History & Social Science

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INSTRUCTIONAL GUIDE
Teaching History and Social Science in Massachusetts Department of Youth Services Classrooms

2020 Edition

Aligned with the 2018 Massachusetts History and Social Science Curriculum Framework
Dear Colleagues:

On behalf of the Massachusetts Department of Youth Services, and in partnership with the Collaborative for Educational Services and Commonwealth Corporation, I am pleased to provide you with the 2020 edition of the DYS History and Social Science Instructional Guide. This guide is aligned with the 2018 Massachusetts History and Social Science Framework and the Common Core State Standards (CCSS) and reflects the recently adopted revisions to the History and Social Science standards approved by the Massachusetts Department of Elementary and Secondary Education in the spring of 2018.

With this guide, our goal is to provide DYS educators with a cutting-edge resource that informs planning and instruction of curricula and authentic assessment of student learning. The 2020 DYS History and Social Science Instructional Guide provides you with an overview of the 2018 Massachusetts History and Social Science Framework aligned with the Common Core State Standards, and guidance for implementing those standards in DYS schools. The guide features standards-aligned scope and sequence charts for United States and World History and curriculum unit exemplars adapted for both long- and short-term program settings. This guide incorporates research-based instructional models that serve as the foundation for our work with DYS youth: Universal Design for Learning, Understanding by Design, Empower Your Future and the DYS Future Ready Framework, Culturally Responsive Practice, and Positive Youth Development.

It is important that you use this guide along with the accompanying supplemental decolonized instructional resource material. Racial equity and fairness is a major priority for DYS, and as a history teacher, you play a significant role in providing an accurate account of our American history. This year, we will begin working towards decolonizing our curriculum to be less Eurocentric and more reflective of the positive contributions of the ancestry of our student population, namely those of the global majority and indigenous people. Decolonization is a process that will take place over time as we all learn more about our country’s past and our position in it. We will meet state standards and lift stories that affirm our youth, preparing them to be confident, productive citizens in the global society.

Your commitment to this initiative is essential, and I look forward to partnering with you as we make a difference in the lives of our students.

Sincerely yours,

Renée Heywood

Renée Heywood, Director of Educational Services
Massachusetts Department of Youth Services
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DYS–2020 History and Social Science Instructional Guide
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Please do not alter, obliterate, or change any attribution of the materials contained in this guide.
This resource emphasizes teaching and learning history and social science and is part of a series of instructional guides focusing on the content and delivery of educational services in Massachusetts Department of Youth Services (DYS) facilities across the Commonwealth. DYS Instructional Guides are one component of the Comprehensive Education Partnership’s Education Initiative, an education reform initiative supported by Commonwealth Corporation and the Collaborative for Educational Services.

All materials in this guide align with standards from the 2020 Massachusetts History and Social Science Framework.

The content within these pages has been developed through the efforts of talented and dedicated practitioners who have generously shared their expertise and best thinking about effective instruction in history and social science.

We especially want to recognize the Massachusetts Department of Youth Services, its students, and the educators and program staff who work every day to bring clarity and focus to the delivery of educational services within the DYS system.

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Massachusetts Department of Youth Services

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WMWP, a local site of the National Writing Project, is a university-school partnership based in the English Department of the University of Massachusetts Amherst that offers professional development and leadership opportunities for Massachusetts educators designed to improve writing and learning for all students.

WMWP’s mission is to create a professional community where teachers and other educators feel welcomed to come together to deepen individual and collective experiences as writers and understanding of teaching and learning in order to challenge and transform practice.

WMWP’s aim is to improve learning in our schools—urban, rural, and suburban. Professional development provided by WMWP values reflection and inquiry and is built on teacher knowledge, expertise, and leadership. Central to WMWP’s mission is the development of programs and opportunities that are accessible and relevant to teachers, students, and their families from diverse backgrounds, paying attention to issues of race, gender, language, class, and culture and how these are linked to teaching and learning.

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Introduction

DYS educational programs are designed to provide a rigorous curriculum aligned with the Massachusetts curriculum frameworks and a personalized approach to instruction that meets the needs of all learners. These are ambitious goals. The students served by DYS programs are diverse and face many challenges, but they all deserve access to courses created with high standards and taught with effective practices. The purpose of this guide is to help DYS history and social science instructors to develop and implement high-quality units and lessons. All Massachusetts students must be educated in the histories, governance, economics, and geographies of the Commonwealth, the United States, and the world. They must be prepared to make informed civic choices, build financial literacy skills, and assume their responsibility for strengthening equality, justice, and liberty in and beyond the United States.

The Scope and Sequence charts for U.S. History I and II and World History I and II, and the 18 exemplar units in this guide are grounded in the 2018 Massachusetts History and Social Science Framework, which was built on the foundation of the 2003 and 1997 editions of the Massachusetts History and Social Science Curriculum Framework. Based on research on effective practice, the 2018 framework represents the contributions of members of the History and Social Science Curriculum Framework Review Panel, scholars who served as Content Advisors, and the more than 700 individuals and organizations who provided comments during 2018.

A Shift in History and Social Science Instruction

The primary purpose of a history and social science education is to help students develop the knowledge, skills, and dispositions to become thoughtful and active participants in a democratic society and a complex world. The new standards have shifted focus from chronological and fact-based instruction to instruction that creates historical context for current events, develops civic knowledge and skills, promotes critical thinking, and advocates for media literacy. The framework outlines a number of shifts reflected in the standards. This shift in instruction and content is reflected in its guiding principles, including these:

Guiding Principle 1

An effective history and social science education teaches students about the legacy of democratic government.

Study of history and social science prepares students to understand their rights and responsibilities as informed residents and citizens of a democratic society and to appreciate the shared values of this country. To become informed citizens, students need to acquire knowledge and experience of

- the principles and philosophy of government in the founding documents of the United States;
- the structure and purposes of democratic government in the United States at the national, state, and local level;
- the structure and purposes of types of government other than democracy;
- how the concepts of liberty, equality, justice, and human and civil rights shape the United States;
- the achievements of democratic government and the challenges to maintaining it;
- ways to act as a citizen to influence government within the democratic system; and
- the importance of respectful public discourse and dissent in a democracy.
Guiding Principle 2

An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.

The traditional motto of the United States is “E pluribus unum”—out of many, one. A history and social science education that does justice to the remarkable diversity of our country must tell the histories of individuals and groups, and it must honor a plurality of life stories while acknowledging our ongoing struggle to achieve a more perfect union. Teaching how the concepts of freedom, equality, the rule of law, and human rights have influenced United States and world history necessarily involves discussions of race, ethnicity, culture, gender, gender identity, sexual orientation, and other characteristics. Effective instruction challenges students to value their own heritage while embracing our common ideals and shared experiences as they develop their own rigorous thinking about accounts of events. Effective instruction celebrates the progress the United States has made in embracing diversity, while at the same time encouraging honest and informed academic discussions about prejudice, racism, and bigotry in the past and present.

Guiding Principle 8

An effective history and social science education incorporates the study of current events and news/media literacy.

When teaching history and social science, teachers have a unique responsibility to help students consider events—including current events—in a broad historical, geographical, social, or economic context. The Framework’s News/Media Literacy standards for grade 8 and high school are designed to help students take a critical stance toward what they read, hear, and view in newspapers and on websites, television, and social media. Applying these standards, students learn to evaluate information, question and verify its source, distinguish fact from inference, and reasoned judgment supported by evidence from varying degrees of bias. (History and Social Science Framework 13, 15-16)

In addition to the Guiding Principle shifts, there are bigger changes in how history is taught. The chart on the next page outlines these implications (see p. 1.1.3).

The historic images in this chapter, along with many others throughout the Guide, are from the Library of Congress’s extensive collection of primary sources. Additional details and links to images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/
## A New Vision for History and Social Science Education

Implications of the Shifts in the 2018 *History and Social Science Framework*

<table>
<thead>
<tr>
<th>History education will involve less:</th>
<th>History education will involve more:</th>
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<tbody>
<tr>
<td>Rote memorization of facts and content</td>
<td>Focus on inquiry, analysis, and synthesis</td>
</tr>
<tr>
<td>Learning about past events with no connection to current realities</td>
<td>Civic education knowledge and skill-building so that students become thoughtful and active participants in a democratic society and a complex world</td>
</tr>
<tr>
<td>Responding to basic comprehension questions on teacher-provided reading materials</td>
<td>Analysis of purpose and point of view of sources and distinguishing opinion from fact using critical reading</td>
</tr>
<tr>
<td>Reliance on the textbook as the principal source</td>
<td>Use of online sources, including primary sources</td>
</tr>
<tr>
<td>Historical content focused on chronological eras</td>
<td>Diverse themes that span multiple eras with additional content from the fields of economics, civics, financial literacy, and media literacy</td>
</tr>
<tr>
<td>Teacher-centric presentation of information to the whole class</td>
<td>Authentic project-based learning in which students conduct research, analyze and plan for informed action, and take next steps as appropriate</td>
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<tr>
<td>Completion of worksheets</td>
<td>Focus on literacy standards: well-informed speaking and listening, analytical reading, and logical writing to promote equal opportunity and civic engagement</td>
</tr>
<tr>
<td>Literacy based primarily in print</td>
<td>Digital news and media literacy to help students build discernment while reading and viewing online, with stronger focus on evaluating the credibility, accuracy, and relevance of primary and secondary sources</td>
</tr>
<tr>
<td>Focus on the dominant Western cultural viewpoint</td>
<td>Attention to diverse global histories, including Asian, African, and Latin American perspectives and the stories of Native Americans, African Americans, immigrants, LGBTQ people, and other marginalized groups in the U.S.</td>
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</tbody>
</table>
Unpacking the Massachusetts History and Social Science Framework

The History and Social Science Framework is an invaluable tool for teachers’ curriculum planning. However, the volume of information included and the shifts in focus it includes can seem overwhelming. For example, U.S. History I now includes content that was previously assigned to U.S. History II. As noted above, there is also an increased emphasis on civic engagement, media literacy, economics, and the incorporation of diverse perspectives in all courses.

Content Standards

The 2018 standards for high school are divided into four main courses:

- U.S. History I
- U.S. History II
- World History I
- World History II

The framework also contains two elective courses:

- United States Government and Politics
- Economics

Each course and elective is intended to be taught in one school year.

Within each course, five to seven topics are used to organize the content to be taught, and these are subdivided into numbered standards.

Each topic is organized around a supporting question designed to promote inquiry and create access points for student research and discussion.

Within each topic, there are some standards that can be utilized to generate performance tasks for students, as they ask students to research, evaluate, or analyze a specific aspect of history using primary source documents.

For example, the following standard from U.S. History I falls under Topic 3, “Economic growth in the North, South, and West”:

4. Research primary sources such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, to analyze one of the following aspects of slave life and resistance (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791–1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the Underground Railroad; the development of ideas of racial superiority; the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa).

The framework also includes an appendix listing key primary sources that teachers can use to support instruction of the standards in each topic.

U.S. History I content standards begin in the 18th century with the origins of the American Revolution and the creation of the Constitution. The course then follows the democratization, expansion, and economic growth of the country in the early 19th century. Later topics include the Civil War and Reconstruction as well as industry and immigration. The course ends with Progressivism and World War I (late 19th and early 20th centuries).

U.S. History II content standards include a new first topic focused on economics. Sub-topics include economic reasoning, supply and demand, financial investing, the roles of financial institutions and government, and national economic performance. Following the economics topic are historical eras and themes starting in the early 20th century. The modernity topic focuses on ideologies and economies and includes events such as the Great Migration, the Harlem Renaissance, the Great Depression, and President Franklin Delano Roosevelt’s response. The next theme is the U.S. defense of democracy against fascism and communism. Events such as World War II and the Cold War are included in this topic, which is followed by one on defense of democracy within the United States, including McCarthyism, the civil rights movement, and other liberation movements. The last topic is focused on the United States and globalization, including the rise of conservatism and the response to global terrorism.
World History I content standards begin in ancient time, examining the different ways that societies interacted across regions and how those interactions were affected by geographical and human factors. It follows with the development of religions and belief systems and the influence those had on indigenous practices and cultural structures of the regions they were produced. Remaining topics within the frameworks cover the interactions of kingdoms and empires, changes in philosophy and the arts, and the impact of technological innovation of the Scientific Revolution. World History I ends with global exploration and conquest, and how Enlightenment thinkers argued for changes in government.

World History II content standards begin by reviewing absolute power and the similarities and differences of political revolutions such as the French and Haitian Revolutions. The standards then progress to the Agricultural and Industrial Revolutions, the global effects of imperialism during the 19th century, the Great Wars, and the Cold War Era. The two remaining topics, The Era of Globalization and The Politics of Difference, examine the present era. They include subtopics on Islamic fundamentalism, the rise of China as a world power, humanitarian crises, and environmental issues. The course ends with the study of how people use difference to foment conflict and how international organizations have intervened to combat instances of ongoing terrorism and genocide.

Standards for History and Social Science Practice

The History and Social Science Framework outlines specific PreK-12 standards for History and Social Science Practice. The purpose of these standards is to support students in the development of discipline-specific skills that are necessary for careers in history and social science professions, which may include political science, economics, teaching, and many others. In addition to professional careers, these standards also apply to ordinary citizenship, support students’ social-emotional development, and include skills that can be generalized to other content areas. These practices can be applied to all grades and courses within the framework. Here is the full list of the seven practices and their corresponding cross-cutting skills.

1. **Demonstrate civic knowledge, skills, and dispositions**: Understand how civic life works, make and support arguments, communicate effectively with officials, and develop a capacity for listening.

2. **Develop focused questions or problem statements and conduct inquiry**: Develop discipline-based questions (political science, economics, geography, history), define problems, and conduct research.

3. **Organize information and data from multiple primary and secondary sources**: Gather data from various sources, distinguish primary and secondary sources, and combine sources to compose arguments.
4. **Analyze the purpose and point of view of each source; distinguish opinion from fact**: Consider multiple perspectives, determine authors’ points of view and purposes, read critically, synthesize information.

5. **Evaluate the credibility, accuracy, and relevance of each source**: Be skeptical of online information, identify bias, and assess, verify, and cite sources.

6. **Argue or explain conclusions, using valid reasoning and evidence**: Develop arguments logically with strong evidence, acknowledge alternative viewpoints, incorporate non-fiction text features into presentations or writings, write for specific audiences or purposes, and respond to questions.

7. **Determine next steps and take informed action, as appropriate**: Explore questions or problems, participate in discussions, engage in civic discourse, prepare and deliver oral presentations, and engage appropriately in person and in online settings. *(History and Social Science Framework 23-25)*

The purpose of these standards is to support a wide variety of skills that will prepare students for their futures, which may include college, careers, community service, and/or volunteer work. As a whole, these seven practices provide the foundation for a history and social science education that centers on inquiry and research, the primary processes that promote informed and active citizenship.

**Emphasis on Civic Engagement**

According to the 2018 *History and Social Science Framework*, “The future of democracy depends on our students’ development of knowledge, skills, and dispositions” that not only encourage them to embrace the principles of democracy, but will also enable them to identify its challenges and dilemmas (12). The new standards were purposefully designed with a renewed emphasis on civic life and democracy in order to prepare students to become thoughtful, active citizens in a democratic society and a complex world. The standards ask students to demonstrate knowledge of the fundamental ideas that led to the founding of the United States, how these ideas are practiced in our society, and how our collective past has contributed to modern-day policies. Through the study of U.S. and world history, students will gain an understanding of the rights and responsibilities of citizens, the formal and informal processes that citizens can use to create change, and how living documents, such as the Constitution, provide a framework for these processes. These new standards also provide a framework for students to begin developing and practicing habits of civic engagement and participation in democracy through the study of individual activists and the role of advocacy groups.

Reinforcing the framework’s emphasis on civic learning, in 2018 the Massachusetts legislature passed “An Act to Promote and Enhance Civic Engagement,” which requires all districts to provide opportunities for student-led civic...
engagement projects. In addition, this law mandates that all districts teach social science and civics in an effort to enhance students’ knowledge of the origins, structure, and function of democratic government and to prepare all students for the responsibilities of citizenship in the United States (“Chapter 296”). To support implementation of this law, the Massachusetts Department of Secondary and Elementary Education (DESE) has published the Civics Project Guidebook, which defines civic learning as the “acquisition of knowledge, the intellectual skills, and the applied competencies that citizens need for informed and effective participation in civics and democratic life” (Civics Project Guidebook 5).

The guidebook outlines the process and requirements for educators implementing civic action projects in their classrooms. In Massachusetts, students are expected to complete civic action projects during the eighth grade and again during their four years of high school. A civic action project is defined by DESE as being student-led, project-based, real-world, rooted in an understanding of systems impact, goal-driven, inquiry-based, non-partisan, process-focused, and action-based (7-9). Civic action projects should consist of six stages, outlined in the block below.

Teachers should refer to the Civics Project Guidebook for more detailed explanations, specific instructional strategies, suggested resources, and sample learning objectives. In DYS programs, the teaching of civic engagement should be grounded in resources that reflect the diversity of the student population, focus on affirming youth identity, and seek to make connections between historical legislation and modern-day social issues that impact the communities to which DYS youth will ultimately return.

### The Six Stages of Civic Action Projects

1. **Examining the self and community:**  
   Students examine the needs of the communities they come from and think about issues that matter to them.

2. **Identifying an issue:**  
   Students identify one specific focus issue for their civic action projects.

3. **Research and investigation:**  
   Students explore the range of perspectives and learn about the possible root causes of their focus issues by conducting traditional and community-based research.

4. **Developing an action plan:**  
   Students begin to identify the policy changes that need to occur and identify the key stakeholders who need to be involved.

5. **Taking action:**  
   Students act upon their research and take steps toward their goals, which will vary depending upon the individual student and specific focus.

6. **Reflecting and showcasing:**  
   Students will reflect on their processes and progress. (10)
Literacy in the Content Areas

The disciplines of civics, geography, history, and economics all require the development of strong literacy skills. A key feature of the History and Social Science Framework is its inclusion of Literacy Standards for History and Social Science drawn from the Massachusetts English Language Arts and Literacy Curriculum Framework (2017). “The History and Social Science Practice Standards and Content Standards were intentionally designed to be integrated with these Literacy Standards,” which focus on reading informational text, writing, and speaking and listening. “Effective history and social science instruction unites significant content with strong literacy practices,” states the framework (180).

Among the ten reading standards are skills and practices that are frequently mentioned in the history and social science: citing evidence from texts (including non-print texts), drawing conclusions and making comparisons, using domain-specific vocabulary, and interpreting data presented in textual or visual form. The following are especially relevant to the exemplar units in this guide. The reading standards for grades 9-10 are provided as examples:

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.
3. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
4. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
5. Compare and contrast treatments of the same topic in several primary and secondary sources. (180)

These reading standards, like the history and social science standards that align with them, require evidence-based comprehension, attention to detail, flexible thinking, and high-level analysis.

Similarly, the ten writing standards include sophisticated skills related to purposes and text types, production, and research. The following are particularly pertinent to the exemplar units in this guide. Again, the standards for grades 9-10 are provided:

1. Write arguments focused on discipline-specific content. (This standard goes on to enumerate specific aspects of effective arguments, such as claims and counterclaims, cohesion, style and tone, and conclusion.)
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (This standard goes on to enumerate specific aspects of effective informative/explanatory texts, such as introduction and organization, development, transitions, precise language, style and tone, and conclusion.)

Note: While there is no standard for narrative writing within the content-area literacy framework, there is an expectation that students will develop narrative skills.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (181-182)

The first two of these standards refer to genres of writing frequently mentioned in the History and Social Science Framework. The latter three emphasize flexibility in writing; considering the purpose and audience, incorporating research to answer specific questions, and writing in different contexts (e.g., low-stakes writing to learn and high-stakes writing to demonstrate learning).
1.1.9

The speaking and listening standards focus on participation in collaborative discussions; evaluating a speaker’s point of view; and presenting knowledge and ideas clearly, concisely, and logically. The following are particularly pertinent to the exemplar units in this guide. Again, the grade 9-10 standards are provided:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (182-183)

These standards refer to speaking and listening activities frequently mentioned in the framework. The first two standards support collaborative speaking and listening activities, and the latter focuses on communicating information to others.

