who: Justinian, Byzantine Emperor

What: Well-organized legal system

Where: Byzantine Empire

When: Early 500's A.D.

Why: To extend the rights of women, children, and slaves.

Write a Song or Rap about a Topic or Event

Instructions:

Using a rhyming pattern or free verse, students create an original creative story about a topic or event.

STUDENT SAMPLE

Electoral College

People in America need more knowledge

So let us learn about the Electoral College

First and foremost it's not a real place

Some people think it is outer space

The college is the group that selects the president,
    our Mr. President

The strangeness of this system is surely evident

Though the framers intended a rubber stamp

The whole idea just gives me a cramp

They vote based on public opinion

A system established by a West Virginian

Back in the day they needed more presentation

But now the necessity is in our imagination

All of the others are local delegates

But none have promised to be celebrate

A state's votes are based on population

Not all are equal in this great nation

The majority of Americans do agree

We should do away with this stupid policy

We want direct election of officials

And not something so superficial

17 Thesis Writing

Academic writing often requires answering a question by persuading the reader that the writer's assertion is correct. A well-developed thesis statement summarizes the argument the writer will make. It can be judged by the following criteria:

> • Addresses all parts of the question
>
> • Takes a position that can be challenged
>
> • Provides a guide for the argument
>
> • Helps organize the paper
>
> • Covers only what is in the paper

Instructions:

1. Share the example of a well-developed thesis statement that addresses the following question:
   To what extent was slavery a factor in bringing on the American Civil War? How important were other factors?

   Example of a Well-Developed Thesis: The challenges to the spread of slavery were a key reason the South took up arms against the North. It was believed that the institution of slavery would otherwise die which would bring about radical social and economic change especially in the South. However, the increasing political power and radical voices in the North were equally important as they caused trust between the two sections of the country to disappear.

2. Have students identify each of the criteria in the thesis example.

3. Share the student sample below of an acceptable thesis.

   Example of an Acceptable Thesis: Slavery was the primary reason for the American Civil War; however growing political power in the North was also important.

4. Have students identify which of the criteria are present and which are missing from the example.

5. Have students practice writing thesis statements and judging them against the criteria for thesis statements.

Student Handouts

Transitions for Linking Paragraphs in an Essay

Chronological Transitions
(describe changes over time)

- At first...Next...Then finally...

- For years...After that...and then...

- Beginning with...Next came...This finally led to...

Cause-and-Effect Transitions
(explain why)

- At first...Adding to this...Finally

- One factor explaining...Then there was...Also...

- To begin with...Also...Together, all these factors...

Compare-and-Contrast Transitions
(describe similarities and differences)

- To begin with...Moreover...However...Finally

- On one hand...In contrast...

- It is true that...But nevertheless...Also...

Order of Importance Transitions
(describe important factors)

- The most important factor...Also significant...Then finally...

- One more reason...More importantly...But most of all...

- First of all...Another factor...And in addition to...

A Model for Organizing an Essay

Introduction

- The first sentence is a broad or general statement that introduces the topic.

- The first sentence may be an interesting quote, fact, or question to lead the reader into the essay.

- Statements should narrow down and lead the reader to the main point or thesis of the essay.

- The final sentence in the introduction should state the thesis.

Body

- The first sentence should be the topic sentence and connect in some way to the thesis.

- All other sentences should support the topic sentence with specific arguments.

Body

- Use a transitional phrase or word to tie to the first paragraph.

- The first sentence should be a new topic sentence and connect to the thesis.

- All other sentences should support the topic sentence with specific arguments and evidence.

Body

- Use a transitional phrase or word to tie to the first paragraph.

- The first sentence should be a new topic sentence and connect to the thesis.

- All other sentences should support the topic sentence with specific arguments and evidence.

Conclusion

- The first sentence should restate the thesis.

- All other sentences can either summarize the main points of the body paragraphs or merely conclude the essay.

Understanding the Question and Pre-Writing

Definitions of Key Terms Used in Essay Questions

Analyze: Examine carefully in order to determine why something has happened. Separate or distinguish the elements of anything complex.

Assess: Examine critically, and estimate the merit, significance, or value.

Compare and Contrast: Point out how things are similar and how they are different.

Criticize: Give your judgment or opinion; show its good or bad points. Give evidence to justify your opinion.

Define: Give the meaning.

Describe: Explain or write about something; give a picture or account of it in words.

Discuss: Give reasons with details.

Effect: Whatever is produced by a cause; something made to happen by a person or thing; result.

Explain: Make clear or interpret the reasons why a situation exists or is happening.

Identify: List and explain.

Interpret: Give the meaning; use examples and personal comments to make clear.

Justify: Prove by giving reasons.

List: List without details.

Prove: Give evidence and reasons.

Relate: Show the connections between things or how one thing causes another.

Solve: Come up with a solution based on given facts and your knowledge.

Summarize: Organize and bring together the main points.

Support: Back up the statements with facts and proof.

Thesis Writing

Academic writing often requires answering a question by persuading the reader that the writer's assertion is correct. A well-developed thesis statement summarizes the argument the writer will make and can be judged by the following criteria.

Criteria for judging a well-developed thesis:

- Addresses all parts of the question
- Takes a position that can be challenged
- Provides a guide for the argument
- Helps organize the paper
- Covers only what is in the paper

Example question:

To what extent was slavery a factor in bringing on the American Civil War? How important were other factors?

Example of a well-developed thesis:

The challenges to the spread of slavery were a key reason the South took up arms against the North. It was believed that the institution of slavery would otherwise die, bringing about radical social and economic change, especially in the South. However, the increasing political power and radical voices in the North were equally important as they destroyed trust between the two sections of the country.

Criteria for judging an acceptable thesis:

- Addresses all parts of the question
- Takes a position that can be challenged

Example of an acceptable thesis:

Slavery was the primary reason for the American Civil War; however growing political power in the North was also important.

Writing with Original Thought

Reading:

Topic Sentence:

Concrete Detail:

Explanation of Detail:

Transition with Commentary:

Concrete Detail:

Explanation of Detail:

Transition with Commentary:

Concrete Detail:

Explanation of Detail:

Transition with Commentary:

Concluding Sentence:

Ideas for writing commentary:

- Make an inference (this fact suggests that…).
- Give an opinion.
- Give a reason.
- Give an effect.
- Explain the importance.
- Compare and contrast with something.
- Make an analogy.
- Make an if-then statement.
- Make a connection to another event or idea, past or present.

Visual Format

Your Address

Date

Title of the Person

Their Address

Dear

Start your introduction with your focus idea.

Additional paragraph with specifics to support your ideas.

Additional paragraph with specifics to support your ideas.

Additional paragraph with specifics to support your ideas.

A conclusion summarizes the main points and the thesis.

Sincerely,

Your signature

Overview

Students learn how to interpret history by analyzing primary source material from the past. A primary source is an artifact, a document, a recording, or other source of information that was created at the time under study. Students learn to question sources, assess their credibility, draw conclusions, develop generalizations, and recognize that interpretations of history can differ.

Activities

This chapter provides instructions for 18 interactive strategies.

1 **Analysis Using Author, Context, Audience, Purpose, Significance (ACAPS)**

ACAPS guides students through the process of "ways of thinking" when analyzing primary sources. This means to consider how the background of the author, the context of the time, the audience being addressed, and the purpose of the source all affect its meaning and significance.

2 **Using Photographs in Historical Investigations**

Students learn to analyze photographs carefully by asking probing questions.

3 **Jigsaw Inquiry of Primary Sources**

Students work in collaborative groups to analyze different primary sources related to the same general topic. Each "expert" group shares its findings and analysis with the whole class.

4 **Collaborative Inquiry of Primary and Secondary Sources**

Collaborative groups each analyze the same array of primary and secondary sources. By rotating the sources from group to group, students are able to conduct an in-depth analysis of a broad range of topics.

Visit MyAVID resources frequently, as new items and supplemental materials are available and updated throughout the academic year.

www.avid.org

<p align="right">*Chapter* **5**</p>

Analyzing Primary Sources

5 **Editorial Cartoon Analysis**
Students identify a variety of techniques used in editorial cartoons and learn to analyze the viewpoint and message of the artist.

6 **Student-Generated Editorial Cartoons**
Students produce and analyze their own editorial cartoons.

7 **Modified Document-Based Question**
Students develop skills needed to successfully answer a document-based question (DBQ).

8 **Student-Generated Document-Based Research**
Students extend their learning by locating and analyzing primary sources relevant to a teacher-selected question.

9 **Analyzing Print Documents**
Students learn a systematic approach to analyzing print documents.

10 **Analyzing Posters**
Students learn a systematic approach to analyzing posters.

11 **Analyzing Sound Recordings**
Students learn a systematic approach to analyzing sound recordings.

12 **Analyzing Artifacts**
Students learn a systematic approach to analyzing artifacts.

13 **Analyzing Multimedia**
Students learn a systematic approach to analyzing multimedia.

14 **Interpreting and Analyzing Tables and Charts**
Students learn a systematic approach to interpreting and analyzing data presented in tables and charts.

15 **Interpreting and Analyzing Line and Bar Graphs**
Students learn a systematic approach to interpreting and analyzing data presented in line and bar graphs.

16 **Interpreting and Analyzing Circle Graphs**
Students learn a systematic approach to interpreting and analyzing data presented in circle graphs.

17 **Reading and Interpreting Maps**
Students learn a systematic approach to reading and interpreting maps.

18 **Evaluating Websites for Information**
Students learn to evaluate websites in order to judge their accuracy and reliability.

Different Types of Primary Sources

Material Cultural Artifacts

Tools and Machines, Toys and Games, Clothing, Coins, Decorations, Utensils, Money, Furniture, Containers

Print Documents

Government

- Charters and Constitutions
- Edicts and Laws
- Minutes and Reports
- Programs and Publications
- Records and Statistics
- Reports and Proceedings

Formal Personal

- Certificates and Licenses
- Court Records
- Contracts and Agreements
- Family Trees
- Receipts
- Wills

Publications

- Autobiographies
- Histories
- Literature
- Newspapers
- Periodicals
- Travel Accounts
- Treatises

Informal Personal Records

- Diaries and Memoirs
- Family and Household Records
- Financial Statements
- Letters, Memoranda and Notes

Electronic Media

Film, Video, Entertainment Information, Multimedia

Graphic Arts

Photography, Maps, Cartoons, Illustrations

Fine Arts

Paintings, Sculptures, Prints, Textiles, Decorative Arts, Ceramics, Metal Works, Furniture

Folklore, Folkways and Mythology

Folklore and Folkways				Myth			
Oral Literature:	**Material Culture:**	**Customs:**	**Performance Arts:**	• Creation	• Death	• Magic	• Purpose
• Tales	• Crafts	• Rituals	• Dance		• Life	• Religion	• Destiny
• Proverbs	• Clothes	• Ceremonies	• Music				• Values
• Epic stories	• Making Quilting	• Food ways	• Games				
	• Home Building	• Family traditions					

1 Analysis Using Author, Context, Audience, Purpose, Significance (ACAPS)

ACAPS guides students through the process of "ways of thinking" when analyzing primary sources. This means considering how the background of the author, the context of the time, the audience being addressed, and the purpose of the source all affect its meaning and significance.

This process of thinking can be used for all types of primary sources.

Instructions:

Have students analyze the primary source they have been assigned by answering the following questions.

Author

Who created the source? What do you know about this person or his/her point of view? How might this affect the source's meaning?

Context

When and where was the source created? How might this affect its meaning?

Audience

For what audience was this source created? How might this affect its meaning?

Purpose

For what reason was this source created? How might this affect its meaning?

Significance

What can be learned or inferred from this source? What is its main idea? Why is it important?

② Using Photographs in Historical Investigations

Photographs are primary sources that record a visual picture of the past. They can often provide valuable information as well as have an emotional impact on the viewer. However, these moments in time must be placed in a broader context in order not to mislead the viewer.

Instructions:

Provide students with a photograph and then have them conduct an historical investigation by identifying, examining, and evaluating the photograph.

Identify the Photograph

1. Who took the picture and when?

2. Who was the intended audience?

3. Why was the photograph taken?

Examine the Photograph

1. Divide the photograph into several parts and make a list of objects pictured. Examine the background, individuals, groups, or objects.

2. Describe the action or the subject of the photograph.

3. What details in the photograph yield the most information?

Evaluate the Photograph

1. Based on what can be seen in the photograph, what facts are likely to be true?

2. Explain the impact this photograph may have had on viewers in the past.

3. What questions do you have about this photograph?

4. In what ways might this photograph be misleading?

Photograph on Child Labor.

Identify the Photograph

1. Who took the picture and when?

   Photographer Lewis Hine in 1910

2. Why was the photograph taken (keepsake, historical record, etc.)?

   The picture was taken to record the working conditions of children.

3. Who is the intended audience (family, friends, general public)?

   The photographer was an investigative photographer for National Child Labor Committee.

