History & Social Science

2020 EDITION

INSTRUCTIONAL GUIDE

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

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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
# U.S. History I

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When beginning their study of U.S. History I, students might wonder what value there is in studying events that happened two or more centuries ago. Why does it matter how the Declaration of Independence was written? How do these events affect our lives today? The answer is quite simple. If one of our goals in studying U.S. history is to show our students how to become active, engaged citizens, there may be no better time for students to learn about their role in our democracy than when they are studying how our country’s democracy was negotiated and formed. Once students understand how others were able to participate in a democracy to effect change in our nation, they will see themselves as change agents, too.

The American Historical Association tells us that “History that lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values” (Stearns). Framing the study of U.S. History I as a way to understand our role in our democracy might be the way that teachers choose to begin the school year and should be an idea that teachers return to throughout the units in this year’s study.

Another benefit for students’ studying U.S. History I is their gaining an understanding of the past so that they can understand the events that are occurring in the modern era. For example, when students are exploring topics this year, teachers can ask students questions such as the following:

- What can we learn from protest movements in our country’s history that will help us understand 21st-century movements such as protests to remove the statues of Confederate leaders?
- How can analysis of 19th-century reforms inform our assessment of similar reform initiatives today?
- How do 19th-century immigration trends and laws illuminate current immigration conflicts and policies?
- How does learning about the treatment of native peoples during westward expansion help us interpret contemporary treatment of native peoples in regard to issues such as the Dakota Access Pipeline?
These questions will allow students to see history not only as events that happened in the past but also as a legacy that informs the way that we act now and respond to current events. Without an understanding of how things came to be, we can’t make informed decisions about the way things should be.

While studying U.S. History I, students will be exposed to primary source documents from multiple sources that display a variety of perspectives on an issue, giving students a full picture of each moment in history. For example, when students study the Civil War, they will read primary source documents from those who lived in both the North and the South. When students study westward expansion, they will do so from the perspective of settlers and from the perspective of the native peoples who were resisting the settlers’ encroachment on their lands. Analyzing primary source documents from diverse perspectives widens our students’ worldview and provides them with viewpoints that they might otherwise not be aware of.

While not all of our students will leave high school with aspirations to be historians, through the study of history they will acquire critical thinking skills that will serve them well in a multitude of careers. They will learn to see problems from multiple perspectives, analyze the credibility of sources, and see bias in firsthand accounts. They will be able to trace cause-and-effect relationships, see trends through the centuries, and analyze the impact of events. These critical thinking skills can be applied to many situations and are habits of mind that future employers will want their employees to possess.

Women’s suffrage. Lucy Branham with posters. 1919.
Harris & Ewing Collection, Prints and Photographs Division, Library of Congress, Washington, D.C.
https://www.loc.gov/item/2016869829/ [LC-DIG-hec-11942]
U.S. History I Course Content

Traditionally, U.S. History I has been taught in a chronological fashion, often emphasizing dates, historical figures, places, and events, with less emphasis on the skills that require students to think, read, research, and write like historians. The 2018 Massachusetts History and Social Science Framework, however, requires that students practice those skills and asks that students engage in inquiry-based practices. Teachers will find that instruction in these skills is embedded in the units and lessons included in this guide. Furthermore, teachers will find that the lessons aim to reduce the amount of direct instruction that has been the traditional means of content delivery in the content-area classroom. Instead, students will discover information on their own and with peers, making meaning through looking at primary source documents, examining maps, and participating in writing-to-learn activities.

While this guide and the Massachusetts framework are still organized in a chronological approach, beginning with the American Revolution and ending with World War I, teachers should aim to make connections to other units and to use Essential Questions throughout the year to build understanding of important ideas in the curriculum. The framework provides guiding questions for each major topic; it also explains that these can promote more questioning and deep thinking by students.

The question provided in the framework’s introduction to U.S. History I, “What are some examples of continuity and change in the first 150 years of United States History?” (120), might serve as the grounding question for the entire year. Throughout individual units, teachers should pose additional Essential Questions to students, such as “What circumstances morally justify different modes of protest?” and “What factors influence whether or not the agreements in a treaty can last forever?” While these questions are included in specific units, they can be looked at across the entire year as students gain a deeper understanding of issues raised in the formative and growth eras of the United States.

Since the emphasis of the new standards is on applying knowledge and taking an inquiry stance, the assessments—both formative and summative—found throughout the exemplar units in this guide allow students to practice and perform these skills. Assessments do not ask students to memorize dates, names, and facts, but rather encourage them to ask questions, do research to find answers, and present those findings to their classmates. Students will construct a civil action project that persuades the government to move forward or halt construction of the Dakota Access Pipeline, write letters or diary entries imagining life as a new immigrant in the U.S., write op-ed pieces about Progressive Era reforms, and create infographics about social injustice to authentically engage with the content of U.S. History I and utilize the historian’s skills. Ultimately, we want our students to see themselves as engaged citizens who have the ability to make change in their world, and therefore, wherever possible, students should be given authentic audiences for their writing and projects.

The U.S. History I year is organized into seven topics, spanning the period from the origins of the American Revolution to Progressivism and World War I. The U.S. History I Scope and Sequence provided in this guide highlights the standards that should be emphasized across the year; teachers should consult the Massachusetts History and Social Science Framework to review and address additional standards. The seven topics of United States History I are listed below, highlighting units included in this guide and offering suggestions for complementary units not included in the guide but consistent with the Scope and Sequence.

Topic Resources

U.S. History I Topics (7)
An overview of each topic and ideas for units that could be included within it are provided on the next two pages (see pp. 4.1.4-5).

U.S. History I Scope and Sequence
See pp. 4.2.1-4.

Exemplar Units (7)
This chapter includes exemplar units for all of the seven U.S. History I topics, starting on p. 4.3.1.
U.S. History I Topics

1. (USI.T1) *Origins of the Revolution and the Constitution* explores the forces that contributed to the American Revolution, the ways that colonists resisted British policies, and the writing of the Declaration of Independence and Constitution of the United States of America. Students will examine ways that compromises are reached when a new nation is forming.

This first topic of the year will include a unit on the American Revolution and the economic, political, and cultural forces that contributed to it, while another unit will focus on the Constitutional Convention and the events leading up to it.

See Exemplar Unit, starting on p. 4.3.1

2. (USI.T2) *Democratization and Expansion* examines the early years of the newly formed country by looking at the policies of the first three presidents, the westward expansion of the United States, and the civic engagement strategies that native peoples used to resist westward expansion. Exploring these civic engagement strategies will allow students to develop a civic engagement project of their own on a modern-day topic such as the Dakota Access Pipeline.

This second topic will include a unit on the effect of westward expansion on native peoples, and another unit will focus on political policies and developments in the early years of the United States.

See Exemplar Unit, starting on p. 4.6.1

3. (USI.T3) *Economic Growth in the North, South, and West* explores the economy of the United States in the antebellum period, including the role that slave labor played in this era. Students will read primary source documents detailing aspects of slave life and resistance.

This third topic will include units on the transportation revolution of the 19th century and the role that slavery played in the economies of the North and South.

See Exemplar Unit, starting on p. 4.9.1

4. (USI.T4) *Social, Political, and Religious Change* allows students to research reform movements that arose in the 19th century and connect them to modern reform movements to see the arc of reform throughout U.S. history. They will also study how the Second Great Awakening occurred and how it helped to spark these movements.

The units in this fourth topic will include one on the Second Great Awakening and one on reform movements in the early to mid-19th century.

See Exemplar Unit, starting on p. 4.12.1

5. (USI.T5) *The Civil War and Reconstruction: Causes and Consequences* examines the causes of the Civil War and the long-term consequences of the Jim Crow era. Students will study what life was like for people after the Civil War ended, focusing on different demographic groups in the nation.

The units in this topic will include one on events leading up to the Civil War and the Civil War itself, including Lincoln’s presidency and the roles of other Civil War leaders, as well as a unit on Reconstruction and the lasting effects of Jim Crow laws and policies.

See Exemplar Unit, starting on p. 4.15.1
6. **(USI.T6) Rebuilding the United States: Industry and Immigration** explores the causes and consequences of the Industrial Revolution and the reasons people began immigrating to the United States in large numbers. It also revisits issues from Topic 2 by exploring the effects of westward expansion on the native peoples in the post-Civil War era.

The two units in this topic include one focused on the Industrial Revolution and immigration, and one addressing the impact of the 14th Amendment on native peoples and the consequences of westward expansion after the Civil War.

See Exemplar Unit, starting on p. 4.18.1

7. **(USI.T7) Progressivism and World War I**, the culminating topic in U.S. History I, explores the balance between domestic and international issues. This topic delves into Progressive Era issues, such as the women’s suffrage movement and African Americans’ fight to achieve basic civil rights. Students will examine government policies during the Progressive Era and write arguments for or against passage of reforms.

The culminating units for U.S. History I will be on the Progressive Era and its reforms and on World War I and the growing role of the U.S. in world affairs.

See Exemplar Unit, starting on p. 4.21.1

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**Teaching U.S. History I in DYS Schools**

**The Importance of Making Connections**

To make the topics of U.S. History I engaging for students in the DYS setting, teachers should aim to make as many connections as possible to contemporary issues that are affecting their students’ lives. Suggestions are provided throughout the exemplar units, such as researching current reform movements that had their start in the 19th century and exploring how the history of immigration in the 19th century affects immigration laws today. These present-day connections will help students see the content they are studying as relevant to their own lives and deepen their interest and understanding of the topics under study.

Local connections have also been included in the units wherever possible. Living in Massachusetts, where many early U.S. historical events took place, provides students
the opportunity to see history “in their own backyard.” Specifically, lesson ideas in the units include discussions of whether Faneuil Hall’s name should be changed and learning about famous abolitionists from Massachusetts. Depending on the DYS facility where these units are being taught, teachers can aim to find even more connections to historical events in the towns surrounding where their students currently live. Virtual tours of historic places and museums, such as the Museum of the American Revolution (https://www.amrevmuseum.org) can be used to show students these sites.

Timetable and Resources

The Scope and Sequence provides a suggested timetable for the topics under study in U.S. History I, and the exemplar units suggest ways for teachers to shorten or lengthen the plans as needed. Many lessons within the units provide extension opportunities for further study; teachers should take advantage of these when students are interested in a topic to allow them to explore it in more depth. For example, when studying the American Revolution, students can expand their understanding of Paine’s Common Sense by writing a counterargument, or they can construct their own political cartoons about titans of industry when studying the Industrial Revolution.

Every lesson in the guide has an informal check for understanding that builds skills and content knowledge that students will need to possess to perform well on the summative assessment. The Reform Movements in the Early to Mid-19th Century unit, for example, guides students through the process of exploring the abolitionist movement, checking in with students as they learn about and analyze the lasting effect of key players, events, and outcomes. Before students are asked to research another movement on their own, the teacher has already engaged students with the Essential Questions of the unit and has checked in on discrete skills that students will need to be successful in the Final Project. These informal checks for understanding can be used to assess skill development in shorter-term facilities where students may not be able to complete an entire unit as it is written.

A variety of methods to engage students in the content and skills of the U.S. History I curriculum is provided throughout the guide. Since students are coming to us from various schools and programs and have different levels of skill and content knowledge, teachers need to
support students to access the materials in these units. Throughout the lessons, teachers will find links to maps, graphs, videos, political cartoons, and photographs to make the content accessible to students with various learning styles. Examining these types of resources also requires that teachers show students how to “read” these texts, so teachers should take care to model and explicitly instruct students, for example, how to look at photographs of tenement housing during the Industrial Revolution and read political cartoons about the Cherokee Nation.

Teachers may also consider doing simulations in the classroom, if possible, to help kinesthetic learners engage with concepts under study. The units provide teachers with a multitude of UDL options to ensure that all students are able to learn, practice, and perform the skills and content knowledge that they will learn within this year as they present their learning and provide peer feedback.

**Access for All**

Embedded in each lesson in this guide are numerous Universal Design for Learning (UDL) options to make the content and skills of U.S. History I accessible to all students in the DYS classroom. UDL asks teachers to remove barriers that could prevent students from accessing the content and skills being taught.

To do this effectively, teachers will need to consider how they engage students with material, how they present the content to students, and how they ask students to show what they have learned. For example, in Reform Movements of the Early to mid-19th Century, teachers can engage students by asking them to tell their own stories about activism in their communities. Teachers can use think-alouds to teach vocabulary of the reform movements and pair photographs of the abolitionist movement with written text. They can also provide self-monitoring templates and break longer assignments into manageable tasks to help students complete their final projects.

Options for differentiation such as these will provide students with the supports that they need to be successful, and the Access for All sidebars in each lesson should be referenced for additional ideas. For more information about providing access for all, teachers should refer to Chapter 2 of this guide.

**Literacy and Numeracy Skills and Standards**

Throughout the U.S. History I exemplar units, teachers will find literacy- and numeracy-related skills and standards embedded in the lessons. Students may struggle with understanding a reading or graph or not want to engage in a challenging writing assignment, but scaffolds are provided for teachers to use to help students with important literacy and numeracy skills. In the Progressivism unit, for example, students are given a Planning a Purposeful Argument organizer and utilize color-coding activities to support them with writing and revision.

Because the primary source documents can be challenging to understand, students should be given annotating and guided reading strategies to help them comprehend the texts. Important vocabulary words have also been highlighted for teachers to pre-teach to students. To practice numeracy skills, students will look at census reports, charts, and graphs to understand the impact of westward expansion, and they will interpret infographics in the Legacy of Reconstruction unit.

**Civic Engagement Project**

**Recommendations for U.S. History I**

As outlined in Chapter 1, the Commonwealth of Massachusetts requires districts to offer students two opportunities to complete civic action projects, one in eighth grade and one in high school (“Chapter 296”). Students who interact with DYS may be required to complete some or all of their civic action requirements within a DYS program, so it is imperative for teachers to

**Civic Action Requirements**

Students who interact with DYS may be required to complete some or all of their civic action requirements within a DYS program, so it is imperative for teachers to think about ways to bridge the content standards with opportunities for students to develop civic knowledge, skills, and dispositions.
think about ways to bridge the content standards with opportunities for students to develop civic knowledge, skills, and dispositions.

Due to the increased emphasis on civics in the new standards, teachers can utilize the wide variety of access points for the integration of civic action projects throughout the curriculum by making connections between historical events and policies, current events, and students’ life experiences in their own communities.

For a more detailed description of the specific Massachusetts Department of Elementary and Secondary Education expectations for completing the six stages of civic action projects, see Chapter 1 and DESE’s Civics Projects Guidebook (see link in Works Cited). A discussion follows of specific U.S. History I content connections and examples of projects that can be tied to the History and Social Science Framework.

**Connections and Examples**

The period of history defined as U.S. History I in the framework begins with the events leading to the American Revolution and ends with the study of the role of the United States in World War I. There are a variety of opportunities, throughout the U.S. History I content standards, to enhance students’ civic knowledge, skills, and dispositions. As students progress through the standards, they should be encouraged to examine the interactions of various social groups in their study of the events leading to the American Revolution, The Civil War, the Reconstruction era, the Progressive Era, and westward expansion. Teachers can use these time periods, and the related standards, to help students understand how power is distributed in society and how marginalized groups can use civic skills and actions to achieve their goals. Historical protest movements, such as the response of the Patriots during the American Revolution and the resistance efforts of indigenous peoples during the expansion era, provide concrete examples of civic actions utilized to attempt to achieve social change. In addition, the organizational efforts and activism of abolitionist groups, labor unions, and social reform groups such as the NAACP show how the civic skills of collaboration and effective communication can lead to lasting social change. The actions of suffragists during this time span can also be used to help students understand how groups can organize and use civic engagement strategies to define new roles for marginalized groups, attain new rights, and make lasting change in society.

The two suggested civic action projects that follow are associated with the U.S. History I standards. For specific expectations regarding the components of and steps to completing a civic action project, see Chapter 1.
Civic Action Example 1:
Students studying the Reconstruction era could make connections between Jim Crow policies and modern-day social injustices as a civic action project. Students could choose to research racial disparities in professional fields in the United States. The research might lead students to discover that Black and Hispanic college graduates are severely underrepresented in the field of education, which may be consistent with students’ own experiences, making the issue relevant.

Students could choose to research this issue in a variety of ways: they could conduct interviews with fellow students in order to understand the impact of having teachers of the same race; they could conduct interviews with administrators and teaching staff to try to identify how hiring practices and teacher satisfaction might contribute to lack of diversity at their programs; or they could research the impact of historical barriers to education for some demographic groups.

Project options could include working with administration to advocate for a scholarship fund to support diversity in education, writing an op-ed that presents an evidence-based explanation of how having teachers of the same race benefits students, or advocating to be a part of the hiring process or interview committee for education staff.

Civic Action Example 2:
Students studying the Progressive Era and reform efforts during that time could decide to focus their civic action projects on one of the most frequent complaints from most students in schools—the food served at their programs. A group of students could conduct research on the food served at their schools and decide to focus on the nutritional value of the meals they are eating.

With teacher facilitation and support, the students could interview members of the kitchen staff, administration, and other students to obtain data on how satisfied everyone is with the food being served and to try to understand the rationale behind the menu. When conducting their research, the students might learn that the budget for meals contributes greatly to the menu options at their school.

Students could choose from a variety of civic action projects to address the goal of improving the nutritional value of the meals at their programs at a low cost due to budgetary constraints. They could advocate for a vegetable garden to help supply healthy food to the kitchen, or they could have a representative work with kitchen staff to plan healthy meals using the ingredients they already have, depending on the program capabilities. In order to enhance their knowledge of food service and food safety guidelines, students could also enroll in an online OSHA course as part of their research and vocational programming.

Works Cited
## SCOPE AND SEQUENCE (Topics 1-3)

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| Origins of the Revolution and the Constitution | • How are conflicts addressed and compromises reached as a new nation is formed?  
• How did colonists resist British policies?  
• What circumstances morally justify different modes of protest? | **USI.T1.1.** Analyze the forces that contributed to the American Revolution.  
**USI.T1.5.** Explain the Declaration of Independence’s argument, rationales, and key ideas.  
**USI.T1.7.** Explain and evaluate the Articles of Confederation, the reasons for their failure, and how events led to the Constitutional Convention.  
**USI.T1.8.** Describe the Constitutional Convention, delegates’ roles, conflicts, and compromises. | American History:  
Module 2:6 The American Colonies  
Module 3:1-3 The American Revolution  
Module 4 The U.S. Constitution |
| Democratization and Expansion | • As the country expanded, how was the balance of federal and state authority tested?  
• How did native peoples resist U.S. westward expansion? | **USI.T2.1.** Evaluate the major policies and political developments of the Washington, John Adams, and Jefferson presidencies.  
**USI.T2.3.** Analyze the causes and consequences of America’s westward expansion, 1800 to 1854. | Module 5:1-3  
A New Nation  
Module 6:3 Nationalism and Sectionalism  
Module 7 Opening the Frontier  
Module 11:1 Westward Expansion |
| Economic Growth in the North, South, and West | • How were the North, South, and West economically interdependent during antebellum America?  
• How did slaves resist their oppression? | **USI.T3.1.** Explain the importance of the Transportation Revolution.  
**USI.T3.2.** Analyze the effects of industrial growth throughout antebellum America and of the textile and machinery industries in New England.  
**USI.T3.3.** Describe the role of slavery in the economies of the North and South. | Module 6:1-2 and 5 Nationalism and Sectionalism  
Module 9:1 The Civil War |

| U.S. History I Standards for History and Social Science Practice | 1. Demonstrate civic knowledge, skills, and dispositions. Argue what circumstances morally justify different protest modes.  
2. Develop focused questions or problem statements and conduct inquiries. Research the Harper’s Ferry raid’s impact on the abolitionist movement.  
3. Organize data from multiple primary and secondary sources. Create a presentation comparing trends in immigration. |

* Asterisk indicates that this chapter includes an exemplar unit addressing this standard.
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<td>RCA-H.1. Cite specific textual evidence to support analysis. RCA-H.6. Compare authors’ points of view on the same/similar topics. RCA-H.9. Compare and contrast historical documents. WCA.1. Write arguments focused on discipline-specific content. WCA.7. Conduct research. WCA.8. Gather, assess, and integrate information from multiple sources. SLCA.1. Participate in discussions. SLCA.4. Present information.</td>
<td><strong>Social Sciences</strong>: Personal financial literacy, including individual economic choices, how individuals use systems of earnings, savings, and insurance; taxes; foundations of government; credibility, accuracy, and relevance of media sources; freedom of the press <strong>Arts</strong>: John Trumbull paintings, Phyllis Wheatley poetry</td>
<td>• Debate whether Faneuil Hall, named for a slave trader, should be renamed Crispus Attucks Hall, for an African American who was first to die in the American Revolution. • Write an opinion piece on actions taken by colonists prior to the American Revolution. • Argue what circumstances morally justify different modes of protest. • Compare methods of protest used prior to the Revolution with current protests. • Develop a media campaign to win votes for the Constitution’s ratification</td>
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<tr>
<td>RCA-H.1. Cite specific textual evidence to support analysis. RCA-H.2. Determine central ideas of a primary or secondary source. WCA.1. Write arguments focused on discipline-specific content. WCA.7. Conduct research.</td>
<td><strong>Social Sciences</strong>: The importance of the Mississippi River; the purposes, principles, and institutions of U.S. government; the rights and responsibilities of citizens; disobedience and democracy <strong>Arts</strong>: John Gast, <em>Spirit of the Frontier</em>, African American art</td>
<td>• Compare a government policy from the early 19th century to a modern-day government policy. • After reading texts from different perspectives on westward expansion, write an essay analyzing the Gast painting <em>Spirit of the Frontier</em>; consider the message and point of view. • Use historical evidence to create a petition, letter, poster, or pamphlet that supports either the native people or the oil company in the Dakota Access Pipeline controversy, addressing the concept of tribal sovereignty.</td>
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<td>RCA-H.7. Integrate quantitative or technical analysis. WCA.7. Conduct research. WELA.3. Write narratives. SMP.2. Reason abstractly and quantitatively.</td>
<td><strong>Social Sciences</strong>: Supply and demand, trade, economies of the North and South; civil rights, human rights, civil liberties; freedom of the press, antebellum newspapers, fugitive slave ads; geographic differences between the North and South</td>
<td>• Explain the economic interdependence of the North, South, and West. • After reading primary sources on the topic, write a letter or journal entries detailing mill life. • Create a front-page newspaper layout detailing the major events of the antebellum period. • Research primary sources to analyze aspects of slave life and resistance.</td>
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4. Analyze the purpose and point of view of each source; distinguish opinion from fact. **Analyze John Gast’s 1872 painting *Spirit of the Frontier* for point of view.**

5. Evaluate the credibility, accuracy, and relevance of each source. **Research primary sources to analyze slave life and gauge reasons for resistance.**

6. Argue or explain conclusions, using valid reasoning and evidence. **Use historical examples to support or condemn the use of violence to effect change.**

7. Determine next steps and take informed action, as appropriate. **Argue for or against renaming Faneuil Hall, which bears the name of a slave trader.**
## SCOPE AND SEQUENCE (Topics 4-7)

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<tr>
<td><strong>Social, Political, and Religious Change</strong></td>
<td>• How did ethical beliefs shape U.S. reform movements?</td>
<td><strong>USI.T4.2.</strong> Using primary sources, research a U.S. reform movement in the early to mid-19th century.</td>
<td>Module 8 Reform Movements</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td><strong>Topic 4</strong></td>
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<tr>
<td><strong>The Civil War and Reconstruction: Causes and Consequences</strong></td>
<td>• How did differences over slavery in different regions contribute to the onset of the Civil War?</td>
<td><strong>USI.T5.2.</strong> Analyze policies and events leading to the Civil War. <strong>USI.T5.3.</strong> Analyze Lincoln’s presidency. <strong>USI.T5.4.</strong> Analyze the roles of Civil War leaders and the impact of battles. <strong>USI.T5.6.</strong> Analyze the consequences of the Civil War and Reconstruction. <strong>USI.T5.7.</strong> Analyze the long-term consequences of the Jim Crow era.</td>
<td>Module 9:3-7 The Civil War Module 10 Reconstruction</td>
</tr>
<tr>
<td><strong>February through late March</strong></td>
<td><strong>Topic 5</strong></td>
<td></td>
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<tr>
<td><strong>Rebuilding the United States: Industry and Immigration</strong></td>
<td>• How did the Industrial Revolution impact the U.S. economically, socially, culturally, and politically? • What were the various causes of immigration to the United States in the late 19th and early 20th centuries?</td>
<td><strong>USI.T6.1.</strong> Explain the various causes of the Industrial Revolution. <strong>USI.T6.2.</strong> Make connections among the important consequences of the Industrial Revolution. <strong>USI.T6.4.</strong> Using data and primary sources, analyze the causes of immigration in the late 19th and early 20th centuries.</td>
<td>Module 12 Industrialization Module 13:1-2 Immigration and Urbanization</td>
</tr>
<tr>
<td><strong>Late March through April</strong></td>
<td><strong>Topic 6</strong></td>
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<tr>
<td><strong>Progressivism and World War I</strong></td>
<td>• What factors led to progressive reform in the early 20th century? • What were the successes and failures of the reform movement? • How did the U.S. become more involved on the world stage? • How did suffragists resist discrimination?</td>
<td><strong>USI.T7.1.</strong> Explain Progressivism. <strong>USI.T7.2.</strong> Research and analyze the impact of a Progressive Period government policy. <strong>USI.T7.3.</strong> Analyze the women’s suffrage campaign. <strong>USI.T7.4.</strong> Analyze the strategies used by African Americans to gain basic civil rights. <strong>USI.T7.5.</strong> Analyze the growing U.S. role in world affairs. <strong>USI.T7.6.</strong> Explain the rationale and events leading to U.S. entry into World War I. <strong>USI.T7.8.</strong> Explain the significance of Wilson’s wartime diplomacy, Fourteen Points, League of Nations, and Versailles Treaty.</td>
<td>Module 14:1-6 Progressivism Module 15 U.S. Imperialism Module 16 World War I</td>
</tr>
<tr>
<td><strong>May through June</strong></td>
<td><strong>Topic 7</strong></td>
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<tr>
<td><strong>U.S. History I Standards for History and Social Science Practice</strong></td>
<td>1. Demonstrate civic knowledge, skills, and dispositions. Argue what circumstances morally justify different protest modes. 2. Develop focused questions or problem statements and conduct inquiries. Research the Harper’s Ferry raid’s impact on the abolitionist movement. 3. Organize data from multiple primary and secondary sources. Create a presentation comparing trends in immigration.</td>
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</table>

* Asterisk indicates that this chapter includes an exemplar unit addressing this standard.*
4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 
   Analyze John Gast’s 1872 painting Spirit of the Frontier for point of view.