Implementing the Standards in DYS Schools

The vision that influenced the design of the 2018 Massachusetts History and Social Science Framework is that a history and social science education will empower students to “… develop the skills to participate in and perhaps lead a society that will be more demographically and culturally diverse than any democratic society of the past” (10). This statement echoes the mission of the Massachusetts Department of Youth Services, which states, “Every young person served by the Department of Youth Services (DYS) will become a valued, productive member of their community and lead a fulfilling life” (“DYS - About Us”). Teachers working in DYS programs are expected to educate the youth in our care with these aligned outcomes in mind.

In addition, the 2018 framework is grounded in a set of guiding principles that are designed to promote skills that will enhance students’ abilities to think critically and evaluate news media, consider diverse perspectives and opposing views, foster awareness of the self and society, and participate in society in a way that benefits the greater good. These same skills are reinforced throughout the DYS continuum of care by staff, educators, administration, and leadership through performance based standards, the standards and indicators of the Collaborative for Educational Services Teacher Evaluation Library of Congress.
System, the objectives of professional development, the principles of trauma-informed care, and a collective focus on social justice and equity, Positive Youth Development, and Dialectical Behavior Therapy (DBT) skills.

Teachers in DYS classrooms should support history and social science instruction by focusing on development of all of the skills listed in the curriculum frameworks; however, due to the prevalence of trauma coupled with a high incidence of social-emotional IEP goals, teachers should also emphasize teaching students to think critically, evaluate information from multiple perspectives, and develop their social-emotional skills. DYS clinical staff, as well as instructional coaches, can be resources in assessing possible triggers and approaches to difficult topics.

Students in DYS programs are ethnically, racially, and religiously diverse and come from a variety of socioeconomic backgrounds. When selecting resources for classroom instruction, teachers should remember that it is important for students to see themselves in the time periods and events being studied, although that may not always be easy or comfortable. It is also imperative for students to gain experience participating in difficult conversations, with others who may hold views that differ from their own, in a respectful and productive manner. Consistent, collaboratively developed classroom norms and relationship building are two strategies that can aid teachers in facilitating difficult dialogues about controversial topics in the history classroom.

Students in today’s world are exposed to media in a variety of forms, and many use social media as a means of communicating and gathering information. Therefore, it is important for students to learn to identify bias, seek out opposing perspectives, and evaluate sources. Further, DYS students can benefit greatly from an understanding of how their own experiences might influence their perceptions of current and historical events.

In order to be active participants in government and their local communities, students must have an understanding of the legacy, structures, and functions of democratic government as well as how to navigate systems to achieve change. The History and Social Science Framework provides for study of the founding of the United States, with an emphasis on compromise as a tool for resolving political disagreements, as well as a series of examples of how individuals, organizations, and groups can use effective communication to achieve collaborative goals. The skills that students will learn studying history and social science are consistent with the goals of Positive Youth Development, a framework adopted by DYS, which aims to provide youth with the opportunity to practice skills that will support each youth in becoming a “valued, productive member of their community and lead a fulfilling life” (“DYS National Initiatives and Best Practices”).

The 2018 History and Social Science Framework and the Massachusetts legislation, “An Act to Promote and Enhance Civic Engagement,” have provided the foundation for the 2020 DYS History and Social Science Instructional Guide and guided the development of a series of exemplar units for each history course. Consistent with the expectations in the standards and the principles embraced by the legislature, the units within this guide were designed based on a shared vision that strives to emphasize connections between the past and the present and representation through a diversity of texts and perspectives, while also providing opportunities for both classroom and civic engagement through the use of authentic assessments.

The activities within the guide will also help students to develop critical thinking and literacy skills. The team of designers who developed this guide did so with the vision of creating a curriculum and pedagogy that “actively engages those who are disenfranchised in every sense of the word” by “including student-centered learning experiences ‘that reignite the natural desire to learn’ and that help students ‘feel like they are personally involved in all of our past and current histories’” (“DYS History Instructional Guide Writing Team’s Shared Vision”).

Accompanying this guide are supplemental instructional resource materials provided by DYS. To promote racial equity and fairness and to support DYS’s decolonizing
the curriculum initiative, teachers can use these materials along with the resources in this guide to develop units that are less Eurocentric and more reflective of the positive contributions of the ancestry of most of our student population, namely the global majority and indigenous people. (For more discussion of decolonizing the curriculum, see Chapter 2, pp. 2.1.1. and 2.1.3.)

Works Cited


# Curriculum Planning and Instruction

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Introduction

This guide includes 18 exemplar units: one for each of the seven topics of U.S. History I and the five topics of U.S. History II, and three each for World History I and II. All exemplars have been developed using the DYS unit template, which is based in part on Grant Wiggins and Jay McTighe’s “Understanding by Design” (UbD) model of backward planning.

Backward planning is, in essence, the simple and sensible idea that curriculum development should begin with identifying the Desired Results of a course of study and working backward from those goals to the Assessment Evidence that will determine whether they have been met and ultimately to the Learning Plan that will move students toward achieving them. The DYS unit template includes these three planning stages, and their various sections are annotated below as an aid to understanding and curriculum development.

DYS Unit Template: Planning Stages

Stage 1—Desired Results

Starting at the end may seem counter-intuitive, but the backward planning process works like a GPS: setting the destination comes first, then determining the route. Emphasized Standards establish the broad aims for all units, but the UbD approach to goal-setting also places high value on “big ideas” represented by Essential Questions and Understandings as well as on long-term Transfer Goals.

Deciding what students should know and be able to do as a result of instruction is important, but considering how they will make meaning from the unit and apply what they have learned in real life is crucial. Developing higher-order goals is a thoughtful way to anticipate the challenging but legitimate student question, “Why do we have to learn this?” A teacher who sets authentic, relevant, thought-provoking learning goals always has a satisfactory answer.

An important consideration in the goal-setting process, especially in history and social science units, is the DYS educational program’s broad aim to decolonize the curriculum; that is, to reorient instruction so that it no longer privileges white, Western perspectives, canonical texts, and critical methods. As Michael Apple noted more than 40 years ago, curriculum is not a neutral knowledge set, as we tend to think. It is usually defined and controlled by the dominant culture’s vision of what counts as legitimate. It is imposed on schools to acculturate marginalized groups into the dominant group’s values in the name of standards, accountability, and meritocracy, thereby perpetuating inequalities (Apple 83-84). Decolonizing the curriculum is a double-edged sword for marginalized groups, according to Lisa Delpit. Living in a capitalist society that measures success through school outcomes means participating in classroom practices that delegitimize their cultures, but which they have to engage in to build better lives (30).

Thus, truly decolonizing the curriculum requires a
### STAGE 1: Desired Results

#### Emphasized Standards

**Content and College and Career Readiness Standards:**

The Scope and Sequence charts for each subject identify one or more Emphasized Standards from the Massachusetts History and Social Science Framework for each curriculum framework topic. Units may also include other content standards if they will truly be a focus of instruction. Each unit should also include one or more Literacy in the Content Area standards. The targeted standards must all be assessed in the unit.

#### Essential Question(s)

**Open-ended questions/concepts that lead to deeper thinking and understandings:**

The Scope and Sequence charts also provide Essential Questions for each season. Each unit should include one or more of these questions (modified as needed), plus unit-specific questions as appropriate. Essential Questions should be open-ended and spur inquiry, not lead students to predetermined answers.

#### Transfer Goal(s)

**How will students apply their learning to other content and contexts? Students will:**

Each exemplar unit includes examples of Transfer Goals appropriate to the Emphasized Standards, Essential Questions, and themes of the topic. Note that the goals provided are at the higher levels of Bloom’s taxonomy. Each unit should include similar long-range, civic-, college-, and career-ready goals.

#### Learning and Language Objectives (Mastery Objectives): Students will…

<table>
<thead>
<tr>
<th>Know: factual knowledge, basic skills, key vocabulary</th>
<th>Understand: connections to essential concepts and contexts</th>
<th>Do: application, demonstration of knowledge, understandings</th>
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<tr>
<td>Know objectives include relevant facts, background information, general academic vocabulary, and the terminology needed for success in the unit. A helpful rule of thumb: knowledge items could be assessed on a quiz.</td>
<td>Understand objectives, which should always be expressed in complete sentences, are the real take-aways of the unit, the “big ideas” that emerge from examining the Essential Questions through particular content. Understandings are not statements of fact.</td>
<td>Do objectives represent the abilities that students must possess or develop to fulfill the expectations of the unit. Sometimes referred to as “process knowledge,” these often include specific skills such as citing evidence or formulating a claim.</td>
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fundamental rethinking of what knowledge is, as suggested by this Keele University manifesto:

Decolonization involves identifying colonial systems, structures and relationships, and working to challenge those systems. It is not “integration” or simply the token inclusion of the intellectual achievements of non-white cultures. Rather, it involves a paradigm shift from a culture of exclusion and denial to the making of space for other political philosophies and knowledge systems. It’s a culture shift to think more widely about why common knowledge is what it is, and in so doing adjusting cultural perceptions and power relations in real and significant ways.

(“Why is My Curriculum So White?”)

In a decolonized curriculum, units and lessons are designed to:

- Reflect students’ ethnic and cultural backgrounds in course content as often as possible
- Validate students’ lived experiences through authentic learning and sharing opportunities
- Emphasize the relationship between voice and power in the methods and materials used
- Deconstruct texts that marginalize students’ prior experiences, language, and knowledge
- Validate how students construct knowledge from their cultural and linguistic perspectives

The 2018 Massachusetts History and Social Science Framework takes some steps toward decolonizing the curriculum by giving more attention to the histories of Africa, Asia, and South America and by including more viewpoints of people of color. But implicit biases remain (even in using a term such as “westward expansion” to name the era that could also be called “U.S. invasion of indigenous peoples’ territory”), and teachers must be vigilant in highlighting and countering these biases and both courageous and sensitive in facilitating discussions about hard histories. The Teaching Difficult Topics section in this chapter (see p. 2.2.1) includes some helpful resources, and the exemplar units and recommendations in this guide attempt to model approaches that can open the curriculum to alternative perspectives.

Stage 2—Assessment Evidence

One of the most critical steps in the backward planning process is designing the assessments that will provide evidence of student learning. In the UbD model, the principal assessment is a performance task that serves as the culminating experience of the unit (or the entire topic). Unlike a traditional summative assessment such as a test, a performance task asks students to transfer their learning to a new, authentic problem. Wiggins and McTighe recommend the GRASPS method of creating authentic performance task scenarios:

**Goal:** Establish the goal, problem, challenge, or obstacle in the task.

**Role:** Define the position or job of the students in the scenario.

**Audience:** Identify the target audience, client, or constituency within the scenario.

**Situation:** Set the context of the scenario. Explain the situation.

**Product:** Clarify what the students will create and why they will create it.

**Standards:** Provide students with a clear picture of success by issuing rubrics to the students or developing them with the students.

(Adapted from McTighe and Wiggins 172)

Because it is the direct result of instruction in the unit, the performance task actually drives the **Learning Plan**, as explained in the next section. But each unit should also include several related assessments that enable the teacher—and the students—to monitor progress toward the performance goals.

One or more **pre-assessments** administered at the start of a unit can serve to activate prior knowledge, stimulate interest in the topic, and establish a baseline of skills. Pre-assessments can range from low-stakes writing and informal group tasks to scaled-down versions of the culminating performance task, but they should be constructed to allow students to demonstrate what they know and can do, not highlight their shortcomings.
Formative assessments placed strategically throughout the unit can serve not only as checks on students’ acquisition of knowledge, understanding, and skills, but also as the means for developing their capabilities. A well-designed formative assessment is a mini-task that moves students toward successful completion of the performance task by building a particular capacity—such as formulating a claim or citing relevant evidence.

Stage 3—Learning Plan

The final step in unit development is creating the sequence of lessons that constitute the Learning Plan. Sequence is the key word at this stage of the process. Lessons should not be just a series of “interesting activities” or merely based on moving to the next topic in the textbook. Rather, they should be organized into introductory, instructional, and culminating experiences that foster continuous progress toward the performance goals. The best-designed lessons focus on what the students will learn, not what the teacher will teach, and they include mini-tasks that serve as formative assessments, as noted above.

The DYS lesson plan template calls for each lesson to have six parts:

- **Do Now:** An activity for students to complete as they enter the class (such as a quick write or problem)
- **Hook:** An activator/motivator that will engage students with the topic (often building on the Do Now)
- **Presentation:** A teacher mini-lesson on the focus of instruction, usually with student interaction
- **Practice and Application:** An opportunity for students to learn by doing, often working in small groups
- **Review and Assessment:** A time to digest key concepts and complete mini-tasks to show learning
- **Extension:** An optional lesson supplement for those who want to learn more or need reinforcement

Normally, all of these aspects, which mimic the arc of the unit plan template from introduction to culmination,
STAGE 3: Learning Plan (Part 1)

Universal Design for Learning/Access for All

A key consideration in curriculum design is how students with multiple learning styles and needs can gain access and succeed. Universal Design for Learning (UDL) calls for multiple means of engagement, representation, and expression (the why, what, and how of learning, respectively). Differentiation of instruction, including technology and arts integration, and the DYS emphasis on Positive Youth Development and Culturally Responsive Practice, provide avenues for access to all; and accommodations and modifications can be used to support students with special needs.

Note: In the exemplar units, Access for All recommendations are included with each lesson.

Literacy and/or Numeracy across Content Areas

Reading, writing, speaking, listening, language, and numeracy are at the heart of all learning, and the new history standards stress the development of literacy and numeracy skills, especially close reading of primary texts, argument and explanation, discussion and presenting skills, and interpretation and representation of data. Each unit should also provide opportunities for reinforcement of general literacy and numeracy capacities and habits of mind.

Note: In the exemplar units, literacy and numeracy skills development activities are specified in each lesson.

Resources: texts, materials, websites, etc.

This section should list print and non-print materials students will use, plus teaching resources such as handouts and discussion protocols, including publication information and/or URLs.

occur within a single class period. However, in some of the exemplar units there are lessons that extend over two or even more days to allow for in-depth engagement with a topic and/or extensive practice and discovery.

In these lessons, the Practice and Application part of the lesson might begin on Day 1 and conclude on Day 2. In such cases, the teacher should include a wrap-up activity at the end of each class meeting (perhaps an Exit Ticket designed as a progress check-in) and Do Now activity at the beginning of each class meeting (perhaps a quick write to reactivate learning from the previous day). These activities can help maintain continuity during a longer lesson sequence.

Graphic Organizers

Stage 1—Desired Results, p. 2.1.2.
Stage 2—Assessment Evidence, p. 2.1.4.
Stage 3—Learning Plan (Parts 1 and 2) p. 2.1.5-6
Universal Design for Learning Guidelines, pp. 2.1.8-9
WIDA Performance Definitions, p. 2.1.11
Infusing Accessibility Principles in the Learning Plan, p. 2.1.12
Providing Access for All

Universal Design for Learning

In addition to the Outline of Lessons, the Learning Plan section of the unit template includes a section labeled Universal Design for Learning/Access for All. This box represents a key consideration in curriculum development: making the content and skills instruction accessible to all students, whatever their learning styles, special needs, levels of English proficiency, school experiences, or degrees of engagement.

Addressing this aspect of curriculum design is a major challenge for teachers but essential for student success. The DYS philosophy and framework for providing access for all is based on Universal Design for Learning (UDL), “a set of principles for curriculum development that give all individuals equal opportunities to learn” (CAST). “UDL
is also a framework that guides the shift from designing learning environments and lessons with potential barriers to designing barrier-free, instructionally rich learning environments and lessons” (Nelson 2).

The Universal Design for Learning principles, represented in the graphic organizer that follows on the next two pages (see pp. 2.1.8-9), call for instruction that include:

**Multiple means of engagement**, to tap into learners’ interests, offer appropriate challenges, and increase motivation. This principle involves the brain’s affective networks and concerns the “why” of learning: how learners get engaged and stay motivated; how they are challenged, excited, or interested. The idea is to personalize learning to stimulate interest. The goal is to develop expert learners who are *purposeful* and *motivated*.

**Multiple means of representation**, to give diverse learners options for acquiring information and knowledge. This principle involves the brain’s recognition networks and concerns the “what” of learning: how we gather facts and categorize what we see, hear, and read. Identifying letters, words, and an author’s style are recognition tasks. The idea is to present information and content in different ways to support students’ connecting new concepts with what they already know in order to build deeper understanding. The goal is to develop expert learners who are *resourceful* and *knowledgeable*.

**Multiple means of action and expression**, to provide learners options for demonstrating what they know. This principle involves the brain’s strategic networks and concerns the “how” of learning: how we plan and perform tasks, how we organize and express ideas. Composing an argument is a strategic task. The idea is to differentiate the ways that students can express what they know, benefiting from scaffolding and timely, focused, and relevant feedback. The goal is to develop expert learners who are *strategic* and *goal-directed*. (Adapted from CAST, *About*)

### Culturally Responsive Teaching

One key aspect of classroom variability addressed by UDL is cultural variability. UDL principles are closely connected to Culturally Responsive Teaching, as demonstrated in a short video by Joni Degner.

Degner argues that our definition of culture has been limited to language and ethnicity, and in order to understand how to be inclusive of other cultures in the content we teach, teachers must begin with their own cultural identities. Our own stories (cultural journeys/narratives) inform how we see and teach our students. By understanding our own identities, we can better appreciate what students value and use these elements in our design of curriculum. Developing self-understanding is an essential step in the effort to “decolonize” the curriculum described above.

See: “UDL Talk: Culturally Responsive Teaching and the UDL Connection”
https://www.youtube.com/watch?v=NfjqgTCSG4&feature=youtu.be

### Personalized Learning

UDL practices also facilitate Personalized Learning, which is an approach that recognizes and respects individual student competencies and skill levels at any given point of task completion. By using a variety of styles and strategies, it is possible to support students to achieve mastery regardless of their learning styles. Personalized learning targets Vygotsky’s Zone of Proximal Development, “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (“Zone”).

Teachers can move students along a continuum of learning by applying strategies (such as scaffolding) that match their skill levels. Mia MacMeekin has created some helpful infographics about Personalized Learning.

See: “Personalize my learning, please”
https://anethicalisland.wordpress.com/2014/11/07/personalize-my-learning-please/
The Universal Design for Learning Guidelines

**Provide multiple means of Engagement**

- Affective Networks
  - The “WHY” of Learning

**Provide options for Recruiting Interest** (7)
- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

**Provide multiple means of Representation**

- Recognition Networks
  - The “WHAT” of Learning

**Provide options for Perception** (1)
- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

**Provide options for Sustaining Effort & Persistence** (8)
- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

**Provide options for Language & Symbols** (2)
- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

**Provide options for Comprehension** (3)
- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

**Provide options for Self Regulation** (9)
- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

**Provide options for Executive Functions** (6)
- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

**Provide options for Physical Action** (4)
- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

**Provide options for Expression & Communication** (5)
- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

**Provide options for Access**
- Build
- Internalize
- Expert learners who are...
  - Purposeful & Motivated
  - Resourceful & Knowledgeable

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version:

- The UDL Guidelines, http://udlguidelines.cast.org/ (The online version includes links for each bullet.)
Differentiated Instruction

One of the most difficult aspects of implementing UDL is clarifying the aims of instruction. For example, if a unit’s performance task requires writing an argument or explanation related to a historical event, does the principle of providing “multiple means of action and expression” mean that a student can create a PowerPoint or give a speech instead of writing a paper? Probably. If the objectives in this unit include stating a claim and marshalling supporting evidence, those expectations certainly can be met in a visual or oral format.

But integrating the elements of argument into several paragraphs of coherent prose would also be a legitimate objective, and in that case the options for action and expression could include how the prose gets written: with the aid of a graphic organizer or essay template, speech-to-text software, teacher conferencing and scribing, or other means of reaching the goal. The key is to focus on that goal and to remove as many barriers as possible.