Examine the Photograph

1. Describe the action or the subject of the photograph.

   Cannery workers preparing beans. The workers include children of various ages and family members.

2. Divide the photograph into several parts and make a list of all objects pictured. Examine the background, individuals or groups, or objects.

   The objects pictured are crates of beans, lots of people, a large warehouse.

3. What details in the photograph yield the most information?

Evaluate the Photograph

1. How is the photograph useful in making inferences, deductions or generalizations about its subject?

   The photograph shows the working conditions and it looks dark and dirty. The man in the background is probably making sure everyone is working and producing.

2. Is the photograph a valid historical representation? Do the objects, people, and background all fit?

   The photograph looks authentic with a variety of clues to support the time— the clothing of the people, the warehouse.

3. What questions do you have about this photograph? Did you get permission to shoot this photograph? How many other photos did you shoot? What will you do with this photograph?

(3) Jigsaw Inquiry of Primary Sources

For this activity, students work in groups analyzing a variety of primary and secondary sources. Each group analyzes different sources all related to the same general topic. Each "expert" group will share their findings and analyses with the whole class. This activity provides student groups an opportunity to analyze one source in depth while also learning valuable information from other groups in class. This strategy can be especially helpful when class time is limited.

Instructions:

1. Create groups of two to four students.

2. Assign each group a different primary or secondary source.

3. Each group analyzes its source using Author, Context, Audience, Purpose, and Significance (ACAPS). (page 179).

4. Students create a visual representation of their ACAPS findings.

5. Students present their analyses to the class and answer questions from the class.

6. Debrief with the class.

(4) Collaborative Inquiry of Primary and Secondary Sources

Through collaboration and discussion, students analyze numerous primary and secondary sources about a general topic of study. By rotating different sources from group to group, students are able to conduct an in-depth analysis of the topic.

Instructions:

Follow the steps below.

1. Create groups of two to four students.

2. Assign each group a different primary or secondary source.

3. Have each group analyze their first source using ACAPS questions from the Primary Source Analysis Activity.

4. Each source is then rotated to a different group and each group analyzes the new source.

5. The rotation of sources continues as time permits.

6. Students summarize what they have learned.

7. Conduct a class discussion comparing analyses of sources and what students learned.

⑤ Editorial Cartoon Analysis

Creating editorial cartoons is one way opinions about current events are communicated to the general public. Editorial cartoons are graphic analyses that use drawings, words, symbols, exaggeration, and humor to convey an idea or message. In the past these cartoons could influence public opinion even among less literate segments of society. While some cartoonists use them to portray the "ills" of society, others use them in an attempt to prescribe "cures" as well. Editorial cartoons can provide excellent sources of information about the past and present.

Instructions:

Have students study the editorial cartoon techniques listed below, and then answer the questions that follow.

Symbolism   Using objects or symbols to stand for ideas or concepts

Labeling   Labels are used to make clear what objects stand for

Caricature   Exaggerating or distorting a character's features

Exaggeration   Distorting an object in shape or appearance

Analogy   A comparison between two unlike things, one complex, the other more familiar

Irony   The difference between the way things are and the way they should be

Stereotyping   Generalizing about an entire group by a single characteristic that may be insulting and untrue.

1. What is the general subject of the cartoon?

2. Who are the characters, and what do they represent?

3. What symbols are used, and what do they represent?

4. What outside knowledge and facts do you know about this subject?

5. What is the cartoonist's opinion about the topic?

6. What techniques did the cartoonist use?

7. Do you agree or disagree with the cartoonist's opinion? Why?

6 Student-Generated Editorial Cartoons

Providing opportunity for students to create their own editorial cartoons about past or current events can assist them to gain a greater insight and understanding of the subject.

Instructions:

Have students create and then analyze their own editorial cartoons by following the directions listed below.

1. Choose a general topic or event.
2. Brainstorm a list of specific facts or ideas related to the topic or event.
3. Decide what message or opinion to convey.
4. Brainstorm a list of caricatures, symbols, distortions, stereotypes, and/or humor techniques that can express your chosen message or opinion.

Analyze your own cartoon.

1. What is the general subject?
2. Who are the characters, and what do they represent?
3. What symbols are used, and what do they represent?
4. What is your message or viewpoint on the issue?
5. What techniques were used?

STUDENT SAMPLE
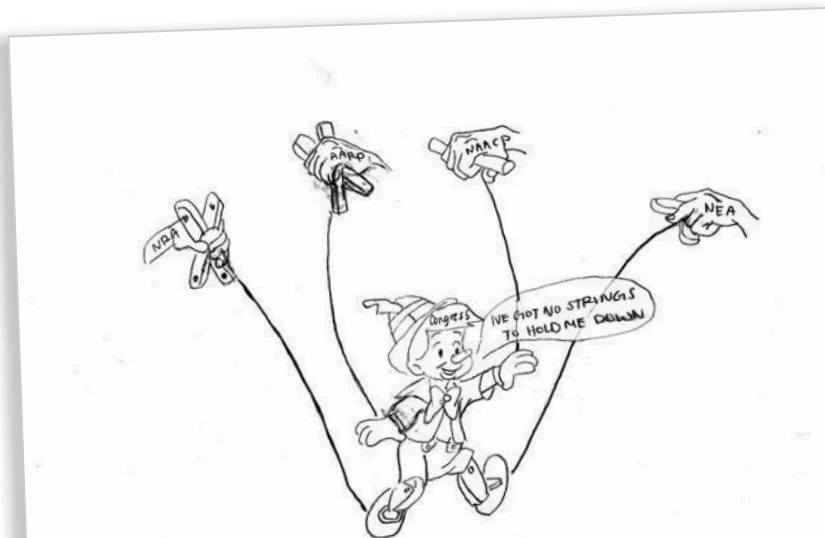
① Interest groups
② Characters: NPA, AARP, NAACP, NEA,
③ symbols: puppet = Congress
④ I wanted to show that even though Congress will deny it they are controlled by the various interest groups. The puppet is singing "I've got no strings," but in reality Congress is pulled by strings in the way that they are influenced heavily by interest groups. The interests of these lobbying groups are always taken into account when Congress votes or passes new legislation. Sometimes it seems like these interest groups are the ones with all the power controlling Congress' every move.

(7) Modified Document-Based Question

This activity is designed to help students develop and implement the skills necessary to successfully answer a document-based question. Working in groups of two to four, students discuss sources in relation to an investigative question, attaching documents, a chart of outside knowledge and facts, written analysis, and a thesis statement to a poster or notebook, so that the complete pre-writing and analysis process is documented.

Instructions:

1. Write an investigative question using one of the following stems:

   Assess the validity of the statement   To what extent…   Explain why
   Compare and contrast   In what way(s)…   Describe the changes
   Analyze the…

2. Assign each group a leader to coordinate activities including gathering necessary materials (butcher paper, scissors, markers, and tape)

3. Read the question with students and discuss key words to help them determine what they are being asked to prove. (This prompt is asking me to prove…)

4. Students then create a chart on their poster to sort all factual information about the topic being investigated.

5. Silently, each student reads the documents to determine what is being said, circling any words or statements they need help with.

6. After discussing the meaning of these challenging words or statements, each student then writes the author's message or main idea in short bullets in the left margin of the document.

7. Each document is then read a second time with the students noting in the right margins what the document tells them about the answer to the question being investigated.

8. Students also list in the right margin of the document any facts from their chart supporting their idea(s) written in the right margin.

9. The document is examined once more to determine the sources' credibility or weight as evidence. This is done by considering whether the author's background, the context of the times, the audience being addressed, or the purpose behind the source affects its meaning or significance (ACAPS).

10. Using the guide for writing analysis described in the student sample (page 188), students include the following three components in their written analysis: (1) Speak through the author/title of the document; (2) Explain how each document answers the question, including facts supporting their argument; and (3) Make a judgment of the source's credibility or weight as evidence should also be included when it affects the meaning or significance of the document.

11. A poster displaying each document and its corresponding analysis is created by each group.

12. After discussing the group's analysis, a well-developed thesis is placed at the top of the poster (see page 173 for thesis writing).

Question

Analyze the foreign policy of the United States between 1880 and 1914 and determine the principles that guided it.

Consider the following events: Annexation of Hawaii, Open Door policy, Spanish American War and the building of the Panama Canal.

Chart of Factual Information

(Based on group's knowledge)

Events	Facts
Open Door Policy	China important to U.S. for trade; also Christian missionaries
Annexation of Hawaii	U.S. retains for reasons of trade
Spanish American War	U.S. retains Philippines for trade against the wishes of anti imperialists
Panama Canal	U.S. helps Panama separate from Columbia

Guide for Written Analysis

Students' written analysis should include these three components (not necessarily in order):

(1) Speak through the author and/or the title of the document and explain what the document tells you about the answer to the question;

(2) Include any evidence (facts) that support your ideas; and

(3) Include your judgment of the source's credibility or weight as evidence if you believe it affects the analysis of the document.

President William McKinley (Republican)

In an interview with a visiting church delegation published in 1903, President William McKinley defends his decision to support the annexation of the Philippines in wake of the U.S. war in that country.

When I next realized that the Philippines had dropped into our laps I confess I did not know what to do with them...And one night late it came to me this way...That we could not give them back to Spain-that would be cowardly and dishonorable; 2) that we could not turn them over to France and Germany-our commercial rivals in the Orient-that would be bad business and discreditable; 3) that we not leave them to themselves-they are unfit for self-government-and they would soon have anarchy and misrule over there worse than Spain's wars; and 4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died.

Handwritten annotations:

- Tells CHURCH group WHAT THEY WANT TO HEAR

ANALYSIS
- UNDERLYING Principle is To CIVILIZE AND CHRISTIANIZE

OUTSIDE Fact:
- Spread of CHRISTIANITY IN CHINA AND HAWAII

MAIN IDEA
- UNFIT FOR SELF Rule
- MUST CIVILIZE
- MUST CHRISTIAN-IZE

Example of Written Analysis

(1) In President McKinley's address to a visiting church delegation, he describes going down on his knees and praying to God for guidance in his decision whether to give the Filipino people independence after the Spanish American War. He explains that the only reasonable action is to educate and Christianize the Filipinos as they are not yet ready for self rule. (3) While bringing the Christian religion to those who do not possess it may be one of the guiding principles behind American imperialism, it is possible that the president is simply telling this particular audience what he believes will curry their favor and support for his policy, while hiding his real economic motivations for retaining the Philippines as a territory of the United States. (2) This is especially likely in light of the Philippine Islands' natural resources and their proximity to trading interests in China.

7 Modified Document-Based Question (DBQ) Notebook Version Template

Question

• Assess the validity

• Compare and Contrast

• To what extent

• Analyze

• Explain why

• Describe the change

Outside Knowledge

• Chart or graphic organizer

Documents

• Variety of types of sources

• Average 4–8 sources per question

Document 1

• Identify (type, date, author)

• Analysis
  (how the document helps answer the question)

Document 2

• Identify (type, date, author)

• Analysis
  (how the document helps answer the question)

Document 3

• Identify (type, date, author)

• Analysis
  (how the document helps answer the question)

Document 4

• Identify (type, date, author)

• Analysis
  (how the document helps answer the question)

Document 5

• Identify (type, date, author)

• Analysis
  (how the document helps answer the question)

Document 6

• Identify (type, date, author)

• Analysis
  (how the document helps answer the question)

THESIS STATEMENT

What were the fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Eisenhower address these fears?

Outside information chart:

Fears	Government Response
Fear that people would join the communist party	Government cracked down on the communist party. Congress created the House Un-American Activities Committee
Communist spies Julius and Ethel Rosenberg	Rosenbergs were executed. Now communist party members and organizations to register with federal govt.
McCarthyism	Senator McCarthy had 35 days of hearings and was condemned for unbecoming behavior.
Nuclear Anxiety	U.S. began working on the hydrogen bomb, bomb shelters began being built in houses, Federal Civil Defense Admin. educated the public on nuclear warfare.

Document A

Identify: This is from a press conference in March 1954. Pres. Dwight Eisenhower addresses America's fears.

Analysis: President Eisenhower states the American's fears of the people around them, such as spies, the loss of jobs, and all the hysteria. Eisenhower knows that the government will need to do something to calm people down and keep America together.

Document B

Identify: This excerpt is from Secretary of State John Foster Dulles, in June 1954. The secretary is talking about the fear of a communist takeover.

Analysis: A big American fear was a communist takeover after WWII. Communists in Guatemala and America could not ignore the problem. They thought that if all the little communists would come together that they would overthrow democracy. The govt. had to protect America.

Document C

Identify: This is two pie charts showing how much money was set aside in 1948 and 1960.

Analysis: In the years following WWII, defense spending went up 12%. There was the fear of nuclear war; therefore America had to build up its defense. Also, in 1960 money could be put aside for health, agriculture, education, and welfare instead of just focusing on the fears of Americans.

Thesis: Although many Americans feared nuclear war and a communist take over, the government tried to suppress these fears with the HUAC and other acts.