5. Evaluate the credibility, accuracy, and relevance of each source. 
   Research primary sources to analyze slave life and gauge reasons for resistance.

6. Argue or explain conclusions, using valid reasoning and evidence.
   Use historical examples to support or condemn the use of violence to effect change.

7. Determine next steps and take informed action, as appropriate.
   Argue for or against renaming Faneuil Hall, which bears the name of a slave trader.

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**Connections to Literacy (Grades 9-10) and Math Standards**

- **RCA-H.2**: Determine central ideas of a primary or secondary source.
- **WCA.2**: Write explanatory texts.
- **WCA.8**: Gather/assess/integrate information from multiple sources.

**Connections to Other Social Science Disciplines, the Arts, STEM**

- **Social Sciences**: Anti-slavery publications; Black migration to the North; community service/service learning
- **Arts**: Uncle Tom’s Cabin

**Performance Assessment Ideas**

- Create a timeline depicting the contributions of the abolitionists.
- Create a presentation on a reform movement of the mid-19th century.

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- **RCA-H.1**: Cite specific textual evidence to support analysis.
- **WCA.1**: Write arguments focused on discipline-specific content.

**Social Sciences**: Tariffs/taxes; labor unions; financial literacy-earning/spending income; foundations of government, civil and human rights, civil liberties; media reports, political cartoons
- **Arts**: Civil War photography, National Underground Railroad Freedom Center

**Performance Assessment Ideas**

- Analyze the Harper’s Ferry raid and its impact on the abolitionist movement.
- Argue pro or con on the use of violence to bring about change.
- Compare the Revolutionary and Civil Wars.
- Create an infographic that makes connections between a Reconstruction era policy and a present-day social injustice.
- Use primary sources to document roles of various groups who served in the Civil War.

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- **RCA-H.3**: Analyze a series of events described in a text.
- **WCA.2**: Write explanatory texts.
- **WCA.7**: Conduct research.
- **SMP.2**: Reason abstractly and quantitatively.

**Social Sciences**: Scarcity, supply and demand, market structure, role of government; earning and spending income; role of foreign language newspapers for immigrant communities; emigration maps
- **Arts**: Images from Ellis Island, Kinsey Collection, Smithsonian Museums
- **STEM**: Design thinking, inventions

**Performance Assessment Ideas**

- Using primary source images, data, and documents, create a presentation comparing immigration trends in the late 19th and early 20th centuries to current immigration trends (country of origin, rates, roles in the labor market, social issues).
- Using primary sources, write an immigrant letter (e.g., reasons for leaving home country, lifestyle changes, obstacles faced).

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- **RCA-H.8**: Assess the reasoning and evidence supporting authors’ claims.
- **RCA-H.9**: Compare and contrast historical documents.
- **WCA.1**: Write arguments focused on discipline-specific content.
- **WCA.7**: Conduct research.

**Social Sciences**: Purposes, principles, institutions of U.S. government; public policy; scarcity, monopolies, Federal Reserve, philanthropy, labor organizations; earning and spending income; class, immigration, eugenics, urban vs. rural economies; formation of juvenile courts; 16th, 17th, 18th, and 19th Amendments; freedom of and challenges to the press
- **Arts**: Images by Jacob Riis, Lewis Hine, Dorothea Lange, Chaplin, Winslow Homer, and Mary Cassatt
- **STEM**: Design thinking, inventions

**Performance Assessment Ideas**

- Research legislation passed during the Progressive Era and argue for or against its passage.
- Compare the Alien and Sedition Acts of John Adams and Woodrow Wilson; make connections to the present day.
- Create a media campaign for a major policy of the early 20th century: Identify the problem, solution, and key people involved; use text and visuals to persuade citizens to join your cause.
American Revolution and the Declaration of Independence

**Topic 1: Origins of the Revolution and the Constitution (USI.T1)**

This unit is designed for long-term programs. It may be adapted for short-term settings.

Unit Designer: Leslie Skantz-Hodgson
Contributor: Momodou Sarr

**Introduction**

After the French and Indian War, England began taxing the colonists to try to recoup the money it had spent to finance the war. The colonists, having enjoyed increased autonomy under the “salutary neglect” shown by England in the years prior, rebelled against the new revenue-raising taxes and were angry that they had no representation in England’s Parliament. In seeking their independence from the crown, the colonists employed acts of resistance such as boycotts and protests, the Boston Tea Party being perhaps the most famous. In teaching students about the events that led to the founding of this nation, it is important to evaluate the ways people resisted acts they viewed as intolerable by their government, as well as the importance of compromises that were required to keep the newly formed nation unified.

The American Revolution unit focuses on five United States History I Content Standards (USI.T1):

1. Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.

2. Explain the reasons for the French and Indian War (1754-1763), the North American component of the global Seven Years’ War between Great Britain and France (1756-1763), and analyze how the war affected colonists and Native Peoples.

3. Explain Britain’s policies in the North American colonies and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.

4. Describe Patriots’ responses to increased British taxation (e.g., the slogan, “no taxation without representation,” the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people.

5. Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law.

“A government of our own is our natural right... it is infinitely wiser, and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power...”

—Thomas Paine

SOURCE: Common Sense, by Thomas Paine; February 14, 1776
https://www.bartleby.com/133/
To help students acquire a deep understanding of these key elements in U.S. history, the lessons that follow prepare them to compose arguments in a variety of roles and situations, for different audiences, through different types of compositions. In doing so, students will develop their own responses to three Essential Questions:

- How are conflicts addressed and compromises reached as a new nation is formed?
- How did the colonists resist British policies?
- What circumstances morally justify different modes of protest?

To engage students with the standards and the Essential Questions, the performance task asks them to take a stand on a current event, drawing upon their knowledge of similar historical events, and to articulate their stance using sound evidence and reasoning.

Teachers will return to the questions of resistance and protest to teach seminal events in early U.S. history, but also to help students make connections with other events throughout the nation's history, including current events, in order to support understandings of citizens’ role in democracy.

Plan Calendars
Topic 1: Origins of the Revolution and the Constitution (USI.T1)
This unit is designed for long-term programs. It may be condensed for short-term settings.

The American Revolution and the Declaration of Independence unit is intended to teach students about the causes of the Revolution and how the Declaration of Independence came to be. The unit is designed for approximately three weeks, as outlined in the Plan 1 calendar below.

### Unit: American Revolution and the Declaration of Independence

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<td><strong>Week 2</strong></td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>Lesson 8 (Day 2): Declaring Independence</td>
<td>Lesson 9: Citizen Protest</td>
<td>Lesson 10: What Should We Do About Controversial Statues?</td>
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</table>

Teachers in short-term programs have the option of shortening the unit by eliminating Lesson 4 (analyzing propaganda images), shortening the two-day lessons to one day, and eliminating the final day of Lesson 10 (recording a mock interview that students will have prepared in writing the day before).

### (Condensed) Unit: American Revolution and the Declaration of Independence

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td><strong>Week 2</strong></td>
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<td></td>
</tr>
<tr>
<td>Lesson 7: Common Sense</td>
<td>Lesson 8: Declaring Independence</td>
<td>Lesson 9: Citizen Protest</td>
<td>Lesson 10: What Should We Do About Controversial Statues?</td>
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**NOTE:** As students will be reading seminal United States texts, they will encounter some unfamiliar vocabulary words that will need to be pre-taught or defined in the moment or in the text.
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History I Content Standards

1. Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution.

2. Explain the reasons for the French and Indian War (1754-1763), the North American component of the global Seven Years’ War between Great Britain and France (1756-1763), and analyze how the war affected colonists and Native Peoples.

3. Explain Britain’s policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townshend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies.

4. Describe Patriots’ responses to increased British taxation (e.g., the slogan, “no taxation without representation,” the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook).

5. Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law.

Grades 9-10 Reading Standards for Literacy in the Content Areas (RCA-H)

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.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Grades 9-10 Speaking and Listening Standards for Literacy in the Content Areas (SCLA)

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.
Essential Questions  (Open-ended questions that lead to deeper thinking and understanding)
  • How are conflicts addressed and compromises reached as a new nation is formed?
  • How did colonists resist British policies?
  • What circumstances morally justify different modes of protest?

Transfer Goal  (How will students apply their learning to other content and contexts?)
  • Students will apply their understanding of colonial resistance to evaluate whether various modern acts of resistance are morally justified.
**By the end of the unit:**

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actions taken by Britain that the colonists considered oppressive, e.g., the Proclamation of 1763, the Stamp Act, the Quartering Act, the Sugar Act</td>
<td>Colonists held established beliefs, inherited from Britain's Magna Carta, regarding their right to oppose oppressive rule.</td>
<td>Explain what led the colonists to resist British rule.</td>
</tr>
<tr>
<td>The impact of European immigrants and their conflicts on Native Americans: The French and Indian War, Pontiac's War, the Proclamation of 1763</td>
<td>Native American tribes entered into alliances with the French and the British with understandings and promises that were never realized.</td>
<td>Explain the impact the French and Indian War had on Native Americans.</td>
</tr>
<tr>
<td>The main writings about and acts in protest to British actions and appeals made to King George, e.g., Common Sense, petitions to King George III, the Declaration of Independence, boycotts, the Boston Tea Party</td>
<td>Colonists used various forms of resistance to assert their rights.</td>
<td>Compare and contrast protest movements of the Revolutionary period with more modern movements to highlight injustices.</td>
</tr>
<tr>
<td>Extemporaneous speech: one that is given on the spot, without notes or memorization, using one's knowledge and ability to persuade or engage an audience</td>
<td>An effective extemporaneous speech makes an argument that includes a claim, supporting evidence, and reasoning.</td>
<td>Present an effective extemporaneous speech in response to a current event.</td>
</tr>
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</table>
**Students should know...**

<table>
<thead>
<tr>
<th>Tier II vocabulary:</th>
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<tbody>
<tr>
<td>coercive</td>
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<tr>
<td>intolerable</td>
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<td>boycott</td>
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<tr>
<td>reciprocal</td>
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<tr>
<td>monarchy</td>
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<td>absurd</td>
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<td>posterity</td>
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<tr>
<td>perpetual</td>
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<tr>
<td>assert/assertion</td>
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<tr>
<td>reconciliation</td>
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<tr>
<td>assent</td>
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<tr>
<td>tyranny/tyrant</td>
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<td>impel</td>
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<td>derive</td>
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<td>prudence</td>
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<tr>
<td>relinquish</td>
</tr>
<tr>
<td>arbitrary</td>
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<tr>
<td>formidable</td>
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</tbody>
</table>

**Tier III vocabulary:**

| salutary neglect |
| repubicanism     |
| despotism        |
| usurp(ation)     |
| redress          |

**understand...**

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

**and be able to...**

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
Performance Task and Summative Assessment (see pp. 4.4.23-30)

Aligning with Massachusetts standards

Lessons 9-10: Compare and contrast two similar acts of protest that happened in 1776 and in 2017 and argue whether the modern act was morally justified.

GOAL:
To research and compare the motivations, justifications, consequences, and symbolism behind the pulling down of statues, and make and defend a claim resulting from that research in an extemporaneous speech.

ROLE:
You are a bystander at the site of a Confederate statue being pulled off of its pedestal by protesters.

AUDIENCE:
Your audience is a national audience tuning in to live coverage.

SITUATION:
You have just studied the John McRae engraving of the statue of King George being pulled down after the Declaration of Independence was adopted. Now you find yourself on the campus of a college where students have just torn down a statue of a Confederate soldier. A reporter sees you on the sideline and asks for your comment on the situation.

PRODUCT:
You will create an audio recording or a transcript of the interview, in which you answer the reporter’s questions:

Do you think that what the students did was morally justified? Why or why not?
What precedent/historical knowledge are you using to support your answer?

STANDARDS:

- The extemporaneous speech makes a clear claim.
- The extemporaneous speech contains evidence that supports the claim.
- The extemporaneous speech has well-organized reasoning and stays focused on answering the question that was asked.
Formative Assessments (see pp. 4.4.10-30)
Monitoring student progress through the unit

Lesson 2: Completed KWL chart
Lesson 3: Brief explanation of how resistance by the colonists intensified between 1765 and 1775
Lesson 4: Boston Massacre engraving redrawn from British perspective
Lesson 5: Letter to the mayor of Boston arguing for or against Faneuil Hall name change
Lesson 6: Fake text message discussion about why the Patriots are seeking independence from Britain
Lesson 7: Three arguments from Common Sense that make the strongest case for independence and explanations of why they were selected
Lesson 8: “In your own words” summary of assigned section from the Declaration of Independence
Lesson 9: Explanation of stance on the value of visible, public representations of controversial figures or events in history
Lesson 10: Plan of talking points for an oral argument

Pre-Assessment (see p. 4.4.9-10)
Discovering student prior knowledge and experience

Lesson 1: T-chart: Reasons the colonists grew apart from Britain after the French and Indian War
Unit Resources (by type, in order of appearance)

Print

Websites
LESSON 1:
Diigo: https://www.diigo.com/tools/chrome_extension
Speechify: https://www.getspeechify.com/

LESSON 2:
Socrative: https://socrative.com/
Writer: https://writer.bighugelabs.com/welcome

“Native History: French and Indian War Ends with Treaty of Paris”: https://tinyurl.com/qks9o56

“How Did the Seven Years’ War Affect Native Americans?”: https://classroom.synonym.com/did-seven-years-war-affect-native-americans-17698.html

LESSON 3:
No website resources

LESSON 4:
Socrative: https://socrative.com/

“How Did the Seven Years’ War Affect Native Americans?": https://classroom.synonym.com/did-seven-years-war-affect-native-americans-17698.html

LESSON 5:
“Read&Write for Google Chrome”: https://www.texthelp.com/en-us/products/read-write/read-write-for-google/

“How Did the Seven Years’ War Affect Native Americans?”: https://classroom.synonym.com/did-seven-years-war-affect-native-americans-17698.html

LESSON 6:
“Declaration of Independence: “Remember the Ladies””: https://www.youtube.com/watch?v=7Drd8-W2tPg


LESSON 7:
StoryboardThat: https://www.storyboardthat.com/

UDL Tech Tool Kit:
https://sites.google.com/view/freeudltechtoolkit/home

“Thomas Paine: The Revolutionary War in Four Minutes”: https://www.youtube.com/watch?v=imT0OyElibE


“Hamilton (Original Broadway Cast Recording)”: https://open.spotify.com/album/1kCHru7uhxBUdzm4gzRQc (sign-in required)
Unit Resources, continued (by type, in order of appearance)

LESSON 8:
“Graphic Map”: http://www.readwritethink.org/classroom-resources/student-interactives/graphic-30039.html
The Gilder Lehrman Institute of American History:
“Summary Organizer #1”: https://www.gilderlehrman.org/sites/default/files:inline-pdfs/Summary%20Organizer%20%231_0.pdf
“Summary Organizer #3”: https://www.gilderlehrman.org/sites/default/files:inline-pdfs/Summary%20Organizer%20%233_0.pdf

LESSON 9:
“How to write an argumentative essay”: https://newsela.com/read/lib-writing-argumentative-essay/id/38646/ (login required)

LESSON 10:
“When is it OK to pull down statues?”: http://www.bbc.com/culture/story/20170817-when-is-it-ok-to-pull-down-statues
“Arguments For and Against Removing Confederate Statues”: https://www.ranker.com/list/arguments-for-and-against-removing-confederate-statues/genevieve-carlton?page=4

Materials (Teacher-created or in the Supplement)
SUPPLEMENT CONTENTS:
Lesson 7 (Presentation)
Activity Resource pp. 4.5.1-7
Excerpts from Common Sense, by Thomas Paine, February 14, 1776

Historical Images
Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.
Library of Congress, Washington D.C.
https://www.loc.gov/
Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Lesson 1

Setting the Stage for Revolution: The French and Indian War

Goal

Students will explain how the French and Indian War helped set the stage for the American Revolution.

Do Now (time: 5 minutes)

The teacher will direct students to examine the map in the American History textbook entitled “European Claims in North America in 1754” (p. 99). The teacher will ask students:

- Based on what you can infer from the map, explain why the colonists would join in a war against the French and France’s Native American allies.
- Brainstorm a list of possible reasons.

Hook (time: 10 minutes)

The teacher will create a T-chart:

- On the left side will be “Reasons the colonists fought with the British against the French and Native Americans.”
- On the right side will be “Reasons the colonists grew apart from Britain.”

The teacher will then ask students to share their answers from the Do Now, recording them on the left side of the chart.

The teacher will then preview what students will read in the chapter “The French and Indian War”:

- The colonists were part of the British Empire, and the British and French were rivals in building empires.

Multiple Means of Engagement:

- Use flexible verbs to state the goal (create/write/compose).
- Connect discussion with relevant and authentic topics in the current period.
- Break discussion into shorter segments followed by peer-to-peer discussions.
- Use Diigo or other tools for reading and annotating.

See: www.diigo.com/tools/chrome_extension

Multiple Means of Representation:

- Provide auditory or digital versions of readings when possible. Consider text-to-speech/speech-to-text tools such as Speechify.

See: www.getspeechify.com/

- Highlight critical features, big ideas, and relationships to the current period.
- Provide glossaries, word banks, and/or dual-language dictionaries to clarify vocabulary.

Multiple Means of Action and Expression:

- Offer discussion guides that help students participate fully in a meaningful way.
- Provide self-reflection templates.
- Provide models and explicitly teach discourse rules (how to enter and end discussions).
• The Ohio River valley was desirable land that colonists wanted the opportunity to expand into.
• The map of European claims at the end of the war, in 1763, looks very different from the way it looked in 1754.
• The British and the colonists took actions that created conflicts between them.

**Presentation** (time: 5 minutes)
The teacher will ask students to mark the passages in the American History textbook describing the events that caused the colonists to shift their loyalties away from their British rulers: Module 2, Lesson 6, starting with “Rivals for an Empire” (p. 97). If using the electronic American History textbook, students can use the highlighting tool; if using a hard copy of the textbook, the teacher should have sticky notes available for students to place next to the passages.

**Practice and Application** (time: 25 minutes)
The teacher will lead a reading of the assigned sections in the American History textbook, pausing at text breaks to check for understanding. The teacher may need to model a think-aloud strategy on the first passage that provides evidence of shifting attitudes among the colonists for students to practice themselves later.

When the reading is finished, the teacher will ask students to look at the map “European Claims in North America in 1763” and discuss their response to this question:

What impact did the Proclamation of 1763 have on the territorial gains the colonists helped win?

**Review and Assessment** (time: 10 minutes)
Each student will share out one of the highlighted sections of text that provides reasons for a growing conflict between the colonists and the crown. The teacher will record that evidence on the right side of the T-chart.

## Lesson 2
The Impact of the French and Indian War on Native Americans

**Goal**
Students will explain how the French and Indian War impacted Native Americans.

**Do Now** (time: 5 minutes)
The teacher will distribute KWL charts for students to fill out. Students will answer the questions, “What do you know about the impact of the French and Indian War on Native Americans?” and “What do you want to know?” in the K and W columns.
Hook (time: 5 minutes)
Students will share their responses to the K and W questions and modify their own charts as appropriate.

Presentation (time: 5 minutes)
The teacher will explain to students that they will be reading two articles about how the British victory in the French and Indian War impacted Native Americans:

- “How Did The Seven Years’ War Affect Native Americans?”
  Classroom by Leaf Group
  https://classroom.synonym.com/did-seven-years-war-affect-native-americans-17698.html

- “French and Indian War Ends with Treaty of Paris”
  Indian Country Today
  https://tinyurl.com/qks9o56

Students should be provided with highlighters and instructed to highlight passages they find informative and that include information they were not aware of before reading the articles.

The teacher will inform students that they will be asked to summarize this knowledge in the L (“What I Learned”) column of the KWL chart.

Practice and Application (time: 25 minutes)
The teacher will distribute copies of the articles to students for them to read independently and highlight information for the “What I Learned” column of the KWL chart. Students should also highlight or underline unfamiliar vocabulary words whose meanings they cannot infer from context.

The teacher may wish to model reading a portion of one of the articles using a think-aloud. The teacher should circulate during the reading time to monitor students’ progress, check for comprehension, and explain unfamiliar vocabulary.

Review and Assessment (time: 15 minutes)
Students will summarize, in the final column of the KWL chart, what they learned from the articles. The teacher will ask students to share one or more new understandings, further explaining or fleshing out points the teacher feels need more emphasis.
INSTRUCTIONAL LESSONS

Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments

Lesson 3

Friends Become Foes

Goal

Students will explain how protests by the colonists intensified in the decade leading up to the Declaration of Independence.

Do Now (time: 5 minutes)
The teacher will direct students to rank their responses to the following statements on a scale of 1 (completely disagree) to 5 (completely agree). The teacher will tell students they will need to be prepared to discuss their responses:

1. When a country wins a war, it should keep troops in the territory for a period of time afterward, just to be safe.
2. It is necessary for me to pay taxes for national defense and military engagements.
3. In addition to paying taxes for military defense, I should also house military service members(s) in any empty living space I might have.
4. Governments should crack down on smuggling.
5. I should have a say, through a democratic process like voting, in what I pay taxes on.
6. If an American product is taxed, the same product that is imported from somewhere else should also have a tax on it.

Hook (time: 5 minutes)
The teacher will lead a class discussion of students’ responses to the Do Now activity and connect them with the content of the lesson, British actions and colonial resistance. The teacher should review the takeaways from Lesson 1:

- Colonists resented and were suspicious of the British keeping troops in the colonies after the end of the French and Indian War.
- Colonists had avoided paying the molasses tax by smuggling from non-British West Indian suppliers.
- The British imposed taxes on the colonists because it cost money to fight the French and Indian War.

Presentation (time: 5 minutes)
The teacher will preview today’s lesson by explaining that colonists could accept that revenue needed to be raised to pay for the war, but they could not accept extreme taxes like the Stamp Act or being taxed without representation.
The teacher will then ask students to read and annotate a passage from the *American History* textbook: Module 3, Lesson 1, “The Stirrings of Rebellion” (pp. 106-113). If using the electronic text, students can use the highlighting tool; if using a hard copy of the textbook, teachers should have sticky notes available for students to place next to the passages.

**Practice and Application** (time: 30 minutes)
The teacher will lead a reading of the assigned section of the *American History* textbook, pausing at text breaks to check for understanding. The teacher will ask students to mark the passages in the text describing the ways that colonists resisted British acts they found objectionable. Students should also highlight or underline unfamiliar vocabulary words whose meanings they cannot infer from context. The teacher may need to model a think-aloud strategy on the first passage that provides evidence of colonial resistance. The teacher should circulate during the reading time to monitor students’ progress, check for comprehension, and explain unfamiliar vocabulary.

As they are reading, students will also complete the Action-Reaction Chart below: on one side a British act is listed, and on the corresponding line on the opposite side, students should fill in the colonists’ act of resistance to it. (Students may check their answers by referring to the chart in the textbook on p. 112.)

**Review and Assessment** (time: 10 minutes)
Students will review, analyze, and discuss the completed chart. In one or two sentences, they should explain how resistance by the colonists intensified between 1765 and 1775.

**Practice and Application: Lesson 3—Action-Reaction Chart**

<table>
<thead>
<tr>
<th>British Act</th>
<th>Act of Resistance by Colonists</th>
</tr>
</thead>
<tbody>
<tr>
<td>1765—Stamp Act</td>
<td></td>
</tr>
<tr>
<td>1767—Townshend Acts</td>
<td></td>
</tr>
<tr>
<td>1768—British customs agents seizing colonial merchant ships</td>
<td></td>
</tr>
<tr>
<td>1768-1770s—British stationing soldiers in Boston</td>
<td></td>
</tr>
<tr>
<td>1773—Tea Act</td>
<td></td>
</tr>
<tr>
<td>1773—Intolerable Acts</td>
<td></td>
</tr>
<tr>
<td>1775—General Gage ordering British troops to seize weapons from colonists in Concord</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 4

The Role of Images

Goal
Students will demonstrate how images can be manipulated to sway public opinion.