The options listed in the previous paragraphs are examples of Differentiated Instruction (DI), a set of teaching practices that encourage teachers to “adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum” (Hall et al.). Three elements of the curriculum may be differentiated: content (materials, tasks, instruction), process (student grouping, classroom management strategies), and products (ongoing assessment, exploration, expectations for student responses).

DI’s theoretical framework is different from UDLs, and it focuses more on accommodating individual needs than on building in accessibility, but many of its techniques are consistent with UDL principles. For example, the DI practice of giving students the option to work in pairs as they search for evidence in a text is consistent with the UDL teaching method of providing opportunities to practice with support (see other examples in Hall et al.). However, UDL frameworks encourage teachers to be proactive in designing the learning environment and instruction based on predictable learner variability.
UDL frameworks allow students to be self-directed learners and choose the best options that work for them in an instructional environment. UDL consultant Katie Novak describes DI as a dinner party for which the host makes separate meals for all the guests to suit their dietary needs, while UDL is more like a buffet, at which the guests choose for themselves.

**Blended Learning**

Driven by changes already happening at the higher education levels and the need to prepare students for the 21st-century workplace, Blended Learning provides teachers with a variety of ways to address student needs, differentiate instruction, and provide data for instructional decision-making. Blended Learning is the combination of digital content and activity with face-to-face content and activity. For example, one option available to DYS teachers is to use a digital tool such as Retro Report, which offers videos of current events to help introduce or reinforce students’ understanding of a topic. “Origins” by Ohio State University and “Throughline” from NPR podcasts provide historical context.

See: Retro Report
https://www.retroreport.org/
“Origins–Current Events in Historical Perspective”
http://origins.osu.edu/history-talk
“NPR New England Public Media–Throughline”
https://www.npr.org/podcasts/510333/throughline

To encourage a blended learning approach, DYS teachers may use a content management system such as Edmodo or PBWorks to host online learning activities that they have designed.

**Technology Integration**

These tools allow for independent learning as well as opportunities for students to share their work with the class community and receive feedback or have conversations with other students. There is a blurred line between Technology Integration and Blended Learning. The video “Blended Learning and Technology Integration” can help teachers understand the difference. Technology integration and blended learning are both great ways to get students engaged and motivated to learn.

**World-Class Instructional Design and Assessment Consortium**

All students benefit from curriculum designed using UDL principles, implemented using DI practices, and taught in a Blended Learning environment, but these inclusive approaches are especially helpful for English Language Learners (ELLs), of whom there are many in DYS schools. To better serve ELLs, Massachusetts has joined the World-Class Instructional Design and Assessment Consortium (WIDA), which promulgates English Language Development Standards (aligned with the Common Core); Performance Definitions for English Language Proficiency levels (see charts on pp. 2.1.12-13); Model Performance Indicators for particular standards at various proficiency levels (1-5) and language domains (listening, speaking, reading, writing); formative and summative assessments; sensory, graphic and interactive supports; and much more.

One essential element of the WIDA initiative is its focus on academic language, as stated in its mission: “WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research and professional learning for educators” (WIDA, Mission and History). In fact, academic reading and writing skills are favored and account for 70% of the final score of the ACCESS for ELLs test (based on the WIDA standards), versus 30% for listening and speaking, a more social domain.

The five WIDA standards are Social and Instructional Language, The Language of ELA, The Language of Mathematics, The Language of Science, and The Language of Social Studies. Here again, four of the five skill sets stress academic language over social language. In fact, the responsibility of educators to teach both content and academic language to ELLs is of prime importance. Another key element of the WIDA is its “Can Do Philosophy,” which “embraces inclusion and equity,” adopts a positive view of the ELL students’ skills and abilities, and focuses on expanding students’ control of academic language, as illustrated in the performance
Infusing Accessibility Principles in the Learning Plan

Sorting out all the details of complex initiatives such as UDL, DI, and WIDA can be daunting, so it is helpful to focus on:

**What the initiatives have IN COMMON:**
An understanding that curriculum planning is not just about *what* is taught but also about *who* is learning.

As an example of a blended approach, see Patti Kelly Ralabate and Loui Lord Nelson's *Culturally Responsive Design for English Learners: The UDL Approach*, which braids Culturally Responsive Teaching and UDL to help teachers address the needs of ELLs.

**The MAIN GOAL of all these initiatives:**
Equity—making instruction accessible and relevant to all students.

And, all are compatible with the UbD method of unit design.

**Accessibility AS A LENS FOR CREATING assessments and lessons:**
Rather than using UDL, DI, and WIDA as checklists for evaluating the accessibility of a Learning Plan, it is better to use accessibility as a lens for viewing assessments and lessons as they are being created.

That way, UDL, DI, and WIDA principles can be infused throughout the unit. During implementation, the teacher can feel secure in knowing that tools and scaffolds and options are already in place—and concentrate on monitoring progress.
## WIDA Performance Definitions - Speaking and Writing Grades K–12

### Within sociocultural contexts for processing language...

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<th>Word/Phrase Dimension</th>
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### Level 6 - Reaching

English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners’ strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce…

#### Level 5 Bridging
- Multiple, complex sentences
- Organized, cohesive, and coherent expression of ideas characteristic of particular content areas
- A variety of complex grammatical structures matched to purpose
- A broad range of sentence patterns characteristic of particular content areas
- Technical and abstract content-area language, including content-specific collocations
- Words and expressions with precise meaning across content areas

#### Level 4 Expanding
- Short, expanded, and some complex sentences
- Organized expression of ideas with emerging cohesion characteristic of particular content areas
- Compound and complex grammatical structures
- Sentence patterns characteristic of particular content areas
- Specific and some technical content-area language
- Words and expressions with expressive meaning through use of collocations and idioms across content areas

#### Level 3 Developing
- Short and some expanded sentences with emerging complexity
- Expanded expression of one idea or emerging expression of multiple related ideas across content areas
- Simple and compound grammatical structures with occasional variation
- Sentence patterns across content areas
- Specific content language, including cognates and expressions
- Words or expressions with multiple meanings used across content areas

#### Level 2 Emerging
- Phrases or short sentences
- Emerging expression of ideas
- Formulaic grammatical structures
- Repetitive phrasal and sentence patterns across content areas
- General content words and expressions
- Social and instructional words and expressions across content areas

#### Level 1 Entering
- Words, phrases, or chunks of language
- Single words used to represent ideas
- Phrase-level grammatical structures
- Phrasal patterns associated with familiar social and instructional situations
- General content-related words
- Everyday social and instructional words and expressions

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*WIDA Performance Definitions—Expressive Domains, © 2020 Board of Regents of the University of Wisconsin System, on behalf of WIDA - wida.wisc.edu | https://wida.wisc.edu/resources/performance-definitions-expressive-domains*
### WIDA Performance Definitions - Listening and Reading Grades K–12

Within sociocultural contexts for processing language...

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#### Level 6 - Reaching

English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners’ strategic competence in processing academic language facilitates their access to content area concepts and ideas.

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

- **Level 5 Bridging**
  - Rich descriptive discourse with complex sentences
  - Cohesive and organized, related ideas across content areas
  - A variety of complex grammatical structures
  - Sentence patterns characteristic of particular content areas
  - Technical and abstract content-area language
  - Words and expressions with shades of meaning across content areas

- **Level 4 Expanding**
  - Connected discourse with a variety of sentences
  - Expanded related ideas characteristic of particular content areas
  - Complex grammatical structures
  - A broad range of sentence patterns characteristic of particular content areas
  - Specific and some technical content-area language
  - Words or expressions with multiple meanings across content areas

- **Level 3 Developing**
  - Discourse with a series of extended sentences
  - Related ideas specific to particular content areas
  - Compound and some complex grammatical constructions
  - Sentence patterns across content areas
  - Specific content-area language and expressions
  - Words and expressions with common collocations and idioms across content areas

- **Level 2 Emerging**
  - Multiple related simple sentences
  - An idea with details
  - Compound grammatical structures
  - Repetitive phrasal and sentence patterns across content areas
  - General content words and expressions, including cognates
  - Social and instructional words and expressions across content areas

- **Level 1 Entering**
  - Single statements or questions
  - An idea within words, phrases, or chunks of language
  - Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)
  - Common social and instructional forms and patterns
  - General content-related words
  - Everyday social, instructional and some content-related words and phrases

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*The charts on these pages have been adapted for this Guide to a portrait orientation; original WIDA charts are available as indicated below.*

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**WIDA Performance Definitions—Receptive Domains**, © 2020 Board of Regents of the University of Wisconsin System, on behalf of WIDA - wida.wisc.edu | https://wida.wisc.edu/resources/performance-definitions-receptive-domains
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Teaching Difficult Topics

The units in this guide contain a variety of sources, many of which are primary source documents in which the language and style may be unfamiliar to students. Teachers can help support students in reading and understanding primary source documents by pre-teaching unfamiliar vocabulary or by using technology to support the process. Some additional suggestions and strategies can be found at the Library of Congress website.

See: “Using Primary Sources”
http://www.loc.gov/teachers/usingprimarysources/

Since some units focus on hard histories, such as slavery, injustice, and genocide, there will be times where difficult topics or conversations arise. These topics may be uncomfortable for some teachers. In addition, some primary sources use racially charged words. Following are articles and resources that contain strategies for teaching difficult periods in our nation’s and the world’s history.

See: “Teaching Hard History” from Teaching Tolerance
https://www.tolerance.org/frameworks/teaching-hard-history/american-slavery/6-12-framework

“Improving the Way We Teach about Slavery” from Cult of Pedagogy
https://www.cultofpedagogy.com/teaching-hard-history/

“Teaching Hard History,” a report from the Southern Poverty Law Center
https://www.splcenter.org/20180131/teaching-hard-history

“Teaching About Controversial Issues: A Resource Guide” from the Choices Program
(See “Considering Ideas about Tolerance or Diverse Ideas” and “Civility Self-Reflection Exercise”)

Graphic images and sensitive language in primary source documents

In addition to racially charged language, some primary source documents contain images and depictions of slavery, injustice, or genocide that may be graphic or triggering to some students.

It is strongly suggested that, prior to teaching units with such sources, educators consult with clinical staff in their programs to discuss whether or not the material will be inappropriate for some students. It is the educator’s responsibility to reconnect with clinical staff if new students enter the class while the unit is in progress.

Teachers should begin any of these units by acknowledging to students that graphic images and/or sensitive language will be present in some primary source documents. The teacher should lead the class through an activity where norms and expectations for the group are discussed and agreed upon. The teacher should be explicit with students about which words are appropriate to say aloud and collaborate with the class to create substitutions for words that the group agrees should not be spoken. Norms should be revisited throughout the unit, particularly in lessons where content may be sensitive to some students or when new students enter the group.

Suggested norms and resources for establishing group norms include:
Exemplar units with difficult topic advisories

Chapter 4
US.I Topic 2 The Impact of Westward Expansion on Native People
US.I Topic 3 Economic Growth and Slavery
US.I Topic 4 Reform Movements in the Early to Mid-Nineteenth Century
US.I Topic 5 The Legacy of Reconstruction
US.I Topic 6 The Industrial Revolution and the New Immigration
US.I Topic 7 Progressivism

Chapter 5
US.II Topic 2 The Great Migration and the Harlem Renaissance
US.II Topic 4 Integration and Resistance
US.II Topic 5 The Federal Government’s Response to Terrorism

Chapter 6
WH.I Topic 4 Humanism in Renaissance Art

Chapter 7
WH.II Topic 1 The Haitian Revolution
WH.II Topic 2 The Cotton Textile Revolution
WH.II Topic 7 Never Again? Genocide in the Modern Era

Units with sensitive material contain advisory information on p. 2 of the unit Introduction:

Teaching Difficult Topics
This unit includes difficult, graphic, or potentially sensitive content. Information about teaching difficult topics is available in Chapter 2 (see p. 2.2.1).
# Chapter 3: History and Social Science Pedagogy in the 21st Century

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Introduction:

The Student as Historian and Social Scientist

History is written by the victors.

Let’s use this popular quotation as the entry point for an inquiry about history pedagogy. Ironists will immediately note that while this statement is usually attributed to Winston Churchill, its actual history is far more muddled, with variations appearing in French (1842), Italian (1852), and in a former Confederate U.S. Congressman’s championing of states’ secession rights in 1891 (Phelan). In years past, history pedagogy traditionally assumed that “facts” and “evidence” would point everyone in the direction of one “true” historical interpretation, but over time, this belief has been revised to account for possible different explanations of the same event, adjusted for culture, point-of-view, and how the original information has been reported. This progressive expansion of history pedagogy has been necessary and proper. But with each passing year, the teaching of history—and, more importantly, teaching how to think like a historian—becomes increasingly difficult. It is worth asking today: Is history still written by just the victors?

It is one thing to gather verified facts and then examine separate perspectives about an event, viewing these facts through different historical prisms. It is quite another to encounter wildly divergent “facts” and have to navigate among truths, half-truths, and outright fiction before even deciding which historical prism to filter it all through. In years past, there were imperfect but generally recognized arbiters of accuracy—established book publishers, fact-checked newspapers, and three authoritative nightly news anchors. High school historians researching at the local library only needed time and the Dewey Decimal System to complete their work.

The shift from analog to digital, rapid advances in technology, and the ubiquity of the internet now mean that anyone—not just the victors—can write his or her own version of history, regardless of accuracy and ulterior motives. I blog, therefore I am. The phrases “alternative facts” and “fake news” began as actual descriptors of information but have morphed into propaganda tools that anyone can deploy to cast doubt on historical events. Photoshopping images will be akin to stone-age technology as the ability to create cheap deepfake videos advances. History pedagogy is now not just about teaching and interpreting the facts; it’s about teaching how to recognize a fact. Media literacy has become a priority in the effort to shape the historians of tomorrow and teach them to think critically about the world around them.

A study by Eszter Hargittai and others at Northwestern University looked to examine how young adults evaluate the credibility of online content, and results were not
encouraging. “Our findings suggest that students rely greatly on search engine brands to guide them to what they then perceive as credible material simply due to the fact that the destination page rose to the top of the results listings of their preferred search engine. ... How users get to a website is often as much a part of their evaluation of the destination site as any particular features of the pages they visit” (Hargittai). Current generations may grow up internet-savvy on finding content, but are too often internet-naïve when evaluating it. “As our findings show, students are not always turning to the most relevant cues to determine the credibility of online content” (Hargittai). Just imagine, for a moment, a future in which the history curriculum is outsourced to a division of a private company’s marketing and branding department.

Today, having students research a historical question and establish a position based on evidence—standard practice in history pedagogy—can come with dangerous digital landmines. Professor Sam Wineburg heads the Stanford History Education Group, and he describes an assignment given to middle schoolers in Rialto, California, in 2014. Well-meaning teachers asked students to research a historical question on the authenticity of the Holocaust, using various sources with different viewpoints. In the interest of creating an exercise in critical thinking, the teachers screened and pulled documents from the internet for their students. These included some that claimed Anne Frank’s diary was faked and that the bodies found at Auschwitz were not Jews—"history" written not by the victors, but by sympathizers of the vanquished (Wineburg, “Why Historical Thinking”). Unfortunately, a significant number of students found the Holocaust deniers convincing, and one teacher, who was apparently focused more on discrete skills than on historical accuracy, wrote, “You did well using the evidence to support your claim” (Yarbrough).

Clearly, this assignment would have gone off the rails just as quickly if the teachers had given their students books with similar content. But the ease with which such materials are accessed on the internet for student use is disturbing. In DYS settings, it would be more difficult to have exposure to such content because of controlled access to the internet, but one of our primary goals is to teach students how to, as Wineburg urges, think like historians. Ensuring that students know how to critically evaluate what they see and hear after they leave DYS is ultimately more important than having them memorize specific historical dates and events. History teachers in DYS settings are acknowledging those digital landmines that exist outside their facility’s walls and welcoming a social science pedagogy that engages students and raises the bar on the critical thinking that will serve them well when they return to the community.
Engaging Students and Teaching Concepts

Teaching the facts is a memory exercise, the most basic level of Bloom's Taxonomy and the low-hanging fruit of pedagogy. Teaching how to evaluate critically the veracity of the information and how to interpret it to answer historical questions is a more substantial task. Teaching historical concepts—discrimination, class divisions, civic engagement, immigration, democracy, the abuse of power, civil rights—allows young adults to make connections between the events of the past and their own lives in the present.

To develop these skills, students should become active learners in the classroom. Active learning embraces activities that emphasize involvement and engagement. Examples of such activities are recognizable to those familiar with the pyramid of Bloom's Taxonomy: debating, role-playing, journal writing, critiquing, making decisions, analyzing photos, drawing, problem-solving, facilitating. Activities that engage are also exercising the higher-order thinking skills necessary to understand and apply those broad historical concepts to current events. As teachers, our role is to give students the mental equipment that will allow them to climb Bloom's pyramid and develop the skills of understanding, applying, analyzing, evaluating, and creating (Armstrong).

Neuropsychologist Howard Gardner's Theory of Multiple Intelligences provides a blueprint for how to involve and engage all students. In the DYS classroom, this is a crucial consideration, as a wide variety of student ability levels is in play, and different young adults may enter and leave a facility each week. Gardner’s theory widens the traditional concept of intelligence to include intellectual competencies that give all students a chance to become interested in and access the curriculum. Gardner posits that everyone has the ability to tap into at least two of these intelligences. Lessons that involve a variety of these competencies can provide the best way of ensuring that as many students as possible become engaged in the classroom (“Howard Gardner’s Theory”). Students will then have diverse options for accessing the content through visual, auditory, kinesthetic, and other modes. Likewise, they will have diverse options to demonstrate their mastery of the content and level of achievement. The box on the following pages (see pp. 3.1.4-5) lists the major intelligences proposed by Gardner and examples of social science classroom activities that can align with them.

Crafting a variety of lessons using a range of intelligences will benefit all students. Classroom involvement and engagement can cultivate the learning of facts and the development of critical thinking skills. Active, student-centered lessons that go beyond rote memorization and reading-and-question-answering assignments help students make the connections between past and present.

That linking of history to today forms the connective tissue of understanding key historical concepts. Issues that have direct relevance to young adult lives can motivate learning about their antecedents. The 1882 Chinese Exclusion Act connects to current immigration issues; Upton Sinclair’s *The Jungle* to modern consumer rights; India’s caste system to segregation; Gutenberg’s 15th-century printing press to the role of electronic media...
Multiple Intelligences in the Social Science Classroom

Learning Scenarios (1)

**Linguistic Intelligence:**
*Associated with words and language, related to writing, speaking, reading, and listening*

- Students compose journal entries imagining that they are part of the 1963 Children’s March in Birmingham, Alabama.
- Students listen to oral histories of women who worked in Massachusetts at the Springfield Armory during World War II.
- Students write op-ed pieces about Great Britain’s colonization efforts in 1945 India.

**Visual-Spatial Intelligence:**
*Visualizing with the mind’s eye and understanding spatial relationships through the use of visual art*

- Students draw a Depression-era town map that details locations of structures and facilities that could have been constructed with funding from New Deal programs.
- Students analyze John Gast’s *American Progress* painting to make connections to the concept of Manifest Destiny.
- Students design and explain a diagram of the Triangle Trade from Africa to the New World and Europe.

**Musical-Rhythmic Intelligence:**
*Sensitivity to environmental sounds, tones, and rhythms, including the human voice and musical instruments*

- Students listen to Billie Holiday’s “Strange Fruit” with a lyric sheet to recognize the anti-lynching message.
- Students hear selected songs from the 1960s and explain how rock-and-roll music was a means of expression in protest movements.
- Students use instruments or other items to simulate the use of fife and drums to communicate during the Revolutionary War.