8 Student-Generated Document-Based Research

After students have had practice with the modified document-based question strategy, they are ready to extend their learning by locating and analyzing primary sources relevant to a teacher-selected question.

Instructions:

1. Write one or more document-based research questions for your unit of study.

   • In what ways…

   • Analyze the causes/effects…

   • Describe the changes (and reasons that they took place)…

   • Assess the validity of this statement…

   • Compare and contrast…

   • To what extent…

2. Read outside material about the general topic (textbook, book, and Internet sources).

3. Search for a variety of primary and secondary sources that are related to the research question. These might be:

• Maps	• Editorial cartoons	• Diaries
• Graphs	• Newspapers	• Speeches
• Photographs	• Letters	• Oral interviews
• Illustrations	• Government documents	

4. Analyze each source by highlighting and explaining how it helps answer the research question. This analysis may include:

   • Inferences

   • Significant facts, ideas, or concepts

   • Point of view and possible bias of author

   • Context in which the document was created

   • Outside information or evidence that supports your analysis

5. Choose five to fifteen documents and their analyses to present. Use poster board or display in a PowerPoint presentation. Include a well-developed thesis that answers the research question.

9 **Analyzing Print Documents**

Instructions:

Have students follow the steps below to analyze their print documents.

1. Identify the **title**, date, and type of document.

2. Identify the **author** of the document. What is his/her point of view?
   Was the author free to create as he/she pleased?

3. Identify the **audience** of the document. For whom was it written?

4. For what **purpose** was the document created? Was the author trying to promote a cause?

5. Describe the **context**. What events led up to the document? What else was happening at this time?

6. Summarize the document. Explain the main ideas expressed and three **significant details**.

7. Describe any **unique or unusual qualities** of the source. What was surprising about this document?

8. Examine an **interesting quotation or sentence**. Tell why you selected this statement.

9. What **impact** did this document have at the time it was published?

10. **Write a question** you would like to ask about this primary source.
    Your question may be about the author or about an event or person in the primary source.

11. Write your **reaction** to this document. What is your **opinion** of it?

12. What can be **learned** from this source?

⑩ Analyzing Posters

Instructions:

Have students analyze a poster by answering the following questions:

1. **When** was it created? What was going on at the time of its creation?

2. **Who** created it? Was the creator free to create what he or she wanted?

3. **Why** was it created?

4. **Who** was the intended audience?

5. What **colors and symbols** are used?

6. What is the **main message**? What in the poster conveyed this message to you?

7. What **questions** do you have for the creator or about the time period?

8. What **inferences** can be made about this poster?

⑪ Analyzing Sound Recordings

Instructions:

Have students listen to a recording, and then answer the following questions:

1. **What type** of recording is this? (personal, public, government)

2. **When** was this recorded? What was the context of the recording? (What was going on at the time this recording was made?)

3. **For what audience** was the recording created?

4. **Why** was this recording made? What was/is its purpose?

5. What **mood** does the recording create? Explain how the mood was created. How does this mood affect the message?

6. What **inferences** can be made about the recording?

7. What **questions** do you have for the author/creator or about the time period?

12 Analyzing Artifacts

Instructions:

Have students analyze their artifact by answering the following questions.

1. **What type** of artifact is this? (public, private, government)

2. **Who created** it?

3. **When** was it created?

4. For what **purpose** was it created?

5. What do **special qualities**, such as weight, size, color, shape, and/or inscription, suggest about the time it was created?

6. What other **inferences** can be made about the object?

7. What **questions** do you have for the creator of the artifact or about the time it was created?

13 Analyzing Multimedia

Instructions:

Have students analyze the film you have just seen by answering the following questions.

1. **What type** of film is it? (motion picture, documentary)

2. **Who created** it?

3. What was the **purpose** of this film?

4. Who was the **intended audience** of the film?

5. **When** was the film made, and what was the context of the time in which it was made?

6. What **techniques**, such as lighting, music, pacing, and narration, were used? What impact did these have on the story?

7. What **inferences** can be made about the time in which the film was created? (social and/or political attitudes)

8. From what **perspective** is this story told? What in the film indicates this?

9. Is there a perspective/point of view that is **not** being represented? What leads you to believe this?

10. What **impact** do these perspectives have on the message conveyed by the film?

14 Interpreting and Analyzing Tables and Charts

Data is often presented in the form of tables and charts, and it is therefore important to teach students a strategy they can use to analyze this data in order to reach conclusions.

Instructions:

1. Choose appropriate questions for the chart or graph that is being analyzed.

2. What is the **title**?

3. What does the **source of information** in the table or graph suggest about its reliability?

4. Read the **headings** at the top of each row. What subjects are being compared?

5. Read the **labels** in the left column. What sub-groups are being compared?

6. What can be learned from **comparing** different columns?

7. **Summarize** what you have learned from the table or chart.

8. What **inferences** can be made based on the data from this table or chart?

9. What **question(s)** is not addressed by the chart or table that would allow for greater understanding of the topic?

SAMPLE GRAPH

1. What is the **title**?

   Earnings and Hours of Production Workers in 25 Manufacturing Industries, by Sex and by Degree of Skill: 1914 to 1948

2. What does the **source of information** in the graph suggest about its reliability?

   The Bureau of Labor Statistics is the source of information which suggests that the information presented is reliable.

3. Read the **headings** at the top of each row. What subjects are being compared?

   Male and female average hourly earnings, average weekly hours, and average weekly earnings. The graph also compares skilled and unskilled male workers in the same categories.

4. Read the **labels** in the left column. What sub-groups are being compared?

   Changes occurring each year between 1914 and 1948.

5. What can be learned from **comparing** different columns?

   Between 1914 and 1948 women consistently earned less per hour than men and have also worked fewer hours per week than men. Skilled labor has consistently earned more per hour than unskilled/semi–skilled labor but both groups have always worked approximately the same number of hours per week.

6. **Summarize** what else you have learned from the table or chart.

   Between 1914 and 1948, the average weekly hours worked decreased as the average hourly and weekly earnings increased for all workers, including men, women, skilled and unskilled labor.

7. What **inferences** can be made about this table or chart?

   Legislation did not exist or was not enforced to prevent the women from being discriminated against.

8. What **question(s)** is not addressed by the chart or table that would allow for greater understanding of the topic?

   Does the difference in hourly wages for men and women change when comparing skilled and unskilled/semiskilled labor?
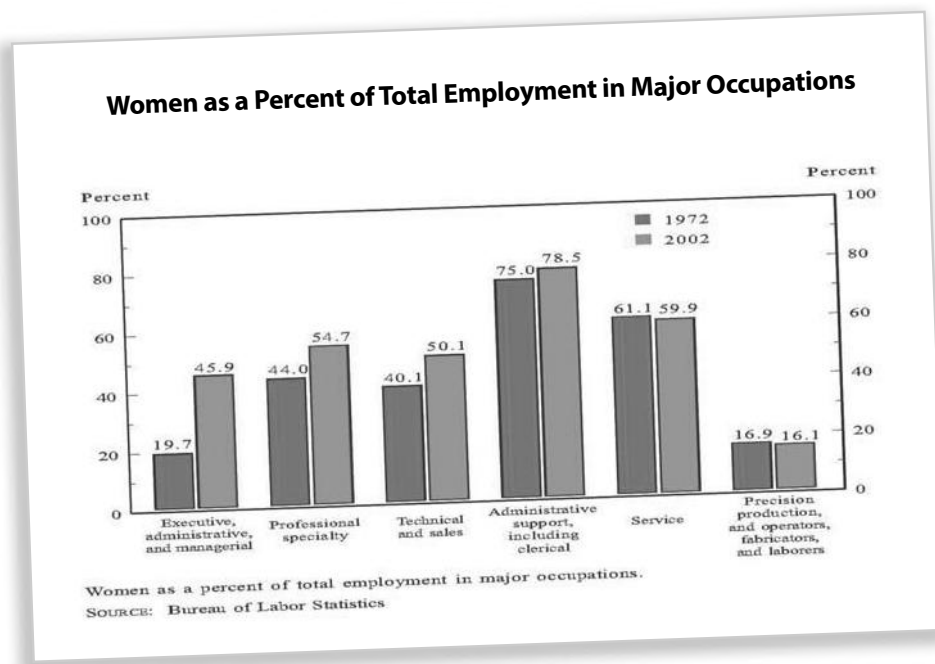
15 Interpreting and Analyzing Line and Bar Graphs

Data is often presented in the form of line and bar graphs, and it is therefore important to teach students a strategy they can use to analyze this data in order to reach conclusions.

Instructions:

1. Choose appropriate questions for the chart or graph that is being analyzed.

2. Identify the **title** of the graph. This usually indicates what to look for in the graph; when two subjects are shown, a relationship exists.

3. What does the **source of information** in the graph suggest about its reliability?

4. What does the left side **(vertical axis)** of the graph show?

5. What does the bottom **(horizontal axis)** of the graph indicate?

6. If a **legend** exists, what do the symbols represent?

7. Based on information from the graph, **explain** what comparisons, trends, or patterns you predict over time.

8. **Summarize** what you have learned from this graph.

9. What **inferences** can be made from the data in this graph?

10. What **question(s)** is not addressed by the graph that would allow for a better understanding of the topic?

SAMPLE GRAPH

Women as a percent of total employment in major occupations.
Source: Bureau of Labor Statistics

1. Identify the **title** of the graph. This usually indicates what to look for in the graph; when two subjects are shown, a relationship exits.

   Women as a percent of total employment in major occupations.

2. What does the **source of information** in the graph suggest about its reliability?

   The Bureau of Labor Statistics is the source of information which suggests that the information presented is reliable.

3. What does the left side **(vertical axis)** of the graph show?

   Percent of women in a given profession.

4. What does the bottom **(horizontal axis)** of the graph indicate?

   The type of occupation.

5. If a **legend** exists, what do the symbols represent?

   The colors on the graph represent: women in 1972 (dark); women in 2002 (light)

6. Based on information from the graph, **explain** what comparisons, trends, or patterns you predict over time.

   There has been considerable growth in the number of women in executive, professional, technical, and sales occupations but little growth in administrative support and a slight decrease in the number of women in service and production, fabrication operators and laborers.

7. **Summarize** what you have learned from this graph.

   The proportion of women managers and professionals has increased tremendously since 1972.

8. What **inferences** can be made about this graph?

   The growth of women managers and professionals may be, in part, due to the women's movement including the fight for an equal rights amendment. The increased growth may also be in part a product of increases in advanced degrees earned by women over this same time.

9. What **question(s)** is not addressed by the graph that would allow for a better understanding of the topic?
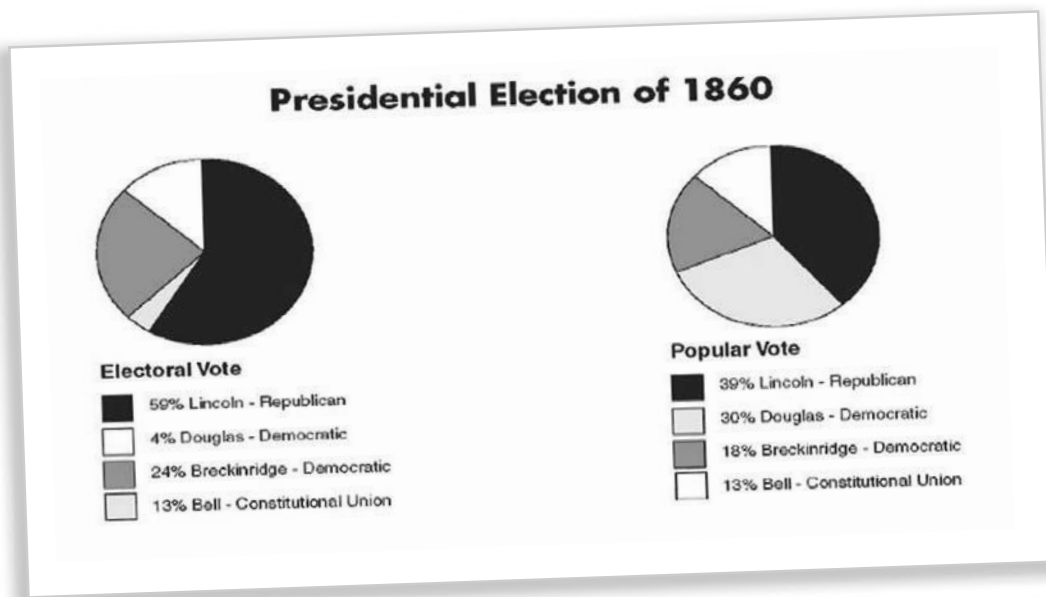
   What is the percentage breakdown of total women working by occupation? Are women clustered in certain occupations and, if so, what do those occupations have in common?

16 Interpreting and Analyzing Circle Graphs

Instructions:

1. Choose appropriate questions for the graph that is being analyzed.

2. Identify the **title**. This usually indicates what to look for in the graph.

3. What does the **source of information** in the graph suggest about its reliability?

4. Examine the **legend**. What do the symbols represent?

5. What can be learned by **comparing** the size of segments in the graph?

6. **Summarize** what you have learned from the circle graph.