Do Now (time: 5 minutes)
The teacher will explain that the “Join, or Die” cartoon, considered the first American political cartoon, was published by Benjamin Franklin for the French and Indian War, but it was also used for the Revolutionary War. It is based on a legend, well-known at the time, that a severed snake could come alive again if its parts were re-joined before nightfall. The teacher will ask students to explain, in one or two sentences, how the cartoon is appropriate for both wars, even though those wars were very different.

See: “Benjamin Franklin, the Pragmatic Innovator”
https://www.loc.gov/item/today-in-history/january-17/
“Join, or Die: Political and Religious Controversy over Franklin’s Snake Cartoon”

Hook (time: 10 minutes)
The teacher will ask for volunteers to share their responses in a discussion about the cartoon. Next, the teacher will explain that visuals, like effective speech, can have persuasive power. The teacher will also explain what the word *propaganda* means and why propaganda is used.

Presentation (time: 15 minutes)
The teacher will project the image of Paul Revere’s engraving of the Boston Massacre (*American History*, p. 109). The image in the online textbook has hotspots. The teacher should click on each hotspot that explains how that particular element of the image serves to elicit a rebellious, anti-British response from the viewer. (If using the print image, the teacher should point out how the following elements contribute to anti-British propaganda: the woman in the crowd, the dog, the British commander who appears to be ordering the shots, the sign above the British that says “Butcher’s Hall,” the British appearing calm and calculated while the colonists look as if they are taken by surprise.) The class should discuss what makes the elements provocative.
Lesson 5 (2 days)

Facing Our History

Goal
Students will use claims, evidence, and reasoning in arguing whether or not Faneuil Hall should be renamed.

Lesson 5–DAY 1

Do Now (time: 10 minutes)
The teacher will briefly explain that while there is much to celebrate in our history, there is also much that is not noble, honorable, or a source of pride. Some of the negative parts of our past live on in visual reminders such as statues and buildings named after questionable people. For example, the town of Stoughton, Massachusetts, is named after a judge who pushed for the death of many accused witches on flimsy evidence during the Salem witch trials, and who never apologized, as many others did, after the hysteria died down. The teacher will then ask students to respond, in writing, to the following prompt:

How should society respond to such memorials?
Remove or alter them?
Should memorials like these remain as reminders to do better? Something else? If so, what?

Hook (time: 5 minutes)
The teacher will invite students to share their responses in a discussion before explaining that the class will be applying these questions to an actual issue that has been raised: whether the historic building Faneuil Hall, known as the “Cradle
of Liberty” because Patriots met there, should be renamed. The teacher will explain that students will be taking a stand on the issue after reading some research about the issue and the people involved. They will then write a letter arguing their position.

**Presentation** (time: 5 minutes)
The teacher will explain that students will read a *New York Times* article about a group called New Democracy Coalition lobbying to have Faneuil Hall renamed for Crispus Attucks, a man of African and Native American descent who died in the Boston Massacre, very near where the building is situated. The class will also read a text about Peter Faneuil to learn about the wealthy merchant who paid for the construction of the building. The teacher will

### Literacy and Numeracy Across Content Area Elements

**Reading:**
- Students will read articles and gather information.

**Writing:**
- Students will write responses to prompts.
- Students will write persuasive letters using evidence from sources.

**Presentation, Practice and Application:** Lesson 5—Pro and Con Chart

<table>
<thead>
<tr>
<th>PRO and CON CHART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should Boston’s Faneuil Hall be renamed for Crispus Attucks?</td>
</tr>
<tr>
<td>List reasons for or against from your research in the corresponding columns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pro: Reasons FOR renaming Faneuil Hall</th>
<th>Con: Reasons AGAINST renaming Faneuil Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
provide students a Pro and Con Chart such as the one on the preceding page (see p. 4.4.16) to record evidence for each side of the debate on whether Faneuil Hall should be renamed.

See: “Boston Grapples with Faneuil Hall, Named for a Slaveholder”

“Peter Faneuil And Slavery”
https://www.nps.gov/bost/learn/historyculture/peter-faneuil.htm

Practice and Application (time: Day 1—35 minutes)
As students read the articles (independently or as a class), the teacher should check for comprehension and pause for discussion as appropriate. Students will look for evidence to put in the Pro and Con columns of their charts (see p. 4.4.16) and should submit them for teacher review at the end of Day 1.

Lesson 5—DAY 2

Do Now (time: 5 minutes)
The teacher will ask students to recall their answers to the Do Now prompt from the previous day:

Some of the negative parts of our past live on in visual reminders such as statues, buildings named after questionable people, etc.

How should we as a society respond to such reminders? Remove or alter them? Should memorials like these remain as reminders to do better? Something else?

Practice and Application (time: Continued from Day 1—20 minutes)
The teacher will explain that having read about the movement to change the name of Faneuil Hall, as well as a brief biography of Peter Faneuil, the class will read about Crispus Attucks today and will then write letters to the mayor of Boston on whether or not the name should be changed.

Students will read, independently or as a class, the text on Crispus Attucks and identify information that can be put in the Pro and/or Con sections of the charts they started on the previous day. If there is time available, students can also read a background article on slavery in the New England colonies.

See: “The Hidden Life of Crispus Attucks”
https://allthingsliberty.com/2014/03/the-hidden-life-of-crispus-attucks/

“Slavery in the New England Colonies” | https://tinyurl.com/u9n6jbk

Review and Assessment (time: 30 minutes)
Students will write letters arguing for or against renaming Faneuil Hall, including statements from the corresponding Pro or Con columns to support their opinions. Students should consider questions such as:

What is the purpose of naming a landmark or a building after someone?
Which name would achieve that purpose in this case (a landmark very close to the Boston Massacre)?
If structures are named after wealthy people who fund or donate them, whose stories get told and whose don’t?
How does that shape our culture?
What are the effects of changing the name of a famous landmark?

When students have finished writing, they may share their letters with partners or the class as a whole.
Lesson 6

Was Independence a Common Goal?

Goal
Students will explain that while Patriots like Thomas Paine were arguing that pursuing independence was common sense, not all colonists were in favor of it or had different visions of what becoming an independent country might entail.

Do Now (time: 5 minutes)
Students will compose an answer to this question:

Why might many colonists have chosen to remain loyal to Britain? Brainstorm a list of reasons.

Hook (time: 5 minutes)
The teacher will invite students to share out the reasons they brainstormed and will record them on chart paper.

Presentation (time: 5 minutes)
The teacher will explain that not all groups of people believed independence would necessarily improve their own lives; for example, planters in rural areas in the South tended to be Loyalists, and Abigail Adams famously wrote her husband that women would revolt if a new country’s laws were not “more generous and favorable to [women] than were your ancestors.”

Practice and Application (time: 20 minutes)
The teacher will explain to students that they will be creating a fake text exchange between Patriots and Loyalists, and that as they watch the videos below presenting different viewpoints, they should look for and record evidence and statements that they can use in that debate. The teacher should include pause-and-reflect breaks, especially during the longer video.

See: “Declaration of Independence: Remember the Ladies”
https://www.youtube.com/watch?v=7Drd8-W2tPg
“A House Divided”
https://tinyurl.com/uhwp7dq (oer2go.org)

Access for All Options

Multiple Means of Engagement:
• Give students meaningful encouragement as they share comprehension strategies.
• Provide mastery-oriented feedback to students using verbal cues, prompts, or digital badges.
• Begin the lesson with provocative questions or quotations with relevance to students’ life experiences.

Multiple Means of Representation:
• Highlight big ideas, critical patterns, and relationships to the present.
• Allow for pause-and-reflect breaks when watching videos to ensure full participation.
• Model think-alouds that clarify vocabulary, especially for older forms of English.
• Provide options for role-playing to build comprehension of others’ perspectives.

Multiple Means of Action and Expression:
• Offer self-monitoring guides for goal-setting and planning.
• Allow students a variety of opportunities to show what they know and can do, including adding instructional content on any web page with Insert Learning. See: insertlearning.com
• Provide alternatives to verbal and auditory information to allow full participation, including the use of assistive technology.

Literacy and Numeracy Across Content Area Elements

Reading:
• Students will view videos on the lesson’s topic and gather information.

Writing:
• Students will write an imagined exchange between two people with opposing views.
Review and Assessment  (time: 20 minutes)

Students will complete the following task using what they learned from the videos:

Imagine you are a Loyalist, your cousin is a Patriot, and iPhones existed in 1775. Using the information you have learned in this lesson, create a series of text messages using iFake Text Message (or a similar fake text generator) to create a discussion with your cousin about why the Patriots are seeking independence from Britain.

See: iFake Text Message
https://ifaketextmessage.com

Students will share their text messages and discuss the arguments used by Loyalists and Patriots.

Lesson 7  (2 days)

Common Sense

Goal
Students will evaluate the arguments made in the pamphlet Common Sense and discuss its impact on the movement for independence.

Lesson 7–DAY 1

Do Now (time: 10 minutes)
Students will compose their own definitions of “common sense.” The teacher will invite students to share out their definitions and record any terms that get repeated, along with terms that appear in the text they are about to read.

Hook (time: 10 minutes)
The teacher will explain that one of the most important and influential people in the American Revolution was a writer rather than a fighter. Thomas Paine wrote a 50-page pamphlet called Common Sense that made arguments supporting the revolutionary cause. To introduce Thomas Paine, the teacher will project the video below. As they are watching, students should consider the following points and then briefly discuss these questions:

What factors in Paine’s background made him such an avid supporter of the American Revolution?

What does the narrator mean by saying, “We cannot get American independence without the words and work of Thomas Paine”?

See: “Thomas Paine in 4 Minutes”  |  https://www.youtube.com/watch?v=imT0OYELibE

Presentation (time: 5 minutes)
The teacher will tell students that they will be reading excerpts from Common Sense (see Supplement, pp. 4.5.1-7) to understand the impact it had in convincing colonists to push for independence. The teacher will distribute the 7-page handout and explain that students will be asked to imagine themselves as colonists, and as they read the excerpts, they should highlight the arguments they think make the strongest cases and/or seem to make the most sense. At the end of the two-day
lesson, they will be asked to select the three strongest arguments, in their opinion, and write a brief explanation for their selections.

**Practice and Application** (time: Day 1—30 minutes)
The teacher will point out to students that the excerpts from *Common Sense* are divided into four parts. The teacher will read and analyze Part 1 with the class, then each student (or a pair of students) will be assigned one of the remaining passages to read, analyze, and report on.

To begin the process, the teacher will read Part 1 aloud, pausing periodically to check for understanding and to ask students to summarize, discuss, and highlight passages that they find especially convincing. The teacher should also highlight the underlined Tier II and Tier III words in the passage, encouraging students to use context clues and dictionaries to determine their meanings, which they can write in the margins or on the back. If students struggle with key conceptual terms, the teacher may wish to introduce the Frayer Model for analyzing vocabulary words, which asks students to provide definitions and then generate facts/characteristics, examples, and non-examples.

See: “Frayer Model”

After a thorough discussion of Part 1, the teacher will assign Parts 2, 3, and 4, and, if there is time, students will begin reading and analyzing their assigned sections in the same manner. At the end of the class, students will submit their work in progress for teacher review and feedback.

**Lesson 7–DAY 2**

**Do Now** (time: 10 minutes)
Students will brainstorm (orally or in writing) responses to the following prompt, and the teacher will lead a brief discussion of students’ responses.

Who are the Thomas Paines of today? What public figures use their writing to influence people to support social justice causes?

**Practice and Application** (time: Continued from Day 1—30 minutes)
Students will complete the reading and analysis of their assigned passages. Then, each student or pair will present a summary of the section, the highlighted passages, and the underlined vocabulary.
words. The teacher will lead a follow-up discussion of the passages, checking for understanding of Paine's arguments.

**Review and Assessment** (time: 15 minutes)

Students will select three arguments (from any parts of the handout) that, in their opinion, make the strongest case for independence. Students should write down the quotations and add multiple-sentence explanations of why they selected them. They should consider whether the arguments align with their own definitions of common sense and explain why or why not.

**Extension** (optional)

If time allows, students could consider creating counterarguments to *Common Sense*.

What would Loyalists have said to convince their fellow Americans not to seek independence?

The teacher may wish to project lyrics and play two songs from the musical *Hamilton*, “Farmer Refuted” and “You’ll Be Back” (tracks 6 and 7 in Act I). In the former, Hamilton argues with Samuel Seabury about the revolution; in the latter, King George III tries to convince the colonists not to rebel. The lyrics and background information can be viewed at genius.com and audio is available on Spotify (sign-in required).

See: “Original Broadway Cast of ‘Hamilton’”

“Hamilton (Original Broadway Cast Recording)”
https://open.spotify.com/album/1kCHru7uhxBUdzm54gzRQC (login required)

Note: King George is played as a comic villain in Hamilton, and the tone of his song is mock-friendly. However, at the end of the last verse, he drops the mask and issues a real threat: “Cuz when push comes to shove / I will kill your friends and family to remind you of my love.” The teacher should make a judgment about whether this line will be a trigger for students.

**Lesson 8** (2 days)

**Declaring Independence**

**Goal**

Students will summarize and rephrase the main arguments of the Declaration of Independence; its rationale for seeking independence; and its key ideas on equality, liberty, natural rights, and the rule of law.

**Lesson 7–DAY 1**

**Do Now** (time: 10 minutes)

The teacher will introduce the Declaration of Independence as the document through which the Continental Congress severed ties with Great Britain. It was, in effect, an explanation for and defense of the American colonies’ rebellion. Students will listen to a reading of the Declaration by public radio journalists. The teacher should begin the audio at 1:20 and project the site on the whiteboard, scrolling down as each journalist recites so that students can see...
the text and the diversity of people reading the document. The teacher will tell students:

As you listen, jot down any reactions you have to the piece: what you see and hear from the readers, specific words that have an impact on you for any reason, and how you felt when you listened to it. Be prepared to share out one of the reactions you had.

See: “A July 4 Tradition: NPR Reads the Declaration of Independence”
https://www.npr.org/2018/07/04/623836154/a-july-4-tradition-npr-reads-the-declaration-of-independence

**Hook** (time: 10 minutes)
The teacher will invite students to share and discuss their responses to the audio. The teacher will tell students that they will be doing a close reading of the Declaration of Independence for two class periods to understand its meaning and the importance it had in the foundation of our democracy.

**Presentation** (time: 25 minutes)
The teacher will distribute copies of the Declaration of Independence in its entirety, as well as four summary organizers from the Gilder Lehrman Institute of American History.

See: “The Declaration of Independence”
allfreeprintable.com/cont/engws/pdf/eng-declaration.pdf

*Gilder Lehrman Institute of American History*
(free for educators and students, requires log-in)
https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Summary%20Organizer%20%231_0.pdf
https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Summary%20Organizer%20%232_0.pdf
https://www.gilderlehrman.org/sites/default/files/inline-pdfs/Summary%20Organizer%20%233_0.pdf

The summary organizers divide the Declaration into smaller chunks for close reading and analysis. The teacher will guide the class through the “Key Words” and “Summary” sections of the first summary organizer to model ways of thinking and responding to the text. The key words are those that get at the heart of the case the Declaration was meant to make, and without which the will of the colonists could not be determined.

This activity will prepare students to complete a summary organizer on a different section of the Declaration independently on Day 2 of this lesson.
Practice and Application (time: Day 1—10 minutes)

Students will complete the “In Your Own Words” section of the summary guide and share their responses. The teacher will select one (or the class can determine the one that is most representative) to write on a large sheet of chart paper or a shareable electronic document. The rest of the Declaration, in students’ own words, will be added on Day 2 of this lesson.

Lesson 8–D AY 2

Do Now (time: 10 minutes)

The teacher will ask students to re-read the original introduction of the Declaration and the “In Your Own Words” version. The teacher will then tell students:

Now write what those words mean to you today.

Do you think that meaning is different from when Thomas Jefferson wrote the text over 240 years ago? Explain.

Practice and Application (time: Continued, Day 2—35 minutes)

The teacher will assign each student (or pair of students) one of the remaining summary organizers as a way to jigsaw the remainder of the Declaration. Students will complete their organizers independently while the teacher circulates among the students to assist. Students will need access to a dictionary and/or a thesaurus for some terms.

Each student or pair will add an “In Your Own Words” adaptation of the Declaration to the appropriate place on the master document started on Day 1 of this lesson.

Review and Assessment (time: 10 minutes)

Students will read the completed new version of the Declaration and identify the main arguments of the Declaration of Independence and the rationale for seeking independence.

CULMINATING LESSONS

Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 9

Citizen Protest

Goal

Students will analyze an image of an act of protest and form opinions about what circumstances morally justify different modes of protest.

Do Now (time: 5 minutes)

The teacher will ask students to compose a response to the question:

Why do towns, states, and countries erect statues? List all of the reasons you can brainstorm.

Hook (time: 10 minutes)

The teacher will invite students to share the reasons they brainstormed and will guide a discussion about the role of public monuments. The teacher will then explain to students that the performance task for the unit will require them to
be prepared to argue whether or not Confederate statues should be removed from public places. The teacher should explain that students will read articles on both sides of the issue and will then be interviewed in an imagined television or radio newscast for their views on the destruction of a statue commemorating the Confederacy.

**Presentation** (time: 10 minutes)
To explain public reaction after the Declaration of Independence, the teacher will tell the story of how the statue of King George III came to be, and, six years later, was destroyed:

The statue of King George III, erected in 1770, was the second choice for commemorating the repeal of the Stamp Act. The first choice was a statue of William Pitt, who played a key role in getting the abhorred tax repealed. However, it was believed that commemorating Pitt when there wasn’t currently any statue for King George III would be improper, so a statue of the king was erected in New York City’s Bowling Green, and one of Pitt was erected elsewhere in the city.

When the Declaration of Independence was read, a mob of men—mostly soldiers and sailors, along with the Sons of Liberty—pulled down the statue and cut off the head. The lead body was melted and remade into bullets for the colonial soldiers.

See: “The History behind the King George III Statue Meme”

The teacher will then show the The John C. McRae engraving “Pulling Down the Statue of George III,” which illustrates the scene. The teacher should note that the image was produced more than 80 years after the event and that the image is a romanticized version of what happened. (The teacher can refer to the notes beneath the image on the website.)

See: “Pulling Down the Statue of George III”
http://www.teachushistory.org/american-revolution/resources/pulling-down-statue-george-iii

**Practice and Application** (time: 20 minutes)
Students will work in pairs to examine the details of the image, such as who is in it and what they are doing. Students should write collaborative responses to the following questions:

**Access for All Options**

**Multiple Means of Engagement:**
- Design activities so that outcomes are authentic and meaningful to students.
- Provide options for cooperative learning groups with scaffolded roles and responsibilities.
- Clarify expectations through clear directions and models.

**Multiple Means of Representation:**
- Provide options for text equivalents in the form of captions or speech-to-text.
- Provide options for the speed or timing of video and sound.
- Remember to add alternative text to images or visuals.

**Multiple Means of Action and Expression:**
- Provide options for students to compose in multiple media such as text, drawings, illustrations, comics, and storyboards.
- Consider using tools on the Newsela site for building argument skills.
See: newsela.com/read/lib-writing-argumentative-essay/id/38646/

**Literacy and Numeracy Across Content Area Elements**

**Writing:**
- Students will work collaboratively to compose interpretive responses to an image.

**Speaking and Listening:**
- Students will defend their positions on a controversial statement.
Lesson 10  (3 days)

What Should We Do About Controversial Statues?

Goal
Students will research the issue of controversial statues and compose extemporaneous speeches expressing their views on whether or not they should be removed.

Lesson 10—DAY 1

Do Now  (time: 10 minutes)
The teacher will show a photo or video of the “Silent Sam” statue being torn down on the University of North Carolina campus. Students should consider:

• Who is in the scene, and who is absent?
• When did the scene occur? What happened or changed during the event? Why is it significant?
• What did people value?
• What caused the events in this scene, and what consequences did they have later on?

See: “Seven arrested in toppling of Confederate statue in North Carolina”

Access for All Options

Multiple Means of Engagement:
• Begin the lesson by asking provocative questions about statues in our state.
• Connect discussion with relevant and authentic topics that are valued by students.
• Provide feedback that supports students’ self-assessment.

Multiple Means of Representation:
• Offer note-taking guides as well as suggesting guiding questions.
• Offer scaffolds for processing information to students who need them.
• Offer processes and guides using multimedia (whiteboard, projected text, as well as organizers).

Multiple Means of Action and Expression:
• Provide options for students to record thoughts or questions on index cards or electronic apps.
• Use classroom assessment techniques to monitor student progress.
• Establish, and explicitly teach, discourse rules (e.g., entering and ending a discussion).
• Use composition tools provided in the UDL Tech Tool Kit.
HISTORY

American Revolution and the Declaration of Independence—UNIT PLAN

U.S. History I—Chapter 4
Topic: Origins of the Revolution and the Constitution (USI.T1)

Hook (time: 10 minutes)

The teacher will share the GRASPS table outlining the Final Project (see p. 4.4.26) and the Argument Rubric (see p. 4.4.27) to set the stage for the performance task.

The teacher will explain the Final Project and describe the scenario to students:

Student activist groups both for and against the removal of the Confederate memorial statue of “Silent Sam” have received word that a group of people plans to bring down the statue. You are a member of one of those activist groups and your group’s leaders are asking you to be present at the event to make your voice heard. Your group’s leaders inform you

Reading:

• Students will read articles and gather information.

Writing:

• Students will write claims and reasons that support them.

Speaking and Listening:

• Students will give extemporaneous speeches.

Hook (time: 10 minutes)

The teacher will share the GRASPS table outlining the Final Project (see p. 4.4.26) and the Argument Rubric (see p. 4.4.27) to set the stage for the performance task.

The teacher will explain the Final Project and describe the scenario to students:

Student activist groups both for and against the removal of the Confederate memorial statue of “Silent Sam” have received word that a group of people plans to bring down the statue. You are a member of one of those activist groups and your group’s leaders are asking you to be present at the event to make your voice heard. Your group’s leaders inform you

Goal: To research and compare the motivations, justifications, and symbolism behind the removal of statues, and make and defend a claim resulting from that research in an extemporaneous speech.

Role: You are a bystander at the site of a Confederate statue being pulled off of its pedestal by protesters.

Audience: Your audience is a national audience tuning in to live coverage.

Situation: You have just studied the John McRae engraving of the statue of King George being pulled down after the Declaration of Independence was adopted. Now you have gone to the campus of a college where you heard students plan to tear down a statue of a Confederate era soldier, and you witness it coming down. A reporter sees you on the sideline and asks for your comment on the situation.

Product: You will create an audio recording or a transcript of the interview, in which you answer the reporter’s questions:

• Do you think that what the students did was morally justified? Why/why not?
• What precedent/historical knowledge are you using to support your answer?

Standards:

► The extemporaneous speech contains a clear claim.
► The extemporaneous speech contains evidence that supports the claim.
► The extemporaneous speech has well-organized reasoning and stays focused on answering the question that was asked.
ARGUMENT RUBRIC — Hook: Lesson 10, Day 1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Attempting</th>
<th>Progressing</th>
<th>Accomplishing</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Claim</strong></td>
<td>The answers put forth no claims in response to the questions or the claims are unclear.</td>
<td>The answers put forth weak claims in response to the questions.</td>
<td>The answers put forth credible claims that respond to the questions.</td>
<td>The answers put forth substantive and credible claims that thoroughly respond to the questions.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>The answers do not use evidence from text(s) and content knowledge to support claims, or reference evidence that is inaccurate or irrelevant.</td>
<td>The answers support the claims with evidence from the text(s) and content knowledge that is inconsistently accurate or relevant to the questions.</td>
<td>The answers support the claims with evidence from the text(s) and content knowledge that is accurate and relevant to the questions.</td>
<td>The answers support the claims with evidence from the text(s) and content knowledge that is accurate, well chosen, and relevant to the questions.</td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
<td>The answers do not attempt to develop claims or develop claims with reasonings that are weak or irrelevant to the task demands.</td>
<td>The answers develop claims with reasonings that may be somewhat weak or unclear and meet only some of the task demands.</td>
<td>The answers develop claims with persuasive and thoughtful reasonings that meet the task demands.</td>
<td>The answers skillfully develop claims with compelling reasonings that meet all the task demands.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The answers are not organized and neither structure the reasoning behind the claim nor meet task demands.</td>
<td>The answers are organized but do not clearly structure the reasoning behind the claim or only partially meet task demands.</td>
<td>The answers are organized and structure the reasoning behind the claim and meet task demands.</td>
<td>The answers are organized, structure robust and elegant reasoning behind the claim, and meet task demands.</td>
</tr>
</tbody>
</table>

SOURCE: Adapted from Teaching Tolerance: https://www.tolerance.org/sites/default/files/2017-06/6-12WTS_Argument%20Rubric.pdf
that the media will also be there because it is a topic of debate across the country.

Therefore, you should prepare “talking points” in case a reporter interviews you. What arguments will you make and what examples can you use from the previous days’ texts to support your opinion?

Presentation (time: 10 minutes)
The teacher will explain the context of the Silent Sam statue on the UNC campus and why protesters wanted it to come down. The teacher will give each student a copy of one article defending and one article criticizing the removal of Confederate statues, along with a highlighter, and tell students they will be reading articles and highlighting statements they think support the argument. The teacher should first model this process for students before asking them to do it independently.