**Logical-Mathematical Intelligence:**
*Correlated with reasoning, math concepts/numeracy, scientific thinking, and recognizing patterns*

- Students graph changes in U.S. and Soviet nuclear arsenals over time.
- Students chronologically order specific actions—including the establishment of treaties, buildup of armies, and the assassination of Archduke Ferdinand—to create a cause-and-effect timeline of events leading to the beginning of World War I.
- Students solve math word problems about the rationing of sugar, which was necessary in homes during World War II.
Multiple Intelligences in the Social Science Classroom, continued

(2) Learning Scenarios

**Body-Kinesthetic Intelligence:**
The use of hands-on, physical activities or the body to express emotion and communicate through body language

- Students role-play the non-violent protest of African Americans at the 1963 March on Washington for Jobs and Freedom.
- Students participate in a “Red Scare Dot Activity” that uses classroom movement into different groups as a way to re-create the experience of being a suspected Communist during the Cold War era.
- Students build a model of a planned industrial city such as Lowell or Holyoke, showing the mills, canals, and workers’ living quarters.

**Interpersonal Intelligence:**
Ability to interact with others effectively, work cooperatively, and have genuine empathy

- Students work as a team of presidential advisors looking for a solution to the Cuban Missile Crisis.
- Students act out a scene in which a family is trying to convince neighbors to allow them into their Cold War era fallout shelter while an alert is in progress.
- Students participate in a mock trial of Greek philosopher Socrates, accused of corrupting the youth of Athens.

**Intrapersonal Intelligence:**
Capacity to be self-aware of both feelings and thought processes and reflect on one’s own interests and goals

- Students create their own immigrant characters arriving at Ellis Island in 1910 and make scrapbooks of their backstories and their experiences.
- Students write a Student Bill of Rights, balancing their individual rights with the rights of others.
- Students share personal stories about experiencing or witnessing discrimination.

Adapted from: Bower et al., 8-11
today; the Federalist Papers to states’ right to legalize marijuana. For many units in the history curriculum, all it takes is a creative teacher to draw a straight line from bygone events to current events.

There is another advantage to including an emphasis on current events. One part of a history curriculum that has an immediacy for students is lessons that encourage and build civic engagement. Teaching about the role of national, state, and local governments in a democracy is the first step to students’ understanding the concept of citizenship and how they can make a difference in the community. This can be the local community or the world community, as long as students realize that they can be agents of change, beyond voting to elect their leaders. Civic engagement need not be overtly political, although it may take that form. Students are already encouraged to make positive connections in their neighborhoods, cities, and states when they leave DYS, and transitional contacts such as caseworkers can help facilitate these links. If a history lesson sparks an idea for how a student can contribute to the community, chances of success in that community may be difficult to arrange, representatives from outside organizations may be willing to come to a facility to provide guidance. Projects could include having students develop sewing skills to craft items for residents of a senior center, or they could create personalized holiday cards for youngsters at a childcare facility.

Other resources and suggestions for civic engagement are listed below. Teachers should always check website access at their DYS facilities in advance.

**Deliberating in a Democracy** (http://deliberating.org/) teaches how to deliberate controversial topics. Classroom interactions, if moderated properly, can help students learn how to engage productively using positive dialogue. Issues such as same-sex marriage, gun laws, immigration, and global warming are the types of topics and historical concepts that can encourage the use of critical thinking skills.

**Project Citizen** (https://www.civiced.org/programs/project-citizen) teaches students how to identify, research, and present solutions to local problems. The site includes lesson plans on a range of topics.

**We the People** (https://petitions.whitehouse.gov/), based at the White House, allows citizens to petition the federal government on issues of importance. Users can view the progress of current petition drives.

**American Creed: Writing Our Future** (https://writingourfuture.nwp.org/americancreed/home) is a National Writing Project initiative developed in
conjunction with the PBS film *American Creed*, which asks what it means to be an American. The film is available for streaming, and the site offers classroom resources and allows students to upload their own writings, photos, and videos related to the theme.

*iCivics* ([https://www.icivics.org/](https://www.icivics.org/)) uses educational video games and other materials to prepare students for civic engagement. Curriculum units cover all aspects of government and issues such as civil rights.

**Mock trials and elections** are traditional exercises that can be effective simulations of active citizenship.

Civic engagement allows students to participate in and affect life in the community. It teaches students how to create change and how to make effective decisions. It is an important tool of history pedagogy to help develop critical-thinking skills. (See Chapter 1 and the introductions to Chapters 4–7 for a discussion of state expectations for students’ civic engagement and recommendations for civic engagement projects.)

**Building Historical Knowledge and Skills**

Diverse lessons featuring a number of intelligences can engage students and highlight important historical concepts. But if our students are to become authentic amateur historians—and think like historians—they need to examine the sources, texts, and evidence that will allow them to create the informed hypotheses that will help guide their everyday decision-making in the community. Studying primary sources makes this possible.

A common type of primary source is a diary or journal account by a contemporaneous person, but there are, in addition, a wide variety of other sources specific to a period that may be available for consideration. Students can view the 1931 Diego Rivera painting *Frozen Assets* for a perspective on the Great Depression; examine sheet music of a Barbados slaves’ work song; read newspaper accounts interviewing women’s rights advocate Alice Paul about her being force-fed during a prison hunger strike; listen to “Dust Bowl Blues” from folksinger Woody Guthrie, of the storms that ravaged the country in 1935; hear oral accounts from Holocaust victims of World War II; analyze photographs depicting child labor in mills and coal mines in the Second Industrial Revolution. There will always be a skeptical student in class who asks about an event, “How do you know this?” (This is a good thing—historians ask questions!) Primary sources help provide an answer. One reliable source of primary source documents is the Library of Congress (see sidebar above).

Sam Wineburg and the Stanford History Education Group have been strong advocates not only for the use of primary sources, but also for creating a road map to guide
teachers and students in analyzing these sources. “Before approaching a document, historians come prepared with a list of questions—about author, context, time period—that form a mental framework for the details to follow. Most important of all, these questions transform the act of reading from passive reception to an engaged and passionate interrogation. If we want students to remember historical facts, this approach, not memorization, is the key” (“Thinking Like a Historian”). In addition, “teaching a way of thinking requires making thinking visible. We need to show students not only what historians think, but how they think, and then guide students as they learn to engage in this process” (“Thinking Like a Historian”). The techniques described in the box on the next page (see p. 3.1.9) are most readily applied to written documents, but creative teachers can adapt these approaches to songs, photos, poetry, artwork, speeches, and more.

In their book Reading Like a Historian, Wineburg, Daisy Martin, and Chauncey Monte-Sano provide a strong example of how these techniques can be effectively used in the classroom. The written record of Abraham Lincoln has a number of references to race that would seem at odds and contradictory. The man who said, “I have no purpose to introduce political and social equality between the white and black races” also authored the Emancipation Proclamation and is most famous for being “the president who freed the slaves.”

The authors take the teacher through an exercise of close reading of a number of primary sources, including speeches, letters, and the Lincoln-Douglas debates. Statements that may seem to clearly point the reader to a single conclusion are contextualized to show that “If we are to think historically about Lincoln’s words, we must resist easy judgments and ask questions about historical context. What were the setting and purpose of these words? And how do his words and ideas compare to those of his contemporaries?” (37). This is clearly a sophisticated, nuanced discussion that would no doubt require adjustments for a DYS setting. But it is a valuable example of how close reading of a primary source can provide an added dimension to a lesson. It is also an example of how a question from the past can connect to the present in a way that informs students about a critical historical concept—racial discrimination—that is, unfortunately, still very relevant.

Historians rely on facts. These facts are used to provide evidence that bolsters an interpretation of historical events. Interpretations may differ, and critical thinking abilities are needed to sort through the evidence. But as noted earlier, it is crucial for today’s generation of historians to now use their critical thinking skills to ask:

What exactly is a fact?
This, of course, is not a new query for historians. The questions asked in sourcing, contextualization, close reading, and corroboration try to account for the unreliable narrators, distortions, and bald-faced lies littered throughout history. The good news is that those same questions can be applied to current events, albeit in an updated, higher-tech form. This is where media literacy intersects with history pedagogy.

Since an increasing amount of the work of today’s historians is done online, it is instructive to apply some of the same strategies used to weed out phony news stories today. These include:

- Addresses ending in .gov and .edu are government and academic sites, respectively, and are usually reliable. Those ending in .com may be legitimate (established news media such as bbc.com) or may be suspect.

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**Reading Like a Historian**

**Sourcing** asks students to look at who wrote the document first, instead of blindly diving into a primary source reading. Knowing who wrote the document leads to follow-up questions:

- When, where, and why was this written?
- Is the author of the source reliable and trustworthy? Why or why not?
- What is the author’s perspective or point-of-view?
- Who was the intended audience for this source? (“Sourcing Classroom Poster”)

**Contextualization** asks students to place a document in a specific time or location to help understand how it may have influenced its content. Knowing the events, emotions, and people surrounding the document can provide critical context for its writing.

- When and where was the document created?
- What was different back then?
- What was the same back then?
- How might the circumstances in which the document was created affect its content?

**Close reading** asks students to consider carefully what the document says and the language used to say it. Close reading may be as basic as studying words or phrases, or it may be asking students to consider specific questions designed by the teacher to elicit information and prompt speculation.

- What claims does the author make?
- What evidence does the author use?
- What language (words, images, symbols) does the author try to influence the reader with?

**Corroboration** asks students to consider details from other sources that might support or counter the narrative of a particular primary source.

- What else do I know about this topic?
- Do other documents agree or disagree with this source?
- What documents and information are most reliable?

Adapted from: “Reading Like a Historian,” https://sheg.stanford.edu/history-lessons
• Investigating an article's byline to learn the writer's history, or if an author is even credited.
• Clicking the site's “About Us” page, then Googling it with “fake” to see what comes up; or check the site's veracity with Snopes (https://www.snopes.com/).
• Looking to see if the site has a “Legal” or “Disclaimer” page.
• Researching links, if any, to other sources and websites.

Teaching media literacy is increasingly important in today's classrooms. The history of the term “fake news” is relevant, as well as distinguishing between legitimately false stories and those that are merely politically inconvenient. The money-making motives for creating clickbait, the rise of “outrage journalism,” and the use of social media as news vehicles are all topics that young adults should be learning in their 21st-century education. While it is beyond the scope of this chapter to detail all the elements of a media literacy course, it is recommended that history instructors use some of their class time to teach the basics of such a curriculum to their students. The skills used to sort through today's media are the skills associated with thinking like a historian.

Writing to Learn in History and Social Science

 Historians write. Writing with point-of-view and clarity of purpose in a persuasive manner is a developed skill that is no longer limited to ELA classes. Teachers have the option to choose from many different graphic organizers to help students structure their compositions in a logical, cohesive, and convincing fashion. And while there is no recommendation for any one specific essay model, writing historical arguments does require a specific pattern of thought to present a clear and organized line of reasoning that will engage the reader.

The skills detailed above for investigating primary sources will kick-start the process as the student historian first gathers relevant information about the topic. This information can be rigorously researched and filtered through different perspectives and then used by the student

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College, Career, and Community Writers Program (C3WP)

C3WP, a research-based National Writing Project initiative, provides resources for teachers to teach and formatively assess the skills required to write arguments effectively. Using these resources, students will write and revise arguments, and teachers will use the Using Sources Tool to formatively assess student work to determine next steps for teaching argument writing.

See: “College, Career, and Community Writers Program”
https://sites.google.com/nwp.org/c3wp/home

The resources on the C3WP website are organized by skill development, which allows teachers to select units to teach based on the specific and targeted needs of their students. The Secondary Instructional Resources Guide includes units on discrete skills such as writing claims, organizing evidence, and connecting evidence to claims. Within these units, teachers will find lesson plans, graphic organizers, and text sets to help students practice and master these skills.

If the text sets included in the units are not appropriate to the content of the history class, teachers can develop their own text sets with C3WP’s Creating a Text Set tool. The goal of the texts in a C3WP text set is to provide students with “multiple perspectives on a topic, beyond pro and con” (C3WP).

History teachers will find the units on Making the Case in an Op-Ed and Making Civic Arguments to be particularly useful in their classes. These units conclude with writing for an authentic audience and with advocating for change in students' communities.

— Karen Miele
historian to infer, appraise, and draw an opinion. This will then take the form of a claim—a thesis statement—that will require evidence to give it weight and persuasive power. Developing the argument using empirical evidence gives it authority, especially when the evidence is used as links in a compelling chain of reasoning. This is the more traditional “evidence-based” approach that can help develop and refine critical thinking skills in students of varied levels of proficiency.

The teacher can individualize writing assignments for DYS youth, perhaps by differentiating how much evidence it will be necessary to provide, or encouraging those with advanced critical thinking abilities to make comparisons with competing claims. The National Writing Project’s College, Career, and Community Writers Program (C3WP) offers an abundance of resources to the teaching of argument (see sidebar on previous page, p. 3.1.10).

A less traditional and more student-centered approach is the RAFT writing strategy, which fosters creativity and engagement. In this model, the student historian is encouraged to focus on four elements:

**Role**
The persona or point-of-view of the writer: Are students writing as if they were, let’s say, soldiers, protesters, or scientists? Each imagined role has a different point to make.

**Audience**
The readers that the writing is meant for: Who is supposed to read it? A student, an employer, or a congressman? The writing will be useless if the intended audience isn’t interested in it.

**Format:**
The type of writing: Is it a high school math textbook, a descriptive scrapbook, or a new car advertisement? Not all writing is the same!

**Topic:**
What is being written about: This is the “moment in history” that students are addressing with their work and ties all the elements together. It might be as a Native American composing a tribal song about hardships on the Trail of Tears; a Japanese-American girl creating a diary about her stay in a World War II internment camp; or a sportswriter describing the triumph of Jesse Owens at the 1936 Germany Olympics. (Allen)

Using this model, student historians can write creatively from multiple perspectives in different styles to unique audiences. It is a fresh approach that has youth making
personal connections with the material by role-playing and using a variety of ways to demonstrate their knowledge and understanding. It is an opportunity for student choice in formative or summative assessment. It is a task that develops students’ ability to think like historians.

Assessment in History and Social Science

Teachers naturally want and appreciate the attention of their students. But in the effort to fully engage our youth in lessons, it is easy to gloss over the element of assessment. The exemplar units in this guide have a variety of formative and summative assessment tools, and while DYS facilities value the role of evidence-based grades in determining student growth and progress, these tools do more than affix a “final score” to a student name.

Dr. Julie Edmunds of the SERVE Center at the University of North Carolina Greensboro identifies the different aims of history assessment:

1. **Diagnostic or needs assessment purpose:**
   - To determine what students already know so teachers can decide the topics and approaches to use.
2. **Formative purpose for teacher:**
   - To assess student knowledge or performance on some key topic or dimension to inform instructional plans.
3. **Summative purpose:**
   - To judge or evaluate student performance (i.e., give a grade).
4. **Formative purpose for students:**
   - To help students develop the skills to reflect critically on their own work. By asking students to assess themselves, teachers encourage students to engage in the type of higher-order thinking necessary for life today. (2-3)

The first three elements listed inform the instructor on what to teach before the unit begins, ongoing gaps in student learning to address while the unit is in progress, and how to evaluate student achievement after the unit has concluded. Traditional quizzes and tests might be useful for these purposes. However, Gardner’s Multiple Intelligences can help guide us in broadening our assessment strategies, for there are a number of ways for students to show their mastery of a topic, formal and informal. These might include Exit Tickets, educational games, oral presentations, posters, Google Slides, presentations, writing prompts, poetry, songs, models, or research essays. In short, the different intelligences used for teaching can also be used for assessing.

Tapping into these intelligences can help create a variety of authentic assessments to demonstrate a transfer of knowledge and skills. Students might even be encouraged to choose modes of assessment that work best for them. The varied nature of DYS youth requires a variable approach to evaluation.

In *A Teacher’s Guide to Performance-Based Learning and Assessment*, the key elements of active learning and performance evaluations are detailed. “Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. Through this process, assignments become more authentic” (Hibbard et al.).

With such assessments, students will learn the required content knowledge, but also use processing skills such as categorizing and organizing facts, inferring, and analyzing cause-and-effect. These performance tasks will also help develop the Future Ready work habits emphasized in DYS programs, including time management, working respectfully with others, and taking responsibility for one’s own learning. “Traditional testing helps answer the question, ‘Do you know it?’ and performance assessment helps answer the question, ‘How well can you use what you know?’ These two ways of looking at literacy do not compete; the challenge is to find the right balance between them” (Hibbard et al.).

While these assessments are important in informing the teacher, it’s the fourth element of assessment noted by Edmunds that connects to what the students are learning about themselves. Marzano and others have found that the most effective feedback given to students is (1) timely, (2) criterion-referenced, and (3) corrective. Feedback should come soon after the completed work; be related
to a standard of learning and not a comparison to other classmates; and provide explanations, not just right or wrong (Marzano et al. 96-99).

As Edmunds notes above, feedback that informs youth of how to improve allows them to “develop the skills to reflect critically on their own work. By asking students to assess themselves, teachers encourage students to engage in the type of higher-order thinking necessary for life today” (3). It is more than multiple-choice fact assessment. In this paradigm, quality critical thinking feedback needs to be explicit. Rather than coasting on their past exploits, the best athletes are constantly looking for the coaching needed to improve very specific aspects of their performance: a hitter’s bat placement, a quarterback’s throwing radius, a gymnast’s foot movements. Students similarly require specific feedback on how to improve their analytic, evaluative, and interpretive skills—in other words, how to think like historians.

For DYS history teachers, the established backward-design model of unit writing helps build effective assessment into the process. When the learning outcomes of the lesson are established first, it is more likely that instructors and students will know what it will take for youth to reach those outcomes. Knowing precisely what the lesson’s goal is makes it easier to determine that it has been met with an appropriate formative or summative assessment.

Teaching History and Social Science in the DYS Context

Teaching in DYS facilities poses unique challenges. In a traditional public school setting, instructors teach students for months at a time, with many opportunities to learn about the youth, perhaps even from interactions in earlier grades. The transient nature of a DYS population gets in the way of this dynamic (although some youth at long-term treatment programs are exceptions). Safety and security issues often take priority, whether it’s pencil and pen counts after each class, ensuring that student groupings in the classroom have limited risk, or being aware of specific youth triggers. In addition, DYS facilities limit access to particular websites, and teachers need to be extra vigilant about what students are viewing and how it is affecting their work habits.

But there are also advantages to working with DYS youth. The limited population means that classes are smaller, and students can receive extra attention if necessary. Teachers can focus on individuals to observe their learning styles, motivations, and instructional strategies that can assist their learning. Differentiation in assignments is easier, as is modifying units to adjust to students’ needs. Units can be organized into shorter modules to meet the needs of short-term residents. The exemplar units provided in this instructional guide are intended to inform teachers’ unit
DYS teachers have access to a plethora of lesson- and unit-development resources that offer ideas and materials for curriculum building. Teachers should personalize these resources to meet the needs of their students. The following is a partial list of websites available specifically to DYS teachers as well as free online resources. All new DYS teachers will receive login instructions for the subscription-based resources from their instructional technology coaches. Some of the free resources also require registration and login to access all of their features.

**American History (2019)**
Houghton Mifflin Harcourt’s print textbook includes digital resources and an online learning platform. The textbook and online platform are chock-full of maps, graphs, charts, videos, graphic organizers, and primary source documents. The online platform allows learners to listen to the text using a read-aloud feature and take notes using digital graphic organizers. In addition, all materials can be downloaded as PDFs so teachers can easily differentiate both online and offline instruction.

See: [https://www.hmhco.com/one/login/](https://www.hmhco.com/one/login/)

**World History (Ellis and Esler, 2014)**
Prentice Hall’s print textbook with digital resources is available to all DYS teachers on the Pearson Realize platform. Teachers will receive login information from their instructional technology coaches. The platform asks teachers to fill out a quick survey to limit materials based on grades and subjects taught. Teachers should browse the World History section, whose topics correlate to the textbook units and chapters. Each topic has several scaffolded lessons and various assessment options. Teachers can also browse by utilizing the toolbar and clicking on State Correlations to find content connections to the Massachusetts standards. The Create Content feature allows teachers to upload other links and sources to the Pearson platform to diversify student materials. Under the same tab, teachers also have the ability to build tests using a Pearson question bank or original questions. In addition to using these features, teachers can build classes to track student learning and growth. Once students are registered into classes, all their work can be graded (based on a set of metrics that the teacher creates) and added to the data section.