7. What **inferences** can be made about this graph?

8. What **question(s)** is not answered that would assist your understanding of the topic?

SAMPLE GRAPH

Presidential Election of 1860

Electoral Vote

- 59% Lincoln - Republican
- 4% Douglas - Democratic
- 24% Breckinridge - Democratic
- 13% Bell - Constitutional Union

Popular Vote

- 39% Lincoln - Republican
- 30% Douglas - Democratic
- 18% Breckinridge - Democratic
- 13% Bell - Constitutional Union

1. Identify the **title**. This usually indicates what to look for in the graph.

   Presidential Election of 1860

2. What does the **source of information** in the graph suggest about its reliability?

   No source provided, so we need to verify.

3. Examine the **legend**. What do the symbols represent?

   The symbols represent each of the different candidates.

4. What can be learned by **comparing** the size of segments in the graph?

   It can be learned that Lincoln received the highest number of electoral votes as well as popular votes. However, by comparing the segments and the two graphs we can see that the country was very divided.

5. **Summarize** what you have learned from the circle graph.

   Lincoln won the election but the country was very divided and the Democrats could not agree on a single candidate.

6. What **inferences** can be made about this graph?

   We can infer that splitting of the Democratic Party may have assisted in Lincoln's election and that Lincoln must have won many of the more populated states (north) since his electoral victory was much larger than that of the popular vote.

7. What **question(s)** is not answered that would assist your understanding of the topic?

   The graph does not explain why the Democratic Party chose two different candidates. Knowing this would better explain why Lincoln was able to win with only 39% of the popular vote.

(17) Reading and Interpreting Maps

Data is sometimes presented using maps, and it is therefore important to teach students a strategy they can use to analyze this data in order to reach conclusions.

Instructions:

1. Choose appropriate questions for the chart or graph that is being analyzed.

2. What is the map's **title**?

3. What does the map's **source of information** suggest about its reliability?

4. Is there a **map scale**? If so, what does it indicate? What is the size/scale?

5. Does the **compass rose** show the map's direction? What does the orientation of the map tell you?

6. If lines of **latitude and longitude** are present, how can they assist you in understanding the map?

7. What can be **learned** by the legend?

8. **Summarize** what you have learned from this map.

9. What **inferences** can be made from this map?

10. What question is not answered that would assist your understanding of the topic?

SAMPLE GRAPH

United States: Population, Percent Change, 1990 to 2000
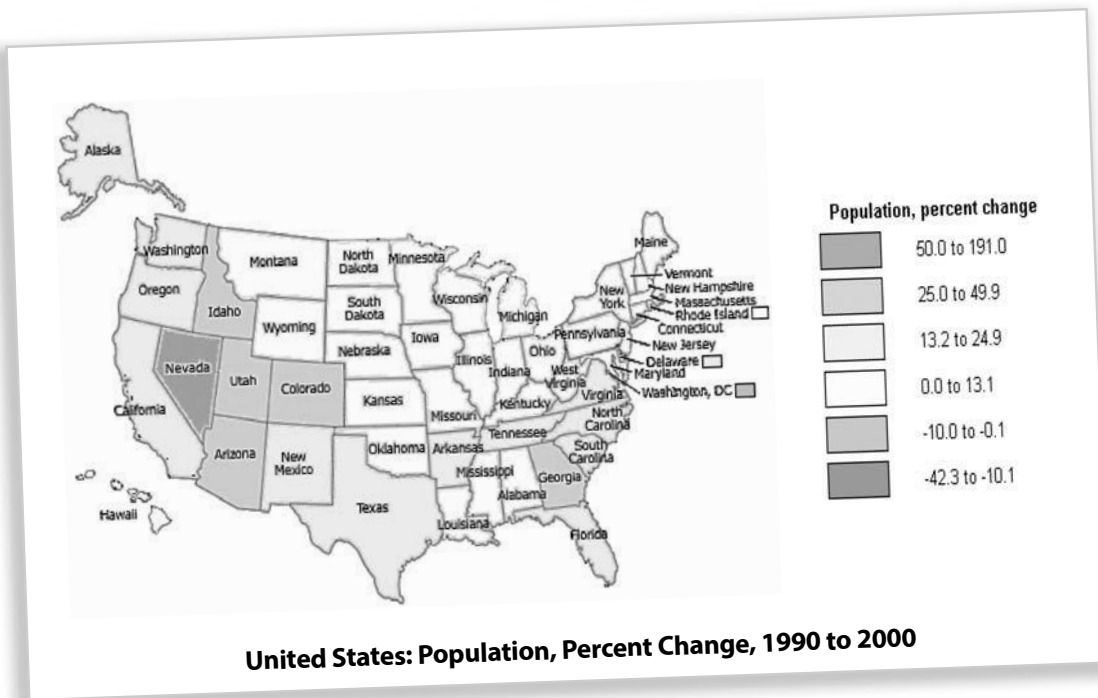
Answer the following questions to complete your map analysis.

1. What is the map's **title**?

   United States: Population, percent change, 1990 to 2000

2. What does the map's **source of information** suggest about its reliability?

   It is based on U.S. census data so it is the most reliable information available.

3. Is there a map **scale**? If so, what does it indicate? What is the size/scale?

   No scale is available.

4. Does a compass rose show the map's direction? What does the orientation tell you?

   No compass rose exists so we must assume the top of the map is north, to the right east, to the left west, and the bottom of the map is south.

5. If lines of latitude and longitude are present, how can they assist you in understanding the map?

   None exist.

6. What can be learned from the legend?

   The legend indicates the percent change in population of each state.

7. Summarize what you have learned from this map.

   We have learned that during this decade the majority of population growth in the United States has occurred in the south and the southwest.

8. What inferences can be made about this map?

   We can infer that job growth may have also occurred in these same areas and could be the reason for increased population growth.

9. What question is not answered that would assist your understanding of the topic?

   Knowing how much of the population growth was due to immigration and how much was due to migration would be helpful as would knowing the other reasons for increases and decreases in population.

18 Evaluating Websites for Information

It is critical that students learn to evaluate all sources of information in order to judge their accuracy and reliability. This is especially true with information found on Internet websites. Students should be taught to always consider the questions below when evaluating an Internet website they plan to use.

Instructions:

1. Choose an Internet website for students to evaluate by modeling with them your own thought process as you answer the questions below.

2. Have students apply these same questions to evaluate other Internet websites.

Authority of the Source

• Is it stated who is responsible for the website's content, and are their credentials stated?

• Is it a reliable source of information?

• Is contact information given?

Accuracy of the Information

• What is the source of the factual information?

• Can the information be verified?

Objectivity of the Content

• What is the purpose of the website or organization?

• Are the authorities' biases stated?

Currency of the Information

• How recent is the information?

• How often is the website updated?

Student Handouts

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Self-Evaluation and Peer Review

Evaluator's Name _____

Instructions:

Describe with specific examples how each area below can be improved.

1. Creates a pre-writing graphic to organize information to address the question. _____

   _____

   _____

2. Contains a well-developed thesis that clearly addresses the nature of the question _____

   _____

   _____

3. For DBQ's, refers to documents by title or author._____

   _____

   _____

4. Has a "support thesis" for each paragraph. _____

   _____

   _____

5. Uses analysis to explain how the facts support the thesis. Does not simply describe the past._____

   _____

   _____

6. Uses significant outside information to develop the essay. _____

   _____

   _____

7. Uses transitional words or phrases to connect ideas in a clearly organized essay. _____

   _____

   _____

8. Contains a conclusion that summarizes the main points or arguments of the essay._____

   _____

   _____

Scoring Guide for Document-Based Questions

Excellent

- Contains a well-developed thesis that focuses on the prompt throughout the essay
- Uses a substantial number of the documents effectively
- Supports thesis with substantial and relevant outside information
- Is clearly well-organized and well-written
- May contain minor errors

Acceptable

- Contains a thesis that addresses the question, but in a somewhat general way
- Confronts most aspects of the prompt, but may give some aspects more attention
- Uses most or at least some of the documents effectively
- Supports thesis with relevant outside information
- Shows acceptable organization; writing may contain errors that do not seriously detract from the quality/comprehension of the argument presented or from the quality of the essay.

Needs Improvement

- Contains a limited, confused, and/or poorly developed thesis
- Deals with part or one aspect of the question in a general, simplistic, or superficial way
- Quotes or briefly cites the documents without analysis
- Contains little outside information or uses information that is generally irrelevant or inaccurate
- Demonstrates weak organization and/or writing skills which interfere with comprehension
- May contain major errors

Lacks Skills and Understanding

- Has no thesis or contains a thesis which does not address the prompt
- Reflects inadequate understanding of the question
- Contains little or no use of the documents
- Contains inappropriate or no outside information
- Exhibits organization or writing that inhibits comprehension
- Contains numerous errors, both major and minor

Overview

It is through exploration, dialogue, and constant questioning that students develop their critical thinking and problem-solving skills and their ability to acknowledge and consider viewpoints different from their own. Structured discussions (if used in a climate of continued exploration) help students develop confidence in presenting their ideas to others for consideration, supporting their claims with reasoned thinking and evidence, and negotiating multiple meanings or ideas.

> *"The goal of Socratic Seminar (and all structured discussions) in elementary and secondary schools is not to arrive at a 'correct' interpretation of a text via the teacher's skillful questioning. Instead, it is the assumption of this method that knowledge and understanding are constructed by learners themselves, rather than discovered or received. In other words, understanding is emergent, uncertain, and subject to revision; it is connected to what learners already know; and it is a new creation by cooperative action, rather than a product solely of the author's or teacher's effort."*
>
> *—Peter Winchell,* Socratic Seminars West

Preparing for Structured Discussions

All structured discussions, including Socratic Seminar, should be grounded in a text (print or non-print) to read and prepare prior to the discussion. Sample readings might include: primary or secondary source documents, historical speeches, songs (lyrics and instrumentals), poems, laws, edicts, treaties, historical literature, essays/articles, editorials, photographs and art pieces.

When students read the text and prepare, they should use the critical reading process: Understand the **purpose for reading** (teacher gives a guiding reading prompt). **Pre-read** by previewing the text, considering background information provided by the teacher, generating initial questions, figuring out how the text is structured, etc. **Interact with the text** in order to read closely. This includes but is not limited to: marking the text (numbering paragraphs, circling and underlining designated parts of the text such as an author's claim or arguments); making annotations and/or taking notes (margin notes, sticky notes, dialectical journal, Cornell notes, etc.); and **extending beyond the text** by forming open-ended, higher-level questions that will help them probe deeper into the meaning of the text and the author's intention. (A presentation or review of Costa's levels of thinking is suggested prior to students writing their own questions.)

It is helpful to model the skills and procedures for leading each type of structured discussion prior to turning over leadership to students, as well as to practice the critical reading process with texts together before students read their own seminar text. Using a short text on an overhead transparency/PowerPoint slide/document camera and marking the text, making notes, identifying important parts, and thinking aloud for students can help them to be clear on the expectations for close reading going into a structured discussion.

Lastly, it is important to discuss the difference between dialogues and debate (see "Structured Discussion as Dialogue vs. Debate" page 238), and talk about what to do when the discussion moves into debate.

Chapter 6

Structured Discussion

Activities

There are 10 discussion activities.

1 Think, Pair, Share

In this follow-up activity to a reading or video, students are asked to share opinions with one another, improving both their analytical and listening skills.

2 Character Corners

Students make judgments about people from the past and view the past through multiple perspectives.

3 Four Corners Discussion

Students take a position on a given question and then share with other students having similar and opposing views. This activity helps students understand multiple perspectives and develop supporting evidence.

4 Fishbowl Discussion

Students are divided into two groups to discuss primary and secondary sources: participants and observers. This activity develops student facilitators, encourages total student participation, and promotes active listening skills.

5 Inner-Outer Circle

This discussion strategy requires both the inner and outer groups to create open-ended questions from a reading and then respond to one another. This activity helps develop student facilitators, while encouraging total student participation and promoting active listening skills.

6 Socratic Seminar

Students explore a text by discussing their own questions and referring to passages in the text to find answers. Students support opinions with specific evidence and develop academic language.

7 Philosophical Chairs

Presented with a controversial issue, students give careful attention to the comments of others, assess the validity of the ideas presented, and choose whether to change their opinion or not

8 Debate

Students use facts and logic to support their viewpoint. This activity encourages students to respond to opposing viewpoints with logical and reasoned arguments supported by research.

9 Newspaper Bureau

Students research and create a newscast from a contemporary newspaper.

10 Discussions from Different Perspectives

Students take on the persona of characters from history and discuss events through their perspectives.