- “‘Silent Sam’ Confederate Statue Is Topped at University of North Carolina”
- “AHA Statement on Confederate Monuments”
- “A Monumental History”
  https://www.theamericanconservative.com/dreher/new-orleans-confederate-monuments/
- “When is it OK to pull down statues?”
  http://www.bbc.com/culture/story/20170817-when-is-it-ok-to-pull-down-statues
- “America’s ever-changing commemorative landscape”
- “Arguments For And Against Removing Confederate Statues”
  https://www.ranker.com/list/arguments-for-and-against-removing-confederate-statues/genevieve-carlton?page=4

Practice and Application (time: Day 1—25 minutes)
Students will independently read and annotate the articles provided, with teacher support, and submit their work at the end of class for teacher feedback.

Lesson 10—DAY 2
Do Now (time: 10 minutes)
The teacher will instruct students to select a point made in one of the articles they read that argues the opposite side from the one they are taking. Students will copy that statement and “talk back” to it:

What is your counter-argument to that statement?

Practice and Application (time: Continued, Day 2—45 minutes)
Students will review the articles they read, and, using the highlighted passages, prepare their talking points to the reporter’s questions in the Talking Points Organizer that follows on the next page (see p. 4.4.29). Students will submit their organizers for teacher feedback at the end of class.
HISTORY
Chapter 4—U.S. History I
Topic: Origins of the Revolution and the Constitution (USI.T1)
UNIT PLAN—American Revolution and the Declaration of Independence

Talking Points Organizer

Reporter’s Question:
Do you think the destruction of the Silent Sam statue is justified? Why or why not?

MY TALKING POINTS:

Reporter’s Question:
Some people say that removing Confederate statues erases or denies our history; what do you think?

MY TALKING POINTS:

Reporter’s Question:
There are also people who say that if Confederate statues are unacceptable, then what about statues of national heroes who owned slaves, like Washington and Jefferson? How would you respond?

MY TALKING POINTS:

Reporter’s Question:
Going forward, what should public universities, cities, and towns take into consideration when deciding a person or event to memorialize through erecting a statue?

MY TALKING POINTS:
Lesson 10–DAY 3

Do Now (time: 10 minutes)
The teacher will instruct students:

Rehearse your talking points out loud if possible, or review them by reading silently. Make final edits if necessary.

Review and Assessment (time: 45 minutes)
The teacher will pair students for the performance task: one student will be the interviewer and the other, the interviewee. The students will record the interviews. As the interviewer asks questions, the interviewee will provide answers extemporaneously. Next, students will reverse roles and record the second set of interviews.

When both interviews are complete, students will compose peer reviews of their partners’ interviews:

• What were the strengths?
• What areas could use improvement?
• Did your partner’s points cause you to reconsider your own argument?

Finally, students will rate themselves on the argument rubric and compose brief reflections on their interviews:

• Did you feel you gave thoughtful, knowledgeable responses?
• Do you think this issue is an easy one to take a side on, or are there questions that don’t have easy answers?
• How did it feel to articulate your thoughts by speaking them?
• What do you feel would make you a better public speaker?

Notes:
Excerpts from *Common Sense*  
by Thomas Paine, February 14, 1776

**Part 1**

From the Introduction to the Third Edition

... The cause of America is in a great measure the cause of all mankind. Many circumstances hath, and will arise, which are not local, but universal, and through which the principles of all Lovers of Mankind are affected, and in the Event of which, their Affections are interested. ...

Of the Origin and Design of Government in General, with Concise Remarks on the English Constitution

... To say that the constitution of England is a UNION of three powers reciprocally CHECKInG each other, is farcical; either the words have no meaning, or they are flat contradictions.

First. — That the King is not to be trusted without being looked after; or in other words, that a thirst for absolute power is the natural disease of monarchy.

Secondly. — That the Commons, by being appointed for that purpose, are either wiser or more worthy of confidence than the Crown.

But as the same constitution which gives the Commons a power to check the King by withholding the supplies, gives afterwards the King a power to check the Commons, by empowering him to reject their other bills; it again supposes that the King is wiser than those whom it has already supposed to be wiser than him. A mere absurdity!

There is something exceedingly ridiculous in the composition of monarchy; ... The state of a king shuts him from the world, yet the business of a king requires him to know it thoroughly; wherefore the different parts, by unnaturally opposing and destroying each other, prove the whole character to be absurd and useless. ...

Of Monarchy and Hereditary Succession

... To the evil of monarchy we have added that of hereditary succession ... an insult and an imposition on posterity. For all men being originally equals, no one by birth could have a right to set up his own family in perpetual preference to all others for ever, and tho' himself might deserve some decent degree of honours of his contemporaries, yet his descendants might be far too unworthy to inherit them. ...

Thoughts on the Present State of American Affairs

I have heard it asserted by some, that as America hath flourished under her former connection with Great Britain that the same connection is necessary towards her future happiness, and will always have the same effect. Nothing can be more fallacious than this kind of argument. We may as well assert that because a child has thrived upon milk that it is never to have meat, or that the first twenty years of our lives is to become a precedent for the next twenty. But even this is admitting more than is true; for I answer roundly that America would have flourished as much, and probably much more, had no European power taken any notice of her. The commerce by which she hath enriched herself are the necessaries of life, and will always have a market while eating is the custom of Europe.

But [Britain] has protected us, say some. That she hath engrossed us is true, and defended the Continent at our expense as well as her own, is admitted; and she would have defended Turkey from the same motive, viz. — for the sake of trade and dominion.

Alas! … We have boasted the protection of Great Britain, without considering, that her motive was INTEREST not ATTACHMENT; that she did not protect us from OUR ENEMIES on OUR ACCOUNT, but from HER ENEMIES on HER OWN ACCOUNT, from those who had no quarrel with us on any OTHER ACCOUNT, and who will always be our enemies on the SAME ACCOUNT. Let Britain wave her pretensions to the Continent, or the Continent throw off the dependence, and we should be at peace with France and Spain were they at war with Britain. …

It hath lately been asserted in parliament, that the Colonies have no relation to each other but through the Parent Country, i.e. that Pennsylvania and the Jerseys and so on for the rest, are sister Colonies by the way of England; this is certainly a very roundabout way of proving relationship, but it is the nearest and only true way of proving enmity (or enemyship, if I may so call it.) France and Spain never were, nor perhaps ever will be, our enemies as AMERICANS, but as our being the SUBJECTS OF GREAT BRITAIN.
But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families; wherefore the assertion, if true, turns to her reproach; but it happens not to be true, or only partly so ... Europe, and not England, is the parent country of America. This new world hath been the asylum for the persecuted lovers of civil and religious liberty from EVERY PART of Europe. Hither have they fled, not from the tender embraces of the mother, but from the cruelty of the monster; and it is so far true of England, that the same tyranny which drove the first emigrants from home, pursues their descendants still. …

Not one third of the inhabitants, even of this province, [Pennsylvania], are of English descent. Wherefore, I reprobate the phrase of Parent or Mother Country applied to England only, as being false, selfish, narrow and ungenerous.

Britain, being now an open enemy, extinguishes every other name and title: And to say that reconciliation is our duty, is truly farcical. The first king of England, of the present line (William the Conqueror) was a Frenchman, and half the Peers of England are descendants from the same country; therefore, by the same method of reasoning, England ought to be governed by France. …
Excerpts from *Common Sense*  
by Thomas Paine, February 14, 1776

**Part 3**

Much hath been said of the united strength of Britain and the Colonies, that in conjunction they might bid defiance to the world. But this is mere presumption; the fate of war is uncertain, neither do the expressions mean anything; for this continent would never suffer itself to be drained of inhabitants, to support the British arms in either Asia, Africa, or Europe. …

Besides what have we to do with setting the world at defiance? Our plan is commerce, and that, well attended to, will secure us the peace and friendship of all Europe; because, it is the interest of all Europe to have America a FREE PORT. Her trade will always be a protection …

I challenge the warmest advocate for reconciliation, to shew, a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will.

But the injuries and disadvantages which we sustain by that connection, are without number; and our duty to mankind at large, as well as to ourselves, instruct us to renounce the alliance: because, any submission to, or dependence on, Great Britain, tends directly to involve this Continent in European wars and quarrels, and set us at variance with nations who would otherwise seek our friendship, and against whom we have neither anger nor complaint. As Europe is our market for trade, we ought to form no partial connection with any part of it. It is the true interest of America to steer clear of European contentions, which she never can do … by her dependence on Britain …

Europe is too thickly planted with Kingdoms to be long at peace, and whenever a war breaks out between England and any foreign power, the trade of America goes to ruin, BECAUSE OF HER CONNECTION WITH BRITAIN. The next war may not turn out like the last, and should it not, the advocates for reconciliation now will be wishing for separation then, because neutrality in that case would be a safer
convoy than a man of war. Every thing that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, ‘TIS TIME TO PART. Even the distance at which the Almighty hath placed England and America is a strong and natural proof that the authority of the one over the other, was never the design of Heaven. ...

Every quiet method for peace hath been ineffectual. Our prayers have been rejected with disdain; and only tended to convince us, that nothing flatters vanity, or confirms obstinacy in Kings more than repeated petitioning — and nothing hath contributed more than that very measure to make the Kings of Europe absolute …
Part 4

As to government matters, it is not in the power of Britain to do this continent justice: The business of it will soon be too weighty, and intricate, to be managed with any tolerable degree of convenience, by a power, so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. To be always running three or four thousand miles with a tale or a petition, waiting four or five months for an answer, which when obtained requires five or six more to explain it in, will in a few years be looked upon as folly and childishness — There was a time when it was proper, and there is a proper time for it to cease.

Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident they belong to different systems: England to Europe, America to itself. ...

No man was a warmer wisher for reconciliation than myself, before the fatal nineteenth of April 1775, but the moment the event of that day was made known, I rejected the hardened, sullen tempered Pharaoh of England for ever; and disdain the wretch, that with the pretended title of FATHER OF HIS PEOPLE can unfeelingly hear of their slaughter, and composedly sleep with their blood upon his soul.

... [I]s there any man so unwise, as not to see, that (considering what has happened) he will suffer no law to be made here, but such as suit his purpose. We may be as effectually enslaved by the want of laws in America, as by submitting to laws made for us in England. After matters are made up (as it is called) can there be any doubt, but the whole power of the crown will be exerted, to keep this continent as low and humble as possible? Instead of going forward we shall go backward, or be perpetually quarrelling or ridiculously petitioning. — We are already greater than the king wishes us to be, and will he not hereafter endeavour to make us less? To bring the matter to one point. Is the power who is jealous of our prosperity, a proper power to govern us? Whoever says No to this question is an
Excerpts from Common Sense
by Thomas Paine, February 14, 1776

Part 4, Continued

*independent*, for independency means no more, than, whether we shall make our own laws, or, whether the king, the greatest enemy this continent hath, or can have, shall tell us, *“there shall be no laws but such as I like.”* ...

A government of our own is our natural right: And when a man seriously reflects on the precarioussness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. …

Of the Present Ability of America: with some Miscellaneous Reflections

In almost every article of defense we abound. ... Our knowledge is hourly improving. Resolution is our inherent character, and courage hath never yet forsaken us. Wherefore, what is it that we want? Why is it that we hesitate? From Britain we can expect nothing but ruin. If she is once admitted to the government of America again, this Continent will not be worth living in. Jealousies will be always arising; insurrections will be constantly happening; and who will go forth to quell them? … [N]othing but Continental authority can regulate Continental matters. …

Impact of Westward Expansion on Native People

Topic 2: Democratization and Expansion (USI.T2)

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: Angela Pomarole
Contributor: Momodou Sarr

Introduction

During the period of westward expansion, U.S. settlers moved west, claiming territory. This unit explores the interactions among the United States government, native people, and settlers. Students will complete activities with the goals of understanding how government policy encouraged movement west, analyzing population data to understand migration patterns, and reading primary sources to create a context for the conflict that characterized this period. Students will evaluate the civic engagement strategies used by native people during westward expansion and compare those strategies to current protests against the Dakota Access Pipeline in order to understand how civic engagement can be used to create awareness and change around a particular cause.

The Impact of Westward Expansion on Native People unit focuses on two United States History I Content Standards (USI.T2):

1. Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.

2. Analyze the causes and long- and short-term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846-48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

3. Analyze the causes and long- and short-term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846-48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

SOURCE: Handwritten letter from a Standing Rock Middle School student to the Army Corps of Engineers; April 9, 2016
https://americanindian.si.edu/nk360/plains-treaties/dapl

“I want to be the voice for my great grandparents and my community to stop the building of the Dakota Access Pipeline. ...Water to the Dakota people is the first Medicine. Mni Wiconi—Water is Life.”

—Anna Lee Rain Yellowhammer

This unit also includes content related to the following United States History II Content Standard (USII.T4):

—
UNIT INTRODUCTION—Impact of Westward Expansion on Native People

8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.

f. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples’ groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history).

This unit focuses on a specific period of expansion and its impact on native people. Students will learn about the civic engagement strategies that early native people used to try to resist westward expansion. Students will make comparisons to present-day land disputes in order to consider whether or not the agreements made in a treaty are intended to last forever. These lessons will help students to understand the specific civic engagement strategies that were used in the past as well as those being used today in order to understand how the treatment of native people by the United States government has changed over time. The unit addresses the following Essential Questions:

- How did native peoples use civic engagement to protect their land?
- How has treatment of native people in the United States changed throughout history?
- What factors influence whether or not the agreements in a treaty can last forever?
- Should Native American tribes who signed treaties with the United States government be recognized as independent nations?

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).
Plan Calendars

**Topic 2: Democratization and Expansion (USI.T2)**

This unit is designed for short-term programs. It may be expanded for long-term settings.

The Impact of Westward Expansion on Native People unit is intended to teach students about the impact of expansion on native peoples in an approximately two-week span, as outlined in the Plan 1 calendar below.

### Unit: Impact of Westward Expansion on Native People

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Lesson 1: Manifest Destiny from the Settlers’ Perspective</td>
<td>Lesson 2: Perspectives on Indian Removal</td>
<td>Lesson 3 (2 Days): The Impact of Westward Expansion on Native American Land Ownership</td>
<td>Lesson 4: Is a Treaty Forever?</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td>Lesson 9 (Day 2): Designing a Civic Action Project</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In a long-term version of this unit (Plan 2), students will complete the same lessons and assignments that are included in the short-term unit. An additional week of lessons is added in which students can identify and research issues in their local communities. Students should be guided through choosing appropriate civic engagement strategies to address the issues that they choose. They will complete this project as a summative assessment.

### (Expanded) Unit: Impact of Westward Expansion on Native People

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
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<td></td>
</tr>
</tbody>
</table>

NOTE: Please refer to the Extension section of Lesson 9 for additional information about supporting the summative assessment research process in the long-term option and taking students’ cultural backgrounds into account (see pp. 4.7.37-38).
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History I Content Standards

(USI.T2)

2. Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis.

3. Analyze the causes and long- and short-term consequences of America’s westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California).

U.S. History II Content Standards

(USII.T4)

8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.

f. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples’ groups to preserve Native cultures, gain federal or state recognition, and raise awareness of Native American history).

Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)

1. Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence.

b. Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How did native peoples use civic engagement to protect their land?
- How has treatment of native people in the United States changed throughout history?
- What factors influence whether or not the agreements in a treaty can last forever?
- Should Native American tribes who signed treaties with the United States government be recognized as independent nations?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will illustrate and describe how settlement of the United States has impacted Native American land ownership throughout history and to the present day.
- Students will identify specific strategies for how citizens can engage civically to create change in their communities.
- Students will identify how artists use symbolism to represent ideas in paintings, maps, and political cartoons.
By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manifest Destiny</td>
<td>Manifest Destiny was the idea that the expansion of the United States across North America was inevitable and justified.</td>
<td>Define the concept of Manifest Destiny from the settlers’ perspective and analyze the impact of westward expansion on native people using United States census data.</td>
</tr>
<tr>
<td>tribal sovereignty</td>
<td>Tribal sovereignty is the concept that indigenous tribes residing in the United States have the authority to govern themselves.</td>
<td>Explain whether or not the actions of the United States government violate the concept of tribal sovereignty using historical evidence.</td>
</tr>
<tr>
<td>Indian Removal Policy</td>
<td>The United States government enacted a policy of removing Native Americans from their ancestral lands in order to make room for settlers.</td>
<td>Evaluate the reasons given to remove Native Americans from their ancestral lands and the impact of United States policy on Native American land ownership during the expansion period.</td>
</tr>
<tr>
<td>Horse Creek Treaty</td>
<td>A treaty is a formal agreement between two nations or countries.</td>
<td>Read and analyze the Horse Creek Treaty and use evidence to make a claim stating whether or not the parties involved met their obligations.</td>
</tr>
</tbody>
</table>
### Students should know...

**civic engagement**

Civic engagement is a way for ordinary citizens to create political or social change through legal or political processes.

**Dakota Access Pipeline Standing Rock Sioux Reservation**

Activists protesting the Dakota Access Pipeline used a variety of civic engagement strategies to spread their message and stop construction of the pipeline.

**Tier II vocabulary:**
- protest
- treaty
- census
- claim
- obligation
- reservation
- resistance
- strategy
- activist
- organize
- nation
- tribe

**Tier III vocabulary:**
- indigenous
- tribal sovereignty
- tyranny
- democracy
- Manifest Destiny
- civic engagement
- Trail of Tears

### understand...

Civic engagement is a way for ordinary citizens to create political or social change through legal or political processes.

### and be able to...

Identify and evaluate the effectiveness of civic engagement strategies used by Native Americans to resist government interference during the expansion period and the current day.

Identify the stakeholders on both sides of the Dakota Access Pipeline controversy and summarize their arguments.

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

Use new vocabulary correctly in compositions and discussions.
Lesson 9: Civic engagement project related to the Dakota Access Pipeline controversy

GOAL: To use historical evidence to create a petition, letter, poster, or pamphlet that supports either the native people or the oil company in the Dakota Access Pipeline controversy, addressing the concept of tribal sovereignty.

ROLE: You may choose to be a citizen living on or near the Standing Rock Reservation or an employee of the oil company.

AUDIENCE: Your audience is government officials who will decide whether to move forward on or halt building of the pipeline.

SITUATION: The local government is proposing to run a pipeline to transport crude oil near the Standing Rock Sioux Reservation. You must choose an appropriate civic engagement strategy to persuade the government to move forward or halt construction.

PRODUCT: You will create a petition, letter, poster, pamphlet, or video that supports your viewpoint with effective arguments.

STANDARDS:
- The product includes a civic engagement strategy.
- The product makes a clear claim.
- The product includes evidence that clearly connects to and supports the claim.
- The product is well organized and visually appealing.
Formative Assessments (see pp. 4.7.9-36)

Monitoring student progress through the unit

Lesson 1: Students will rewrite primary sources in their own words and create their own definitions of the phrase “Manifest Destiny” from the settlers’ perspective.

Lesson 2: Students will complete an Exit Ticket in which they will explain the attitudes of the United States government toward native people and the goals of government policy toward natives.

Lesson 3: Students will analyze census data and make inferences in order to create a map detailing the impact of westward expansion on Native American land ownership.

Lesson 4: Students will read and analyze the Horse Creek Treaty and write claims indicating whether or not any of the parties failed to meet their obligations.

Lesson 5: Students will read and summarize quotations from historical figures about citizen participation in government and apply those ideas to form their own opinions about the power of individuals to change the world around them.

Lesson 6: Students will rank, in writing, Native American resistance strategies in order from most effective to least effective, with justifications.

Lesson 7: Students will write paragraphs explaining what they think should be done about the Dakota Access Pipeline, citing at least three pieces of evidence from their graphic organizers.

Lesson 8: Students will evaluate the effectiveness of present-day resistance strategies by creating lists that rank them in order of effectiveness, with justifications.

Lesson 9: Students will respond to questions to plan their performance assessments.

Pre-Assessment (see p. 4.7.10-14)

Discovering student prior knowledge and experience

Lesson 1: Students will share what they see, what they think, and what they wonder when viewing the map “The United States, showing extent of settlement in 1790” or the “1790 Population Map.”
Unit Resources (by type, in order of appearance)

Print

Module 6, Lesson 3; Module 7, Lesson 1; Module 11, Lesson 1

Websites

**LESSON 1:**

*iCivics*: https://www.icivics.org/games


“The United States, showing extent of settlement in 1790”: https://etc.usf.edu/maps/pages/3600/3674/3674.htm


“Analyzing the Portrayal of Westward Expansion”: https://www.brown.edu/academics/professional/choices/we/we-flash.php

**American Progress:**

“The Great Nation of Futurity”: https://babel.hathitrust.org/cgi/pt?id=mdp.39015035929606;view=1up;seq=426


**LESSON 2:**

*edWeb*: https://home.edweb.net/

“Historical Caricature of the Cherokee Nation”: https://www.loc.gov/pictures/resource/cph.3b36104/

*Gulliver’s Travels* image: https://www.theguardian.com/books/2015/aug/17/gullivers-travels-nonsense-language-is-based-on-hebrew-claims-scholar#img-1

“Primary Source Analysis Tool”: http://www.loc.gov/teachers/primary-source-analysis-tool/

“Andrew Jackson’s Second State of the Union Address”: https://drive.google.com/open?id=1WNgFBZ-kzATUqDKKsyA11rFogV4eAbh

“Letter to President Grover Cleveland”: http://recordsofrights.org/records/50/letter-to-president-grover-cleveland/1


**LESSON 3:**

*Diigo*: https://www.diigo.com/tools/chrome_extension

“About Accessible Educational Materials”: http://aem.cast.org/about

**UDL Tech Toolkit:**
https://sites.google.com/view/freeudltechttoolkit/home


“By the Grid: Population Shift to the West and South”: https://www.census.gov/dataviz/visualizations/024/

“USA Latitude and Longitude Map”: https://www.mapsofworld.com/lat_long/usa-lat-long.html


“General Discussion of the Movements of Population, 1790-1880” https://drive.google.com/file/d/1nRWMvxTsmvbPeUKTxJpPIV0EybsCA8uq/view

**LESSON 4:**

“ReadWriteThink Power Notes”: http://www.readwritethink.org/professional-development/strategy-guides/power-notes-30759.html

“ReadWriteThink Notetaker”: http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-notetaker-30055.html?tab=4#overview

“Horse Creek Treaty, 1851”: https://americanindian.si.edu/natjonaton/horse-creek-treaty.html

“Horse Creek Treaty, Case Study”: https://americanindian.si.edu/nk360/plains-treaties-horse-creek/index.html

“Fort Laramie Treaty of 1851 (Horse Creek Treaty)”: https://www.nps.gov/scbl/planyourvisit/upload/Horse-Creek-Treaty.pdf
Unit Resources, continued (by type, in order of appearance)

“Tribal Territories in Fort Laramie Treaty of 1851 and Indian Reservations Today”: https://www.wyohistory.org/sites/default/files/desmetmap3.jpg
“Map of the Upper Great Plains and Rocky Mountains Region”: https://www.loc.gov/resource/g4050.ct000883/
“Tribal Territories on Father De Smet’s Map for the Fort Laramie Treaty of 1851”: https://www.wyohistory.org/sites/default/files/desmetmap2.jpg

LESSON 5:
Socrative: https://socrative.com/
“Read&Write for Google Chrome”: https://www.texthelp.com/en-us/products/read-write/read-write-for-google/
“Federalist No. 10”: https://billofrightsinstitute.org/founding-documents/primary-source-documents/the-federalist-papers/federalist-papers-no-10/ (suggested excerpt, paragraph 20)
“Martin Luther King, III”: https://en.wikiquote.org/wiki/Martin_Luther_King_III
“Read the Full Transcript of President Obama's Farewell Speech”: https://www.latimes.com/politics/la-pol-obama-farewell-speech-transcript-20170110-story.html

LESSON 6:
Everyday Democracy: https://www.everyday-democracy.org/
iCivics: https://www.icivics.org/teachers
“Removal: Does It Make Sense?”: https://americanindian.si.edu/nk360/removal/#makesensePage (Opposing Perspectives)
“Statement, supplemental to Memorial of P. P. Pitchlynn, Choctaw delegate”: https://www.loc.gov/resource/rbpe.205032aa/?sp=1

LESSON 7:
“The Fight over the Dakota Access Pipeline, explained”: https://youtu.be/qJZ1-LAFoTo
“Fort Laramie Treaty: Case Study”: https://americanindian.si.edu/nk360/plains-treaties-fort-laramie/index.html#maps
“Dakota Access Pipeline”: https://daplpipelinefacts.com/

LESSON 8:
Quizlet: https://quizlet.com/
“Mni Wiconi”: https://standwithstandingrock.net/mni-wiconi/
“Standing with Standing Rock”: https://earthjustice.org/features/teleconference-standing-rock
Lesson 9:
Constitutional Rights Foundation: https://www.crf-usa.org/
“BESE Explains: Tribal Sovereignty”: https://www.youtube.com/watch?v=_6Ku7EeqdR4
Change.org (search=dakota access): https://www.change.org/search?q=dakota%20access
“Standing Rock”: https://www.amnestyusa.org/standing-rock/
“Dakota Access Pipeline”: http://www.honorearth.org/dapl
Dakota Access Pipeline: https://www.daplpipelinefacts.com/index.html
“The Victory at Standing Rock Proved That Protest Works”: https://www.youtube.com/watch?v=vb73THPRx_I
“Treaties Still Matter: The Dakota Access Pipeline”: https://americanindian.si.edu/nk360/plains-treaties/dapl

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 5 (Practice and Application)
Activity Worksheet pp. 4.8.1-2
Quotations
Graphic Organizer

Historical Images
Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
**Outline of Lessons**

Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

## INTRODUCTORY LESSON

*Stimulate interest, assess prior knowledge, connect to new information*

### Lesson 1

**Manifest Destiny from the Settlers’ Perspective**

**Goal**

Students will analyze primary source documents in order to explain the concept of Manifest Destiny from the settlers’ perspective.