**The Choices Program**
A project of the Department of History at Brown University, the program provides a mixture of highly engaging primary and secondary source documents and cutting-edge analysis of current events and their relationship to the past. The entire Choices Program curriculum, which includes units in U.S. History, World History, Current Events, and Geography, is available to DYS teachers and students in digital and book form. Within each unit, the Choices Program provides a teacher resource book, which offers instructional advice, and a student resource book, which includes readings, graphic organizers, and several types of formative and summative assessments. The digital resources are identical to the print ones but allow for easier reproduction of readings and graphic organizers. Once logged in, teachers can explore the curriculum catalogue to determine which lessons they would like to incorporate into their units.

See: [https://www.choices.edu/](https://www.choices.edu/)
Discovery Education
DYS history teachers have access to hundreds of lessons in the “Social Studies Techbook,” a digital textbook that encourages civic engagement through project-based tasks and culturally responsive pedagogy. It provides a wide assortment of full-length videos and video segments to augment classroom lessons and online learning. Teachers can contact their instructional technology coaches to access the DYS account with *Discovery Education*.

See: [https://www.discoveryeducation.com/solutions/social-studies-techbook/](https://www.discoveryeducation.com/solutions/social-studies-techbook/)

Khan Academy
This online learning platform is available to DYS teachers to diversify and personalize learning opportunities through practice activities and instructional videos. DYS teachers are frequently charged with teaching multiple history lessons simultaneously to students enrolled in different history courses. *Khan Academy* can help teachers to plan instruction for different learners. DYS has a district license for the program.

See: [https://www.khanacademy.org](https://www.khanacademy.org)

Facing History and Ourselves
This free online platform seeks to build a world free of hate and bigotry by arming students and teachers with critical thinking skills, empathy, tolerance, and a belief that they can make a difference. *Facing History and Ourselves* enacts its mission by providing workshops, a regular blog site, and curriculum for educators. A wide range of multimedia resources including single-day lessons and full units is available. Curriculum resources are organized by topics, such as Democracy and Civic Engagement, Race in U.S. History, Justice and Human Rights, Anti-Semitism and Religious Intolerance, Bullying and Ostracism, Global Immigration, Genocide and Mass Violence, and The Holocaust. Teachers wishing to build thematic units founded in social justice pedagogy will find this site invaluable.

See: [https://www.facinghistory.org/](https://www.facinghistory.org/)

Rethinking Schools
This is a non-profit organization dedicated to producing educational literature and curricula that promote equity in and out of the classroom. DYS teachers are often faced with the challenge of understanding how complex trauma and race-based trauma can impact learning. *Rethinking Schools*’ focus on healing racial and systemic trauma makes it a unique and invaluable resource. In its own words, “Throughout its history, *Rethinking Schools* has tried to balance classroom practice and educational theory. It is an activist publication, with articles written by and for teachers, parents, and students. Yet it also addresses key policy issues, such as vouchers and marketplace-oriented reforms, funding equity, and school-to-work.” Teachers looking to deepen their practice and pedagogy should consider signing up for *Rethinking Schools*’ newsletters and reviewing its educational materials.

See: [https://rethinkingschools.org/](https://rethinkingschools.org/)

BrainPOP
An award-winning online platform that features animated videos, interactive games and quizzes, primary source activities, concept mapping, and more. *BrainPOP* provides content in multiple subjects. Within the Social Studies section, history teachers can find materials by selecting topics or units in the top right choice bar. Inside, there are upwards of 300 topics and/or units to choose from, including content from U.S. History I, U.S. History II, World History I, and World History II, as well as Civics, Economics, and Geography.

See: [https://www.brainpop.com/](https://www.brainpop.com/)
iCivics

This is a free online platform that features interactive games, lesson plans, and resources for teaching and learning about civics, economics, U.S. history, and government. Lesson plans and activities are well scaffolded and often include multiple learning activities and assessment methodologies to engage various learners.

See: https://www.icivics.org/

Teaching American History

Based at the Ashbrook Center at Ashland University, Teaching American History focuses on the use of primary source documents to enhance classroom teaching of U.S. history and civics. DYS teachers seeking to diversify their texts should explore the Teaching American History documents database. In the drop-down menu under the Documents tab, at the upper left, there is a timeline of documents by eras, which are further subdivided by social groups and themes. Teachers looking for printable versions of famous documents can also go to Document Collections in the drop-down menu, and then the Filter Collections links, which bring up sub-categories of materials. In addition to the documents database, under the Resources tab there is an extensive collection of virtual Exhibits on American History that Teaching American History has curated for teachers to use in their classrooms. Also under Resources, there are several topical Toolkits that provide curated collections of documents, webinars, virtual exhibits by theme, and lesson plans.

See: https://teachingamericanhistory.org/

Stanford History Education Group (SHEG)

SHEG is a research-and-development group that emerged at Stanford University. SHEG provides free materials for teachers and students to increase historical thinking skills using a systematic approach to evaluating sources and navigating the current digital landscape. SHEG provides lessons based on primary sources as well as graphic organizers to guide students in analyzing these sources.

See: https://sheg.stanford.edu/

Teaching Tolerance

This free online platform sponsored by the Southern Poverty Law Center provides lesson plans and learning materials for educators and students. Teaching Tolerance focuses on challenging prejudice while teaching students how to be agents of change in their own lives. Teaching Tolerance has won numerous awards for its short films and innovative curriculum. Teachers who want to utilize the resources should visit the website and click on the Build a Learning Plan link.

See: https://www.tolerance.org/

Zinn Education Project

This social-justice based educational platform features teaching materials grounded in the work of award-winning historian and activist Howard Zinn, author of A People’s History of the United States. In its own words, “The Zinn Education Project seeks to introduce students to a more accurate, complex, and engaging understanding of history than is found in traditional textbooks and curricula.” To access the plethora of resources available, visit the website and explore the teaching materials.

See: https://www.zinnedproject.org/

― Melina Palumbo
creation. They will likely need some modification to meet particular facility and student needs, but adaptations and scheduling options are provided.

Such adaptations will be useful in DYS classrooms where several subjects are taught to accommodate students’ differing graduation grids or post-high school requirements. In these classrooms, teachers can meet this challenge by personalizing learning through online courses like Edgenuity, but they can also look for overarching connections between lessons that can potentially tie disparate subjects together. The specific content may differ, but there may be broad concepts—such as those noted earlier like discrimination, immigration, or the abuse of power—that can align the content. This kind of integrated approach allows the teacher to provide a brief presentation to the class about the general topic, with students’ then focusing on their own individual lessons.

When DYS instructors prepare and design their teaching, they should be attentive to the culturally responsive practices (CRP) that can help connect their lessons to the lives of their students. This means in part that teachers should know themselves and how they might see a particular circumstance differently from a youth because of their respective cultural lenses. CRP elements include:

- Learning about and valuing our students’ previous experiences and cultural backgrounds
- Working from individuals’ prior knowledge
- Respecting students’ life experiences and cultural norms
- Employing themes to help students see their own histories and themselves in the curriculum
- Creating a safe and welcoming atmosphere (adapted from U.S. History II Instructional Guide 19)

The smaller number of students in classrooms also provides opportunities for the teacher to learn. At detention facilities, writing prompts may be useful even if a young person is only there for a day or two, while in treatment programs surveys and formal or informal student conferences may provide insights. Questions can determine a student’s prior knowledge about history in general or a specific topic being taught. Treating youth as individuals is critical; being culturally responsive also means that a single person does not represent an entire racial or ethnic group. Individual CRP allows for differences among youth in their own cultural awareness.

Teaching in DYS facilities does not mean that educational standards should be lowered. Students have the ability to rise to the standards created by high expectations when
there is proper support and encouragement. Many youth entering DYS Education may not be accustomed to experiencing success in the classroom, even though they are capable. A climate of success means that students are encouraged and praised for each positive stride forward, even if such advances might be regarded by some as “small” successes. Incremental improvements, properly acknowledged, can motivate young people as they seek greater successes in the future. The exemplar units contained in this instructional guide aim high; teachers should feel free to adjust the curriculum to meet the needs of their students, but not with a goal of lowering the expectations for them.

One way to accomplish curriculum adjustment in practice without sacrificing standards is by being realistic and flexible about the use of primary sources. Documents that are very lengthy, contain challenging vocabulary, or use arcane and dated language may interfere with students’ ability to accomplish the lesson’s KUD goals. In such situations, teachers should be prepared to strike a balance between the need for students to grasp the lesson’s main objective and the sanctity of the primary source.

There should be no issue with altering a primary source to make it more user-friendly, providing the teacher takes care to retain the essence of the document. Suggestions include editing out sentences, phrases, or words irrelevant to the main point; conventionalizing spelling; simplifying syntax; making strategic use of ellipses; changing vocabulary in some cases; and using a word bank. Each of these instructional strategies can help make a primary document more accessible and therefore more likely to be engaging. (Wineburg, *Reading Like a Historian* vii). In a DYS classroom, this curriculum adaptation allows teachers to maintain high standards and expectations for learning.

DYS history teachers have access to a variety of curriculum materials that can be used to develop authentic units. These can be found on three preceding pages (see pp. 3.1.14-16).

**History Pedagogy in Practice**

Who is the greatest NBA player of all time?

Answering this historical question—sports, but no less history—will require some facts. But which ones? The Top 10 career scoring leaders is a logical place to start. There are a number of candidates there to consider, with Michael Jordan, LeBron James, and Kobe Bryant among them. But if we’re picking the “greatest,” then isn’t the
all-around game important? Let's look at the Top 10 career rebounders. Perhaps the true greatest player should be on both lists. (If so, scrap the above three superstars from your final answer.) Hmm ... Kareem Abdul-Jabbar is in the top three of both. But Wilt Chamberlain makes both lists, too, and he once scored 100 points in a game. That's a fact to consider. But Chamberlain won only two championships because he played in the same era as Bill Russell, who won 11 of them—fact. Bryant scored 60 points in his final game at age 34 ... that could count for something. But Jordan had 38 points in an NBA finals game—with the flu!

You see the problem—or the fun—here. There are plenty of statistics, facts, video footage, and game events available to help us, all of it evidence that can be used to make a case for who is "the greatest NBA player of all time." Interpreting those facts, understanding different perspectives, and arriving at a possible conclusion is a messy proposition. This particular historical question won't be answered anytime soon. But when students start to argue it and make their own cases, they may not realize that they are thinking like historians.

Historians look at sources and try to make sense of them in a way that helps accurately explain what happened. This historical literacy now also demands rigorous internet fact-checks and some healthy skepticism before arriving at a possible answer. (Any zealous blogger could claim that Michael Jordan is the all-time scoring leader, but he's not, and there are authoritative sports sites to verify it.) To circle back to the quotation that began this chapter, history shouldn't only be written by the victors—but whoever is writing it has a responsibility to be as accurate as possible. We need historians now more than ever to ensure that the fake news of today does not become the fake history of tomorrow.

Works Cited


BrainPOP. BrainPOP, 2020, https://www.brainpop.com/


*We the People.* The White House, n.d., https://petitions.whitehouse.gov/


## Appendix

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Pedagogical Practices Resources

Comprehensive Educational Partnership (CEP)

Massachusetts Department of Youth Services (DYS)
https://www.mass.gov/orgs/department-of-youth-services

Commonwealth Corporation
http://commcorp.org/

Collaborative for Educational Services (CES)
https://www.collaborative.org/

Massachusetts Department of Elementary and Secondary Education (ESE)

Massachusetts Department of Elementary and Secondary Education
http://www.doe.mass.edu/

2018 Massachusetts History and Social Science Framework
(PDF downloads of all current frameworks are available at this link)
http://www.doe.mass.edu/frameworks/current.html

Civics Projects Guidebook (PDF download)

Career and College Readiness (CCR)

Achieve.org
https://www.achieve.org/college-and-career-readiness

P21 Network—Partnership for 21st Century Learning
https://www.battelleforkids.org/networks/p21
History and Social Science

National Council for the Social Studies
https://www.socialstudies.org/

Massachusetts Council for the Social Studies
https://www.masscouncil.org/

Teachinghistory.org
https://teachinghistory.org/

National Writing Project
https://www.nwp.org/

Guide Resources
Please see additional resources for history and social science instruction in Chapter 3, “History and Social Science Pedagogy in the 21st Century,” pp. 3.1.1-20.

Pedagogy

Revised Bloom’s Taxonomy
https://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy/

Differentiated Instruction
http://www.ascd.org/research-a-topic/differentiated-instruction-resources.aspx

Empower Your Future: Career Readiness Curriculum Guide
http://commcorp.org/resources/empower-your-future-career-readiness-curriculum-guide/

Understanding by Design (UbD)

Understanding by Design Resources
http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx

What is Understanding by Design?
http://www.authenticeducation.org/ubd/ubd.lasso

What Is an Essential Question?
http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53

Universal Design for Learning (UDL)

UDL Center
https://medium.com/udl-center

About Universal Design for Learning
http://www.cast.org/our-work/about-udl.html

The UDL Guidelines
http://udlguidelines.cast.org/
Pedagogy (continued)

WIDA (World-Class Instructional Design and Assessment)

Resource Library and Resource Types
https://wida.wisc.edu/resources
https://wida.wisc.edu/resources/types

Performance Definitions (Expressive and Receptive Domains)
https://wida.wisc.edu/resources/performance-definitions-expressive-domains
https://wida.wisc.edu/resources/performance-definitions-receptive-domains

Can Do Descriptors
https://wida.wisc.edu/teach/can-do/descriptors

Guide Resources

Please see additional resources for pedagogy, including teaching difficult topics, in Chapter 2, “Curriculum Planning and Instruction,” pp. 2.1.1-2.2.2.

DYS Instructional Guides

Massachusetts Department of Youth Services Instructional Guides, including this History and Social Science Guide, are available as PDF downloads. Guides are also available for English Language Arts, Science, and Mathematics.

DYS Instructional Guides
https://www.collaborative.org/programs/dys/dys-instructional-guides

Please note: There are additional supporting resources available to teachers via a Google Drive History and Social Science Guide folder.

https://tinyurl.com/y4lcr4by
Image Information

The following pages include information and links for the cover, images in unit introductions, and the small images that accompany the lessons in each unit and the topic synopses in the WHI and WHII Course Introduction sections.

In Chapters 1-3 and in the Chapter 4-7 course introductions, information and links accompany the larger images in those sections.

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Most historical images used to illustrate this publication are from Library of Congress collections. Additional sources may include the National Archives, Smithsonian Museums, presidential libraries, other government entities, and museums.

TPS  
TEACHING WITH PRIMARY SOURCES  
LIBRARY OF CONGRESS

The Teaching with Primary Sources (TPS) Program of the Library of Congress supports effective instruction using primary sources. Through its TPS Consortium, local partners create curriculum and offer professional development to K-12 teachers.

As a TPS Consortium member, the Collaborative for Educational Services (CES) offers free or low-cost workshops and support to K-12 teachers throughout the Commonwealth of Massachusetts and nationally via online courses.

For more information about Emerging America | Teaching with Primary Sources at CES:
emergingamerica.org/programs/library-congress-tps
www.collaborative.org/services/professional-development/history-emerging-america
On the Cover

Civil Rights Memorial, Montgomery, Alabama.
The Civil Rights Memorial, designed by Maya Lin, is a circular black granite table that chronicles the history of the movement in lines that radiate like the hands of a clock. Water emerges from the table’s center and flows evenly across the top.
Carol Highsmith, photographer. 2010.
The George F. Landegger Collection of Alabama Photographs in Carol M. Highsmith’s America, Prints and Photographs Division, Library of Congress, Washington, D.C.
https://www.loc.gov/item/2010637543/ [LC-DIG-highsm-05702]

Bird’s eye view of Holyoke, Mass. 1877.
Library of Congress Geography and Map Division, Washington, D.C.
https://www.loc.gov/item/84695720/ [84695720]

Piece of the Berlin Wall
Photographs in the Carol M. Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington, D.C.
https://www.loc.gov/item/2011633493/ [LC-DIG-highsm-15300]
UNIT INTRODUCTION—American Revolution and the Declaration of Independence
A view of the obelisk erected under Liberty-tree in Boston on the rejoicings for the repeal of the—Stamp Act 1766;
Paul Revere, engraver.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-03052 | https://www.loc.gov/pictures/item/2003690787/

UNIT INTRODUCTION—American Revolution and the Declaration of Independence
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-50146 | https://www.loc.gov/pictures/item/2006682616/

UNIT INTRODUCTION—American Revolution and the Declaration of Independence
This is the place to affix the stamp, woodcut print shows a skull and crossbones representation of the official stamp
required by the Stamp Act of 1765; William Bradford, publisher, October 1765.
Library of Congress Microform Reading Room, Washington DC
LC-USZ62-242 | https://www.loc.gov/pictures/item/2004672606/

LESSON 1—Setting the Stage for Revolution: The French and Indian War
Map (detail) showing Native towns in the Ohio River Valley, 1764; Thomas Hutchins, engraver.
Rare Book and Special Collections Division, Library of Congress, Washington DC
LC-USZC4-4809 | https://www.loc.gov/pictures/item/2001695748/

LESSON 2—The Impact of the French and Indian War on Native Americans
Hand colored print of natives returning captive British children to Colonel Henry Bouquet, 1764; Pierre Charles Canot, engraver.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-05601 | https://www.loc.gov/pictures/item/2012647230/

LESSON 3—Friends Become Foes
Half-length portrait of General Gage, in uniform; Robert Pollard, engraver.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-45229 | https://www.loc.gov/pictures/item/2001699855/

LESSON 4—The Role of Images
The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt.; Paul Revere, engraver.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-0165 | https://www.loc.gov/pictures/item/2008661777/

LESSON 4 (Hook)—The Role of Images
Join, or Die; woodcut by Benjamin Franklin, May 9, 1754.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZC4-5315 | https://www.loc.gov/pictures/item/2002695523/

LESSON 5—Facing Our History
View of Faneuil-Hall in Boston, Massachusetts; Samuel Hill, engraver, 1789.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-45571 | https://www.loc.gov/pictures/item/2004670236/

LESSON 6—Was Independence a Common Goal?
Prints and Photographs Division, Library of Congress Washington DC
LC-DIG-pga-12728 | https://www.loc.gov/pictures/item/93504024/
U.S. History I—Ch. 4 | TOPIC 1—Unit: American Revolution and the Declaration of Independence

LESSON 7—Common Sense
Common sense; addressed to the inhabitants of America, on the following interesting subjects; title page from Thomas Paine's Common Sense; Philadelphia: Printed, and sold, by R. Bell, in Third-Street, 1776.

American Imprint, Prints and Photographs Division, Library of Congress, Washington DC

LC-USZ62-10658 | https://www.loc.gov/item/2006681076/

LESSON 8—Declaring Independence
Benjamin Franklin reading draft of Declaration of Independence, John Adams seated, and Thomas Jefferson standing and holding feather pen and paper, around table; Jean Leon Gerome Ferris, artist, c.1921.

Prints and Photographs Division, Library of Congress, Washington DC

LC-USZ62-96219 | https://www.loc.gov/pictures/item/89707223/

LESSON 9—Citizen Protest
Pulling down the statue of George III by the "Sons of Freedom," at the Bowling Green, City of New York, July 1776; painted by Johannes A. Oertel, engraved by John C. McRae.

Prints and Photographs Division, Library of Congress, Washington DC

LC-USZ62-96219 | https://www.loc.gov/item/99471678/

LESSON 10—What Should We Do about Controversial Statues?
Monument to a Confederate soldier, dedicated in 1901 in the town of Union, West Virginia, to "men who served the lost cause" in the U.S. Civil War of the 1860s; Carol M. Highsmith, photographer, 2015 (one of many such monuments).