GROUPS

G = **Give Encouragement**

R = Respect Others

O = On Task

U = Use Quiet Voices

P = **Participate**

S = Stay in Groups

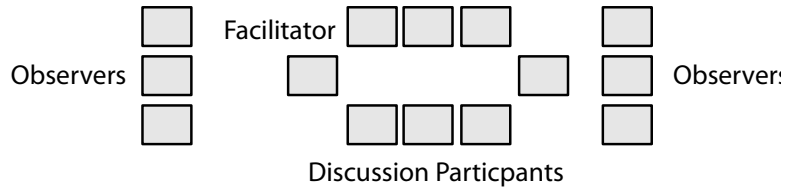# Classroom Set-Ups for Discussion Groups

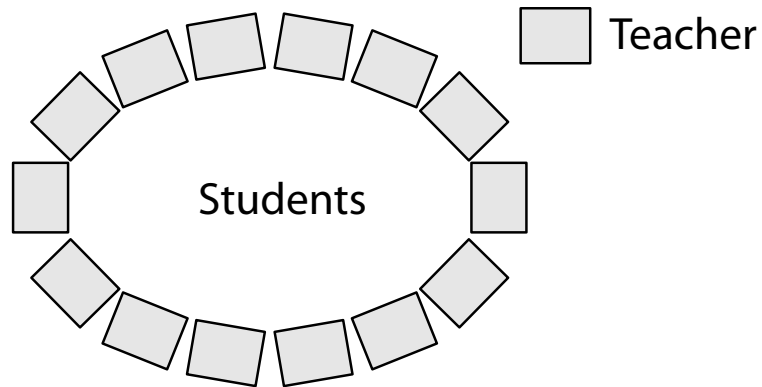**Think-Pair-Share**

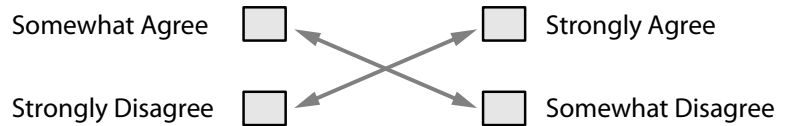Students share responses with a partner.

Students share out partner's response.
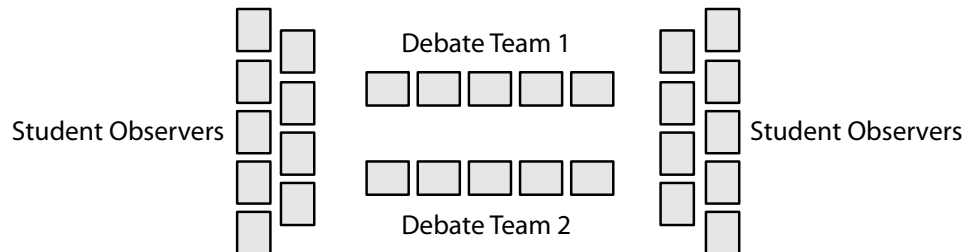
**Fish Bowl Discussion/
Inner-Outer Circle Discussions**

Observers   Facilitator   Observers

Discussion Particpants

Socratic Seminar

Teacher

Students

Four Corners Discussion

Somewhat Agree   Strongly Agree

Strongly Disagree   Somewhat Disagree

History Debates

Debate Team 1

Student Observers   Student Observers

Debate Team 2

Discussion from Different Perspectives

Participants are each assigned a character.

A | B | C | D | A | B | C | D
A | B | C | D | A | B | C | D

Participants meet in "character-alike" groups.

A A   B B   C C   D D
A A   B B   C C   D D

Preparing Students for Discussion of Text

The quality of discussion depends in large part on both the preparation of students and the interest and complexity of the reading. It is important for students to read, analyze, and make written notes prior to beginning a discussion. When possible, it is best for written comments to be made directly in the margins of the text being discussed. This will help keep the discussion grounded to the text and evidence used to support ideas as well as enhance the depth and complexity of the discussion.

Instructions:

Have students read a selection of text and use the prompts below to make written comments in preparation for a discussion.

- What surprises or interests you?

- What questions do you have about the text or for its author?

- What connections do you see between parts of the text and other ideas, past or present?

- What predictions can you make?

- Given the facts in the reading, what else do you believe may be true?

- What cause and effect relations do you see?

- What evidence exists to support your ideas?

- What predictions can you make from the text?

- What personal connections do you have to the text?

- What are the most important ideas or passages in the text? Why?

Tips for Teacher Facilitators

- Don't try long texts or long discussions at first, build gradually.

- At the start of each discussion, set the stage. Review the guidelines of the discussion but don't deliver a lecture.

- Take notes during the discussion: evaluate students, chronicle main ideas discussed, etc. Use the notes during the debrief, to help coach individual students, and to help students set goals for the next discussion.

- Never neglect the debriefing. The feedback is vital if the group is going to grow with each structured discussion. Request specific non-judgmental comments to help improve future discussions.

- Over time, use a variety of print and non-print texts: arguments, proofs, fiction, essays, poetry, quotations, artwork, editorial cartoons, etc.

(1) **Think, Pair, Share**

This discussion group strategy is useful when assessing students' prior knowledge or as a check for understanding during the study of a topic. It can also improve students' analysis as well as listening skills. As with all discussion activities, students must think and record ideas about a topic prior to discussing them.

Instructions:

1. Present students with a specific question or problem.

    • What is your opinion and why?

    • Take a position on this issue. Defend it.

    • How do you feel about this issue? Why do you feel this way?

    • Argue in favor or against this issue.

    • Some people take the position that…Do you agree or disagree and why?

2. Give the class quiet time to consider and write their response to the question or problem.

3. Students share their response with a partner.

4. Finally, facilitate a whole class discussion by having some students share their responses or by having students share the response of their partner.

② Character Corners

This discussion activity requires students to critically think about ordinary or extraordinary people, adding interest to the classroom by including multiple perspectives of men, women, and children from historical or current events. Students also have an opportunity to share their insights and comments with other students.

Instructions:

1. Place placards in the corners and/or walls of the room, each with the name of a different character being studied. For example, after studying the Civil War, you might use the characters Abraham Lincoln, Robert E. Lee, Clare Barton, a Southern black, a soldier from Andersonville Prison, and a Confederate Soldier.

2. Choose a question or topic for students to respond to.

   • Which character would you like to meet with and why?

   • What questions would you like to ask this character?

   • How would this character describe the (topic)?

3. Have students write responses and then move to the appropriate placard for the character they addressed.

4. Have students discuss their responses with the other students who addressed the same character.

5. Choose a student in each group to record ideas from the discussion and later to share these with the entire class.

6. Allow students to share and discuss their written responses.

7. Have each group recorder share out and then facilitate a whole class discussion by challenging some of their responses or asking follow-up questions.

③ Four Corners Discussion

This discussion activity challenges students to take a position on a topic and defend it. At the same time, it requires them to listen to the opinions of others and be willing to change their position.

Instructions:

1. Write a statement on the board. For example: The American Colonists were justified in their anger over the Boston Tea Party.

2. Have students choose one of the following responses and explain their reasoning in writing.

   - I strongly agree because…

   - I somewhat agree because…

   - I strongly disagree because…

   - I somewhat disagree because…

3. Ask students to go to the corner of the room where a placard matching their response is located. (Strongly agree, somewhat agree, strongly disagree, and somewhat disagree)

4. Once in the appropriate corner, students share their opinions and come up with a position statement to present to the entire class. One person in the group records that position statement.

5. Each corner's position statement is shared with the entire class without comments. Students are then allowed to change corners if their opinion has been changed.

6. Facilitate a discussion between the different corners allowing students to question and debate one another. Students may move to a different corner anytime their opinion has been changed.

7. Debrief both the content and process of the discussion.

(4) Fishbowl Discussion

The fishbowl is an activity in which a small group of students engage in a discussion of a primary or secondary source, while the remainder of the class observes and takes notes. Participants interact with others to create meaning in response to the source, constructing new insights as they speak and listen to the insights of others.

Instructions:

1. Have students prepare for discussion by reading from a primary or secondary source and responding in writing to the following prompts (or choosing from Teacher Resource: Preparing for Discussion of Primary and Secondary Sources).

   • What surprises you?

   • What interests you?

   • What questions do you have about the topic or for the author of the document?

   • What connections do you see with other events or ideas?

2. Select four to eight students to form a discussion group in the center of class. The remaining students are seated in a circle or semicircle around them.

3. Choose a group facilitator to begin the discussion by sharing one idea. Then each student in turn shares a new idea and these become topics for the discussion that the leader can then choose from. Remind students to use active listening techniques and discussion norms in this chapter.

4. Have students on the outside of the fishbowl record either:

   • statements from the discussion with which they agree or disagree or

   • specific examples of discussion norms and active listening skills being demonstrated

5. Debrief with the students the content as well as the discussion process by inviting comments from both the discussion group members and outside observers.

⑤ Inner-Outer Circle Discussion

This discussion group strategy provides students with practice in formulating and answering questions. Inner-Outer Circle works well when used to review material from a topic or unit.

Instructions:

1. Assign pairs of students to write questions about the topic or reading. Questions should include open ended and higher level questions (review Costa's Levels of Thinking).

2. Organize the students in two semicircles or rows that are facing one another. In turn, each side asks and responds to the questions. Remind students not to interrupt one another, and that talking only occurs in the question answer format.

3. Once all questions and responses have been given, allow time for follow-up questions to be asked and responded to in a regular back and forth discussion.

4. Debrief with the class both the content and process of the discussion.

5. Have the students write a paragraph on the most important ideas learned from the discussion.

6 Socratic Seminar

1. To start the Socratic Seminar, students are seated in a circle to participate in the dialogue. The seminar leader, who is also seated in the circle, poses an opening question relating to the text to initiate the dialogue. A good option when starting out is to have each student read one of his/her questions around the circle with the leader listening carefully and choosing one question with which to open the dialogue. This makes it possible for every student to speak as a "warm up" before the actual dialogue; speaking once makes it easier to speak a second time. **Note:** The seminar leader can be the teacher initially, but eventually students should take the role of leader.

2. Participants begin by responding to the question. They examine the reading to support their responses, citing specific passages from the text. Participants paraphrase other speakers for clarification and ask additional questions to continue deeper and deeper exploration of the text and one another's thinking. They should also clarify or restate their viewpoints and defend statements made, continuing to use examples from the text. The opening question is only a starting point; it should be a catalyst that moves participants to probe for a deeper understanding of the text and to ask additional questions.

Note: Students do not typically raise their hands and wait to be "called on" in a Socratic Seminar. The goal is to be able to participate in an "organic" conversation that models what happens in authentic academic discourse rather than answering a set of questions. This requires students to listen carefully, read each other's body language, identify when to put their ideas forward, and to then lean into the circle or momentarily raise a hand to get the group's attention in order to speak. This is challenging for students initially; it is part of the learning and growth associated with Socratic Seminar.

3. During the seminar, the leader's role is to remind students of the dialogue guidelines, to direct them back to the text, to listen carefully and to offer guiding questions as needed, to offer his/her own personal ideas about the text, and to insure a few dominant voices don't take over the seminar. The goal is to support students in maintaining their own dialogue.

4. During the seminar, the teacher can act as the leader, when needed, or s/he can be a participant and co-learner exploring the text with students. The teacher can also be an outside observer, monitoring the discussion as a whole, coaching students with short written messages, and collecting teaching notes for future instruction about the content and/or the seminar process.

5. At the end of the seminar, give students a writing prompt that will allow them to summarize the main ideas of the text they developed throughout the conversation. If students take Cornell notes during the seminar, the summary can be written at the bottom of their notes.

6. Have students participate in a reflection about the seminar process. The reflection could be a quickwrite about new thoughts, ideas, or questions about the text, a seminar evaluation, a personal reflection on their own participation, etc.

7. After students complete their summaries and reflections in writing, facilitate a whole class discussion/debrief about the activity based on the students' writing.

Mapping the seminar: Another way to process the seminar dynamic is to assign a student prior to beginning to map the seminar. This student uses either a large sheet of paper that can be displayed on the wall or a regular sheet of paper that can be displayed on a document camera to keep track of the flow of the dialogue in the seminar. The student draws a large circle and an X or little boxes to indicate each student in the speaking circle. As the dialogue starts, the student draws a line from the first speaker (who asks the opening question) to the second speaker, the third, and so on. S/he continues to draw the lines through the whole seminar. At the end, the class analyzes the map and makes observations. They determine patterns: who has the most lines (did they dominate the conversation?); who has the least lines; are there many lines back and forth between two people; etc. Based on the map, students can set goals for the next seminar.

Mapping the dialogue: Another option, in addition to mapping the flow of the conversation, is to assign students in an outside circle to keep track of what is actually said. One outer student can be responsible for scripting the dialogue of one or two inner students. This allows the class to analyze the quality of the dialogue.

8. Use students' enhanced understanding of the text to move to the next step of the unit/lesson, building on and connecting the ideas from the seminar to the other activities in the unit/lesson. Socratic Seminar is an especially rich pre-writing experience that prepares students to articulate a more thorough understanding of a topic than they might otherwise have achieved.