**Do Now** (time: 5 minutes)

Students will respond to the following questions in writing:

If you had the opportunity to start your life over in a new place, would you? Why?

Where would you go and what would you do?

The questions can be projected or written on the board.

**Hook** (time: 10 minutes)

The teacher will project “The United States, showing the extent of settlement in 1790” or the “1790 Population Map” and ask students to share what they see, what they think, and what they wonder. Students should be permitted to observe the map silently for a few minutes and then encouraged to share their observations and inferences with the class. The teacher should prompt students to observe what portions of the United States were settled at that time.

See: “The United States, showing the extent of settlement in 1790”
https://etc.usf.edu/maps/pages/3600/3674/3674.htm

“1790 Population Map”
https://www.census.gov/history/www/reference/maps/1790_population_map.html

If time permits, the teacher can also project the image *Across the continent. “Westward the Course of Empire Takes its Way”* and ask students to describe what they notice about settlement of

### Access for All Options

**Multiple Means of Engagement:**

- Recruit interest by connecting discussion to topics that are relevant and authentic to students.
- Provide students with choices in the levels of challenge, activities, and sources of information.
- Ask students to share personal stories about their neighborhood, city, or state.

**Multiple Means of Representation:**

- Pre-teach vocabulary to connect content to students’ prior knowledge and experiences.
- Clarify abstract language/symbols with authentic examples and visuals when possible.
- Find and assign appropriate games on youth engagement on iCivics.
  See: www.icivics.org/games
- Find resources for working with primary sources at “Making History: A Guided Exploration of Historical Inquiry.”

**Multiple Means of Action and Expression:**

- Provide alternatives for accessing verbal and/or auditory information to encourage full participation by all students. Consider using assistive technology as well.
- Allow students to use story webs and outlining as well as mapping tools such as “Story Web Graphic Organizer”:
  See: lessonplansource.com/story-web-graphic-organizer
### UNIT PLAN—Impact of Westward Expansion on Native People

**Presentation:** Lesson 1—Symbols Graphic Organizer

<table>
<thead>
<tr>
<th>Symbol</th>
<th>What do you notice?</th>
<th>What do you think this represents?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sky</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mountain range</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Americans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The white settlers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The covered wagon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The floating figure in the center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The farmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The different forms of transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other symbols:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the early United States. The teacher can ask students if there is anything that surprises them about the image.

See: “Across the Continent. ‘Westward the Course of Empire Takes Its Way’”
https://www.philamuseum.org/collections/permanent/308328.html

Presentation (time: 15 minutes)
The teacher will then explain to students that they will be analyzing a variety of primary source materials with the goal of understanding how settlers viewed the concept of Manifest Destiny, which influenced westward expansion from 1790 to 1861. The teacher can explain that a primary source is a document that provides first-hand evidence about an event, object, or person from the time period being studied.

Then, the teacher will ask students to complete the interactive activity “Analyzing the Portrayal of Westward Expansion” individually on Chromebooks or as a group using the digital projector. (Please note that the interactive website contains a symbol that some students may associate with gangs.) If the interactive website is not available, the teacher can project an image of American Progress to conduct the activity instead. If using the image, the teacher should explain what a symbol is prior to starting the activity.

See: “Analyzing the Portrayal of Westward Expansion” (interactive; requires Adobe Flash player)
https://www.brown.edu/academics/professional/choices/we/we-flash.php

Depending on the ability levels of students and their background knowledge, the teacher can encourage students to identify the symbols in the painting on their own or use the Symbols Graphic Organizer (see p. 4.7.11) to support students who may have difficulty identifying the relevant symbols. The teacher should instruct students to record each symbol they notice in the painting, what they notice about each symbol, and what they think each symbol represents.

Practice and Application (time: 20 minutes)
Students will complete the In Your Own Words Graphic Organizer on the next page (see p. 4.7.13) as they view each of the resources listed. The teacher can choose to use the suggested excerpts or identify others from the provided texts, depending on the reading levels of the students in the class. The texts contain language that may be unfamiliar to students, so some support from the SEIS teacher or the literacy specialist may be necessary. The teacher can also review the challenging vocabulary ahead of time or define some terms in parentheses within the texts.

See: “The Great Nation of Futurity (1839)” (first two and/or last two paragraphs)
https://babel.hathitrust.org/cgi/pt?id=mdp.39015035929606;view=1up;seq=426a

“John O’Sullivan: Annexation (1845)”
https://pdcrudas.webs.ull.es/anglo/OsullivanAnnexation.pdf

Depending on the size of class and the availability of Chromebooks, students can work with partners or small groups,
### Paraphrased Excerpt

The American people having derived their origin from many other nations, and the Declaration of National Independence being entirely based on the great principle of human equality, ... our national birth was the beginning of a new history ...

Yes, we are the nation of progress, of individual freedom, of universal enfranchisement. ... [O]ur future history [will be] to establish on earth the moral dignity and salvation of man—the immutable truth and beneficence of God. For this blessed mission to the nations of the world, which are shut out from the life-giving light of truth, has America been chosen; and her high example shall smite unto death the tyranny of kings ... and carry the glad tidings of peace and good will where myriads now endure an existence scarcely more enviable than that of beasts of the field. Who, then, can doubt that our country is destined to be the great nation of futurity?

—John O’Sullivan,  
“The Great Nation of Futurity,” 1839

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It is time now for all opposition to the annexation of Texas to cease ... Texas is now ours. ... She is no longer to us a mere geographical space ... She is no longer to us a mere country on the map. ... [O]ther nations have undertaken to intrude themselves ... between us and the proper parties to the case, in a spirit of hostile interference against us, for the avowed object of thwarting our policy and hampering our power, limiting our greatness and checking the fulfillment of our manifest destiny to overspread the continent allotted by Providence for the free development of our yearly multiplying millions.

—John O’Sullivan, “Annexation,” 1845

### In Your Own Words

<table>
<thead>
<tr>
<th>Paraphrased Excerpt</th>
<th>In Your Own Words</th>
</tr>
</thead>
<tbody>
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</tr>
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</tbody>
</table>
| —John O’Sullivan,  
“The Great Nation of Futurity,” 1839 |

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<th>In Your Own Words</th>
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<td></td>
</tr>
<tr>
<td>—John O’Sullivan, “Annexation,” 1845</td>
<td></td>
</tr>
</tbody>
</table>
or the teacher can choose to conduct this activity with the whole group. The students should be instructed to read each excerpt and rewrite it in their own words. Each group or pair should share out its responses.

**Review and Assessment** (time: 5 minutes)
As an Exit Ticket, students will write their own definitions for the term *Manifest Destiny*.

**Extension** (optional)
The teacher can ask students to predict what conflicts might have arisen during this time period:
- What groups might have experienced conflicts with each other?
- Why might these conflicts have arisen? How might they have been resolved?

**INSTRUCTIONAL LESSONS**
*Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments*

### Lesson 2
**Perspectives on Indian Removal**

**Goal**
Students will analyze primary source documents in order to identify and evaluate the consequences of U.S. government policy toward Native Americans during the expansion period.

**Do Now** (time: 5 minutes)
Students will list as many reasons as they can in response to the following prompt:
- What factors, forces, or reasons cause people to move from one location to another?

After three minutes, the teacher will ask students to share their lists and record all of the responses on the board.

**Hook** (time: 10 minutes)
The teacher will project the political cartoon “Historical caricature of the Cherokee Nation” from the Library of Congress and remind students how, in the previous day’s lesson, they looked for symbols in the Gast painting. Students should be asked to recall some of the symbols they remember from the painting. The teacher will ask students if they see any images in the cartoon that could be symbols and what they might represent. Their suggestions should be recorded on the board or on chart paper. The teacher should ask students to speculate on what the

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**Access for All Options**

**Multiple Means of Engagement:**
- Provide clear shared goals, responsibilities, and small-group collaboration strategies.
- Check in with students frequently to evaluate individual and group collaboration.
- Bring real-world problems/issues into the discussion, using the “so what” factor to challenge students to problem-solve. Find culturally responsive practice ideas in edWeb webinars. See: home.edweb.net

**Multiple Means of Representation:**
- Display content in varied ways via media (pictures, graphic organizers, photos, diagrams, etc.).
- Use real-world experiences (such as moving from one place to another) to activate background knowledge.
- Use strategies from “Making History: A Guided Exploration of Historical Inquiry.”

**Multiple Means of Action and Expression:**
- Allow students varied ways to present their work (slides, posters, etc.).
- Offer multiple meaningful ways students can share their work.
relationship between native people and settlers was like during the
period of expansion based on what they see in the cartoon.

Note: As a point of information, the teacher may wish to inform
students that the “Historical caricature of the Cherokee Nation”
alludes to the 18th-century satire *Gulliver’s Travels*, in which the
“giant” Gulliver is captured and bound by Lilliputians in much the
same manner, as seen in the image published in *The Guardian*.

See: “Historical caricature of the Cherokee nation” ©1886
https://www.loc.gov/pictures/resource/cph.3b36104
“Victorian Illustration of Gulliver’s Travels. Photograph: Alamy”
https://www.theguardian.com/books/2015/aug/17/
gullivers-travels-nonsense-language-is-based-on-hebrew-claims-scholar#img-1

**Presentation** (time: 10 minutes)
The teacher will remind students that in the previous day’s lesson,
they learned about the concept of Manifest Destiny. The teacher
will ask students what they remember about the term. Students
should be encouraged to share their ideas with the class; this will help to review the material for any new students. The
teacher should explain that as settlers were moving west, they were encountering natives who already occupied the land
the settlers were newly exploring. The teacher can have students read pp. 276-279 in the *American History* textbook to
provide context for this activity.

The teacher will explain that in today’s lesson, the class will read a series of primary source documents that will help them
to understand how native people were perceived by the United States government. The teacher should remind students
that a primary source is a document from the actual time period that students are studying, so the language may sound
different. To help students think about how to approach primary sources, the teacher should introduce (or reintroduce)
the Library of Congress Primary Source Analysis Tool, which prompts students to *observe, reflect, and question* while
examining a source. This tool, which includes prompts for different types of sources and for each phase of the analysis
(accessed by clicking on the dropdown menu and question marks), may be used throughout the unit.

See: “Primary Source Analysis Tool”
http://www.loc.gov/teachers/primary-source-analysis-tool/
The teacher should highlight the terms *marginalized* and *discrimination* and help students unpack their meanings.
These questions should be posted in the room and referred to regularly during subsequent lessons.

**Practice and Application** (time: 25 minutes)
The teacher will divide students into groups or pairs, or, if there are not enough students to make four small groups, the
activity can be conducted as a jigsaw. Each group or student should be assigned one of the following primary source
documents to read in order to analyze the views of the American government and white population toward Native American
removal: Andrew Jackson’s second State of the Union Address, a letter to President Grover Cleveland, the Supreme Court
decision in *Cherokee Nation v. State of Georgia*, and a poster advertising free land in the Indian Territory. Students will analyze
the documents using a Native American Removal Graphic Organizer like the one on the next page (see p. 4.7.16).
See: “Andrew Jackson’s Second State of the Union Address” (1830)
https://drive.google.com/file/d/1WNgfBZ-k-zAUqDKKsyAttrFogV4eABh/view

“Letter to President Grover Cleveland” (1886)
http://records.org/records/50/letter-to-president-grover-cleveland/1


“Poster Advertising ‘Indian Territory That Garden of the World, Open for Homestead and Pre-Emption’ in Current Day Oklahoma” (c. 1880)
https://catalog.archives.gov/id/4662607

### Practice and Application: Lesson 2—Native American Removal Graphic Organizer

<table>
<thead>
<tr>
<th>Source</th>
<th>Goals of the Author(s)</th>
<th>Role(s) and Powers of the Author(s)</th>
<th>Words Used to Describe Native Americans</th>
<th>Reasons Given for Removal of Native Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Jackson’s Second State of the Union Address</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter to President Grover Cleveland</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cherokee Nation v. Georgia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster advertising land in Indian territory</td>
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</tr>
</tbody>
</table>
Students should be given 15-20 minutes to complete this activity. The teacher can circulate to check in with students to be sure they are able to understand the vocabulary and language in the documents. The teacher can also be mindful about assigning documents based on their level of difficulty and students’ reading levels.

Once the groups or individual students have had the opportunity to read their documents and record their findings, they will share what they have written with the class. As each group or student shares, the other students should write down pertinent information to complete their Native American Removal Graphic Organizers. At the end of the sharing period, each student should have every box in the organizer completed.

**Review and Assessment** (time: 5 minutes)

Students will complete an Exit Ticket, responding to the following questions:

- What would be gained by removing Native Americans? Who would benefit?
- What consequences would be experienced? By whom?

The teacher will explain that in the next day’s lesson, they will explore how government policies impacted the lives of native people.

**Extension** (optional)

Students could explore this question through discussion and research:

- How did relations change between the U.S. government and native people as a result of the decision in *Cherokee Nation v. Georgia*?

### Lesson 3  
**2 days**

**The Impact of Westward Expansion on Native American Land Ownership**

**Goal**

Students will explore how the settlement of the West during the period of expansion in the United States impacted native peoples by analyzing census data from the time period.

**Lesson 3–DAY 1**

**Do Now** (time: 10 minutes)

Students will freewrite for five minutes based on the following prompt:

- Have you ever moved? What challenges did you experience during the process of moving?

After writing for five minutes, students will turn and talk to partners to share their responses. The teacher can facilitate a class discussion of students’ responses, highlighting those that refer to the difficulties associated with relocating to a new place, as these will be revisited at the close of the lesson.

**Hook** (time: 10 minutes)

The teacher will remind students that in the previous day’s lesson, they learned about the settlers’ and the United States government’s attitudes toward natives. The teacher can ask students what they remember about the attitudes of government officials and how U.S. policy during this time period treated native people. Then, the teacher should
explain that in the next few lessons, students will explore how the settlement of the West during the period of expansion impacted native people. First, students will explore migration patterns during this time period by analyzing census data, and on the next day, students will learn how those migration patterns directly impacted the natives. The teacher will show the video “Native American Land Losses” (pausing briefly at each change in the map) to illustrate changes in Native American land holdings over time. The teacher should generate a class discussion by asking students what they notice, what they think, and what they wonder.

See:  “Native American Land Losses”
https://www.youtube.com/watch?v=ZZCvUroBpaE&feature=youtu.be

Presentation (time: 5 minutes)
The teacher will explain that in order to understand how westward expansion impacted population growth in the western part of the country, students will be viewing census data. The teacher should define census and provide some explanation of the census process if students are unfamiliar with this term.

Practice and Application (time: Day 1—30 minutes)
The teacher will project the interactive graph from the U.S. Census Bureau, “By the Grid: Population Shift to the West and South,” and explain how to read it. The teacher will provide each student with a blank map that has latitude and longitude lines. The teacher will model how to manipulate the time on the bottom and show students how to find the percentage of population at each longitude; then, the teacher will assign each student a year, from 1790 to 1850. The teacher can choose the time intervals based on the number of students. For example, in a five-student class, the teacher could assign the years 1790, 1810, 1830, 1850, and 1870.

See: “By the Grid: Population Shift to the West and South”
https://www.census.gov/dataviz/visualizations/024/

“USA Latitude and Longitude Map”
https://www.mapsofworld.com/lat_long/usa-lat-long.html

Population maps from 1870 are also available:

See: “Population Distribution Over Time”
https://www.census.gov/history/www/reference/maps/population_distribution_over_time.html

Multiple Means of Engagement:
- Provide students with choices: which parts of the topic they wish to discuss and read about or what roles they want to play.
- Have students examine primary and secondary sources and draw inferences from them.
- Give students mastery feedback and checklists to monitor their own learning.

Multiple Means of Representation:
- Highlight common patterns, critical features, and big ideas that emerge through graphic organizers and aids for annotating texts such as Diigo. See: www.diigo.com/tools/chrome_extension
- Add alternative text to images and visuals when possible. For strategies see “About Accessible Educational Materials.” See: aem.cast.org/about

Multiple Means of Action and Expression:
- Offer discussion guides that support students’ full participation.
- Offer students multiple means to compose or write their responses.
- Allow students to use web applications such as wikis and animation tools available at the UDL Tech Toolkit. See: sites.google.com/view/freeudltechtoolkit/home
Each student should also be provided with a copy of the census report for her or his assigned year from *General Discussion of the Movements of Population—1790 to 1880*. This document tracks the westward expansion of settlement in the United States after 1790 and includes state-by-state descriptions of the distribution of population over time. Students will read their assigned portions of the census report, noting the characteristics of the population.

Students should synthesize the information from the maps and the reading to create a map that shows settled areas of the United States, locations of Native American lands, and the percentage of the U.S. population living in the settled areas. The teacher should instruct all students to use the same symbols and colors to represent these items so that when students view all of the maps together, they are able to see changes over time. For example, reservations might be represented by using a triangle symbol, and population density percentages could be represented in different colors.

After students have completed their maps, they should present them to the class and explain how the settlement impacted the native people living on the land. The teacher can scaffold this assignment by using maps with the states already labeled and by modeling the activity.

At the end of Day 1, students will write *Exit Tickets* in which they make three inferences about the movement of people during the period of westward expansion based on the maps they created.

**Lesson 3—DAY 2**

**Do Now** (time: 10 minutes)

The teacher will ask students to share their inferences from the previous day’s *Exit Ticket*. The teacher will generate a conversation about trends in native migration during the time period, which can be listed on the board. For each trend, the teacher should ask students to identify the motivation or cause behind the migration pattern.

**Practice and Application** (time: Continued, Day 2—30 minutes)

The teacher will explain that the class will continue working with the U.S. census report to identify trends and patterns in migration during the expansion period. Students will return to their assigned portions of the census report. Students will highlight information in the reading that describes the impact of settlement on Native Americans. Each student should share the highlighted words as the teacher records them on the board or chart paper.

The teacher should then generate a class discussion about the treatment of natives by the settlers. The teacher should also point out that the document that students are reading was written by individuals who worked for the Census Bureau, who were government officials. The teacher should ask students to consider whether or not the description of native people in
the reading tells them anything about how the U.S. government viewed Native Americans. The teacher should encourage students to make connections to the documents they read in the previous lesson.

Review and Assessment (time: 15 minutes)
Students will participate in a gallery walk activity in which they circulate around the room, viewing each map and making inferences about the changes in population over time. After students have finished viewing the maps, they will complete Exit Tickets in which they write claims that respond to the following prompt:

What was the impact of westward expansion on Native American land ownership?

Students should be instructed to use three pieces of evidence from the maps or the readings to support their claims.

Extension (optional)
The teacher can ask students to speculate on what happened to the native people who were residing on the land in the western part of the U.S.:

Did they leave or did they stay? Did they leave voluntarily, or were they forced?
What information from this lesson provides clues?

Lesson 4
Is a Treaty Forever?

Goal
Students will read and analyze the Horse Creek Treaty and use historical evidence to write a claim stating whether or not any of the parties failed to meet their obligations.

Do Now (time: 5 minutes)
The teacher will write this question on the board or read it aloud:
What is the best way to solve a disagreement?

Students will turn and talk to their partners about their responses. The teacher can ask students to share what they discussed with the class.

Hook (time: 10 minutes)
The teacher will project an image of the “Horse Creek Treaty” and ask students to make observations about the document. The teacher can ask students some questions to generate conversation such as:

When do you think this document was written?
Who do you think wrote this document? Does anything stand out to you?

See: “Horse Creek Treaty, 1851”
https://americanindian.si.edu/nationtonation/horse-creek-treaty.html

Presentation (time: 5 minutes)
The teacher should ask the class if anyone knows what a treaty is. Students should be encouraged to define the term and discuss any treaties they may have learned about in other classes. The teacher should explain that treaties are used to resolve disagreements between countries and that they specify the roles and responsibilities of each party involved. The
teacher should explain that in today’s lesson, students will be learning about the Horse Creek Treaty, which was made between native people and the U.S. government. In this lesson, students will be reading parts of the treaty in order to understand the obligations of each party. Then, students will analyze maps to make inferences about whether or not each party fulfilled its obligations under the treaty. The site “Horse Creek Treaty, Case Study” can be used to provide background information on expansion and the events leading up to the treaty.

See: “Horse Creek Treaty, Case Study”
https://americanindian.si.edu/nk360/plains-treaties-horse-creek/index.html

Practice and Application (time: 20 minutes)
The teacher will distribute copies of the Horse Creek Treaty transcript from the Hook (pp. 594-595 of the online PDF found by clicking “View Transcript” at the National Museum of the American Indian website).

See: “Horse Creek Treaty, 1851”
https://americanindian.si.edu/nationtonation/horse-creek-treaty.html (click on “View Transcript”)

Working individually or in pairs, students will read the preamble and the eight articles and record the responsibilities of each party on the Horse Creek Treaty Graphic Organizer (see p. 4.7.22). The teacher should assign each student or pair of students a short section of the treaty to read, based on the size of the class. For example, if there are six students in the class, each pair could be assigned two or three articles. Students will share their findings at the conclusion of the activity to complete their organizers.

Review and Assessment (time: 15 minutes)
The teacher can print or project the three maps listed below from Wyoming State Historical Society and the Library of Congress. Students will compare and contrast three maps and discuss the differences they see among them.

See: “Tribal Territories in Fort Laramie Treaty of 1851 and Indian Reservations Today”
https://www.wyohistory.org/sites/default/files/desmetmap3.jpg

“Tribal Territories on Father De Smet’s Map for the Fort Laramie Treaty of 1851”
https://www.wyohistory.org/sites/default/files/desmetmap2.jpg
The teacher should ask students, based on the discussion, if it appears that either side broke any of the promises documented in the treaty. Students should be encouraged to look at their graphic organizers for information and evidence to support their reasoning. Students will then write claims stating whether or not they believe one party failed to meet its obligations. The teacher can provide a model so that students know what a claim sounds like. Students will share their claims with the class. The teacher will ask the students whether or not they believe a treaty is intended to last forever.

**Extension (optional)**
Students can speculate about what happened to the relationship between Native Americans and the United States government.

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### Practice and Application: Lesson 4—Horse Creek Treaty Graphic Organizer

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Lesson 5

What Is Civic Engagement?

Goal
Students will explore the connections among people or groups, the strategies they use to create change, and their impact on our political and social world.

Do Now (time: 5 minutes)
The teacher will ask students to name events in history that led to major changes in our country. Some examples might include the Boston Tea Party, the signing of the Declaration of Independence, the Underground Railroad, Martin Luther King, Jr.’s, “I Have a Dream” speech, Rosa Parks’s refusal to give up her seat on the bus, Vietnam protests, etc. If students struggle to think of events, the teacher can provide an example and ask how that event led to a major change in our country.

The teacher should ask students to consider what their lives might be like today if the events they chose had not happened:

How might the laws in our country be different?
Would our lives be better or worse?

Hook (time: 10 minutes)
The teacher will define civic engagement as a way for ordinary citizens to create political or social change. The teacher will distribute a chart with three columns and create one on the board or on chart paper. In the first column, students will brainstorm a list of historical and current examples of people, groups, or events that have led to change in our country or the world. In the second column, students will list the specific strategies that these change agents used. For example, the Black Lives Matter movement has used protests to create awareness about police shootings. This has led to more officers being charged with crimes and tried in the court system. The results of the activists’ civic engagement should be listed in the third column of the chart.

Note: It will be helpful to compile a list of civic engagement strategies on a piece of chart paper that remains on the wall for the duration of the unit that can be added to each class. Students will find the list useful when they complete the summative assessment.

Presentation (time: 10 minutes)
The teacher will explain that throughout history, marginalized groups have used a variety of means to try to create awareness and advocate for change. The teacher will explain that in today’s lesson, students will be reading quotations from historical figures with the goal of understanding the role of citizens in a democracy. The teacher can explain
that there are different forms of government in the world and ask students if they are aware of the names of any forms of government. Based on the list students generate, the teacher can ask students if they are familiar with the words tyranny and democracy.

The teacher should explain the difference between the two types of government. The teacher should ask the class what it might be like to live in a country where tyranny reigns. The teacher should also ask if democratic countries are free of oppression. The teacher should encourage students to discuss examples of oppression in history or in current events and what citizens in a democracy can do if they feel as though they are being oppressed.

**Practice and Application** (time: 20 minutes)
The teacher will explain that students will be reading a variety of quotations from current and historical figures that will show how these individuals felt about the role of citizens in a democracy. The teacher will distribute the Quotations Graphic Organizer in the Supplement (see pp. 4.8.1-2.) to the class.

This activity can be completed as a whole group, or students can work individually. If individually, students will each be assigned one quotation to read and rewrite in their own words. Then, students will summarize their assigned speakers' opinions on the role of citizens in a democracy. When assigning the quotations, the teacher should endeavor to match their complexity levels to students' reading levels. The teacher will circulate and assist students in interpreting the language of the quotations as needed.

After students have finished with their assigned quotations, they should share what they wrote with the class. As each student shares, the other students will take notes in the appropriate sections of their own organizers. Once students have completed their graphic organizers, the teacher should facilitate a class discussion about the ways that citizens in a democracy can interact with their government and create change.

The teacher should encourage students to identify specific strategies such as voting, organizing, membership in local groups, etc. The teacher can refer to the chart that was created earlier in the class to support the discussion.