Carol M.Highsmith Archive, Library of Congress, Prints and Photographs Division, Washington DC

LC-DIG-highsm-34335 | https://www.loc.gov/item/2015634351/

U.S. History I—Ch. 4 | TOPIC 2—Unit: Impact of Westward Expansion on Native People

UNIT INTRODUCTION—Impact of Westward Expansion on Native People
American progress [manifest destiny], 1873 print by George A. Crofutt after the 1872 painting by John Gast, showing an allegorical female figure of America leading pioneers westward where they encounter Native Americans and herds of bison.

Prints and Photographs Division, Library of Congress, Washington DC

LC-DIG-ppmsca-09855 | https://www.loc.gov/item/97507547/

UNIT INTRODUCTION—Impact of Westward Expansion on Native People
Esh-Ta-Hum-Leah, a Sioux chief, published by F. W. Greenough, c.1838.

Prints and Photographs Division, Library of Congress, Washington DC

LC-DIG-pga-07502 | https://www.loc.gov/item/00650455/

LESSON 1—Manifest Destiny from the Settlers' Perspective
Study for "Westward Ho!" showing figures with wagon train from "Westward the course of empire takes its way."

Emanuel Leutze, artist, 1861

Library of Congress, Rare Book and Special Collections Division, Washington DC

LC-DIG-pga-03115 | https://www.loc.gov/item/2006676660/

LESSON 2—Perspectives on Indian Removal
Wagon train crossing pontoon bridge, Rappahannock River, below Fredericksburg, Va.. Albumen photographic print, 1861.

Prints and Photographs Division, Library of Congress, Washington DC

LC-DIG-ppmsca-33279 | https://www.loc.gov/item/2012649536/

LESSON 3—the Impact of Westward Expansion on Native American Land Ownership
Little Robe, Cheyenne Indian; half-length portrait, seated, facing right, photographed 1860-1880.

Prints and Photographs Division, Library of Congress, Washington DC

LC-USZ62-111964 | https://www.loc.gov/item/94512099/
U.S. History I—Ch. 4 | TOPIC 2 — Unit: Impact of Westward Expansion on Native Peoples

LESSON 4—Is a Treaty Forever?
Sioux and Arrapahoe Indian Delegation. Matthew Brady, photographer, between 1865-1880.
Brady-Handy Photograph Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-cwpbh-0474 | https://www.loc.gov/item/2017894682/

LESSON 5—What Is Civic Engagement?
James Madison; print, published Boston, 1897.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-46745 | https://www.loc.gov/item/2018697359/

LESSON 6—How Did Native People Use Civic Engagement to Protect Their Land?
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-00467 | https://www.loc.gov/resource/pga.00467/

LESSON 7—Introduction to the Dakota Access Pipeline Protest Movement
Current Fort Laramie Treaty map of Northern Plains Indian Land.
Smithsonian National Museum of the American Indian, Washington DC
https://americanindian.si.edu/nk360/plains-treaties-fort-laramie/index.html#maps/Lands-Today

LESSON 8—How Are Citizens Using Civic Engagement to Protest the Dakota Access Pipeline?
Mni Wiconi: Water is Life. Letter from Anna Lee Rain Yellowhammer, Standing Rock Middle School; April 9, 2016.
Smithsonian National Museum of the American Indian, Washington DC
https://americanindian.si.edu/nk360/plains-treaties/dapl

LESSON 9—Designing a Civic Action Project
Mile-marker post from the Dakota Access Pipeline protest in the exhibition Nation to Nation:
Photo by Paul Morigi/AP Images for the National Museum of the American Indian
Terms of Use | https://www.americanindianmagazine.org/story/many-roads-tribal-rights

U.S. History I—Ch. 4 | TOPIC 3 — Unit: Economic Growth and Slavery

UNIT INTRODUCTION—Economic Growth and Slavery
Looms inside the old Boott Cotton Mill No. 6 in Lowell, Massachusetts. Carol Highsmith, photographer, 1980.
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington, DC
LC-DIG-highsm-13744 | https://www.loc.gov/item/2011631938/

LESSON 1—Who Made My Clothes?
Picking cotton, Savannah, Ga., early Negro life. Launey & Goebel Photographers, Savannah, 1867.
Marion S. Carson Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-39592 | https://www.loc.gov/item/2015650292/

LESSON 2—The Factory Economy of the Northern States
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-41874 | https://www.loc.gov/item/2007682970/
U.S. History I—Ch. 4 | TOPIC 3—Unit: Economic Growth and Slavery

LESSON 3—Life in the Industrial North
Row of workers' houses near the mills in Lowell, Massachusetts. Jack Delano, photographer. 1941.
Farm Security Administration-Office of War Information Collection,
Prints and Photographs Division, Library of Congress, Washington DC
LC-USF34-042897-D | https://www.loc.gov/item/2017793255/

LESSON 3—Life in the Industrial North
A young boy, unable to speak a word of English. Working here. A boy said his name is John Krakowski.
Location: Chicopee, Massachusetts. Lewis Wickes Hine, 1911.
National Child Labor Committee Collection, Prints and Photographs Division, Library of Congress, Washington DC
nclc 02411 | https://www.loc.gov/item/201867646/

LESSON 4—The Plantation Economy of the Southern States
Carol Highsmith, photographer, 2010.
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-07661 | https://www.loc.gov/item/2010639476/

LESSON 5—Life in the Agrarian South
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-det-4a27014 | https://www.loc.gov/item/2016817585/

LESSON 6—Differing Perspectives on Life in America
The Horton House at Historic Stagville, a North Carolina historic site on the outskirts of Durham. The Horton family were yeoman (subsistence) farmers, who raised what they needed to support themselves. Carol Highsmith, photographer. 2017.
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-47165 | https://www.loc.gov/item/2017883839/

LESSON 7—Mill Worker Activism and Resistance
"Mother" Jones and her army of striking Philadelphia textile workers, intending to march to important cities.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ds-07713 | https://www.loc.gov/item/2015649893/

LESSON 8—Social Theorists' Justifications for Slavery
Slave pen, 1315 Duke Street, Alexandria, Va. Interior view, showing the doors of cells where the slaves were held before being sold. Albumen print, 1861.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-34798 | https://www.loc.gov/item/2013651888/

LESSON 9—Slave Rebellions and Resistance
Rare Books and Special Collections, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-38902 | https://www.loc.gov/item/98510363/

LESSON 10—Northern Complicity in the Institution of Slavery
The queen of industry, or the new south. Thomas Nast, artist. Illus. in: Harper's weekly, v. 26, no. 1308 (1882 January 14). "King Cotton" stomps on back of a slave, textile mills spew smoke as African Americans pick cotton, Columbia works a spinning mach.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ds-04225 | https://www.loc.gov/item/2013648370/

LESSON 11—The Economic Interdependence of the North and South
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ds-04225 | https://www.loc.gov/item/2016803106/
UNIT INTRODUCTION—Reform Movements in the Early to Mid-Nineteenth Century
LC-DIG-det-4a22559 | https://www.loc.gov/item/201813949/

LESSON 1—Introduction to Reform
HABS MASS,2-HANC,9- | https://www.loc.gov/item/ma0103/

LESSON 2—Abolitionists
Sojourner Truth, three-quarter length portrait, standing, wearing spectacles, shawl, and peaked cap, right hand resting on cane. Detroit, 1864. Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-119343 | https://www.loc.gov/item/97513239/

LESSON 2—Abolitionists
LC-DIG-det-4a11398 | https://www.loc.gov/item/2016803499/

LESSON 3—Response to Abolition
LC-USZ62-15398 | https://www.loc.gov/item/98510266/

LESSON 4—Lincoln's Emancipation Proclamation
LC-DIG-pnpmsca-19301 | https://www.loc.gov/item/98522529/

LESSON 5—Other Nineteenth Century Reform Movements
Elizabeth Cady Stanton and her daughter, Harriot—from a daguerreotype, 1856. Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pnpmsca-46533 | https://www.loc.gov/item/97500106/

LESSON 6—Researching the Movement
LC-DIG-pnpmsca-46533 | https://www.loc.gov/item/2018697148/

LESSON 6—Researching the Movement
LC-DIG-det-4a22665 | https://www.loc.gov/item/2018814387/
U.S. History I—Ch. 4 | TOPIC 4—Unit: Reform Movements in the Early to Mid-19th Century

LESSON 7—Making Connections to Today
Lobbyist Tony Young, in wheelchair, and assistant David Fields on their way to visit members to lobby in favor of the disability bill. Douglas Graham, photographer. 1999.
Congressional Quarterly Roll Call Photograph Collection, Library of Congress, Prints and Photographs Division, Washington DC
LC-CQ06-WR99111004 | https://www.loc.gov/item/2019645448/

LESSON 7—Making Connections to Today
Women’s March worldwide protest on January 21, 2017, for human, women’s, reproductive, LGBTQ, worker’s rights; racial equality, immigration and healthcare reform, the natural environment, freedom of religion. Carol Highsmith, photographer.
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-51570 | https://www.loc.gov/item/2018699688/

LESSON 7—Making Connections to Today
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-04024 | https://www.loc.gov/item/2010630024/

LESSON 8—Creating the Final Presentation
Cell at Burlington County Prison, 128 High Street, Mount Holly, Burlington County, NJ. 1937.
HABS NJ,3-MOUHO,8-] | https://www.loc.gov/resource/hhh.nj0009.photos/?sp=5

LESSON 9—Presenting Reform Movements
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-68054 | https://www.loc.gov/item/2019631378/

INTRODUCTION—The Legacy of Reconstruction
The Freedmen’s Bureau / Drawn by Alfred R. Waud. 1868. Man representing the Freedman’s Bureau stands between armed groups of Euro-Americans and Afro-Americans.
Prints and Photographs Division, Library of Congress, Washington DC
LLC-USZ62-105555 | https://www.loc.gov/item/92514996/
LESSON 4—The Reconstruction Plans
Thaddeus Stevens. Portrait, bust, facing left. Photo by Saylor.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-15441 | https://www.loc.gov/item/2004672777/

LESSON 5—The Assassination of President Lincoln
Washington, D.C. President Lincoln's box at Ford's Theater. April, 1865.
Civil War Glass Negatives, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-cwpb-02960 | https://www.loc.gov/item/2018667099/

LESSON 6—The Impeachment of Andrew Johnson
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-106849 | https://www.loc.gov/item/92520335/

LESSON 7—The Freedmen’s Bureau
Head-and-shoulders portrait of Frederick Douglass. John White Hurn, photographer. Jan. 14, 1862.
Prints and Photographs Division, Library of Congress, Washington DC
[LC-DIG-ds-0742 | https://www.loc.gov/item/2013645427/]

LESSON 8—The Reconstruction Amendments
164201bv | https://www.loc.gov/resource/mesnp.164201b

LESSON 9—The Black Codes and Jim Crow
George Edward Madely, lithographer. (“Jim Crow” became shorthand for laws and customs that segregated and demeaned.)
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-13926 | https://www.loc.gov/item/2014649335/

LESSON 10—White Supremacy and the Ku Klux Klan
Three Klus (sic) Klux Klan members standing beside automobile driven by Klan members. 1922 March 18.
March through counties in Virginia bordering on the District of Columbia.
National Photo Company Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-96308 | https://www.loc.gov/item/89707480/

LESSON 11—Introducing Infographics
Announcement on Twitter for the first International Chart Day, April 26, 2018 through a resolution by Congressman Mark Takano (CA-41) in partnership with Tumblr and the Society for News Design in celebration of charts and infographics of all types.
Prints and Photographs Division, Library of Congress, Washington DC

LESSON 12—Creating an Infographic
Highsmith Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-05723 | https://www.loc.gov/item/2010673564/
UNIT INTRODUCTION — The Industrial Revolution and the New Immigration
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-02345 | https://www.loc.gov/item/2006680112/

UNIT INTRODUCTION — The Industrial Revolution and the New Immigration
Bain News Service Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ggbain-03252 | https://www.loc.gov/item/2014683246/

LESSON 1 — America After the Civil War
Bessemer steel manufacture / A.R. Waud. Wood engravings, six illustrations of operations in a steel mill, 1876.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ6-1721 | https://www.loc.gov/item/90715021/

LESSON 2 — Expansion of the Railroad Industry
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-det-4a25786 | https://www.loc.gov/resource/det.4a25786/

LESSON 2 — Expansion of the Railroad Industry
Cornelius Vanderbilt (1794-1877), an American railroad and shipping business magnate and philanthropist. (Source: Flickr Commons project, 2018)
Bain News Service Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-B2-5226- | https://www.loc.gov/item/2014710838/

LESSON 2 — Expansion of the Railroad Industry
Jay Gould, half-length portrait, facing left. Between 1865 and 1892.
George Grantham Bain Collection, Library of Congress Prints and Photographs Division, Washington DC
LC-USZ62-104428 | https://www.loc.gov/item/91482972/

LESSON 2 — Expansion of the Railroad Industry
James Jerome Hill, Canadian-American railroad executive, 1915. (Source: Flickr Commons project, 2013)
George Grantham Bain Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ggbain-21191 | https://www.loc.gov/item/2014701129/

LESSON 3 — The Rise of Big Business
Andrew Carnegie, April 1905.
Frances Benjamin Johnston Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-88699 | https://www.loc.gov/item/2001704108/

LESSON 4 — Growth of the Steel and Oil Industries
Wells on Clarion River. Oil City, Pa.: Published by Frank Robbins, (between 1860 and 1890).
Marian S. Carson Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-stereo-1s08281 | https://www.loc.gov/resource/det.4a25786/

LESSON 5 — Analyzing Political Cartoons
Next! Standard Oil storage tank as an octopus with tentacles wrapped around the steel, copper, and shipping industries, and the state house, U.S. Capitol, and the White House, Udo J. Keppler, artist. Published by Ottmann Lith. Co., NY, 1904
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-25884 | https://www.loc.gov/resource/ppmsca.25884/
LESSON 6—Industrial Workers and Unions
Portrait group of African American Bricklayers union, Jacksonville, Florida, 1899.
Prints and Photographs Division, Library of Congress, Washington, DC
LC-USZ62-88699 | https://www.loc.gov/item/2001705784/

LESSON 7—Industrial Strikes and News Reports
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-126046 | https://www.loc.gov/item/00650151/

LESSON 8—Introduction to Immigration
(New York - Welcome to the land of freedom - An ocean steamer passing the Statue of Liberty; Scene on the steerage deck.)
Immigrants on the deck of steamer “Germanic.” Wood engraving, Frank Leslie’s illustrated newspaper, 1887.
Prints and Photographs Division, Library of Congress, Washington, DC
LC-DIG-pamssca-51996 | https://www.loc.gov/item/97502086/

LESSON 9—Urbanization and Its Discontents
Tenement dwellers dropping clothes from fire escape in East side, New York, for Italian earthquake sufferers.
Bain News Service Collection, Prints and Photographs Division, Library of Congress Washington, DC
LC-DIG-ggbain-03081 | https://www.loc.gov/item/2014683075/

LESSON 10—Immigration and the Industrial Revolution
The smallest shrimp-picker, standing on the box is Manuel, about five years old, worked here last year also. Cannot understand a word of English. Dunbar, Lopez, Dukate Co.: Biloxi, Mississippi. Lewis Wickes Hine, Photographer. February, 1911.
National Child Labor Committee Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ6-1155 | https://www.loc.gov/item/2018676261/

LESSON 11—Immigrant Letter/Journal Writing
A Chinese family, 1898 (California), Detroit Photographic Co.
Prints and Photographs Division, Library of Congress, Washington, DC
LC-DIG-pamssca-17886 | https://www.loc.gov/item/2008678086/
UNIT INTRODUCTION—Progressivism
1914, Author Upton Sinclair; Published by Bain News Service.
Bain Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ggbain-06298 | https://www.loc.gov/pictures/item/2014686230/

UNIT INTRODUCTION—Progressivism
Adopted by the State convention, Syracuse, N. Y., September 5, 1912. New York.
Printed Ephemera Collection; Library of Congress, Washington DC
rbpe13200700 | hdl.loc.gov/loc.rbc/rbpe.13200700

LESSON 1—Of the Meaning of Progress
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-nclic-01357 | http://hdl.loc.gov/loc.pnp/cph.3a53178

LESSON 2—Defining Progressivism
"Or bust," political cartoon by Udo J. Kepper, September 1912; Published by Kepper & Schwarzmann, NY.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-27879 | https://www.loc.gov/pictures/item/2011649386/

LESSON 3—Reforming Government
Galveston Hurricane—18th and N Sts., 1900, Published by Bain News Service.
Bain Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ggbain-19744 | http://hdl.loc.gov/loc.pnp/ggbain.19744

LESSON 4—Women's Suffrage
Harris & Ewing Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-hec-30267 | https://www.loc.gov/pictures/item/2016885217/

LESSON 5—African American Human Rights
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-107756 | https://www.loc.gov/pictures/item/93505758/

LESSON 6—Child Labor Reform
Michael Lynch (smallest), Twisting Room worker, Merrimac Mill, Lowell; Lewis Wickes Hines, photographer, 1911
National Child Labor Committee Collection; Library of Congress, Prints and Photographs Division, Washington DC
LC-DIG-nclc-02397 | https://www.loc.gov/pictures/item/2018676829/

LESSON 7—Workplace Reform
NYC firemen searching for victims of the Triangle Shirtwaist Co. fire; Lewis Wickes Hines, photographer, 1911.
Bain Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-83864 | https://www.loc.gov/pictures/item/2002709199/

LESSON 8—Majority and Minority Rights
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-49839 | https://www.loc.gov/pictures/item/2006690206/
U.S. History I—Ch. 4 | TOPIC 7—Unit: Progressivism

LESSON 8—Majority and Minority Rights
Richmond Pearson Hobson, Rep. from Alabama 1907-1915; Harris & Ewing, photographer, 1913.
Harris & Ewing Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-hec-05340 | https://www.loc.gov/pictures/item/2016866099/

LESSON 8—Majority and Minority Rights
Richard Bartholdt, Rep. from Missouri 1893-1915; Harris & Ewing, photographer, 1913.
Harris & Ewing Collection, Library of Congress, Prints and Photographs Division, Washington DC
LC-USZ62-83864 | https://www.loc.gov/pictures/item/2016864321/

LESSON 9—Reform Legislation of the Progressive Era
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-25634 | https://www.loc.gov/pictures/item/2010651597/

LESSON 10—Research on a Progressive Era Bill
Testing cosmetics, Washington DC, July 10; Harris & Ewing, photographer, 1937.
Harris & Ewing Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-hec-22994 | https://www.loc.gov/pictures/item/2016871970/

LESSON 11—Making Your Case: Writing to Change the World
Columbine Memorial Wall of Healing honoring all touched by the April 20, 1999, high school shooting;
Carol Highsmith, photographer; 7.30.2016.
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-48713 | https://www.loc.gov/pictures/item/2017885343/

LESSON 12—Presenting Your Argument
Popular Graphics Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-02785 | https://www.loc.gov/pictures/item/2003677802/
UNIT INTRODUCTION—Supply and Demand—Basics of Capitalism

Section of the batch house at a plant of the Owens-Corning Fiberglass Corporation, Toledo, Ohio. Bins store raw materials for the batch from which fiberglass materials vital to the war effort are produced. Alfred T. Palmer, Photographer. 1942.

Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC

LC-DIG-fsac-1a35081 | https://www.loc.gov/item/2017878380/

UNIT INTRODUCTION—Supply and Demand—Basics of Capitalism

Inflation. Almost too recent and painful to recall—dark days in America's 1930 depression. Men this side of the sign are assured of a five-cent meal—the rest must wait for generous passersby. Brown Brothers, 1930.

Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC

LC-USE6-D-009364 | https://www.loc.gov/item/2017696878/

LESSON 1—The Economics of Choice

Car pooling at Lockheed Vega. Once tried, they found that they saved time, money and parking worries. Six busses put in service in April have catapulted to eighty-four busses on June 1, with demand for more. The girl here is selling ticket book. 1942.

Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC

LC-USE6-D-004525 | https://www.loc.gov/item/2017692257/

LESSON 2—Wants, Needs, and Values

Help us preserve your surplus...food. Screen printed poster encouraging conservation of surplus food for the war effort, showing basket of food. William Tasker, artist. Philadelphia, PA; WPA War Services Project, between 1941-1943.

Prints and Photographs Division, Library of Congress, Washington DC

LC-USZC2-5601 | https://www.loc.gov/item/98518439/

LESSON 3—Economic Resources

Relief client near Oil City, Oklahoma. Oil City is a source of heavy immigration to California. Carter County, Oklahoma. Dorothea Lange, photographer. June, 1937.

Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC

LC-DIG-fsa-8b32050 | https://www.loc.gov/item/2017770163

LESSON 4—Scarcity and Opportunity Cost

Perilous situation of whalemen. Harpooned whale raised on water smashing small boat and tossing 2 men in air; 1 man in water; men in 2 small boats nearby; ship in background. Wood engraving, 1861.

Library of Congress, Prints and Photographs Division, Washington DC

LC-USZ62-65469 | https://www.loc.gov/item/2003680175/

LESSON 5—Pricing and Demand


LC-DIG-ppmsca-03432 | https://www.loc.gov/item/2003673999/

LESSON 6—Pricing and Supply


Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC

fsa 8c36819 | https://www.loc.gov/item/2017768326/

LESSON 7—Factors of Supply and Demand


Prints and Photographs Division, Library of Congress, Washington DC

LC-USZ62-101759 | https://www.loc.gov/item/91706325/

LESSON 8—Supply and Demand in the Great Depression

Milk strike, between 1930-1936.

Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC

LC-USF344-003359-ZB | https://www.loc.gov/item/2017760143/
U.S. History II—Ch. 5 | TOPIC 1—Unit: Supply and Demand–Basics of Capitalism

LESSON 8—Supply and Demand in the Great Depression
Dorothea Lange, photographer. March 1936.
Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC
LC-DIG-fsa-8b29516 | https://www.loc.gov/item/2017762891/

U.S. History II—Ch. 5 | TOPIC 2—Unit: The Great Migration and the Harlem Renaissance

UNIT INTRODUCTION—The Great Migration and the Harlem Renaissance
Farm Security Administration/Office of War Information Collection, Library of Congress, Washington DC
LC-DIG-fsa-8d39489 | https://www.loc.gov/pictures/item/2017858893/

UNIT INTRODUCTION—The Great Migration and the Harlem Renaissance
Van Vechten Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-van-5a52142 | http://www.loc.gov/pictures/item/2004663047/

UNIT INTRODUCTION—The Great Migration and the Harlem Renaissance
At the bus station in Durham, North Carolina, 1940. Jack Delano, photographer.
Farm Security Administration-Office of War Information Collection, Library of Congress, Washington DC
LC-DIG-ppmsc-00199 | https://www.loc.gov/pictures/item/2017747598/

LESSON 1—Introduction to the Harlem Renaissance
Marian Anderson, noted contralto, sings “The Star Spangled Banner” at the 1943 dedication of a mural commemorating her free public concert on the steps of the Lincoln Memorial on Easter Sunday, 1939. Roger Smith, photographer.
Farm Security Administration-Office of War Information Collection, Library of Congress, Washington DC
LC-DIG-fsa-8a03228 | https://www.loc.gov/pictures/item/2017695476/

LESSON 2—The Great Migration: Understanding Life in the South
Group of Florida migrants on their way to Cranberry, New Jersey, to pick potatoes. Near Shawboro, North Carolina.
Farm Security Administration-Office of War Information Collection, Library of Congress, Washington DC
LC-USF34-040828-D | https://www.loc.gov/item/2017791096/

LESSON 3—The Great Migration: Understanding Life in the North
Farm Security Administration-Office of War Information Collection, Library of Congress, Washington DC
LC-DIG-fsa-8d28514 | https://www.loc.gov/pictures/item/2017851520/

LESSON 4—Musicians of the Harlem Renaissance
William P. Gottlieb Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-GLB13-0961 | https://www.loc.gov/resource/gottlieb.09611.0

LESSON 4—Musicians of the Harlem Renaissance
William P. Gottlieb Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-GLB23-0426 DLC | https://www.loc.gov/item/gottlieb.04261/
Appendix 2
Image Credits and Information

UNITS and SYNOPSIS

U.S. History II—Chapter 5

U.S. History II—Ch. 5 | TOPIC 2—Unit: The Great Migration and the Harlem Renaissance

LESSON 5—Writers of the Harlem Renaissance
Langston Hughes Collection, Library of Congress, Washington DC
A57 | http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/024))

LESSON 5—Writers of the Harlem Renaissance
Living room-Dunbar Apartments in Harlem, 246 West 150th Street, New York, initial construction 1928.
Residents included Countee Cullen, W. E. B. Du Bois, Phillip Randolph, and Bill Robison (Bojangles).
HABS NY-5697-A | https://www.loc.gov/resource/hhh.ny0384.photos/?sp=1

LESSON 6—Artists of the Harlem Renaissance
Corcoran Collection (Museum Purchase and partial gift from Thurlow Evans Tibbs, Jr., The Evans-Tibbs Collection)
Online Editions (accessed February 17, 2020) National Gallery of Art, Washington DC
https://purl.org/nga/collection/artobject/166444

LESSON 6—Artists of the Harlem Renaissance
Jacob Lawrence paintings, Jan. 5-30, 1965.
Exhibition poster shows images of African American people gathering for a feast. Contributed by the artist.
Prints and Photographs Division, Library of Congress, Washington DC
ppmsca 43483 | https://www.loc.gov/resource/ppmsca.43483/

LESSON 7—Introduction to the Photo Story Project
Farm Security Administration-Office of War Information Collection, Library of Congress, Washington DC
LC-USW3-023953-C | https://www.loc.gov/item/2017851482

LESSON 8—Creating the Photo Story Project
Zora Hurston, half-length portrait, standing, facing slightly left, beating the hountar, or mama drum. NYWT&S staff photo, 1937.
New York World-Telegram & Sun Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-US262-108549 | https://www.loc.gov/item/93513271/?locfr=blogtea

LESSON 9—Revision and Presentation of the Photo Story Project
YMCA, 180 West One-hundred-thirty-fifth Street, New York, 1933.
(Writer Claude McKay was a resident here from 1941 to 1946.)
HABS NY-5695 | https://www.loc.gov/item/ny0398/

LESSON 9—Revision and Presentation of the Photo Story Project
Farm Security Administration-Office of War Information Collection, Library of Congress, Washington DC
[LC-USW3-023932-C | https://www.loc.gov/item/2017876985/

LESSON 9—Revision and Presentation of the Photo Story Project
Scene from "Othello" with Paul Robeson as Othello and Uta Hagen as Desdemona,
Theatre Guild Production, Broadway, 1943-44.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-101759 | https://www.loc.gov/item/2017876985/

LESSON 9—Revision and Presentation of the Photo Story Project
William P. Gottlieb Collection, Library of Congress, Washington DC
LC-GLB13-0022 DLC | https://www.loc.gov/item/gottlieb.00221/
U.S. History II—Chapter 5

U.S. History II—Ch. 5 | TOPIC 2 —Unit: The Great Migration and the Harlem Renaissance

LESSON 9—Revision and Presentation of the Photo Story Project
Van Vechten Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-11661 | https://www.loc.gov/item/2005696451/

SUPPLEMENT (Lesson 1)—The 4 “A’s” Graphic Organizer
Marcus Garvey, 1887-1940. August 5, 1924. Full length, seated at desk, facing right.
George Grantham Bain Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-38818 | https://www.loc.gov/item/2003653533/

SUPPLEMENT (Lesson 1)—The 4 “A’s” Graphic Organizer
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ61-1854 | https://www.loc.gov/item/2003681451/

U.S. History II—Ch. 5 | TOPIC 3 —Unit: Communism and the Cold War

UNIT INTRODUCTION—Communism and the Cold War
Strategic Air Command (SAC), Combat Operations Center mural detail at March Air Force Base, Moreno Valley, CA;
U.S. Government photo by David DeVries.
Prints and Photographs Division, Library of Congress, Washington DC

UNIT INTRODUCTION—Communism and the Cold War
Family fallout shelter, exhumed from a yard in Ford Wayne, Indiana.
Collection of the Smithsonian National Museum of American History
https://historyexplorer.si.edu/resource/family-fallout-shelter

LESSON 1—Fear and the Cold War
Nagasaki, Japan under atomic bomb attack; U.S. Army A.A.F. photo.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ds-05458 | https://www.loc.gov/pictures/item/2002722137/

LESSON 2—The Basics of Communism
Capitalism or Communism, by Lightspring Design for CES

LESSON 3—The Iron Curtain
Winston Churchill; Office of War Information photo
Farm Security Administration-Office of War Information Collection.
Library of Congress, Prints and Photographs Division, Washington DC
LC-USE6-D-009043 | https://www.loc.gov/pictures/item/2017696565/

LESSON 4—The Arms Race
Nuclear weapons component shipped for retirement; Rocky Flats Plant, Golden, CO.
Historic American Buildings/Engineering/Landscapes Survey.
Library of Congress, Prints and Photographs Division, Washington DC
HAER COLO, 30-GOLD.V, 10—11 | https://www.loc.gov/pictures/item/co0856.photos.316937p/
U.S. History II—Ch. 5 | TOPIC 3—Unit: Communism and the Cold War

LESSON 5—Coping with Fear in the Cold War
America calling—Take your place in civilian defense; Government Printing Office (1941).
Miscellaneous Items in High Demand, Library of Congress, Prints and Photographs Division, Washington DC
LC-USZC4-443 | https://www.loc.gov/pictures/item/96507339/

LESSON 6—Fallout Shelters
View inside a 100-man fallout shelter, Naval Air Station, Fallon, NV; U.S. Government photo.
Historic American Buildings/Engineering/Landscapes Survey.
Library of Congress, Prints and Photographs Division, Washington DC
HABS NEV,1-FALL,2A-10 | https://www.loc.gov/pictures/item/nv0242.photos.380521p/

LESSON 7—The Red Scare
Man in gas mask, with image of American and Soviet flags; A Psychology Today poster.
Yanker Poster Collection, Library of Congress, Prints and Photographs Division, Washington DC
POS 6 - US, no. 1087 | https://www.loc.gov/pictures/item/2016648840/

LESSON 7—The Red Scare
Keep this Horror From Your Home. Invest 10 Percent in War Bonds Back Up our Battleskies!
National Archives Catalog, College Park, MD
534105 | https://catalog.archives.gov/id/534105

LESSON 8—The Dangers of McCarthyism
Senator Joseph McCarthy standing at microphone (Watkins Committee); Thomas J. O’Halloran, photographer.
Library of Congress, Prints and Photographs Division, Washington DC
LC-DIG-ds-07186 | https://www.loc.gov/pictures/item/2015647009/

LESSON 9—Spies Among Us—The Rosenbergs
Julius and Ethel Rosenberg as they leave U.S. Court House after being found guilty by jury; Roger Higgins, photographer.
Miscellaneous Items in High Demand, Library of Congress, Prints and Photographs Division, Washington DC
LC-DIG-hec-05340 | https://www.loc.gov/pictures/item/97503499/

LESSON 10—The Truman Doctrine and The Marshall Plan
Harry Truman portrait; Edmonston Studio.
Miscellaneous Items in High Demand, Library of Congress, Prints and Photographs Division, Washington DC
LC-USZ62-117122 | https://www.loc.gov/pictures/item/96523444/

LESSON 11—Cold War Foreign Policy Strategies
Ballistic Missile Early Warning System (BMEWS) Geopolitical Significance, Clear Air Force Station, Anderson AK.
Historic American Buildings/Engineering/Landscapes Survey.
Library of Congress, Prints and Photographs Division, Washington DC
HAER AK-30-A (sheet 2 of 9) | https://www.loc.gov/pictures/item/ak0486.sheet.00002a/

LESSON 12—The Domino Theory and the Korean and Vietnam Conflicts
Domino, by Вевгалий Смольгинош

LESSON 13—The Berlin Wall
Piece of the Berlin Wall, photographed at the Newseum museum’s former location in Arlington, VA.
Highsmith Archive, Library of Congress, Prints and Photographs Division, Washington DC
LC-DIG-highsm-15300 | https://www.loc.gov/pictures/item/2011633493/
U.S. History II—Ch. 5 | TOPIC 3—Unit: Communism and the Cold War

LESSON 14—The Cuban Missile Crisis
“This hurts me more than it hurts you!” by Edmund S. Valtman, 1962.
Cartoon Drawings Collection, Library of Congress, Prints and Photographs Division, Washington DC
LC-DIG-ppmsc-07978 | https://www.loc.gov/pictures/item/2016687289/

LESSON 15—Primary Sources on the Cuban Missile Crisis
Cuba Map, 1963 Cuba Soviet Forces.
Cartography Album—Maps 1960s, Central Intelligence Agency Photo Collection.
https://www.flickr.com/photos/ciagov/30249404003/in/album-72157674853424672/

LESSON 15—Primary Sources on the Cuban Missile Crisis
CIA map showing full range of the nuclear missiles under construction in Cuba, used during the Cuban Missile Crisis.
John F. Kennedy Presidential Library and Museum, Boston MA.

LESSON 16—Cold War Strategies and Contemporary Foreign Policy
Launch control capsule with missile combat crew members, Minuteman III ICBM Facility, New Raymer CO.
HAER COLO.62-NERAY.V,1--29 | https://www.loc.gov/resource/hhh.co0475.photos/?sp=29

U.S. History II—Ch. 5 | TOPIC 4—Unit: Integration and Resistance

INTRODUCTION—Integration and Resistance
LC-DIG-ppmsca-03092 | https://www.loc.gov/item/2003654353/

INTRODUCTION—Integration and Resistance
Classes on TV, Little Rock, Ark. After school closings. Pajama-clad white boy being educated via television during the period that the Little Rock schools were closed to avoid integration. Thomas O’Halloran, photographer, 1958.
LC-DIG-ppmsca-03092 | https://www.loc.gov/item/2003654356/

LESSON 1—Historical Eras, African American Rights, and White Resistance
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-54230 | https://www.loc.gov/item/2018645050/

LESSON 2—The Jim Crow Era and Legalized Segregation
Judge John Marshall Harlan, Supreme Court. Glass negative portrait photograph, 1865.
Brady-Handy Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-cwpbh-04615 | https://www.loc.gov/item/2017894787/
U.S. History II—Ch. 5 | TOPIC 4—Integration and Resistance

LESSON 3—The Supreme Court’s Role in Maintaining Segregation
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-09705 | https://www.loc.gov/item/2003690777/

LESSON 4—Black Resistance to Jim Crow
Composing room of the Planet newspaper, Richmond, Virginia. 1899.
(African American Photographs Assembled for 1900 Paris Exposition.)
Prints and Photographs Division, Library of Congress, Washington DC
LC-US262-99054 | https://www.loc.gov/item/90706965/

LESSON 5—White Terror and Resistance in the Jim Crow Era
Flag, announcing lynching, flown from the window of the NAACP headquarters on 69 Fifth Ave., New York City. 1936.
Visual Materials from the National Association for the Advancement of Colored People Records.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-19754 | https://www.loc.gov/item/2013646230/

LESSON 6—White Terror and Resistance in the Civil Rights Era
Sculpture dedicated to the Foot Soldiers of the Birmingham Civil Rights Movement. Kelly Ingram Park, Birmingham, Alabama, adjacent to 16th Street Baptist Church. Carol Highsmith, photographer. 2010.
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-05111 | https://www.loc.gov/item/2010636981/

LESSON 7—The Montgomery Bus Boycott
Reverend Ralph David Abernathy speaking at a National Press Club luncheon, Washington, D.C.
Warren Leffler, photographer. 1968.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-54530 | https://www.loc.gov/item/2018664078/

LESSON 8—The Supreme Court’s Changing Role
ppmsca 03119 | https://www.loc.gov/item/2003654384/

LESSON 9—The Resistance of School Segregationists
Rev. L. Francis Griffin, head of a local NAACP chapter in Farmville, Prince Edward County, Virginia, “free” schools which provided education for African American students, after the county closed public schools rather than desegregate. 1963.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ds-04276 | https://www.loc.gov/item/2013646230/

LESSON 10—School Integration: Cruelty and Courage
Little Rock, 1959. Rally at state capitol protesting the admission of the “Little Rock Nine” to Central High School.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-19754 | https://www.loc.gov/item/2009632339/

LESSON 11—The Black Power Movement Controversy
H. Rap Brown (later Jamil Al-Amin), SNCC [i.e., Student Nonviolent Coordinating Committee], news conference, speaking into a microphone with a bandage on his forehead. Marion Triosko, photographer. 1967.
ppmsc 01263 | https://www.loc.gov/pictures/item/2003688122/

LESSON 12—School Segregation Today
LC-DIG-ds-00762 | https://www.loc.gov/item/2011648709/
U.S. History II—Ch. 5 | TOPIC 4—Unit: Integration and Resistance

LESSON 13—Exploring the “What Ifs”
My name is Simon Pure, Esq.: I am the greatest man that ever lived. Reconstruction-era poster of a man with his arms around two Afro-Americans dressed in caps with stars, holding American flags. c. 1870.
Prints and Photographs Division, Library of Congress, Washington, Washington DC
LC-USZ62-107751 | https://www.loc.gov/item/93505760/

LESSON 14—Writing Alternate History Narratives
Head-and-shoulders portrait of Martin Luther King leaning on a lectern at a press conference.
Marion Trikosko, photographer. 1964 March 26.
LC-DIG-ppmsc-01269 | https://www.loc.gov/item/2003688129/

U.S. History II—Ch. 5 | TOPIC 5—Unit: The Federal Government’s Response to Terrorism

INTRODUCTION—The Federal Government’s Response to Terrorism
Highsmith Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-51941 | https://www.loc.gov/item/2018700059/

INTRODUCTION—The Federal Government’s Response to Terrorism
Flight 93 memorial soon after the September 11, 2001 crash, located in the field where the plane crashed near Shanksville, Pennsylvania. Carol Highsmith, photographer.
Highsmith Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-13299 | https://www.loc.gov/item/2011631493/

INTRODUCTION—The Federal Government’s Response to Terrorism
Fire fighter in the aftermath of the September 11th terrorist attack on the World Trade Center, New York City. 35mm color slide, unattributed 9/11 photographs.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-33671 | https://www.loc.gov/item/2012646014/

LESSON 1—What Is Terrorism?
Highsmith Collection, Library of Congress Prints and Photographs Division, Washington DC
LC-DIG-highsm-04823 | https://www.loc.gov/item/2010630804/

LESSON 2—The History of 9/11
Aerial view of New York City, with a focus on the Twin Towers of the World Trade Center. Carol Highsmith, photographer. 1980.
Highsmith Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-17389 | https://www.loc.gov/item/2011635583/

LESSON 3—Consequences of Stereotyping and Islamophobia
Photograph shows Muslim cleric Mohammed Mousavi Khomeini (Khomein), seated on floor with other men, Tehran, Iran. Sharok Hatami, photographer, 1979.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-68528 | https://www.loc.gov/item/2020630730/

LESSON 4—Transforming Islamophobia
The Ahmadiyya Muslim Community Yousef Mosque in Tucson, Arizona. Ahmadiyya Muslim Community USA, established in 1920, was the first American-Muslim organization.
Highsmith Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm- 49428 | https://www.loc.gov/item/2018663146/
LESSON 5—The United States’ Response to Terrorism
Taliban, do you think that you are safe ... U.S. Department of Defense pictorial story leaflet in Pashto depicting armed men in a cave with a picture printed on each side. On the back, the entrance is blocked and men are buried under rubble.
LPrints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-02031 | https://www.loc.gov/item/2002717264/

LESSON 6—Other Countries’ Responses to Terrorism
G. Eric and Edith Matson Photograph Collection, Library of Congress, Washington DC
LC-DIG-matpc-23034 | https://www.loc.gov/resource/matpc.23034/