VARIATION:

Triad: Arrange students so that each individual student in the inner circle (called a "pilot") has two "co-pilots" that sit behind and on either side of him/her. The pilot and co-pilots form the triad. Pilots are in the inner circle and speak; co-pilots are in the outer circle and only speak during consult times. The seminar proceeds as normal, writing and sharing questions, discussion, etc. At a certain point during the discussion, the leader pauses the conversation and directs the triads to talk to each other. Sometimes they talk about something that is being discussed in the circle and needs more depth. Sometimes the triads talk about a question posed by the leader. Sometimes the leader asks the triads to come up with a new question or direction for the seminar—it just depends on how things are progressing in the seminar. Anytime the triads are speaking, they can move seats and one of the co-pilots can move into the pilot seat. But only during that time is switching seats allowed.

This variation is helpful because it gives students who may not yet have the courage to speak in a large group the chance to practice in a triad. It also involves the whole class, as opposed to the inner/outer circle which may not include all students speaking in one seminar sitting.

7 Philosophical Chairs

Philosophical Chairs is a format for both classroom discussion and debate. Students take a position on a controversial issue and then try to influence the opinions of others through logical arguments and facts. Students improve their ability to give careful attention to others' comments and to engage in constructive dialogue with one another.

Instructions:

1. Teachers choose a reading on a controversial issue and formulate a question for students to take a position on. For example: All Americans should be required to purchase health insurance.

2. Students read a related article and mark the text for areas of agreement or disagreement as well as questions that need clarification.

3. Students take a stand on the issue and mark their text for evidence that supports their position.

4. Set up your classroom for the discussion by designating one side of the room for students who agree with the statement and the other side for students who disagree with the statement. The area between the two sides is for students who are unsure of their position.

5. Review Active Listening Resource.

6. Students are instructed to go to their side of room. In their group, students will discuss and decide their three most compelling arguments for their position.

7. Start the discussion with student(s) in each of the three groups stating their three most compelling reasons for taking their position.

8. Instruct the students that they may now change positions in the room based upon the arguments presented.

9. The discussion may now become a free flowing conversation between the two opposing groups. Students must be reminded that only one student may speak at a time, standing and respectfully addressing the audience. At anytime during the discussion, students may change their position on the issue by changing their seating position in the room.

10. When time is called, any students remaining undecided and in the center of the room must choose one side or the other.

11. Debrief the process of the discussion about what went well and areas that can be improved in the future.

12. Instruct students to write a brief essay describing their position at the beginning of the discussion and why their position changed or did not change over the course of the activity.

⑧ Debate

Debate is an excellent discussion structure that fosters the use of critical thinking and the use of facts and evidence to support a viewpoint.

Instructions:

1. Present students with a question or statement for the debate.

2. Assign a team of students to defend the statement and a team to argue against it, and provide time for research.

3. Have students prepare for the debate by recording arguments in the following format.

Research Format

List arguments, significant facts, and evidence to support your viewpoint.

List likely arguments that the opposing team might make to counter your viewpoint.

List arguments, facts, and evidence to discredit those opposing your viewpoint.

Outline two-to-three minute opening and closing statements.

Use the following guidelines to conduct the debate

Affirmative Team	Time	Negative Team	Time
Opening statement	2–3 minutes	Opening statements	2–3 minutes
Rebuttal	2–3	Rebuttal	2–3
Back and forth debate	15–25	Back and forth debate	15–25
Closing statement	2–3	Closing Statement	2–3

⑨ Newspaper Bureau

This activity is an oral presentation of a contemporary newspaper allowing students to present their findings in a creative and interesting format.

Instructions:

1. **Preview** with class the articles and stories they will read and discuss. Share article titles to encourage students to read the newspaper.

2. Have **students count off 1, 2, 3, 4** and assign sections of the newspaper by numbers.

   - #1 reads the world section.

   - #2 reads the local news section.

   - #3 reads the sports section.

   - #4 reads the entertainment and classified sections.

   - Rotate assignments each week. Continue rotating assignments until students have been exposed to the whole newspaper.

3. Have **students read** their assigned section of the paper silently for about 20 to 30 minutes. As they read, they should summarize the who, what, when, where, and why of each news story and record:

   a. Important passages, quotes, or ideas;

   b. Something they feel strongly about (either agree or disagree); and

   c. Questions they would like to ask about the topic/issue or author.

4. Assign a **group leader for the alike groups (#1, #2 ,#3, #4)** to help guide each table discussion.

5. Have students meet in their alike (#1, #2, #3, #4) groups to **discuss** their assigned section of the paper, sharing highlights and interesting ideas from their notes. Group leaders and members will share their highlights of their section for about five minutes. (20–25 minutes)

6. **Debrief** with class the different sections of the paper and the issues presented in the news. The teacher may make additional comments about the articles. Groups may share what they thought was most interesting or give examples of how the news is presented

7. **Collect** student summaries and post exemplary models.

10 Discussions from Different Perspectives

Placing oneself in the past and taking on the persona of a character from history assists students to understand events in the context in which they took place and view events through multiple perspectives.

Instructions:

1. Have students read an article or view a DVD about a topic or an event that they have been studying. Example: The integration of Central High School in Little Rock, Arkansas, after the 1954 Brown vs. Board of Education Supreme Court decision.

2. Present students with a list of characters involved in the event and assign them roles to play. For example, the characters at Central High School might include:
   a. Central High student
   b. One of the nine African American students
   c. Governor Faubus
   d. President Eisenhower
   e. Representatives of the media
   f. Outside agitators

3. Present students with a chronology of events connected to the topic:
   - In 1954, the Supreme Court ruled in Brown vs. Board of Education that school integration should happen "with all deliberate speed."
   - The Little Rock school board announced plans to send nine African American students to Central High School.
   - Arkansas Governor Orval Faubus called out the state national guard to prevent African American students from entering Central High School.
   - Elizabeth Eckford, one of the African American students, was confronted by a mob.

4. Have the students reread the article (or watch the DVD) and record their character's thoughts, feelings, motivations, concerns, or questions as each event occurs.

5. Have students meet in "character-alike" groups and together write two questions on 3x5 cards that their character would like to ask each of the other characters. Two different questions are written for each character.

6. Redistribute the 3x5 cards to the character groups responsible for answering them so they can discuss possible responses. The 3x5 cards are then returned to the original group prior to beginning the discussion.

7. Facilitate the class discussion by calling on a character group to use one of their 3x5 cards to ask a question of another character group. Any student(s) in the character group may respond to the question. After responding, that character group chooses one of its 3x5 cards to ask a question of another character group. Continue the process until all questions have been asked and responded to.

8. Debrief the discussion by asking students which responses they thought were the most appropriate (and why) and also how they might have responded differently.

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Student Facilitator Feedback

Instructions:

Use this sheet to record your observations of the group's facilitator. These notes can then be used when sharing your observations with the entire group or giving feedback to the facilitator.

Note: Facilitator feedback can be done by teacher, students, or a self-evaluation by the facilitator.

Used participants' names. _____

_____

Offered the group a topic to consider. _____

_____

Invited someone into the conversation. _____

_____

Asked someone to respond to what someone else said. _____

_____

Clarified an idea by summarizing or paraphrasing what was said. _____

_____

Asked a question to better understand what someone said._____

_____

Summarized major points on a topic and then moved the discussion to a new topic. _____

_____

Encouraged students to build on another's idea instead of switching to a new or unrelated topic._____

_____

Encouraged students not to interrupt, dominate, or criticize another participant. _____

_____

Socratic Seminar Observation Notes

Name: _____

Instructions:

Choose three participants in the seminar to observe. Write examples of the behaviors listed below as you see or hear them occur.

Participant Name	Offers New Idea	Asks a Question	Refers to Text	Builds on Other's Idea	Distracting Behavior
1.					
	Other Notes/Observations				
2.					
	Other Notes/Observations				
3.					
	Other Notes/Observations				

Structured Discussion Observation Checklist

Your Name:_____ Partner's Name:_____

Instructions: Each time your partner does one of the following, put a check in the box.

Speaks in the discussion. . . . . ☐

Makes eye contact with other speakers
or as she/he speaks . . . . ☐

Refers to the text. . . . . ☐

Asks a new or follow-up question. . . . . ☐

Responds to another speaker. . . . . ☐

Paraphrases and adds to another speaker's ideas. . . . . ☐

Encourages another participant to speak . . . . ☐

Interrupts another speaker . . . . ☐

Engages in side conversation. . . . . ☐

Dominates the conversation. . . . . ☐

AFTER the discussion: What is the most interesting thing your partner said?

AFTER the discussion: What would you like to have said in the discussion?

Discussion Feedback

This scoring guide provides feedback to the participants in the discussion group. One student will score another student in the discussion group. After the discussion, both students confer and discuss strengths and areas to improve. This feedback is important if students are going to improve their discussion skills.

POSITIVE	
POINTS	
2	Taking a position on a question
1	Making a relevant comment
2	Using evidence to support a position or presenting factual information
1	Asking a clarifying question or moving the discussion along
1	Drawing another person into the discussion
2	Making an analogy
2	Recognizing contradictions
3	Recognizing irrelevant comments

NEGATIVE	
POINTS	
−2	Not paying attention or distracting others
−2	Interruption
−1	Irrelevant comment
−3	Monopolizing
−3	Personal attack
−2	Inappropriate comments

TOTAL POINTS	
GRADE	

Record relevant comments made by speaker here:

_____

_____

_____

_____

_____

Student Participant Feedback

This scoring guide provides feedback to the participants in the discussion group. One student will score another student in the discussion group. After the discussion, the two students confer and discuss strengths and areas to improve.

Student Observed _____

Evaluator's Name _____

Instructions:

As you observe a student participating in a discussion, assign points, checks, or comments to any of the following descriptions.

Positive	Negative
☐ Taking a position with support	☐ Monopolizing the discussion
☐ Making relevant comments	☐ Making irrelevant comments
☐ Asking for clarification from a participant	☐ Personal attack on a comment
☐ Drawing another participant into the discussion	☐ Not listening carefully
☐ Asking questions or moving the conversation along	☐ Interrupting
☐ Making an analogy about the topic	☐ Not using the discussion norms
☐ Replying to participants' comments	☐ Distracting others in the conversation
☐ Using names, eye contact, and appropriate body language	
☐ Summarizing or paraphrasing what someone said	

Structured Discussion Self-Assessment

Name: _____ Text: _____

Instructions:
Score your performance in today's seminar using the following criteria:

4 = Excellent   3 = Good   2 = Showing Progress   1 = Needs Improvement

_____ I read the text closely, marked the text, and took notes in advance.

_____ I came prepared with higher-level questions related to the text.

_____ I contributed several relevant comments.

_____ I cited specific evidence from the text to support an idea.

_____ I asked at least one thoughtful, probing question.

_____ I questioned or asked someone to clarify their comment.

_____ I built on another person's idea by restating, paraphrasing, or synthesizing.

_____ I encouraged other participants to enter the conversation.

_____ I treated all other participants with dignity and respect.

Overall Score (circle one):   1   1.5   2   2.5   3   3.5   4

Two goals I have for our next discussion are:

1. _____

2. _____

 An area where I would like help:

_____

_____

_____

Structured Discussion Rubric for Individual Participants

Name: _____ Text: _____

Exemplary

- reads closely, takes notes, and develops high-level questions before the seminar
- uses prepared text, notes, and questions to contribute to the dialogue
- moves the conversation forward
- asks for clarification when needed
- asks probing questions for higher-level thinking
- speaks to all participants and is heard clearly
- thinks before answering
- refers directly to the text
- makes connections to other speakers
- builds on others' comments
- considers all opinions
- writes down thoughts and questions
- listens actively
- demonstrates patience and respect toward others' opinions/ideas

Competent

- comes prepared with marked text, notes, and questions
- contributes to the dialogue
- responds to questions
- refers to text
- offers interesting ideas
- asks questions
- takes notes
- pays attention
- is respectful of others' ideas

Developing

- comes with some text preparation
- emphasizes own ideas; may lean toward debate rather than dialogue
- ideas not always connected
- refers to text
- repeats some ideas
- asks a few questions and/or questions are lower level
- takes some notes
- loses track of conversation
- judges others' ideas

Needs Improvement

- does not participate or participation is inappropriate
- repeats same ideas
- few or no notes taken
- no questions asked
- seems lost/overwhelmed with the seminar

Structured Discussion Self-Assessment Facilitator

Name: _____ Text: _____

Group Members:_____

_____

Instructions:

Score your performance in today's seminar using the following criteria:

4 = Excellent   3 = Good   2 = Showing Progress   1 = Needs Improvement

_____ I listened carefully and helped clear up confusion.

_____ I asked questions to clarify or probe for higher-level thinking.

_____ I helped the group get back on track if they strayed or moved to debate.

_____ I helped participants work together cooperatively.

_____ I did not dominate the conversation.

_____ I encouraged other participants to enter the conversation.

_____ I treated all other participants with dignity and respect.

_____ The group used the text as a reference throughout the discussion.

_____ Group members shared in the discussion of the topic.

_____ The group asked in-depth questions.

_____ Everyone in the group was respectful of other ideas.

_____ The group was able to take the discussion to a high level of understanding.

Overall Score (circle one):   1   1.5   2   2.5   3   3.5   4

Two goals I have for improving my facilitation skills:

1. _____

2. _____

 An area where I would like help:

_____

_____

Evaluating a Structured Discussion as a Whole

Consider the following questions as you prepare to talk about the strengths of a seminar and the areas for growth.