**Review and Assessment** (time: 10 minutes)
Students will complete an Exit Ticket, responding in writing to the following questions:

- Does one individual have the power to create change?
- Do you feel that you hold the power to create change in your community, in your country, and in the world?

**Extension** (optional)
To reflect on the dialectic process of civic engagement, students can consider this question:

- Is there an individual that you either strongly agree or strongly disagree with?
- Explain your opinion and how it is similar to or different from that of the individual you chose.

Students should share their responses with the class.
Lesson 6

How Did Native People Use Civic Engagement to Protect Their Land?

Goal
Students will read primary source documents in order to identify the civic engagement strategies used by Native Americans to resist the United States policy of Indian Removal.

Do Now (time: 5 minutes)
Students will respond in writing to the following question:

What does resistance mean to you? Give specific examples.

Students should read what they wrote to the class as the teacher scribes their answers on the board. The teacher should facilitate a class discussion that makes connections to the concept of civic engagement and the strategies and historical examples discussed in the previous day’s lesson.

Hook (time: 5 minutes)
The teacher will project the following side-by-side image of quotations from Osceola and Andrew Jackson or write each quotation on a piece of chart paper and ask students to speculate on the result of the conflict between Andrew Jackson and the native people:

- “I love my home and I will not go from it. … I say we must not leave our homes and lands.”
  —Osceola
- “You cannot remain where you are now. … It [is] impossible that you can flourish in the midst of a civilized community.”
  —Andrew Jackson

See: “American Indian Removal”
https://americanindian.si.edu/nk360/removal/#makesensePage (click on Opposing Perspectives)

The teacher should ask what judgments about native people are implicit in Andrew Jackson’s words. The teacher should ask follow up questions in an effort to prompt students to provide specific strategies that they think the natives might use to resist his policies.

Presentation (time: 15 minutes)
The teacher will explain to students that in today’s lesson, they will be examining a series of primary sources with the intention of understanding how Native Americans used civic engagement strategies to resist being removed from their lands and to advocate for their interests. The teacher should ask students to recall, from the previous lesson, any specific strategies citizens can use to participate in government and effect change. The teacher can explain that citizens can use
civic engagement strategies as a form of protest, to spread their messages, or to try to persuade others to join their causes. In today’s lesson, students will learn how native people used civic engagement to do all of these things.

The teacher will lead students through the slideshow “Resisting Removal” about Cherokee resistance, stopping at the section labeled “Division” to introduce new students to the topic being studied and provide context for today’s lesson. The teacher will explain that the class will be looking at some of the documents in this slideshow in order to understand the civic engagement strategies that were used by the Cherokees and other tribes as they attempted to resist being removed from their homelands.

See: “Resisting Removal”
https://americanindian.si.edu/nk360/removal-cherokee/resisting-removal.html

Practice and Application (time: 25 minutes)
This activity will be facilitated as a jigsaw. The teacher should divide the students into pairs or small groups, depending on the size of the class. Students can also work individually if the class size is too small to make groups. Each group or student will be assigned one document to read.

See: “Memorial and Protest of the Cherokee Nation, written by John Ross (excerpt)”

“Memorial of the Cherokees”
https://history.house.gov/Records-and-Research/Featured-Content/Cherokee-Memorial/ (see excerpts under Description. To view the full document, click the second image, then +. This will show the entire text, with Cherokee signatures. Click + again to enlarge. Suggested excerpt: two paragraphs beginning at “Brothers—”)

“Guilty Verdict and Sentencing for Worcester, Butler, and Others”

“Statement, supplemental to Memorial of P. P. Pitchlynn, Choctaw delegate”
https://www.loc.gov/resource/rbpe.205032aa/?sp=1
(Download the 4-page PDF version of this document, in which a Choctaw delegate seeks redress of a grievance from the U.S. Congress, and highlight for students all of page 1 and the last 3 paragraphs of page 4.)

After reading their assigned documents, students will complete the corresponding portions of the Documents Graphic Organizer on the next page (p. 4.7.27). Students will identify the overall civic engagement strategy that was used, the actions taken by the individuals involved, the language or words they used to achieve their goals, and the specific arguments made by the authors of the documents.

After the groups or individual students have completed their portions of the organizer, they will share their findings with the class. Other students in the class will fill in the blank portions of their organizers as each group shares. The teacher can use the ELMO to project each group’s completed organizer.
## Review and Assessment (time: 5 minutes)

Students will rank the civic engagement strategies discussed in today’s lesson from most effective to least effective. Students should turn and talk with partners to compare their lists and discuss similarities and differences. Then, students will respond in writing to the following questions as an Exit Ticket:

- Which civic engagement strategy do you think was most effective and why?
- Which argument do you think is the strongest and why?

## Extension (optional)

Students can discuss the following questions:

- How would you have reacted in this situation? Would you have used one of these strategies?
- Can you brainstorm different strategies that might have been more effective?

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### Practice and Application: Lesson 6—Documents Graphic Organizer

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Lesson 7

Introduction to the Dakota Access Pipeline Protest Movement

**Goal**
Students will identify the stakeholders involved in the Dakota Access Pipeline (DAPL) controversy and summarize the arguments for each side.

**Do Now** (time: 5 minutes)
The teacher will ask students if they recall seeing or hearing about the Dakota Access Pipeline and protests. For students who may not be familiar with this event, the following video can be used to provide some background on the issue.

See: “The fight over the Dakota Access Pipeline, explained”
https://youtu.be/qJZ1-LAFOTo

After viewing, students should be asked to contribute orally anything they may remember hearing or seeing in the news about the protests. The teacher can also ask students if there is anything that they might want to know more about. This activity can be done as a whole class activity or individually, and the teacher can use a KWL sheet or the board to record student responses.

**Hook** (time: 10 minutes)
Students will read the article “5 Things to Know about the Dakota Access Pipeline.” Students can also be allowed to explore the web page on their own or as a whole class. Alternatively, the teacher can show the video “Dakota Access Pipeline: What’s at Stake?”

See:  “5 Things to Know about the Dakota Access Pipeline”

“Dakota Access Pipeline: What’s at Stake?”

Depending on students’ familiarity with the issue, the teacher can also use any of the following sources to provide background and context. Students should be encouraged to add information to their KWL charts during this activity and share what they have added with the class.

- “North Dakota Oil Pipeline Battle: Who’s Fighting and Why” (create a free account to view)
- “Tribe to Continue Fight After Court Refuses to Halt Dakota Access Pipeline”
- “Army Corps says it will consider alternative routes for the Dakota Access Pipeline”
Presentation (time: 5 minutes)
The teacher will ask students if they can recall Article 2 from the Horse Creek Treaty, covered in Lesson 4:

“The aforesaid nations do hereby recognize the right of the United States Government to establish roads, military and other posts, within their respective territories.

The teacher can use the maps available at Native Knowledge 360° to visually represent the land that was impacted by the treaty. The teacher will explain that native people still reside on those lands today and that in today’s lesson, students will be exploring how the residents of this land are still fighting for sovereignty.

See: “Fort Laramie Treaty: Maps”
https://americanindian.si.edu/nk360/plains-treaties-fort-laramie/index.html#maps

Practice and Application (time: 25 minutes)
The teacher will distribute the article “6 Indigenous Activists on Why They’re Fighting The Dakota Access Pipeline.”

The teacher should ask the class some questions when introducing the source, such as:

Does this website seem to be for or against building the Dakota Access Pipeline?
Who maintains this webpage? Do you think the information on this webpage is biased or unbiased?

See: “6 Indigenous Activists On Why They’re Fighting The Dakota Access Pipeline”
https://www.thefader.com/2016/09/09/dakota-access-pipeline-protest-interviews

The class will read the article aloud. The teacher can assign each student a different activist or choose to highlight only some of the activists, depending on the size of the class and student familiarity with the topic. The students will then complete the DAPL Source Information Graphic Organizer on the next page (see p. 4.7.30), listing the name of the source, the names of the activists, and their arguments for or against the pipeline.

Then, the teacher will share the site Dakota Access Pipeline (including several of its tabs), and students will complete the same activity with this source.

See: Dakota Access Pipeline
https://daplpipelinefacts.com

When students have completed the graphic organizer activity, they will share what they have recorded with the class. Other students will fill in the blank sections of their organizers with the shared information.

The teacher should initiate a class discussion by asking the following questions:

What reasons did the individuals or company provide for supporting or opposing the pipeline?
Specifically, what economic, environmental, political, and cultural reasons did they cite?
Review and Assessment  (time: 10 minutes)

Students will write a paragraph explaining what they think should be done about the pipeline, citing at least three pieces of evidence from their graphic organizers. The following sentence starter can be used to support students if needed:

I think the Dakota Access Pipeline should/should not be built because ...

Evidence
Evidence
Evidence

Extension (optional)

The teacher can facilitate a class discussion using the following prompt:

Is there a cause for which you could see yourself protesting? What is the cause? How would you protest?
Lesson 8

How are Citizens Using Civic Engagement to Protest the Dakota Access Pipeline?

Goal
Students will rank the effectiveness of the civic engagement strategies used by activists to protest the Dakota Access Pipeline.

Do Now (time: 5 minutes)
Students will freewrite for five minutes based on the following prompt:

Have you ever protested something? What strategies did you use? Were you effective? Why or why not?

The teacher can also ask students to write about historic protests if they do not have any personal experience with protesting. The teacher can then ask students who feel comfortable to share their responses.

Hook (time: 10 minutes)
The teacher should project the following images side by side: “The Trail of Tears” painting from the first website and photo 9 from the website “Explore a world of images at Standing Rock.”

See: “The Trail of Tears’ series”

“Explore a world of images at Standing Rock”
https://www.hcn.org/issues/50.20/photos-a-world-of-images-at-standing-rock

Students should be given a few minutes to observe the images, and then the teacher should ask them to share the similarities and the differences they notice between the two visuals.

Presentation (time: 10 minutes)
The teacher will explain that these two images depict events that happened at different points in history. The first depicts the earlier time period that students have been studying, and the second image is more recent. The teacher can make the connections between the two images if they do not come up during the class discussion. The teacher should explain that in today’s lesson, the class will be learning about the Dakota Access Pipeline protest movement and the specific strategies that the activists used to create awareness about their cause. The teacher should explain that a protest is “a statement of action expressing disapproval or objection to something.” The teacher should ask students to think of any protests that they may know of and make mention of any protests happening locally or around the world.
The teacher can explain that often, when protesting, people “organize” together in order to show support and solidarity or to leverage power. The teacher can also show the video “The Stand at Standing Rock” to provide context on the Standing Rock protests.

See: “Mni Wiconi—Water is Life”
https://standwithstandingrock.net/mni-wiconi/

Practice and Application (time: 20 minutes)
The teacher should explain that students will be looking at three different ways that citizens attempted to organize and protest against the Dakota Access Pipeline. The teacher can ask students what civic engagement strategies they recall from the previous day’s lesson. The teacher will explain that in today’s lesson, students will read a petition, view photographs of protesters, and read a legal decision. The teacher should explain that people sometimes use the legal system to create awareness, change, or protest, while others might use the media.

The teacher will distribute the documents for students to follow along with. The teacher can project the article “Standing With Standing Rock” and ask students to read along. The students should read the portions of this Earthjustice article under the headings “On the dramatic turn of events during the summer, fall, and winter of 2016” and “Environmental justice is at the heart of this issue, and it’s at the heart of our litigation.”

See: “Standing With Standing Rock”
https://earthjustice.org/features/teleconference-standing-rock

Students will fill in the boxes on their Resources Graphic Organizers (see p. 4.7.33) as they read. After reading, the teacher can ask students to share what they recorded. Students should repeat the same activity with the photos in “A World of Images at Standing Rock,” the U.S. News article “A Lot of People Aren’t Fans of This Pipeline in North Dakota,” and the video “Oceti Sakowin Youth & Allies / Relay Run to Washington D.C.”

See: “Explore a world of images at Standing Rock”
https://www.hcn.org/issues/50.20/photos-a-world-of-images-at-standing-rock

“A Lot of People Aren’t Fans of This Pipeline in North Dakota”

“Oceti Sakowin Youth & Allies / Relay Run to Washington D.C.”
https://www.youtube.com/watch?v=Ei4nKWxiG-M

The teacher should stop at several points and ask questions or have students share their observations.
### Practice and Application: Lesson 8—Resource Graphic Organizer

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### Review and Assessment (time: 10 minutes)

As they did in Lesson 6, students will rank the civic engagement strategies discussed in today’s lesson from most effective to least effective. Students should turn and talk with partners to compare their lists and discuss similarities and differences. Then, students will respond in writing to the following questions as an Exit Ticket:

- Which civic engagement strategy do you think was most effective and why?
- Which argument do you think is the strongest and why?

### Extension (optional)

Students can discuss what other methods of protest could have been used to create awareness about the Dakota Access Pipeline cause.
**CULMINATING LESSON**

*Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives*

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**Lesson 9** (2 days)

**Designing a Civic Action Project**

**Goal**

Students will identify a civic engagement strategy that could be used to protest for or against the Dakota Access Pipeline based on the concept of *tribal sovereignty*.

**Lesson 9–DAY 1**

**Do Now** (time: 5 minutes)

Students will consider these questions:

- How do you define a nation?
- What characteristics do nations have?
- What powers do they possess?

Students will independently generate lists of characteristics of nations that will be shared with the class. Then, the teacher will provide a definition:

*A people, usually the inhabitants of a specific territory, who share common customs, origins, history and frequently language or related languages*

The class will discuss whether or not they believe a tribe or a reservation to be an independent nation. The teacher can ask:

- Were Native American tribes ever considered independent nations?
- If so, has that perception changed throughout history?
- How or why?

**Hook** (time: 15 minutes)

The teacher will define the term *sovereignty* as:

*The authority of a group or state to govern itself*

The teacher should explain that in today’s lesson, students will be exploring whether or not Native American groups residing in the United States have “tribal sovereignty,” and if they do, if the federal government is violating their rights by allowing the Dakota Access Pipeline to be built. In this activity, students will identify evidence to determine whether or not “tribal sovereignty” exists for native people.
The teacher will show the video “BESE Explains: Tribal Sovereignty” and ask students to record evidence from the video that supports or contradicts the concept of “tribal sovereignty” on a T-chart. After viewing, the teacher will ask:

According to the video, are Native American tribes considered to be independent nations?

What reasons are given that support or contradict this claim?

See: “BESE Explains: Tribal Sovereignty”
https://www.youtube.com/watch?v=_6Ku7EeqdR4

The teacher should ask the class what actions make a group or country a nation. The class can read pages 278-283 in the American History textbook, paying particular attention to the history of treaties signed between the U.S. government and Native Americans throughout history. The teacher can ask the class to consider whether or not they think that the fact that the United States government signed a series of treaties with Native American tribes has any bearing on their status as independent nations. Students should use their T-charts to record their thoughts.

Presentation (time: 10 minutes)

The teacher will explain that students will be choosing a civic engagement strategy to argue for or against the Dakota Access Pipeline based on whether or not they believe that Native American tribes residing in the U.S. have “tribal sovereignty.” Students should be encouraged to refer to the graphic organizers they completed earlier in the unit for specific civic engagement strategies and arguments made by stakeholders in the debate.

After students review possible strategies, the teacher will place two pieces of chart paper on the walls of the classroom. One should be labeled “Pro” and the other “Con.” Students will share arguments from their notes both for and against the Dakota Access Pipeline, and the teacher will list the arguments on the appropriate pieces of chart paper. Students should also generate their own opinions and arguments in addition to those recorded in their notes. The teacher should refer specifically to the Horse Creek Treaty, the arguments presented by activists on either side, and the historical documents studied earlier in the unit.

The teacher will explain that students will begin working on their Final Project for this unit (see p. 4.7.36). The teacher should explain the assignment:

The government is proposing to run a pipeline to transport crude oil near the Standing Rock Sioux reservation. You are a local citizen living on or near the reservation. You may choose to be an employee of the oil company. Choose an appropriate civic engagement strategy to try to persuade the government to either move forward or halt the construction of the Dakota Access Pipeline.

The teacher should distribute the assignment and review the evaluation criteria with students.

The teacher should also review the civic engagement strategies covered during the unit. At this point, students should review the arguments and decide on three that they feel are the strongest, as well as on civic engagement strategies that will most effectively convey their messages. The teacher can show examples of pamphlets, petitions, op-eds, or other media based on student familiarity and interests.
FINAL PROJECT: Civic Action—Dakota Access Pipeline

Goal: To use historical evidence to create a petition, letter, pamphlet, or video that supports either the native people or the oil company in the Dakota Access Pipeline controversy, addressing the concept of tribal sovereignty.

Role: You may choose to be a citizen living on or near the Standing Rock Reservation or an employee of the oil company.

Audience: Your audience is government officials who will decide whether to move forward on or halt building of the pipeline.

Situation: The government is proposing to run a pipeline to transport crude oil near the Standing Rock Sioux Reservation. You must choose an appropriate civic engagement strategy to persuade the government to move forward or halt construction.

Product: You will create a petition, letter, poster, pamphlet, or video that supports your viewpoint with effective arguments.

Standards:
- The product demonstrates an understanding of the concept of tribal sovereignty.
- The product includes a civic engagement strategy.
- The product makes a clear claim.
- The product includes at least three pieces of evidence that clearly connect to and support the claim.
- The product is well organized and visually appealing.

Practice and Application (time: Day 1—25 minutes)

Students will begin working on their Final Projects by responding to the following questions in writing:

- Who are you?
- What is your connection to the land on which the pipeline is being built?
- What do you think should happen to the Dakota Access Pipeline and why?
- What facts and information support your position? (Include at least three pieces of evidence.)
- Which civic engagement strategy will best convey your message?

During the last ten minutes of class, students will turn and talk to partners to explain where they are in planning for their projects. They will use the "praise, question, polish" protocol to provide feedback to each other on their civic action plans. Students will give their partners one compliment, ask one question, and provide one piece of constructive feedback.

If time allows, students can begin revisions to their plans based on peer feedback. At the end of class, students will submit their work in progress for teacher review and feedback.
Lesson 9—DAY 2

Do Now  (time: 5 minutes)
Students will review teacher feedback on their work in progress. The teacher should review the expectations for the summative assessment and answer any questions students may have.

Practice and Application  (time: Continued, Day 2—40 minutes)
Students should move into the “production” phase of their civic engagement projects. The teacher should show models of the various forms of projects students are working on (petition, letter, pamphlet, video, etc.) to help students visualize their final products.

Some examples from the unit that can be revisited can be found in Lesson 6 (Cherokee and Choctaw memorials) and Lesson 8 (“Mni Wiconi” and “Oceti Sakowin Youth & Allies / Relay Run to Washington D.C.”). The websites listed below can provide some additional examples:

- **Petitions**
  - “Dakota Access”
    https://www.change.org/search?q=dakota%20access

- **Letters**
  - “Standing Rock”
    https://www.amnestyusa.org/standing-rock/

- **Pamphlet**
  - “Dakota Access Pipeline,” Resources: Defund DAPL Campaign Flyer and Dakota Access Pipeline Factsheet
    http://www.honorearth.org/dapl

- **Video**
  - “Moving America’s Energy: The Dakota Access Pipeline” (scroll down for video)
    https://www.daplpipelinefacts.com/index.html
  - “The Victory at Standing Rock Proved That Protest Works”
    https://www.youtube.com/watch?v=vb73THPRx_I
  - “Relay Run to Washington D.C.”
    https://americanindian.si.edu/nk360/plains-treaties/dapl

As students are working, the teacher should circulate and provide individualized assistance as needed.

Review and Assessment  (time: 10 minutes)
Students will present their finished projects to the class or display them for a gallery walk. Students will respond to questions about their work.

Extension  (optional)
If students choose complex formats for their projects, one or more days can be added to the unit for production and revision.

**Note:** Additional days of instruction are included in the expanded Plan 2 long-term option for this unit. Please refer to the Plan Calendar on p. 4.6.3 for details.
Students do not have access to local news, but teachers can help support the research process for the summative assessment in the long-term option by identifying a list of issues and articles that would provide context for these issues. During the research process, students may be motivated to research issues such as gangs or violence. In this case, the teacher should confer with clinical staff about appropriateness for the individual student. It would also be helpful to understand students’ cultural backgrounds in order to personalize the learning activities for students during this unit. Students’ cultures, interests, and prior knowledge of history should all be considered prior to planning instruction.

Notes:
Quotations Graphic Organizer

1. Alexis de Tocqueville (*Democracy in America*)

“[T]he strength of free peoples resides in the local community. Local institutions are to liberty what primary schools are to science; they put it within the people’s reach; they teach people to appreciate its peaceful enjoyment and accustom them to make use of it. Without local institutions a nation may give itself a free government, but it has not got the spirit of liberty.”

*Rewrite the quotation in your own words:*

According to the writer, what is the role of citizens in a democracy?

2. James Madison (*Federalist 10*)

“The smaller the society, the fewer probably will be the distinct parties and interests composing it; the fewer the distinct parties and interests, the more frequently will a majority be found of the same party; and the smaller the number of individuals composing a majority, and the smaller the compass within which they are placed, the more easily will they concert and execute their plans of oppression. Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens; or if such a common motive exists, it will be more difficult for all who feel it to discover their own strength, and to act in unison with each other. Besides other impediments, it may be remarked that, where there is a consciousness of unjust or dishonorable purposes, communication is always checked by distrust in proportion to the number whose concurrence is necessary.”

*Rewrite the quotation in your own words:*

According to the speaker, what is the role of citizens in a democracy?

3. Martin Luther King III (Speech at the Democratic Convention, 28 August 2008)

“If we are to be a great democracy, we must all take an active role in our democracy. We must do democracy. That goes far beyond simply casting your vote. We must all actively champion the causes that ensure the common good.”

**Rewrite the quotation in your own words:**

According to the speaker, what is the role of citizens in a democracy?

4. Barack Obama (Farewell Address)

“Our Constitution is a remarkable, beautiful gift. But it’s really just a piece of parchment. It has no power on its own. We, the people, give it power. We, the people, give it meaning. With our participation, and with the choices that we make, and the alliances that we forge. Whether or not we stand up for our freedoms. Whether or not we respect and enforce the rule of law. That’s up to us. America is no fragile thing. But the gains of our long journey to freedom are not assured.

It falls to each of us to be those anxious, jealous guardians of our democracy; to embrace the joyous task we’ve been given to continually try to improve this great nation of ours. Because for all our outward differences, we all share the same proud title: Citizen.”

**Rewrite the quotation in your own words:**

According to the speaker, what is the role of citizens in a democracy?
Economic Growth and Slavery

Topic 3: Economic Growth in the North, South, and West (USI.T3)

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: Emily Dumais
Contributors: Karen Miele and Momodou Sarr

Introduction

With American independence firmly in place following both the American Revolution and the War of 1812, the focus of the new nation was directed toward national growth and expansion. With the admission of new states, westward expansion, and the Industrial Revolution taking place in New England, the United States saw rapid economic development. It also saw a strengthening interdependence between its two major regions, the North and South. By studying the factors that led to significant economic and national growth, students will be able to evaluate the interdependence that existed between the North and South and the connection that it had to the institution of slavery.

The Economic Growth and Slavery unit focuses on two United States History I Content Standards (USI.T3):

2. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.

b. the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries

3. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in Southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.

To engage with these standards, students will focus on the textile industry, beginning with an introduction to global interdependence and worker exploitation in the modern fashion business. To learn about the antebellum

“...free labor upon cotton is an absolute necessity, to enable this country to maintain its hold upon the cotton markets of Europe.”


period, they will examine various types of primary sources, such as images, graphs, and personal accounts. The performance task at the end of the unit asks students to demonstrate the economic interdependence of the North and South and the role that slavery played in both regions of the U.S.

To succeed in this task, students will utilize the resources presented and understandings developed throughout the unit. The lessons will prepare students to design and present projects that explain how slavery impacted the North-South economic relationship. In doing so, students will address the following four Essential Questions:

- How were the North and South economically interdependent in antebellum America?
- How did Northern complicity in the institution of slavery further the South's reliance on slave labor?
- How did enslaved peoples resist their oppression? What impact did their resistance have?
- Who is responsible for the working conditions in which consumer products are manufactured?

As students progress through the unit, they will encounter vocabulary that will be unfamiliar and challenging. New vocabulary should be pre-taught or taught in the context of the lesson. A word wall to keep track of new terms and ideas will help students review the terms on a regular basis.

There will be times in this unit where difficult topics or conversations arise. Content on slavery and the brutality of the institution may be a trigger for some students. When nearing the slavery portion of the unit, the teacher should make students aware that the content and resources may be upsetting for some and should consult with clinical staff as appropriate.

### 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).
This unit is intended to teach students about the impact of economic growth and expansion during the early 19th century in the U.S. and how, despite the growing abolitionist movement, Northern complicity in slavery furthered the South’s reliance on slave labor. The unit will be taught in approximately a two-and-a-half-week span, as outlined in the Plan 1 calendar below.

### Unit: Economic Growth and Slavery

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Lesson 6: Differing Perspectives on Life in America</td>
<td>Lesson 7: Mill Worker Activism and Resistance</td>
<td>Lesson 8: Social Theorists’ Justifications for Slavery</td>
<td>Lesson 9: Slave Rebellions and Resistance</td>
<td>Lesson 10: Northern Complicity in the Institution of Slavery</td>
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<tr>
<td>Week 3</td>
<td>Lesson 11: The Economic Interdependence of the North and South</td>
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Teachers can extend the unit to four weeks by expanding Lessons 6 and 10 to two days each and by adding five lessons examining what slavery looks like today and what impact it has on the global economy, as indicated in Plan 2.