LESSON 7—Analyzing the Structure of an Op-Ed
Rare Book And Special Collections Division, Prints and Photographs Division, Library of Congress, Washington DC
https://www.loc.gov/item/rbcmiller001523/

LESSON 8—Writing, Revising, and Sharing an Op-Ed on the U.S. Response to Terrorism
Geography and Map Division Division, Prints and Photographs Division, Library of Congress, Washington DC
91682079 | https://www.loc.gov/item/91682079/
World History I—Ch. 6 | INTRODUCTION—Synopses: TOPICS 1, 3, and 5

TOPIC 1 SYNOPSIS—Dynamic Interactions Among Regions of the World
Cambodia: a country study (cover), 1990. Ross, Russell R., 1935-.
89600150 | https://www.loc.gov/item/89600150/

TOPIC 3 SYNOPSIS—Interactions of Kingdoms and Empires
Photograph shows a pavilion in the Courtyard of the Lions at the Alhambra, Granada, Spain. 1855.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ds-11634 | https://www.loc.gov/item/2018646009/

TOPIC 3 SYNOPSIS—Interactions of Kingdoms and Empires
G. Eric and Edith Matson Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-matpc-00220 | https://www.loc.gov/item/2019691818/

TOPIC 5 SYNOPSIS—Global Exploration, Conquest, Colonization
Early engraved portrait by Czech printmaker Wenceslaus Hollar, depicting a 23-year-old Algonquin Indian of Virginia
who visited London in 1645.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ppmsca-13483 | https://www.loc.gov/pictures/item/95513412/
INTRODUCTION—Religion in the Ancient and Medieval Worlds


LESSON 1 — Introduction to World Religions


LESSON 2 — Hinduism


LESSON 3 — Buddhism


LESSON 4 — Daoism and Confucianism

[Xin xin lu]. Preface/Table of Contents. Likely first carved and printed at Wumen in the year 1789; contents include imperial decrees, instructions of Gods, doctrines of Confucianism, Buddhism and daoism, with quotations from neo-Confucian scholars. Chinese Rare Book Digital Collection, Prints and Photographs Division, Library of Congress, Washington DC

LESSON 5 — Judaism

Worshippers on the Jewish New Year, 1907, in New York City. Photograph shows a rabbi and a boy reading a book while standing outside, near the entrance to a building. Bain Collection, Prints and Photographs Division, Library of Congress, Washington DC

LESSON 6 — Christianity


LESSON 7 — Islam

Plasterwork wall with Islamic patterns at the Alhambra, Grenada, Spain. Photographer: Jean Laurent y Minier, 1854. The AIA/AAF Collection, Prints and Photographs Division, Library of Congress, Washington DC

LESSON 8 — Portfolio Reflection and the Golden Age of Islam


LESSON 9 — Religion Topic Research

**World History I—Ch. 6 | TOPIC 2—Unit: Religion in the Ancient and Medieval Worlds**

**LESSON 10—Religion Poster Production**
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-stereo-1s23747 | https://www.loc.gov/item/2019642312/

**LESSON 11—Poster Session**
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-09196 | https://www.loc.gov/item/2002707657/

**World History I—Ch. 6 | TOPIC 3—See Chapter 6 Introduction: Synopses**

**World History I—Ch. 6 | TOPIC 4—Unit: Humanism in Renaissance Art**

**INTRODUCTION—Humanism in Renaissance Art**
The Agony in the Garden, c. 1504, Raphael (Raffaello Sanzio or Santi) Italian. Oil on wood.
Metropolitan Museum of Art, New York, NY (Public Domain CC0 1.0 Universal)
2018.839.146 | https://www.metmuseum.org/art/collection/search/437371

**INTRODUCTION—Humanism in Renaissance Art**
Otto Vollbehr Collection, Rare Book and Special Collections Division, Library of Congress, Washington DC
52002339 | https://www.loc.gov/item/52002339/

**INTRODUCTION—Humanism in Renaissance Art**
Fine Prints, Bradley Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-127107 | https://www.loc.gov/item/00652568/

**INTRODUCTION—Humanism in Renaissance Art**
[The three trees] / Rembrandt [Holland] 1643. Rembrandt Harmenszoon van Rijn, 1606-1669, artist. Etching shows landscape with three trees. "The view is probably taken from near the Diemerdijk in the vicinity of Amsterdam."
Fine Prints, Hubbard Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-Dig-ppmsca-50109 | https://www.loc.gov/item/96507706/

**LESSON 1—Transitioning to Humanism After the Middle Ages**
The Four Horsemen, from The Apocalypse. Albrecht Dürer (German, Nuremberg 1471–1528 Nuremberg). 1498, woodcut.
Metropolitan Museum of Art, New York, NY (Public Domain CC0 1.0 Universal)
19.73.209 | https://www.metmuseum.org/art/collection/search/336215

**LESSON 2—Spreading Humanist Ideas**
Invention of printing - Gutenberg taking the first proof. Steel engraving copyrighted by Johnson, Fry & Co. 1869.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-65195 | https://www.loc.gov/item/2006690328/
LESSON 3—Italy: Birthplace of the Renaissance
Prints and Photographs Division, Library of Congress, Washington DC
pan 6a23746 | https://www.loc.gov/resource/pan.6a23746/

LESSON 4—Humanism in Renaissance Art (Part 1)
Andrew W. Mellon Collection, National Gallery of Art, Washington DC
1937.1.44 | https://www.nga.gov/collection/art-object-page.51.html

LESSON 4—Humanism in Renaissance Art (Part 2)
Wolf and Fox Hunt, Peter Paul Rubens (Flemish, Siegen 1577–1640 Antwerp) and Workshop, c. 1616. Oil on canvas.
Metropolitan Museum of Art, New York, NY (Public Domain CC0 1.0 Universal)
10.73 | https://www.metmuseum.org/art/collection/search/437536

LESSON 5—Renaissance Men—da Vinci and Michaelangelo
Book illustration engraving.
Fine Prints, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-121216 | https://www.loc.gov/item/98514664/

LESSON 5—Renaissance Men—da Vinci and Michaelangelo
Michelangelo’s David, 1501-1504, Galleria dell’Accademia (Florence). Photograph.
Wikimedia Commons (Creative Commons license 3.0)
https://commons.wikimedia.org/wiki/File:%27David%27_by_Michelangelo_JBU14.JPG

LESSON 5—Renaissance Men—da Vinci and Michaelangelo
Vitruvian Man by Leonardo da Vinci, c. 1492; pen, ink, and wash on over metal point. Photograph.
(Original in the collection of the Gallerie dell’Accademia museum in Venice.)
Wikimedia Commons (Creative Commons license 3.0)
https://commons.wikimedia.org/wiki/File:Uomo_Vitruviano.jpg

LESSON 6—There Were Also Renaissance Women
Self-Portrait as the Allegory of Painting (La Pittura) c.1638-9. Oil on canvas. Artemisia Gentileschi (Rome 1593-Naples 1652),
Royal Collection Trust / © Her Majesty Queen Elizabeth II 2020, Royal Collection Trust, London

LESSON 6—There Were Also Renaissance Women
Esther before Ahasuerus, Artemisia Gentileschi (Italian, born Rome 1593–died Naples 1654 or later). Oil on canvas.
Metropolitan Museum of Art, New York, NY (Public Domain CC0 1.0 Universal)
69.281 | https://www.metmuseum.org/art/collection/search/436453

LESSON 6—There Were Also Renaissance Women
Prints and Photographs Division, Library of Congress, Washington DC
LC-US26-97185 | https://www.loc.gov/item/89711061/
World History I—Chapter 6

LESSON 8—Renaissance Museum Brochure Project

LESSON 8—Renaissance Museum Brochure Project
Studies for the Libyan Sibyl (recto); Studies for the Libyan Sibyl and a small Sketch for a Seated Figure (verso) c. 1510–11. Michelangelo Buonarroti, Italian. Red, white, and black chalk. Metropolitan Museum of Art, New York, NY (Public Domain CC0 1.0 Universal) 24.197.2 | https://www.metmuseum.org/art/collection/search/337497

World History I—Ch. 6 | TOPIC 5—See Chapter 6 Introduction: Synopses

World History I—Ch. 6 | TOPIC 6—Unit: The Enlightenment’s Impact on Government and Society

INTRODUCTION—The Enlightenment’s Impact on Government and Society
The Nine Muses of Greek mythology rising to meet and welcome the Genius of Enlightenment, who appears at the centre of the painting, above the doorway (c. 1883-1896). The Puvis de Chavanne Gallery at Boston Public Library. Photograph by Wally Gobet, June 5, 2010. Flickr (CC BY-NC-ND-2.0) | https://www.flickr.com/photos/wallyg/4899673289

LESSON 1—What Was The Enlightenment?

LESSON 2—Enlightenment Philosophers and Ideals

LESSON 3—How Did Enlightenment Ideals and Reforms Spread?

LESSON 4—What Was the Impact of the Enlightenment on Government?

LESSON 5—Researching an Enlightenment Philosopher
World History I—Ch. 6 | TOPIC 6—Unit: The Enlightenment’s Impact on Government and Society

LESSON 6—Planning and Composing the Philosopher’s “This I Believe” Statement
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-84527 | https://www.loc.gov/item/2002712895/

LESSON 7—Creating and Revising the Philosopher’s Facebook Pages
Edward B. Greene Collection, Cleveland Museum of Art, Cleveland OH

LESSON 8—Rehearsing and Presenting the Facebook Pages
Snuffbox cover with portrait of Frederick the Great (1712–1786), King of Prussia. German painter, c. 1760. Enamel on copper.
Metropolitan Museum of Art, New York, NY
63.77 (Public Domain: CC0 1.0) | https://www.metmuseum.org/art/collection/search/209241
World History II—Chapter 7

INTRODUCTION—Synopses: TOPICS 3, 4, 5, and 6

TOPIC 3 SYNOPSIS—The Global Effects of 19th Century Imperialism
Bain Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-ggbain-19597 | https://www.loc.gov/item/2014699528/

TOPIC 3 SYNOPSIS—The Global Effects of 19th Century Imperialism
Family of the Lower Class in their home, partially destroyed during Siege, Tientsin, China (Boxer Rebellion). 1902. Stereograph.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-54332 | https://www.loc.gov/item/2006677921/

TOPIC 4 SYNOPSIS—The Great Wars
Holocaust Memorial Park in downtown Boston, Massachusetts. Carol Highsmith, photographer. 1980.
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington, Washington DC
LC-DIG-highsm-15385 | https://www.loc.gov/item/2011633578/

TOPIC 5 SYNOPSIS—The Cold War Era
Mandarin, full length, seated, facing front, Ho Chi Minh City (formerly Saigon). 1910.
Carpenter Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-95585 | https://www.loc.gov/item/91795957/

TOPIC 5 SYNOPSIS—The Cold War Era
Bernard Gotfryd Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pnmsca-12426 | https://www.loc.gov/item/2006679788/

TOPIC 6 SYNOPSIS—The Era of Globalization
Yanker Poster Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-USZC4 | https://www.loc.gov/item/2016651704/
UNIT INTRODUCTION—The Haitian Revolution
Mapa de la Isla de Santo Domingo. Paris: Gravé par Régmer et Dourdet, 1858. Hand-colored relief map showing the boundary between Haiti and Dominican Republic.
Geography and Map Division, Prints and Photographs Division, Library of Congress, Washington DC
2012590217 | https://www.loc.gov/item/2012590217/

LESSON 1—The Tainos and Hispaniola
Exploring the Early Americas: Columbus and the Taino Exhibition.
Rare Books and Special Collections Division, Library of Congress, Washington DC
055.00.01 | https://www.loc.gov/exhibits/exploring-the-early-americas/columbus-and-the-taino.html

LESSON 2—Mercantilism and the Colonial Economy
Sugar mill apparatus powered by wind, Haiti. Print engraving, 1724.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-72099 | https://www.loc.gov/item/2003683736/

LESSON 3—Mapping European Colonization of the Americas
Plan du canton de Plimouth et partie des Baradéres. Property map of Haiti as of 1781 and 1790.
Pen-and-ink and watercolor, 1790.
Geography and Map Division, Prints and Photographs Division, Library of Congress, Washington DC
gm71002302 | https://www.loc.gov/item/gm71002302/

LESSON 4—The Creation of Saint-Domingue
Mapa de la Isla de Santo Domingo. Paris: Gravé par Régmer et Dourdet, 1858. Hand-colored relief map showing the boundary between Haiti and Dominican Republic.
Geography and Map Division, Prints and Photographs Division, Library of Congress, Washington DC
2012590217 | https://www.loc.gov/item/2012590217/

LESSON 5—Enslaved People in Saint-Domingue
Preparing tobacco. Image 128 of Santo Domingo, past and present, with a glance at Hayti.
Published London, S. Low, Marston, Low & Searle, 1873.
Library of Congress Online Catalog, Washington DC
02012418 | http://hdl.loc.gov/loc.gdc/gdclccn.02012418 (image 128)

LESSON 6—Vodou in Saint-Domingue
Rada Drum, for Vodou ceremonies, collection date 1928.
Smithsonian National Museum of Natural History, Washington DC
E433013-0 | https://www.si.edu/object/mnhanthropology_10805816

LESSON 7—The French Revolution and the Making of Modern-Day Human Rights
Patience Margot j’auront bientot 3 fois 8. Cartoon about the French Revolution showing man seated next to menu ‘Desires for 1790,’ which lists price of bread, meat, and wine as 8 each. Hand colored etching, 1789.
Yanker Poster Collection; Prints and Photographs Division, Library of Congress, Washington DC
LC-USZC4-1389 | https://www.loc.gov/item/2002719214/

LESSON 8—The Haitian Revolution
[Haiti - Revolution, 1791-1804] The mode of exterminating the Black Army, as practised by the French (Throwing Haitians to the sharks?). Engraving, 1805.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-49049 | https://www.loc.gov/item/2006685881/
LESSON 9—Napoleon Bonaparte vs. Toussaint Louverture: Role-Playing the Options

Toussaint L'Ouverture after the original painting by KNAL of Paris / Corrie's Detroit Chromo Lith. Office.
Published by DeBaptiste, George, c.1870, copyright claimant. A2401 U.S. Copyright Office.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-05834 | https://www.loc.gov/resource/pga.05834/

LESSON 9—Napoleon Bonaparte vs. Toussaint Louverture: Role-Playing the Options

Napoleon Bonaparte.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-01992 | https://www.loc.gov/item/2003670251/

LESSON 9—Napoleon Bonaparte vs. Toussaint Louverture: Role-Playing the Options

Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-13038 | https://www.loc.gov/item/2004669331/

INTRODUCTION—The Cotton Textile Revolution

View of Lowell, Massachusetts at the confluence of the Merrimack and Concord rivers, with a row of textile mills or factories mainly along the Merrimack River. Handcolored engraving, 1840.
Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-pga-07376 | https://www.loc.gov/item/94515606/

LESSON 1—The Benefits and Costs of Automation

Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-det-4a27966 | https://www.loc.gov/item/2016797152/

LESSON 2—The Traditional Indian System of Cotton Textile Production

Cotton as it is when growing, 1912. Lewis Wickes Hine, 1874-1940, photographer.
National Child Labor Committee Collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-nclc-04816 | https://www.loc.gov/item/2018677423/

LESSON 3—The English Domestic System of Textile Production

British Library, United Kingdom (Public Domain Mark 1.0)

LESSON 4—18th-Century Technological Innovations in Cotton Textile Manufacturing

Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-110387 | https://www.loc.gov/item/2006691761/
World History II—Ch. 7 | TOPIC 2—Unit: The Cotton Textile Revolution

LESSON 5—Cotton Textile Entrepreneurs
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-128482 | https://www.loc.gov/item/2001896719/  

LESSON 6—The Growth of the British Textile Industry
Illustration of Saltaire, a model village founded in 1851 by industrialist Sir Titus Salt for textile workers in his factories near Bradford. Published 1877, London.
British Library, United Kingdom (Public Domain Mark 1.0)
10368.c.39 | https://www.bl.uk/victorian-britain/articles/the-built-environment  

LESSON 7—Working in a Cotton Textile Factory
Girl in Cherryville Mill. Location: Cherryville, North Carolina / Photo by Lewis W. Hine. 1908.
National Child Labor Committee collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-nclc-01357 | https://www.loc.gov/item/2018673972/  

LESSON 8—Enslaved African Americans and American Cotton
Published December 18, 1869 in Harper’s Weekly.
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-103801 | https://www.loc.gov/item/91784966/  

LESSON 9—“Cottonopolis”: The Manchester, England Area
The Official Illustrated Guide to the Great Western Railway: the factories of Messrs Fairbairn and Sons in Manchester, 1860.
British Library, United Kingdom (Public Domain Mark 1.0)

LESSON 10—Living in an Industrial City
The Old Closes and Streets of Glasgow. Published 1900 [photographs taken 1868]—Old Vennel off High Street (8).
Thomas Annan [engraver], William Young [introduction].
British Library, United Kingdom (Public Domain Mark 1.0)
L.R.404.g.8. | https://www.bl.uk/collection-items/the-old-closes-and-streets-of-glasgow  

LESSON 11—Virtual Museum Exhibit Research
National Child Labor Committee collection, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-nclc-02264 | https://www.loc.gov/item/2018676636/  

LESSON 12—Curating a Museum Exhibit
Illustration of New Lanark, a cotton mill village. History of Lanark, and guide to the scenery, etc. 1828, Lanark, Scotland.
[Creator W. Davidson].
British Library, United Kingdom (Public Domain Mark 1.0)

LESSON 13—Presenting and Touring the Virtual Museum Exhibits
Prints and Photographs Division, Library of Congress, Washington DC
LC-USZ62-75925 | https://www.loc.gov/item/2002698086/
World History II—Ch. 7 | TOPICS 3, 4, 5, and 6—See Chapter 7 Introduction: Synopses

World History II—Ch. 7 | TOPIC 7—Unit: Never Again? Genocide in the Modern Era

UNIT INTRODUCTION—Never Again? Genocide in the Modern Era
LC-HS503-1284 | https://www.loc.gov/item/2011630739/

LESSON 1—What Is Genocide, and How Do We Prevent It?
United Nations Headquarters, United Nations Plaza, New York County, NY. (After 1933)
HABS NY,31-NEYO,151 | https://www.loc.gov/resource/hhh.ny0948.photos/?sp=1

LESSON 2—International Law vs. State Sovereignty
Collection of international law materials in the closed stacks in the sub-basement of the Madison Building, Washington, DC
On the left are primary sources and collections of treaties. On the right are secondary resources about international law.

LESSON 3—Options for U.S. Policy toward Genocide
Syria, glass negative, 1898. Taken either by the American Colony Photo Department or its successor, the Matson Photo Service.
Matson Photograph Collection, Prints and Photographs Division, Library of Congress, Washington DC
matpc 09541 | https://www.loc.gov/item/2019700093/

LESSON 4—Case Study: The Rwandan Genocide
Geography and Map Division, Library of Congress, Washington DC
96685360 | https://www.loc.gov/item/96685360/

LESSON 5—Case Study: The Sudanese Genocide
Geography and Map Division, Library of Congress, Washington DC
2001628370 | https://www.loc.gov/item/2001628370/

LESSON 6—Building a Memorial
Kinigi Genocide Memorial, Rwanda, Northern, was created on 7th April 2004 and houses a gravesite where survivors have buried the remains of 135 victims. (Interactive Memorial Map.)
Genocide Archive of Rwanda, © Copyright Aegis Trust 2015 | Terms and Conditions
http://genocidearchiverwanda.org.rw/index.php/Welcome_to_Genocide_Archive_Rwanda
World History II—Ch. 7 | TOPIC  7—Unit: Never Again? Genocide in the Modern Era

LESSON 6—Building a Memorial
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LESSON 6—Building a Memorial
Highsmith Archive, Prints and Photographs Division, Library of Congress, Washington DC
LC-DIG-highsm-04895 | https://www.loc.gov/item/2010630875/
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INSTRUCTIONAL GUIDE

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