Did the participants . . .

- seem prepared?
- speak loudly and clearly?
- cite reasons and evidence for their statements?
- use the text to find support?
- build on each other's ideas?
- paraphrase accurately?
- ask for help to clear up confusion?
- ask higher-level questions to move the dialogue forward?
- stick with the subject?
- listen to others respectfully?
- talk to each other, not just the leader?
- encourage everyone's involvement and avoid dominating the conversation?
- avoid hostile exchanges and debate?
- question each other in a civil manner?

Did the leader . . .

- get participants engaged early? How?
- make sure that questions were understood?
- ask questions that led to further questions?
- draw out reasons and implications?
- keep attention on ideas in the text being discussed?
- question misreading of the text?
- allow time (pauses) for thinking?
- draw in all participants?
- listen carefully to participants' statements?
- accept participants' answers without judgment?
- allow for discussion of disagreements?

Our discussion group demonstrated these major strengths:

_____

_____

_____

Our discussion group can grow in the following ways:

_____

_____

_____

Tips for Student Facilitators

- Your task is not to make participants "cover" the topic but to help them use their minds well. You are a co-learner, not an authority on "right" answers.

- Read the text in advance and take ample notes to have a deep understanding of the text yourself.

- Get the group focused on the opening question as quickly as possible.

- Allow for "think" time. Pauses are OK; participants need time to think and process information and ideas.

- Model thoughtful behavior. Ask clarifying and probing questions if others seem stuck or are not asking for evidence, reasoning, or connections back to the text.

- Rephrase a question if participants seem confused by it (or ask another participant to rephrase it).

- Don't let sloppy thinking or gross misinterpretations go unexamined. Ask participants to offer textual support for their thinking or to consider what _____ would say about their interpretation.

- Encourage participants to use the text to support their responses.

- Pay attention to what is NOT being discussed. If there is a perspective that is not being represented, introduce it.

- Guide participants to discuss their differences and work through conflicts respectfully.

- Help participants work cooperatively, not competitively.

- Involve reluctant participants (carefully, so as not to alienate or scare participants) while restraining more vocal members. Examples: "What do you think John meant by his remark? What did you take John to mean?" "Jane would you summarize in your own words what Richard has said? . . . . Richard, is that what you meant?"

- Avoid making eye contact with participants if they continually talk to you rather than the group.

- Strive for balance. Do not dominate the discussion or withdraw entirely; you are a participant too.

Dialogue vs. Debate

The best structured discussions are those in which something new and unexpected is discovered. This happens when the discussion is approached as a joint search or exploration through dialogue rather than a defense of ideas.

Dialogue	Debate
Dialogue is collaborative with multiple sides working toward shared understanding.	Debate is oppositional; two opposing sides try to prove each other wrong.
In dialogue, one listens to understand, to make meaning, and to find common ground.	In debate, one listens to find flaws, to spot differences, and to counter arguments.
Dialogue enlarges and possibly changes a participant's point of view.	Debate affirms a participant's point of view.
Dialogue creates an open-minded attitude and an openness to being wrong and to change.	Debate creates a close-minded attitude and a determination to be right and defends assumptions as truth.
In dialogue, one submits one's best thinking, expecting that other people's reflections will help improve it rather than threaten it.	In debate one submits one's best thinking and defends it against challenge to show that it is right.
Dialogue calls for temporarily suspending one's beliefs.	Debate calls for investing wholeheartedly in one's beliefs.
In dialogue, one searches for strengths in all positions.	In debate, one searches for weaknesses in the other position.
Dialogue respects all the other participants and seeks not to alienate or offend.	Debate rebuts contrary positions and may belittle or deprecate other participants.
Dialogue assumes that many people have pieces of answers and that cooperation can lead to workable solutions.	Debate assumes a single right answer that someone already has.
Dialogue remains open-ended.	Debate demands a conclusion and a winner.

Group Norms and Active Listening

Students participating in discussions must consider a range of possibilities, build on the ideas of others, and push for deeper, more complex understanding of the topic. In order to accomplish this, it is important practice specific skills necessary for an effective dialogue or discussion by using norms and active listening. Assessing students' use of norms and active listening is also an integral part of the debriefing process.

Discussion Norms

- Address others by name.

- Paraphrase or clarify what another has said.

- Be courteous—no put-downs or sarcasm.

- Allow speakers to finish his or her thought. Don't interrupt.

- Remain positive by using body language of nodding or leaning in.

- Listen by looking at speaker.

- Build on what another student has said.

- Don't monopolize or argue.

- Cite the text with language such as "According to…" or " On page… I see".

Active Listening

- Maintain eye contact.

- Ask questions for better understanding or clarification.

- Paraphrase or summarize the previous speaker's ideas.

- Be attentive with body language (e.g., face speaker, nod, sit up straight).

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Academic Language Scripts for Structured Discussions

Clarifying

- Could you repeat that?

- Could you give us an example of that?

- I have a question about …?

- Could you please explain what _____ means?

- Would you mind repeating that?

- I'm not sure I understood that. Could you please give us another example?

- Would you mind going over the instructions for us again?

- So, do you mean . . . ?

- What did you mean when you said …?

- Are you sure that …?

- I think what _____ is trying to say is….

- Let me see if I understand you. Do you mean _____ or _____?

- Thank you for your comment. Can you cite for us where in the text you found your information?

- If I understand you correctly…

- In other words…

- To summarize…

- One thing I am confused about…

- Your main point is…

Probing for Higher Level Thinking

- What examples do you have of . . . ?

- Where in the text can we find…?

- I understand . . ., but I wonder about. . . .

- How does this idea connect to . . .?

- If _____ is true, then . . .?

- What would happen if_____?

- Do you agree or disagree with his/her statement? Why?

- What is another way to look at it?

- How are _____ and _____ similar?

- Why is _____ important?

- How do you know that? Can you give me an example?

- Is there another way to look at this…?

Building on What Others Say

- I agree with what _____ said because . . .

- You bring up an interesting point, and I also think . . .

- That's an interesting idea. I wonder . . .? I think. . . . Do you think . . .?

- I thought about that also, and I'm wondering why . . .?

- I hadn't thought of that before. You make me wonder if . . . ? Do you think . . .?

- _____said that. . . I agree and also think. . . .

- Based on the ideas from _____, _____, and _____, it seems like we all think that…"

- That's an excellent point and I would add…

Expressing an Opinion

- I think/believe/predict/imagine that . . . What do you think?

- In my opinion . . .

- It seems to me that . . .

- Not everyone will agree with me, but . . .

Interrupting

- Excuse me, but . . . (I don't understand.)

- Sorry for interrupting, but . . . (I missed what you said.)

- May I interrupt for a moment?

- May I add something here?

Disagreeing

- I don't really agree with you because . . .

- I see it another way. I think . . .

- My idea is slightly different from yours. I believe that . . . I think that . . .

- My interpretation differs from yours . . .

Inviting Others into the Dialogue

- Does anyone agree/disagree?

- What gaps do you see in my reasoning?

- What different conclusions do you have?

- _____ (name), what do you think?

- I wonder what _____ thinks?

- Who has another idea/question/interpretation?

- _____ (name), what did you understand about what _____ said?

- We haven't heard from many people in the group. Could someone new offer an idea or question?

Offering a Suggestion Redirecting the Seminar

- We can't seem to find the connection to the text. Could you point out what and where that onnection is?

- We all want to remember that our goal is a flow of questions, comments, and ideas to be shared rather than a debate to be won. How could your comment be rephrased to reflect our goal?

- Maybe you/we could . . . .

- Here's something we/you might try: . . .

- What if we . . . ?

- We seem to be having a debate instead of a dialogue, can we . . .

- Who has another perspective to offer that will help us re-focus the conversation?

- Let's look at page _____ and see what we think about. . .

Preparing for Discussion of Primary and Secondary Sources

The quality of discussion depends on students' preparation and the interest and complexity of the reading. It is important for students to read, analyze, and make written notes prior to beginning a discussion. This will increase the depth of the discussion and encourage students to build upon each other's ideas. The writing prompts below can be used by students to prepare prior to discussing a primary or secondary source.

Discussion Preparation Prompts

- Summarize the document, explaining the main ideas expressed.

- Describe any unique or unusual qualities

- Explain three important things about this source.

- Examine an interesting quotation or sentence. Tell why you selected this statement.

- Write a question you would like to ask the author

- Explain how the answer to your question might further your understanding.

- Write your reaction to/opinion about this document.

- Explain what can be learned from this source?

- What surprises or interests you?

- What questions do you have about the text or for its author?

- What connections do you see between parts of the text and other ideas past or present?

- What predictions can you make?

- Given the facts in the reading, what else do you believe may be true?

- Describe the cause and effect relations do you see?

- What evidence exists to support your ideas?

- What predictions can you make from the text?

- What personal connections do you have to the text?

- What are the most important ideas or passages in the text? Why?

Techniques for Facilitating Structured Discussions

• Use name cards for participants to establish a sense of community. This is especially important when students do not know each other well.

• Write four to six open ended questions prior to the discussion. This will move the discussion forward if it stalls or if students remain fixated on one aspect of the topic.

• Do not begin discussion of the topic until each group member has had a chance to share one idea. This encourages all students to participate and may also provide a menu of ideas for further discussion.

• Clarify an idea by summarizing or paraphrasing what is shared. This will demonstrate your interest and clarify the idea for others in the group. Use page numbers or paragraph numbers as a resource.

• To keep the discussion focused, summarize main points before moving on.

• To encourage participation, invite those who have not spoken to comment on a point made by another participant.

• Encourage students to build on one another's ideas. This is critical if the total quality of ideas is to exceed those of any one person. Too often, students simply wait for their opportunity to speak, often changing topics, without listening and building on the ideas of others.

• Expand on an idea by asking a relevant question about a point that has been made and then inviting someone to respond. This encourages participation and improves the quality of ideas discussed.

• Encourage students to not dominate, interrupt, or criticize the ideas of another speaker. These are behaviors that tend to limit participation and thinking.

Overview

Oral presentations emphasize a variety of literacy skills, including reading, writing, speaking, listening, and viewing. These activities provide students with frequent opportunities to share their understanding of content through oral presentations, encouraging active participation and building students' confidence.

Visit MyAVID resources frequently, as new items and supplemental materials are available and updated throughout the academic year.

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Chapter **7** Oral Presentations

Activities

This chapter provides 8 performance activities.

1 **Total Physical Response Vocabulary (TPR)**

Students demonstrate a vocabulary word physically through a performance.

2 **Oral Essay**

Students research an event from the past and present it to the audience as a well-told story.

3 **Meeting of the Minds**

Students role-play a character and have a discussion through the perspective of the character.

4 **Readers' Theater**

Students perform an oral reading through a character's point of view.

5 **Research a Topic, Then Make a Documentary**

Students present their ideas in a visual documentary.

6 **Tableau**

Students research a scene and express the thoughts and feelings of a group of characters in that time.

7 **Historic Character**

Students research, write, and perform a monologue as a character from history.

8 **Hot Seat**

Students research the life of a character from history and, in character, answer questions posed by the audience.

Performance Assessment Tasks

Performance assessment is an excellent way of evaluating the students' comprehension of the subject matter and the primary source materials they have been utilizing. In designing a performance-based assessment, the teacher should be aware of the fact that the content of the task should be familiar to the students; however, the context in which they apply the content should be new. For example, after students have read and discussed a piece of oral history, they might be asked to design a historical reenactment of the life and times of the individual.

Performance assessment allows the teacher to gauge the extent and depth of student learning in a manner other than through a paper-and-pencil exam. Below are some examples of performance assessment tasks.

JOURNALS		POETRY	
• Imaginary		• Haiku	
• Reflective		• Cinquain	
• Response Entry		• Narrative	
• Dialectical Journal		• Free Verse	
LETTERS		**DESIGN QUESTIONS FOR:**	
• Personal	• To the Editor	• Interviews	
• Observations	• To a Public Official	• Surveys	
• Public Information	• Persuasive	• Press Conferences	
VISUALS		**DISCUSSION GROUPS**	
• Collages	• Computer Graphics	• Inner-Outer Circle	
• Storyboarding	• Editorial Cartoon	• Scored Discussion	
• Illustrated Organizer	• Scrapbooks	• Classroom Fishbowl	
• Sensory Moment	• Sculptures	• Socratic Discussions	
• Painting/Drawing	• Visual Vocabulary	• Philosophical Chairs	
DIALOGUES		**PERFORMANCES**	
• Tableau		• Total Physical Response	
• Role-Play		• Readers' Theater	
• Oral Essay		• Song or Rap	
• Oral Interview		• Character Monologues	
		• One Act Play	
TIMELINES		**RESPONSES AND REBUTTALS**	
• Annotated Timeline		• Editorial	
• Parallel Timeline		• Four Corners Discussion	
• Sequencing Chart		• Debate	
		SCRIPTS	
		• Documentary	
		• Radio Show	
		• Television Program	
		• Film	
		• Slide Show	

1 Total Physical Response Vocabulary (TPR)

Total Physical Response Vocabulary explains and demonstrates for an audience a word or a concept. The activity can be especially helpful for kinesthetic learners and English Language Learners, and it adds variety and creativity to vocabulary development.