### (Expanded) Unit: Economic Growth and Slavery

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
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<td>Lesson 9: Slave Rebellions and Resistance</td>
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<td>Lesson 10: Northern Complicity in the Institution of Slavery</td>
<td>Lesson 11: The Economic Interdependence of the North and South</td>
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</table>

During their study of modern slavery, students will examine industries that rely on some form of slave labor and consider how these industries play a role in our daily lives. Students will also explore how countries and organizations are trying to stem corporations’ slave labor practices.
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History I Content Standards

(USI.T3)

2. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce.
   b. the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries.

3. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in Southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor.

Grades 9-10 Reading Standards for Literacy in the Content Areas (RCA)

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.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)

9. Draw evidence from informational texts to support analysis, reflection, and research.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How were the North and South economically interdependent in antebellum America?
- How did Northern complicity in the institution of slavery further the South’s reliance on slave labor?
- How did enslaved peoples resist their oppression? What impact did their resistance have?
- Who is responsible for the working conditions in which consumer products are manufactured?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will apply their understanding of the economic and labor systems used by both the North and South in the 19th century to evaluate various types of slave labor currently utilized in the U.S. and around the world.
### Learning and Language Objectives

**By the end of the unit:**

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
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</thead>
<tbody>
<tr>
<td>• Fashion Revolution</td>
<td>The global fashion industry relies on the labor of low-wage workers, and clothing consumers are often complicit in their exploitation.</td>
<td>Describe the humanitarian problems in the modern fashion industry and articulate potential consumer responses.</td>
</tr>
<tr>
<td>• TedTalk</td>
<td>The Industrial Revolution caused fundamental changes in the ways that goods were produced.</td>
<td>Differentiate between artisanal and factory production processes and explain their benefits and challenges.</td>
</tr>
<tr>
<td>• ethical fashion</td>
<td>Industrialization in the Northeast was driven by geographic and economic factors and led to changes in American society.</td>
<td>Identify the geographic and economic causes and the social impact of industrial growth in the Northeast during the mid-1800s.</td>
</tr>
<tr>
<td>• consumerism</td>
<td>The growth of cotton production in the South and textile production in the North after the invention of the cotton gin was tied to the expansion of slavery.</td>
<td>Explain the connections among growth of cotton production in the South, invention of the cotton gin, industrialization in the North, and the expansion of slavery.</td>
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<tr>
<td>• Industrial Revolution</td>
<td></td>
<td>Distinguish among the main economic classes of the antebellum South and explain their social roles and relationships to each other.</td>
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<tr>
<td>• artisanal production</td>
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<td>Analyze primary sources to gain insights into life in Northern and Southern antebellum America.</td>
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<td>• mass production</td>
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<td>Geographical, economic, and social factors of industrialization in the Northeast</td>
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<td>• “King Cotton” in South’s economy</td>
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<td>• expansion of cotton and slavery</td>
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<td>• impact of cotton gin on slavery</td>
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<tr>
<td>• class structure</td>
<td>Economic classes in antebellum Southern society included not only slaveholding planter elites and enslaved peoples but also yeoman farmers and poor landless whites.</td>
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<td>• planter elite</td>
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<td>• yeoman farmers</td>
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<td>• landless whites</td>
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<tr>
<td>• enslaved peoples</td>
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<tr>
<td>• primary sources</td>
<td>Primary sources (texts, images, and artifacts) provide firsthand accounts of life in historical eras.</td>
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<td>• bias</td>
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<td>• intended audience</td>
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<td>Students should know...</td>
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<td>• operatives</td>
<td>Lowell mill workers resisted oppressive factory conditions and organized to seek improvements in their lives.</td>
<td>Analyze primary sources on mill working conditions and develop a summary of worker grievances and demands.</td>
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<tr>
<td>• bell system</td>
<td>Pro-slavery social theorists argued that liberty and equality caused poverty and crime, while slavery was a “positive good.”</td>
<td>Evaluate and rebut the arguments and reasoning of pro-slavery advocates.</td>
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<tr>
<td>• grievances</td>
<td>Slaves were willing to risk their lives by rebelling against their owners because they strongly believed in the cause of freedom.</td>
<td>Analyze primary and secondary sources on slave rebellions and discuss their causes and effects and their justifications.</td>
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<tr>
<td>• social theorist George Fitzhugh</td>
<td>Northern businesses profited from and helped to sustain slavery in the Southern states.</td>
<td>Debunk the myth that “slavery was only a Southern thing” through research on business connections.</td>
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<td>“dangers” of liberty and equality</td>
<td>Despite having different systems, the North and South were economically interdependent, and both relied on slave labor.</td>
<td>Create a presentation illustrating how the North and South were economically interdependent and reliant on slave labor.</td>
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<tr>
<td>• slavery as a “positive good”</td>
<td>Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.</td>
<td>Use general and discipline specific vocabulary appropriately in writing, discussions, and formal oral presentations.</td>
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<tr>
<td>• arguments and reasoning</td>
<td>Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.</td>
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<tr>
<td>• slave rebellions</td>
<td>Northern complicity in slavery</td>
<td>Tier II vocabulary:</td>
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<tr>
<td>• Nat Turner’s Rebellion</td>
<td>economic interdependence</td>
<td>• complicit</td>
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<td>• The German Coast Uprising</td>
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<td>• interdependent</td>
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<td>• industrial/industrialize</td>
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<td>• mass production</td>
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<td>Northern complicity in slavery</td>
<td>Tier III vocabulary:</td>
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<td>• artisanal</td>
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<td>• Industrial Revolution</td>
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<td>• mechanization</td>
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<td>• manufacturing</td>
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<td>• labor unions</td>
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<td>• strikes</td>
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<td>• free enterprise system</td>
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<td>• abolition</td>
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<td>• planter elite</td>
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<td></td>
<td>• yeoman farmers</td>
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</tbody>
</table>
Lesson 11: Students will create diagrams on poster boards or slideshow presentations on the economic interdependence between the Northern and Southern economies and their reliance on slave labor.

During this unit we have explored the business relationship between the North and the South, which were dependent on each other despite having developed two very different economic systems. Now you will create a presentation that shows the economic interdependence of the North and South prior to the Civil War. Your presentation will demonstrate your understanding of the relationship based on the content you have learned during the unit.

Questions to be addressed will include the following:

• Why was the North a prime area for industrialization? Why did slavery expand in the South?
• How did machines and the mass production of goods and raw materials impact the U.S.?
• Despite the fact that slavery was outlawed in Northern states by 1804, how did the North continue to benefit from slavery until the start of the Civil War?

To begin the process of planning the assignment, you will need to do the following:

• Organize the notes and formative assessments you completed during the unit.
• Decide how you wish to present your final product (diagram on poster board or slideshow).
• List the supplies or resources that you will need based on your choice.

A successful presentation will include the following elements:

• Provide historically accurate details about the Northern and Southern economies.
• Provide evidence that supports the idea of economic interdependence between the two regions.
• Include relevant photos or drawings to enhance the project.
• Show evidence of research, understanding, reflection, and revision during the design process.
Formative Assessments (see pp. 4.10.13-40)

Monitoring student progress through the unit

Lesson 2: Artisanal vs. factory production graphic organizers and Exit Ticket about the drawbacks of mass production

Lesson 3: Graphic organizer on geographical, economic, and social factors of industrialization and Exit Ticket predicting challenges the Northeast will face as a result of industrialization

Lesson 4: Graphic organizer on the relationship of cotton production and slavery and Exit Ticket on why slavery was an integral part of the South’s economy and how the North benefited from slavery

Lesson 5: Graphic organizer on Southern class structure and Exit Ticket on ideas or stereotypes about Southern society debunked or contradicted by the lesson

Lesson 6: National Archives primary source analysis questions and Exit Ticket on what was learned about life in antebellum America and the value of primary sources

Lesson 7: Graphic organizer analyzing primary source on mill workers’ lives, group letter or presentation on worker demands, and Exit Ticket on workplace grievances

Lesson 8: Notecatcher on “George Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854” and rebuttals to Fitzhugh’s arguments

Lesson 9: Slave rebellion notecatcher and class discussion about the effects of the rebellions

Lesson 10: “Slavery was only a Southern thing” graphic organizer and class discussion

Lesson 11: Final project planning and reflection graphic organizer and 3-2-1 Exit Ticket

Pre-Assessment (see pp. 4.10.10-12)

Discovering student prior knowledge and experience

Lesson 1: Mind map of problems that exist in the garment industry and sticky note on possible action steps
Unit Resources (by type, in order of appearance)

Print


Websites

**LESSON 1:**
- “Free to Think, Talk, Listen, or Sing”: https://www.zinnedproject.org/materials/free-to-think-talk-listen-or-sing/
- “The True Cost - Official Trailer”: https://www.youtube.com/watch?v=OaGp5_Sfbss
- “Why we need a Fashion Revolution? | Orsola De Castro | TEDxUAL”: https://www.youtube.com/watch?v=geLZiTkFzvo
- “Fashion Revolution: About”: https://www.fashionrevolution.org/about/
- “Who Made My Clothes?”: https://www.youtube.com/watch?v=XTnFfa0qHIM

**LESSON 2:**
- “Shoemakers and Shoemaking”: https://philadelphiaencyclopedia.org/archive/shoemakers-and-shoemaking/

**LESSON 3:**
- “The Massachusetts Mill Workers, Lowell National Historical Park”: https://www.youtube.com/watch?v=zSVk6axNHkQ
- “Immigration Timeline”: https://www.libertyellisfoundation.org/immigration-timeline
- “A New Social Order: Class Divisions”: https://courses.lumenlearning.com/suny-ushistory1os2xmaster/chapter/a-new-social-order-class-divisions/
- “Social Mobility in the North”: http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3523

**LESSON 4:**
- “37 Maps that Explain the Civil War”: https://www.vox.com/2015/4/14/8396477/maps-explain-civil-war
- “The slave economy”: https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/a/the-slave-economy
- “Why Was Cotton ‘King’?” https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/why-was-cotton-king/

**LESSON 5:**
- “Southern Society at 1860”: http://faculty.polytechnic.org/gfeldmeth/southernsociety.html
**Unit Resources**, continued (by type, in order of appearance)


“Planter class”: https://en.wikipedia.org/wiki/Planter_class

“Yeoman Farmers”: https://mississippencyclopedia.org/entries/yeoman-farmers/

“Poor Whites and Slavery in the Antebellum South: An Interview with Historian Keri Leigh Merritt”: https://historynewsnetwork.org/article/167224


“Primary Source Analysis Tool”: http://www.loc.gov/teachers/primary-source-analysis-tool/

**LESSON 6:**


StoryboardThat: https://www.storyboardthat.com/


“Solomon Northrup describes the working conditions of slaves on a Louisiana cotton plantation (1853)”: http://www.vgskole.net/prosjekt/slavrute/primary.htm (#10)


**LESSON 7:**

“What Rights Do We Have?”: https://www.zinnedproject.org/materials/what-rights-do-we-have/

“Lowell Mill Girls”: https://www.youtube.com/watch?v=pkJwOYagvul


“The Lowell Mill Girls Go on Strike, 1836”: http://historymatters.gmu.edu/d/5714


**LESSON 8:**


**LESSON 9:**


“Nat Turner Rebellion”: https://spartacus-educational.com/USASturnerR.htm

“America’s Largest Slave Revolt: The German Coast Uprising of 1811”: https://ushistoryscene.com/article/german-coast-uprising/


“Denmark Vesey”: https://www.pbs.org/thisfarbyfaith/people/denmark_vesey.html

Unit Resources, continued (by type, in order of appearance)

LESSON 10:
“complicity” (definition):
https://www.merriam-webster.com/dictionary/complicity

“Complicity: How the North Profited from Slavery”:
https://youtu.be/hAQnlpLaj30?t=990

“Complicity: How the North Profited from Slavery” (recorded interview and transcript):

“Myths and Misunderstandings: The North and Slavery”:
https://acwm.org/blog/myths-misunderstandings-north-and-slavery/

“The Clear Connection Between Slavery And American Capitalism”:
https://www.forbes.com/sites/hbsworkingknowledge/2017/05/03/the-clear-connection-between-slavery-and-american-capitalism/#c4adeac7bd3b

“Lowell’s Southern Connection”:
https://www.nps.gov/lowe/learn/photosmultimedia/southern_connection.htm

“How Slavery Became America’s First Big Business”:

“Complicity Teachers Guide”:

LESSON 11:
“Homework Help: How to Design, Create and Layout a Poster Project”:
https://www.youtube.com/watch?v=FRwFrSpLe5s

“Template gallery”:
https://docs.google.com/presentation/u/0/?ftv=1

Global Slavery Index: https://www.globalslaveryindex.org/ (see video introduction)

“World Slavery Map”:
http://www.kevinbales.net/world-slavery-map.html

“This Is What We Die For: Child Slaves Made Your Phone Battery”:
https://www.thedailybeast.com/this-is-what-we-die-for-child-slaves-made-your-phone-battery?ref=scroll

“This is what we die for: Child labour in the DRC cobalt mines”:
https://www.youtube.com/watch?v=7x4ASxHlrEA

“Your Phone Was Made By Slaves: A Primer on the Secret Economy”:
https://longreads.com/2016/03/08/your-phone-was-made-by-slaves-a-primer-on-the-secret-economy/

“Modern Slavery and the Fashion Industry”:
https://www.commonobjective.co/article/modern-slavery-and-the-fashion-industry

“Modern Slavery in the Garment Industry”:
https://www.acfcs.org/modern-slavery-in-the-garment-industry/

Fashion Revolution: https://www.fashionrevolution.org/ (see resources under Educator)

“Child Labor and Slavery in the Chocolate Industry”:
https://foodispower.org/human-labor-slavery/slavery-chocolate/

“The ‘Chocolate Slaves’ of the Ivory Coast”:
https://www.endslaverynow.org/blog/articles/the-chocolate-slaves-of-the-ivory-coast

“Cocoa”:

“Child labour found in cosmetics industry”:
https://www.antislavery.org/child-labour-found-cosmetics-industry/

“Beauty companies and the struggle to source child labour-free mica”:
https://www.theguardian.com/sustainable-business/2016/jul/28/cosmetics-companies-mica-child-labour-beauty-industry-india-

SUPPLEMENT CONTENTS:
Lesson 11 (Practice and Application)
Activity Worksheet p. 4.11.1
Presentation Planning
Graphic Organizer

Historical Images
Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Outline of Lessons
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

INTRODUCTORY LESSON
Stimulate interest, assess prior knowledge, connect to new information

Lesson 1
Who Made My Clothes?

Goal
Students will examine the humanitarian problems in the modern-day fashion industry and will determine ways that they can effect change.

Do Now (time: 5 minutes)
The teacher will play a short trailer for a documentary about how clothes are made, first telling students that while they are watching the trailer, they should think about issues that this video presents about how we get our clothes. When the video is over, students will turn and talk with partners. They will share one question that the video raises for them.

See: “The True Cost’ - Official Trailer” (02:34)
https://www.youtube.com/watch?v=OaGp5_Sfbss

Hook (time: 10 minutes)
The teacher will lead a discussion with the class about the questions students have about the fashion industry and thoughts they have about what they saw in the video. To encourage discussion, the teacher might ask questions such as the following:

What have you heard about conditions in clothing factories?
Who is responsible for the working conditions in clothing factories?
What role do we, as consumers, play?
Who benefits from the low wages factory workers are paid and the poor working conditions they endure?

While students are discussing, the teacher will take notes on the whiteboard about their ideas.

Presentation (time: 10 minutes)
The teacher will explain to students that they are about to begin learning about the economic growth of the antebellum (pre-Civil War) United States. This era was the time of the Industrial Revolution, and students will learn that Northern
factories relied on slave labor in the Southern states to harvest the cotton that was used to produce textiles. While giving an overview of the unit, the teacher will introduce the words *interdependent* and *complicit* to students and make connections to the video that the students watched in the Do Now.

The teacher will explain that the North was dependent on, or relied on, Southern slave labor, and the Southern plantation owners were dependent on, or relied on, Northern factories. The teacher should be sure to stress the following points in order to make the terms *interdependent* and *complicit* clear.

1. Southern plantation owners relied on factories in the North buying cotton so they could earn money.

2. The free labor of slaves allowed plantation owners to make large profits when they sold their cotton to the Northern factories that relied on the cotton to produce textiles.

3. The Northern factories benefited from the slave labor because it kept the cost of cotton low and allowed factory owners to make larger profits when they sold the textiles that they produced. In this way, the North was complicit in the institution of slavery.

4. Thus, the economic growth of both regions was dependent on slavery, which was not “only a Southern thing,” even though Northern states had made it illegal.

5. Northern factory owners also benefited from the exploitation of their workers, paying them low wages and forcing them to work in terrible conditions.

The teacher will tell students that today’s lesson will prepare them to study interdependence and complicity in the Industrial Revolution era by learning about how clothes are made today in order to understand the interdependence that exists in the modern-day global economy and the ways that we are complicit in the treatment of garment workers. The ultimate goal today is for students to comprehend the terms and to become aware of what they and other consumers can do to stop the exploitation of factory workers around the globe.

**Practice and Application** (time: 20 minutes)

The teacher will tell students that they are going to watch a 12-minute TedTalk by Orsola De Castro, who is one of the co-founders of Fashion Revolution.

*See:* “Why we need a Fashion Revolution? | Orsola De Castro | TEDxUAL” (12:06)  
https://www.youtube.com/watch?v=geLZiTkFzvo

“Fashion Revolution: About”  
https://www.fashionrevolution.org/about/

Before showing the TedTalk, the teacher will share with students the goals of Fashion Revolution, which can be found on its website:
• An end to human and environmental exploitation in the global fashion industry
• Safe, dignified working conditions and living wages for all people in the supply chain
• Redistributed and more equal balance of power across the global fashion industry
• A bigger and stronger labor movement in the global fashion industry
• A global fashion industry that works to conserve precious resources and regenerate ecosystems
• A culture of transparency and accountability across the value chain
• An end to throwaway culture and shift to a system where materials are used for much longer and nothing goes to waste
• Heritage, craftsmanship, and local wisdoms are recognized and valued

Next, the teacher will hand students a list of words and phrases that they will hear in the TedTalk. If there are any words that students are unfamiliar with, the teacher will define them for students before they watch the video. Suggested words and phrases are ethical fashion, aspirational, supply chain, exploitative, “consumerism is our crack cocaine,” provenance, aesthetic, artisanal, business models, “we are what we wear.”

As students watch the TedTalk, they will create mind maps that use some of these words and phrases and others that they hear in the video to make a visual representation of the problems that exist in the garment industry and what can be done to fix them. They can draw quick sketches to go along with ideas and draw lines to connect ideas to each other. The teacher can project images of mind maps to show students what they can look like.

See: “Why Mind Mapping?”
https://www.mindmeister.com/blog/why-mind-mapping/

“Don’t understand something? Break it down with mindmaps”

The teacher should pause the video several times to check for comprehension and answer questions. After students watch the video, they can continue to work on their mind maps to complete anything that they were not able to write or draw while it was playing. They may revise parts of the map by adding or removing connections and adding new words or phrases. If students are unsure how to complete their mind maps or are unsure how to revise them, the teacher can prompt students to look at the list of words and phrases that was handed out to them at the start of the Practice and Application to add more ideas to their maps.

Review and Assessment (time: 10 minutes)
Students will share their mind maps with partners and reflect on the TedTalk and on the content that they learned in this lesson. They will each determine one action that they or other consumers could take to effect change in the clothing industry. Students will write these actions on sticky notes and place them on the board under the heading “What We Can Do.” They will then read the notes of their peers, realizing that there are a range of actions that can effect improvements in the clothing industry. If time allows, the teacher can lead a discussion with students about what they can do to make a difference.

Extension (optional)
The teacher can extend the discussion about ways that students can encourage change in the modern-day garment industry and show the inspirational video “Who Made My Clothes.”

See: “Who Made My Clothes?” (1:54)
https://www.youtube.com/watch?v=XTnFfa0qH1M
INSTRUCTIONAL LESSONS

Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments

Lesson 2

The Factory Economy of the Northern States

Goal
Students will analyze the impact that the Industrial Revolution had on production of goods in the Northeast.

Do Now (time: 5 minutes)
Students will list, sketch, or diagram an answer to the following prompt:

Think of something that you have designed, built, or created. What was the significance of that object to you? Why, then, might handcrafted items be more desirable than those made in a factory?

Hook (time: 5 minutes)
The teacher will ask students to share their thoughts about the things that they have made and why they might be more desirable than factory-made items. The teacher will create a list of reasons students give.

Presentation (time: 10 minutes)
The teacher will remind students that they will be studying a time period in U.S. history following the conclusion of the War of 1812 that included political and economic independence from Great Britain. It was a time in which the U.S. began to recover from the previous wars and assert itself as a free and independent nation. This era, often referred to as “antebellum America” because it came before (ante-) the Civil War, was a period of widespread industrialization and immigration in the Northeast and agriculture in the South.

The teacher will work with the students to define the words industrialize, manufacturing, and immigration. The teacher will introduce the Industrial Revolution that was influenced by Great Britain and the factors that led to the growth of mills and factories in the North. The teacher can use the resources that follow as well as the American History textbook (Module 6, Lesson 1) to create a presentation.

Access for All Options

Multiple Means of Engagement:
- Connect reflections to relevant and authentic topics that students value.
- Offer mastery-oriented feedback for students to monitor their own learning (what can be improved).

Multiple Means of Representation:
- Clarify unfamiliar syntax in language, diagrams, and illustrations.
- Pre-teach vocabulary in ways that relate to experiences students value.

Multiple Means of Action and Expression:
- Offer meaningful ways students can share their projects (assistive technology, checklists).
- Offer discussion guides to facilitate student planning and full participation.

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will read sources describing factory and artisanal production of shoes.

Writing:
- Students will complete graphic organizers about factory and artisanal production.

Language:
- Students will define the words industrialize, manufacturing, and immigration.
**Practice and Application**: Lesson 2—Artisan and Factory Shoe Production

<table>
<thead>
<tr>
<th>Mode of Production</th>
<th>Benefits</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artisanal shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factory-made shoes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Artisanal Production Process**

**Factory Production Process**
UNIT PLAN—Economic Growth and Slavery

See: “Early Industrialization in the Northeast”:
https://courses.lumenlearning.com/suny-ushistory1os2xmaster/chapter/early-industrialization-in-the-northeast/
“Crash Course World History: The Industrial Revolution”:
https://www.khanacademy.org/partner-content/big-history-project/acceleration/bhp-acceleration/v/bhp-industrial-revolution-crashcourse

Practice and Application (time: 25 minutes)
Students will read about the shift from artisanal to factory shoemaking in the following article. The teacher will print the article and have students annotate or highlight information related to benefits and challenges workers faced when producing goods. When reading, they will highlight benefits in one color and challenges in another. The teacher should consider breaking the reading into smaller chunks and/or assigning excerpts according to students’ needs.

See: “Shoemakers and Shoemaking”
https://philadelphiaencyclopedia.org/archive/shoemakers-and-shoemaking/

Using information from the article and the Presentation, students will complete an Artisan and Factory Shoe Production graphic organizer like the one at the top of the preceding page (see p. 4.10.14) to analyze the benefits and challenges of producing artisanal and factory-made shoes. Students will then create diagrams that show the production processes for artisanal and factory-made shoes. This part of the lesson will provide an opportunity for students to work in pairs. Students can utilize a graphic organizer template designed to show the processes of production, such as the one at the bottom of the preceding page (see p. 4.10.14).

Review and Assessment (time: 10 minutes)
Once students have completed both Artisan and Factory Shoe Production graphic organizers on p. 4.10.14, they will share their work. The teacher will record their responses on the benefits and challenges of artisanal and factory production on two pieces of chart paper. These answers should remain on display in the classroom for reference throughout the unit. Then, students will present their production process diagrams to the class, explaining how factory production impacted the product, costs, and craftsmanship of shoes. Then, students will respond to this question on an Exit Ticket:

What do you think is a drawback to the mass production of goods?

Extension (optional)
Students could create a more formal presentation on the manufacture of a product of their choosing, looking at past and present production. Students could utilize Google Slides or design a larger diagram that shows the stages of production.

Lesson 3

Life in the Industrial North

Goal
Students will analyze the social and economic impact that industrialization, immigration, and the emerging class structure had on the Northeast during the early 1800s.

Do Now (time: 5 minutes)
The teacher will ask students to share what they know about factories—what they are used for, what they are like—from the previous lessons and/or from prior experience. Then, students will...
write the answers to the following prompts, which the teacher will reveal one at a time:

- List two or three impacts that factories have on an economy.
- List two or three impacts factories have on a society.

**Hook** (time: 5 minutes)
Students will turn and talk with partners to discuss their answers to the writing prompts. While working together, students will organize their answers into two columns, benefits and problems. After the students have finished discussing their answers, the teacher will ask them to share with the class.

**Presentation** (time: 10 minutes)
The teacher will explain that during the previous day’s lesson, students examined the shift in the production of goods in the United States, especially in the Northeast, from artisanal to factory production. The shift to industrialization caused significant economic and social changes in the Northeast, including the growth of factories and mills, immigration, and an emerging capitalist class structure. The teacher will show a short video that looks at the lives of mill workers in New England. Following the video, the teacher will engage the students in a discussion about the lives of mill workers, especially girls and young women, the benefits of working in the factories, and the challenges that workers faced.