Instructions:

1. Each **group** of students is assigned a different vocabulary term or concept.

2. **Students discuss and define** the meaning of the term or concept to present with their performance.

3. Students work together to **create a physical demonstration or acting out** of the term or concept that may include an example.

4. Each **group explains their definition of the word and presents their physical demonstration** of the term or concept.

5. Conduct a class discussion about the performances and vocabulary words.

2 Oral Essay

History should be a story well told, and oral essays provide students the opportunity to research and share these stories with others. Oral essays are most effective when topics have high interest and make a good story when told to an audience. Presentations can be an individual or group activity.

Instructions:

1. Provide students with a list of topics as well as suggestions for research strategies. Students will write an essay or research paper from a topic and give an interesting oral presentation for three to five minutes.

2. Students present the purpose of the essay using one of the following ideas:

   • persuade
   • inform
   • explain
   • demonstrate
   • entertain

3. Explain to students that their presentation should follow the format below.

   Introduction

   The introduction should begin with something that grabs the attention of the audience, such as an interesting quote, fact, or visual. State your thesis or argument of your paper.

   Body

   The body of the presentation should outline the chronology of events, giving special attention to names, places, and vivid descriptions. Pause at various points of the information for the audience to think about what was said.

   Conclusion

   The conclusion should include what you believe to be most significant about your topic, or the one idea that you want the audience to learn and remember about your topic.

   Question and Answer

   Provide an opportunity to answer questions from the audience about the topic.

   Explanation of Resources

   This explanation should include a description of the process of research and the resources that were most valuable.

③ Meeting of the Minds

The Meeting of the Minds activity adds a variety of perspectives on a topic or unit of study. Each character in the discussion can be from the same time period or from different time periods.

Instructions:

1. Create a list of characters (4–6) for the meeting of the mind activity. List diverse characters from a unit of study or time period that may include extraordinary or ordinary people. The ordinary character would be the most challenging character to research.

2. Have students research each character and that character's role during the period of study.

3. Assign each student a specific character and have them write three questions that their character would want to ask each of the other characters. (Note: The questions should be different for each character, and should be written from the assigned character's perspective.)

4. If this is a whole class experience, place students in groups, making sure all characters are represented in each group. Assign one student to act as discussion facilitator for the group discussion.

Performance

1. Characters introduce themselves and give a brief description of their roles or thoughts about the time period.

2. Facilitators encourage characters to ask and respond to one another's questions so that a richer, multi-perspective picture of the time emerges.

3. If this is a fishbowl performance, have the audience evaluate each character's participation.

4. Debrief the activity with the entire class, focusing the discussion on how views of this time or event differ, depending upon the perspective presented or experienced.

(4) Readers' Theater

The Readers' Theater activity invites students to play the role of different characters through a script that is original or already written. Students perform the play in character and add personality to the reading.

Instructions:

1. Choose a reading from primary or secondary sources, preferably one that describes a specific episode (e.g., Boston Massacre, Surrender at Appomattox, the Storming of the Bastille).

2. Assign the reading to student groups. Have groups each create a strategy to plan the research, writing, and performance.

3. Students, working in their groups, research and write a script. The script should include selected passages, quotes, and ideas from their research (both primary and secondary sources).

4. Group members discuss and create segues between sections of the script and write an introduction and conclusion.

Performance

1. Each group narrates to the audience the setting and context of the scene to be performed.

2. Each group performs its scene.

3. Group members debrief the performance by explaining their research and answering questions from the audience.

4. Students complete a reflection on research and performance.

5 Research a Topic, Then Make a Documentary

Making a Documentary is a research activity that guides students to a richer understanding of the topic investigated. Students gather information from a variety of sources, including visuals and print documents, incorporating them into their story about the topic.

Instructions:

1. Choose topics that have easily identifiable perspectives. For example, a documentary about the events of the Great Depression can be told from the perspective of the president, a child, a black woman, an employed person, an employer, and an unemployed person.

2. Assign or allow student groups to select a specific event and perspective to research as the basis for a documentary. It is important that each event selected be researched and presented from multiple perspectives.

3. Have students use both secondary and primary source materials to gather evidence that describes the event from their assigned/selected perspective. Students will record all resources that they used for the documentary.

4. Have students select visuals, photographs, music, documents, and/or other primary sources to incorporate into the documentary. Students will create a storyboard of ideas that includes the beginning, middle, and ending of the documentary.

5. Have students write the narration for the documentary. Emphasize that their script must include the use of primary source accounts. The narration will be the voice-over for the pictures or text.

6. Have students present their documentary.

7. At the end of each presentation, have students debrief by explaining their research and answering questions from the audience.

8. To conclude the activity, have each participant complete a reflection on conducting the research and creating the documentary.

6 **Tableau**

A tableau is the recreation of a moment in time featuring a number of characters, and may also include inanimate objects. Students draw upon historical evidence and recreate a scene that displays some insight into the minds of the characters. The tableau consists of a group of "actors" frozen like statues, each one in turn coming to life and expressing the thoughts and feelings of that character or object.

Instructions:

1. Students choose a scene from the past. This may be the recreation of a picture in their textbook or one that they imagine based on the facts from the time being studied.

2. After researching the topic, students work together in their group to write dialogue for each of their characters. The dialogue should include the thoughts and feelings the character might be likely to experience based on the facts of the situation.

3. Narration is written to give the audience the context of the scene and to introduce the characters.

4. The performance begins with each actor "frozen" holding a pose and unable to speak.

5. The narrator then introduces the scene and the characters.

6. Each character, in predetermined order, "comes alive," and speaks the thoughts and feelings of the character being enacted. He or she "freezes" once again before the next character comes to life.

7. Props may be used to enhance the scene.

7 Historic Character

Historic Character allows students to assume the persona of a character in history, describe their life, and answer questions from other students in the class. Students may choose famous characters from history, or that of ordinary people, such as children, mothers, or laborers.

Instructions:

1. Students choose a character from history and research his/her life.

2. Research should include primary and secondary sources and may include the character's early life, accomplishments, and beliefs.

3. The presentation begins with a monologue in which the character describes his/her life in a first-person account or may include a dramatic moment, recreating a scene from their past.

4. After the performance, have the students ask the character questions (character stays in first person).

5. Next, have the student discuss the research of the character and what they learned most about doing this performance and research.

6. Students are to provide the teacher with a written script of their character's monologue.

(8) Hot Seat

This performance allows students to assume the persona of a character in history and then answer questions from students about the character's life.

Instructions:

1. Create a list of characters from the past for students to choose from.

2. Have the class brainstorm questions they would like answered by the character on the list (characters need not be asked the same questions).

3. Students should research the life of their character using both primary and secondary sources. Research should include information about the character's early life, accomplishments, and beliefs about the issues of the day.

4. Students begin their performances in character by describing their biographical data to the audience.

5. The student then responds in character to questions posed by the audience.

Student Handouts

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Self-Evaluation of Group Project

What did you contribute to the group project or performance?

List the names of your group members and comment on each member's contribution.

What things went well within your group?

Describe any frustrations you encountered and how you overcame the obstacles.

If you had this assignment to do over again, what would you do differently?

What grade do you think your group deserves on this assignment? Explain and justify your response.

Group Project Assessment

Group Members:

Evaluator:

What is the project?

How was the project presented (play, lecture, story)?

Write three positive things about the project and presentation (be specific).

Make some suggestions for improvement of the project and presentation.

Write any additional comments you have about the project and performance that would be helpful to the group.

Appendix

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Multiple Intelligences

The Write Path History/Social Science: Interactive Teaching and Learning promotes the concept of Multiple Intelligences, with different potential pathways to teaching and learning. Today many of our classrooms are only focused on linguistic and logical mathematical intelligence. Multiple Intelligences theory by Dr. Howard Gardner, professor of education at Harvard University, suggests that students acquire knowledge and learn in a variety of ways.

Verbal/ Linguistic Intelligence: Those strong in linguistic intelligence enjoy lectures, writing assignments and discussions.

>Skills and Preferences: Enjoy communicating (oral and written), reading comprehension, discussing, debating, playing word games, and remembering facts, quotes and sayings.

Examples Used in This Guide: Cornell notes, creating notes and making interactions, writing with original thought, levels of questions, engaging the reader, thinking aloud, writing from different perspectives, editorial, letter to the editor, historic interview, discussion from different perspectives, quickwrites, oral essay, request

Logical-Mathematical Intelligence: Those strong in logical/mathematical intelligence enjoy problem solving and determining relations such as cause-effect and if-then relations.

>Skills and Preferences: Enjoy analyzing, computing, deducing, estimating, organizing, sequencing, using abstract symbols and questioning.

Examples Used in This Guide: Analyzing charts and graphs, cause-and-effect organizer, sequence organizer, descriptive organizer, compare and contrast organizer, problem/solution journal, analogy chart, classification chart, synthesis journal, chapter tour, anticipation guide, questioning the author

Visual/Spatial Intelligence: Those strong in visual/spatial intelligence enjoy doodling, designing, drawing, and combining colors, and they often have a good sense of direction.

>Skills and Preferences: Enjoy creating, designing, imagining in detail, visualizing, thinking in pictures, and playing spatial games.

Examples Used in This Guide: Analyzing editorial cartoons, creating editorial cartoons, analyzing photographs, dialectical journal, storyboarding a chapter or film, reciprocal viewing, visual vocabulary, concept map, annotated timeline, speculation prediction journal, sensory moment in time, visual historic event organizer

Musical Intelligence: Those strong in musical intelligence use melodies and rhythms to think and express ideas.

>Skills and Preferences: Enjoy composing lyrics, singing, rapping, and playing instruments.

Examples Used in This Guide: Creative poetry, composing a song or rap, recycled story through pattern, primary source re-write of song lyrics

Intrapersonal Intelligence: These students enjoy solitude, contemplation, and an opportunity to explore inner states and thoughts.

>Skills and Preferences: Monitoring oneself, controlling impulses, introspecting, setting realistic goals, and thinking about one's own thinking.

Examples Used in This Guide: Self-evaluation and peer review, reflection on project, meta-cognition journal, reflection journal, questioning the author, I-Search journal, writing from perspective diary entry

Bodily/Kinesthetic Intelligence: Those strong in bodily/kinesthetic intelligence enjoy physical activities, hands-on activities, acting, performing, and developing physical skills.

>Skills and Preferences: Enjoy acting, dancing, and learning through hands-on activities.

Examples Used in This Guide: Total physical response vocabulary, historical character, hot seat, ACAPS analysis with primary sources, four corners discussion, tableau, philosophical chairs, character corners

Interpersonal Intelligence: These students enjoy working together with other students.

>Skills and Preferences: Communicating with others, working as a team member, caring for and teaching others, understanding the thoughts of others, and empathizing and sympathizing with others

Examples Used in This Guide: Think, pair, share; read, write, speak and listen activity; re-Quest; perspective writing; collaborative inquiry of primary sources; newspaper bureau; readers' theater; and character corners

Naturalist Intelligence: These students enjoy collecting, analyzing, studying, and caring for plants, animals, and environments.

>Skills and Preferences: Appreciating plants and animals, protecting the environment, and understanding environmental interdependence.

Examples Used in This Guide: analyzing artifacts

Planning a Unit of Study

Unit Title

Timeframe

Standards

History – Thinking Skills/Analysis

Strategies and Activities

Assessments (formative and summative)

Resources

Lesson Plan

Topic

Standard

Objective/Goal

Big Idea/Concept

Essential Question(s)

1. Anticipatory Set

2. Direct Instruction

3. Guided Practice

4. Independent Practice

5. Closure

Lesson Planning

Concepts in History

Conflict, Change, Continuity, Culture, Diversity, Interdependence, Justice, Power, Rights, Scarcity, Technology, Values

Essential Question(s)

The Essential Question drives the lesson with a big idea you really want the students to understand.

Anticipatory Set

The anticipatory set of activities builds on prior knowledge or provides a focus for new information.

Directed Instruction directs reading, multimedia and lecture studies.

Guided Practice

For guided practice, the activities below, as well as some of those above may be used.

Independent Practice

For independent practice, the activities below, as well as some of those above may be used.

The Write Path History/Social Science: Interactive Teaching and Learning Teacher Guide, Grades 6–12

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Notes

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