*See:* “The Massachusetts Mill Workers, Lowell National Historical Park” (6:31) https://www.youtube.com/watch?v=zSVk6axNHkQ

**Practice and Application** (time: 20 minutes)
In this lesson, students will learn more about the growth of mill towns such as Lowell, Massachusetts. Using the sources that follow on p. 4.10.18, they will examine why Lowell was a desirable area for the construction of mills, why immigration to the U.S. was on the rise, and what social and economic impact industrialization had on the U.S., specifically the Northeast.

Students will be divided into three groups, and each will be assigned one of the three factors listed in the Industrialization in the Northeast graphic organizer on the next page (see p. 4.10.17). Prior to starting their research, students will take two minutes to fill in the column “What I Know” with information they learned during the Presentation. The teacher may wish to have each student or pair of students choose one source due to

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**Access for All Options**

**Multiple Means of Engagement:**
- Begin class conversation with controversial topics of value to students (such as immigration restrictions).
- Start class with KWL questions.
- Provide a checklist for students to monitor their own progress.

**Multiple Means of Representation:**
- Provide closed captions or transcripts for all videos.
- Build understanding using contemporary analogies (e.g., foreign technology workers in Silicon Valley).
- Use game formats to review information (Jeopardy, Taboo, etc.).

**Multiple Means of Action and Expression:**
- Provide focused discussion topics to avoid open-ended discussions.
- Provide alternatives to auditory or verbal information for full participation by all.

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**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read electronic and print sources that explain why the Northeast was primed for industrialization and what the economic and social impact of industrialization was.

**Writing:**
- Students will explain geographical, economic, and social factors that led to and resulted from rapid industrial growth in the Northeast.
### Practice and Application: Lesson 3—Industrialization in the Northeast

<table>
<thead>
<tr>
<th>Factors</th>
<th>What I Know</th>
<th>Researched Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEOGRAPHIC FACTORS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding Questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Why was the Northeast ideal for the construction of mills?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What geographical challenges did factory developers face?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ECONOMIC FACTORS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding Questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How did the production of goods change during industrialization?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How did industrialization change the labor force and labor relations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL FACTORS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding Questions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How did industrialization change the structure of Northern society?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• What new social/economic groups emerged in the North, and how much opportunity was there for social mobility?</td>
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<td></td>
</tr>
</tbody>
</table>
to the complexity of the content. As students review sources, they will record their findings in the appropriate rows of the “Researched Answers” column.

**Review and Assessment** (time: 15 minutes)

Students will present their researched answers to the class. As the students present, the teacher will scribe the answers on chart paper, and students will record the notes from the other groups on their own graphic organizers. The chart paper with the recorded answers should remain posted in the classroom for students to reference throughout the unit. At the end of class, students will list or write answers to this Exit Ticket prompt:

Predict the challenges that the Northeast will face as a result of industrialization.

### Source List

**Practice and Application:** Lesson 3—Industrialization in the Northeast

*American History.* Houghton Mifflin Harcourt, 2018. Module 6, Lesson 1

- **Geographic Factors**
  - “How did geography spur industrialization in the Northeast?”
    https://socratic.org/questions/how-did-geography-spur-industrialization-in-the-northeast
  - “Building America's Industrial Revolution: The Boott Cotton Mills of Lowell, Massachusetts”

- **Economic Factors**
  - “Lowell, Story of an Industrial City: Early American Manufacturing”
  - “Social Effects of Industrial Revolution (1800-1920)”
  - “Immigration Timeline”:
    https://www.libertyellisfoundation.org/immigration-timeline

- **Social Factors**
  - “A New Social Order: Class Divisions”:
    https://courses.lumenlearning.com/suny-ushistory1os2xmaster/chapter/a-new-social-order-class-divisions/
  - “Social Mobility in the North”
    http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3523
Lesson 4

The Plantation Economy of the Southern States

Goal
Students will analyze the economic impact that agriculture had on the Southern economy and the institution of slavery.

Do Now (time: 5 minutes)
Students will list, sketch, or draw answers to the following prompt:

In what ways do you think agriculture has been impacted by machines?

Hook (time: 5 minutes)
After students have generated answers to the prompt, the teacher will project maps that showcase the expansion of cotton production from the 1800s to the 1860s. Maps 7 and 8 on the site below are useful for illustrating the correlation between slavery and cotton production.

See: “37 maps that explain the American Civil War”
https://www.vox.com/2015/4/14/8396477/maps-explain-civil-war

Students will discuss the information presented in the maps. The teacher will ask guiding questions such as:

- What do you notice about the connection between slavery and cotton production?
- What changes do you see occurring over time?

Presentation (time: 10 minutes)
For this lesson, the presentation will be split in half. During the first half of the presentation, students will lead a review of the content that has been discussed over the past two days. Class discussion during this half should highlight the shift in the production of goods in the North, the benefits of mills, and the lives of mill workers. Students should reference the chart papers that were posted during the previous lessons.

During the second half of the presentation, the teacher will explain that the North and South took different economic paths in the 19th century. While the North continued with...
subsistence farming, its focus was on industrialization and mass production of goods. The South, however, continued to rely on the agricultural sector to produce raw materials needed for Northern and European markets. The teacher’s presentation should describe the agrarian economy of the South, its role in the production of factory-made goods, and especially the impact of the cotton gin on slavery and the Southern economy.

The teacher can use the *American History* textbook (Module 6, Lesson 1) as well as the following sources to create a presentation.

See: “The slave economy”
https://www.khanacademy.org/humanities/us-history/civil-war-era/sectional-tension-1850s/a/the-slave-economy

“Why Was Cotton ‘King?’”
https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/why-was-cotton-king/

**Practice and Application** (time: 25 minutes)

After reviewing the information discussed in the Presentation, students will analyze the impact that slavery had on the Southern economy. During this activity, students will move among three stations, spending about five to seven minutes at each one. They will analyze primary and secondary sources and statistics related to the Southern economy and slavery. As they visit each station, students will make note of the information that is presented and the conclusions that they come to in a graphic organizer similar to the Station Activity Analysis that follows on the next page (see p. 4.10.21).

If students are struggling with drawing their own conclusions, the teacher can post guiding questions at each station such as:

  What do you notice right away about this source? and What is this source trying to teach you?

The following sources can be used for the stations:

**STATION 1: Two Economic Systems**


**STATION 2: Cotton Production and Slavery**

See: “The Spread of Cotton and Slavery 1790-1860”
https://mappinghistory.uoregon.edu/english/US/US18-00.html

“Growth of Cotton Production and the Slave Population, 1790-1860”
http://courses.missouristate.edu/bobmiller/data/Slavery/Growth%20Cott_Slav0001.JPG

**STATION 3: Arrival of the Cotton Gin**

See: “Cotton Gin and the Expansion of Slavery”

**Review and Assessment** (time: 10 minutes)

After students have reviewed the content provided at all stations, the teacher will recreate the graphic organizer on chart paper and record student answers as each source is discussed. The graphic organizer should remain posted in the classroom for the duration of the unit. At the end of the class, students will write or sketch an answer to these Exit Ticket questions:

  Why was slavery such an integral part of the South’s economy?

  Based on the information provided today and recorded on the graphic organizer, how do you think the *North* benefited from slavery?
### Practice and Application: Lesson 4—Station Activity Analysis

<table>
<thead>
<tr>
<th>Source</th>
<th>Information Presented</th>
<th>Questions Raised</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Station 1:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Two Economic Systems Develop”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>American History</em>, Module 6, Lesson 1, pp. 236-237</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Station 2:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Spread of Cotton and of Slavery 1790-1860”</td>
<td></td>
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</tr>
<tr>
<td><em>and</em></td>
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</tr>
<tr>
<td><strong>Station 3:</strong></td>
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</tr>
<tr>
<td>“Cotton Gin and the Expansion of Slavery”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5

Life in the Agrarian South

**Goal**
Students will analyze the social and economic class structure of the antebellum South.

**Do Now** (time: 5 minutes)
Students will list answers to the following prompt:

Based on the information discussed over the past few days, what social or economic groups do you think existed in the antebellum South?

**Hook** (time: 5 minutes)
Once students have finished answering the prompt, the teacher will make a list of the groups students came up with (and may prompt them to think of others). Then, students will organize the groups from top to bottom in terms of social position and power and explain their reasoning for the groups’ social positions. This list will remain posted throughout the lesson to serve as a reference as students learn more about the class structure.

**Presentation** (time: 10 minutes)
The teacher will explain that, like countries and societies all over the globe, antebellum America had a class system that was based on economics and social status, but it was different in the North and in the South. The teacher will review what life was like for Northerners and how social and economic classes were established by industrialization. Then, the teacher will spend some time reviewing the previous lesson on the Southern agricultural economy.

At the start of class, students were asked to make a list of social groups that may have existed in the South at this time. To formalize and refine this classification of groups that made up the Southern society, the teacher will explain that there were six economic classes:

- the planter elite
- small slaveholders
- yeoman farmers
- landless whites
- free Blacks
- enslaved peoples

The sources that follow include background information on these

**Access for All Options**

**Multiple Means of Engagement:**
- Connect class discussion with authentic and relevant topics of value to students (e.g., class in America).
- Offer students opportunities to select topics they want to discuss.

**Multiple Means of Representation:**
- Offer students discussion guides with key questions or topic headings to support information processing.
- Use activities to simulate roles in the class structure of America.

**Multiple Means of Action and Expression:**
- Provide opportunities for students to use story webs, outlining tools, and other scaffolds.
- Offer students opportunities for guided reflection and journaling to share knowledge through lived experiences.

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read and extract information from various sources related to the social and economic class structure of Southern society.

**Writing:**
- Students will complete a graphic organizer that explains the social and economic class structure of Southern society.

**Language:**
- Students will discuss terminology about the class system including planter elite, yeoman farmers, landless whites, and enslaved peoples.
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groups. The teacher will explain that the lesson will ask students to explore four of these social and economic classes and the role that each group played politically, socially, and economically.

See: “Southern Society at 1860”
http://faculty.polytechnic.org/gfeldmeth/southernsociety.html

“Wealth and Culture in the South”

Practice and Application (time: 25 minutes)
Students will research what life was like for the planter elite, the yeoman farmers, the landless whites, and the enslaved peoples. The teacher will distribute a Southern Society Pyramid graphic organizer like the one on the next page (see p. 4.10.24), and each student (or group) will be assigned one of the four groups to research. The teacher can print out selections from the resources above and below or direct students to the websites to find the information.

See: “The Road to Secession: Antebellum Society and Politics”
https://historic sites.nc.gov/resources/north-carolina-civil-war/road-secession

“Planter class”
https://en.wikipedia.org/wiki/Planter_class

“Yeoman Farmers”
https://mississippencyclopedia.org/entries/yeoman-farmers/

“Poor Whites and Slavery in the Antebellum South: An Interview with Historian Keri Leigh Merritt”
https://historynewsnetwork.org/article/167224

“Conditions of Antebellum Slavery”

“A Slave’s Life”
http://www.eyewitnesstohistory.com/pfslavelife.htm

Review and Assessment (time: 10 minutes)
When they have completed their research on the various groups in antebellum Southern society, the students will present the information for their assigned groups. The teacher will record student answers on a larger version of the graphic organizer so that it can be on display for the remainder of the unit. Once students have finished discussing their results, they will respond in writing to this Exit Ticket prompt:

What idea or stereotype did you have about antebellum Southern society that was debunked or contradicted today?

Extension (optional)
To extend this lesson, students can explore the daily lives of those who were members of the groups discussed during the lesson. This exploration can be broken up by state or region within the South. Students can analyze primary sources, such as texts, photographs, and infographics using the Library of Congress analysis tool.

See: “Primary Source Analysis Tool”
http://www.loc.gov/teachers/primary-source-analysis-tool/
Lesson 6

Differing Perspectives on Life in America

**Goal**
Students will analyze primary sources to understand what life was like during antebellum America.

**Do Now** (time: 5 minutes)
The teacher will show the students an image from antebellum America, (e.g., *Slave Auction of African Family* c. 1852). Students will examine the primary source and answer the following prompt:

What do you see happening in this image? What is the main idea of this image?

Provide details to support your answer.

See: “A House Divided—America in the Age of Lincoln: *An American Slave Market*, by Taylor, 1852”

**Hook** (time: 5 minutes)
Once students have completed their examination of the image and have answered the prompt, the teacher will ask a series of questions to engage the students in a discussion:

What impact does this image have? Why are images appealing to us? Why are images so powerful?
**Presentation** (time: 10 minutes)

The teacher will explain that the focus of the lesson will be on analyzing primary sources. Primary sources are valuable tools that can provide first-hand information about particular events, politics, or society. During the antebellum period, personal stories, images, and photographs of life in the North and South became widely available. The teacher will create a presentation that explains how every story or event has two or more sides, and primary sources allow us to explore all sides of a story.

The resources below will help students learn how to look at sources more critically, whether they be texts, images, or artifacts. The goal is that students examine sources more closely to understand bias, intended audiences, and questions that still need to be answered.

See: “Analyze a Written Document”

“Analyze a Photograph”

**Practice and Application** (time: 25 minutes)

To make connections between what life was like in the North and South during the antebellum era, students will analyze one of four primary sources. The teacher will hand out copies of the “Analyze a Written Document” and “Analyze a Photograph” PDFs from the National Archives.

Prior to students’ reviewing the primary sources on their own, the teacher can reference the image used at the start of the lesson as a model. Once the class has finished a brief analysis of this image, students will each be assigned a primary source text or images depicting the lives of Lowell mill girls or life on a Southern plantation. They will use the appropriate National Archives tools to analyze their assigned sources. If the resources are too lengthy for students to complete, the teacher should designate specific sections for study.

This activity can be done individually or with partners. For example, one pair of students could be given different Lowell mill girl sources and compare their findings.

**Note:** The teacher should take care in choosing images of slavery to analyze, as some content could be a trigger for students.

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**Access for All Options**

**Multiple Means of Engagement:**

- Model proficient performance to support students in evaluating primary documents (e.g., interpreting bias).
  See: Bookbuilder

- Provide digital links to documents to allow students to interact with materials.

- Connect discussions to student neighborhoods’ changes or transformations.

**Multiple Means of Representation:**

- Build student recognition skills by highlighting critical features and relationships (similarities/differences).

- Connect content directly to previous lessons and instruction.

- Provide closed captioning and transcripts for videos.

**Multiple Means of Action and Expression:**

- Offer students choice of tools and media to share their knowledge (video, text-to-speech, art, dance).

- Encourage students to use story webs and mapping tools such as StoryboardThat.
  See: https://www.storyboardthat.com/


“Solomon Northrup describes the working conditions of slaves on a Louisiana cotton plantation (1853)” (excerpts from slave narratives, see especially item no. 10) http://www.vgskole.net/prosjekt/slavrute/primary.htm (#10)

“Images of African-American Slavery and Freedom” (images of slavery and freedom, see especially page 2) https://www.loc.gov/rr/print/list/082_slave.html

Review and Assessment (time: 10 minutes)

Once they have finished analyzing the primary sources, students will share their answers to the analysis tool questions. The teacher will engage the students in a discussion, encouraging them to consider the viewpoints or biases and the intended audiences of the sources and to evaluate the impact the sources have on their understanding of this era. Following the discussion, students will write an Exit Ticket on these prompts:

What did you learn about life in antebellum America from the primary sources?  
What is the value of learning about history from primary sources?

Extension (optional)

To demonstrate the skills learned during this lesson or to add an extra day for the expanded Plan 2, students can find and select primary sources of their own. Utilizing the same analysis tools, students will examine the sources and then present them to the class. Students will explain why they chose those particular primary sources, why they think they are important to study, and what the class can learn from them.

Lesson 7

Mill Worker Activism and Resistance

Goal
Students will analyze the impact of worker organization in Northern mills.

Do Now (time: 5 minutes)

Students will generate a list of complaints or grievances that present-day workers may have about their working conditions or workplaces in the first column of a T-chart.

Hook (time: 10 minutes)

Students will watch the video that follows, and based on the information presented about daily life
in the Lowell mills, they will generate a list of grievances that mill girls may have had about their working conditions in the second column of the T-chart. Students will share out the similarities and differences that they notice in the two lists that were generated.

See: “Lowell Mill Girls” (start at 04:00)
https://www.youtube.com/watch?v=pkJwOYagvuI

Presentation (time: 5 minutes)
The teacher will review the content discussed during prior lessons on the growth of industrialization and the challenges and benefits it posed. In today's lesson, the teacher and students will participate in a simulation about conflicts arising from working conditions in the Northern mills.

The teacher will play the role of a mill overseer who has heard rumors that the workers intend to go on strike if their demands are not met. Students, who will role-play the workers, will use evidence from primary sources that describe or illustrate the working conditions in the mills to develop a list of demands to present to the “overseer.” Each student (or pair) will receive one primary source, and the class will pool information to create the demands.

Practice and Application (time: 25 minutes)
As they read through their assigned sources, students should make annotations and record answers to the analysis questions in the Northern Mills Working Conditions graphic organizer on the next page (see p. 4.10.28).

See: “Time Table for Lowell Mills”

“The Beauty of Factory Life”
http://industrialrevolution.org/beauty-of-factory-life.html#conditionofoperatives

“The Lowell Mill Girls Go on Strike, 1836”:
http://historymatters.gmu.edu/d/5714

“Wages Slavery and Chattel Slavery”

Once students have completed their review of the primary sources, they will work as a group to draft a letter or create a presentation to the “overseer,” demanding changes in working conditions. Students will review the information found in their graphic organizers to draft their list of grievances and demands. As the students draft the letter or presentation, they should prioritize the demands from most important to least.
**Practice and Application:** Lesson 7—Northern Mills Working Conditions

<table>
<thead>
<tr>
<th><strong>Primary Source</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Working Conditions</strong></td>
<td>What information about the working conditions of the mills is presented?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Analysis Questions</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the purpose of this text?</td>
<td></td>
</tr>
<tr>
<td>Who created it?</td>
<td></td>
</tr>
<tr>
<td>Who do you think was its audience?</td>
<td></td>
</tr>
<tr>
<td>What can you learn from examining this text?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Demands of Operatives</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on the information in the primary source, what demands will be presented to the overseer?</td>
<td></td>
</tr>
</tbody>
</table>
UNIT PLAN—Economic Growth and Slavery

Review and Assessment (time: 10 minutes)
Role-playing the mill workers, students will present their grievances and list of demands to the “overseer.” When addressing the overseer, students will explain what they feel are the most outrageous working conditions and what demands need to be addressed immediately. After the presentation, students will complete an Exit Ticket using this prompt:

After discussing various labor grievances, both past and present, what problems do you feel employers need to remedy and why?

Extension (optional)
A strike is looming and the mill is entering the busy season. To extend this lesson, the students (mill workers) and the teacher (overseer) could enter into negotiations over working conditions such as hours, wages, and safety. As the workers, students will vote on concessions made by management to prevent a strike.

Lesson 8
Social Theorists’ Justifications for Slavery

Goal
Students will analyze and explain a Southern social theorist’s justification for the institution of slavery.

Do Now (time: 5 minutes)
The teacher will project the graph “African American Population, 1790-1860” in the American History textbook (Module 6, Lesson 1, p. 237). The teacher will ask students:

What does this graph tell us?
Students will analyze the data in a Think-Pair-Share activity.

Hook (time: 5 minutes)
After students discuss the graph, noting especially the large increase in slave population that occurred between 1790 and 1860, the teacher will show students the three-minute PBS video, “The Cotton Economy and Slavery.” The teacher will ask students to pay attention to the reasons that slavery increased so much during this time period.

See: “The Cotton Economy and Slavery” (3:03)
Presentation (time: 5 minutes)
The teacher will remind students that many Southern slaveowners believed that slavery was necessary to their economy. They believed that without slavery, they wouldn’t be able to harvest tobacco or pick cotton, and their economy would collapse. The teacher will highlight key ideas from the PBS video and remind students that the invention of the cotton gin revolutionized the cotton industry, while industrialization created a demand for cotton production that the South was able to meet by relying heavily on slave labor.

For additional information about the Southern economy’s reliance on slavery, the teacher can refer to the American History textbook (Module 6, Lesson 1). The teacher will explain that today’s lesson will focus on Southern justifications for slavery.

Practice and Application (time: 15 minutes)
The teacher will distribute excerpts from “George Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854” and a Fitzhugh’s Argument Notecatcher like the one that follows on the next page (see p. 4.10.31). The teacher will explain that the author of this piece, George Fitzhugh, was a pro-slavery social theorist who argued that Southern slavery was not merely a necessary evil but a positive good, more humane than the Northern factory system.

Each student will be assigned one of five passages from Fitzhugh’s argument and will analyze the author’s justification for slavery. Students will complete the sentence stems for their assigned passages in column one of the notecatcher, using the main arguments from their passages. In column two of the same row, students will draw on their learning in previous lessons to rebut Fitzhugh’s argument.

See: “George Fitzhugh Argues that Slavery is Better than Liberty and Equality, 1854”

Review and Assessment (time: 25 minutes)
Students will do a whip-around, briefly sharing the main arguments of their assigned passages (from the first column of the notecatcher) and explaining how these arguments explicitly or implicitly support the institution of slavery. As students share what they learned, the rest of the class will record the arguments in their notecatchers. After the whip-around, the teacher will lead the class in a discussion of Fitzhugh’s arguments. The teacher will ask students to draw upon the second column on the notecatcher to discuss these questions:

How does Fitzhugh try to make a “case” for slavery? What truths about slavery does he fail to mention?
What flaws do you see in his argument? What assumptions does he make about Black people?

Then, working in pairs, students will select one response and rebuttal from the notecatcher and compose several sentences that make a counterargument against Fitzhugh. Students should integrate prior knowledge of living conditions from previous lessons to support their counterclaims. The teacher may provide sentence stems such as the ones that follow (see p. 4.20.32) to help students frame their rebuttals.
### Practice and Application: Lesson 8—Fitzhugh’s Argument Notecatcher

<table>
<thead>
<tr>
<th>Passage</th>
<th>1) Fitzhugh’s Arguments in Favor of Slavery</th>
<th>2) Your Responses and Rebuttals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“Liberty and equality are new things under the sun” that have caused …</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Liberty and equality increase “pauperism (poverty) and crime” because …</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>“We do not set children and women free because …”</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Slavery has elevated “the character of the master” by …</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>“A state of dependence” is the best condition for human beings because …</td>
<td></td>
</tr>
</tbody>
</table>
Fitzhugh says that liberty and equality __________________________ but __________________________.

While working conditions in Northern mills were __________________________, Fitzhugh falsely implies that slavery __________________________.

Fitzhugh maintains that slavery is a social good because __________________________, but he fails to acknowledge that __________________________.

By asserting that a “state of dependence” is __________________________, Fitzhugh is advocating a social order in which __________________________.

Extension (optional)
After students discuss and respond to Fitzhugh’s argument, the teacher may ask students to make connections to contemporary enslavement and worker exploitation with questions such as the following:

Are workers still enslaved and exploited today? What did we learn in Lesson 1 about the fashion industry?
What other industries mistreat their workers? What about mining? electronics? agriculture?
Why is worker enslavement and exploitation allowed to happen? Who benefits from it?

If students are unaware of modern worker enslavement and exploitation, the teacher may point out that consumers often unknowingly benefit from it because it is hidden in the global supply chain of goods such as clothing, shoes, and cell phones. As students make connections between the exploitation of workers in the 1800s and today, they will likely generate many questions that could become the basis of a multi-lesson extension of this unit. See the L-11 Extensions shown in Plan 2 (see unit introduction, p. 4.9.3).

Lesson 9
Slave Rebellions and Resistance

Goal
Students will examine slave rebellions that took place prior to the American Civil War to understand their causes and effects.

Do Now (time: 5 minutes)
The teacher will pose the following question to the class to highlight vocabulary words in today’s lesson:

What does it mean to revolt or rebel?

Students will share their thoughts with partners.

Hook (time: 5 minutes)
Once students have answered the question, they will share their answers with the class. The teacher will then ask students:

Is rebelling a positive or negative action?
Why do you think that?

The teacher will lead the class in a short discussion.

Multiple Means of Engagement:
- Start lessons with KWL questions.
- Connect the lesson with previous instruction and relevant background knowledge (e.g., the slave revolt in Haiti).

Multiple Means of Representation:
- Use multiple media to highlight critical features (big ideas, similarities, and differences).
- Use multimedia to identify periods and experiences of people (visual models, stories).

Multiple Means of Action and Expression:
- Provide options for students to compose and present their work in multiple media such as text, drawing, illustrations, comics, and storyboards.
Presentation (time: 10 minutes)
The teacher will explain that violent rebellions were one way that enslaved peoples stood up for themselves and their rights against their masters. Many rebellions occurred before the Civil War, and students will look at two of them today. To introduce students to the idea of slave rebellions, the teacher will show the following three-minute PBS clip about the Nat Turner Rebellion from *The African Americans: Many Rivers to Cross* series, pausing occasionally to check for understanding.

See: “Nat Turner Rebellion” (2:59)

The teacher will then lead the class in a short discussion about the rebellion and their reactions to the video. The teacher will ask students:

Did any moments or lines in the video stand out to you?
Why do you think slaves were willing to risk their lives to rebel in this way?

Practice and Application (time: 25 minutes)
The teacher will distribute a Slave Rebellion Notecatcher like the one on the next page (see p. 4.10.34) and divide the class in half. One group will read about Nat Turner’s Rebellion, and the other group will look at The German Coast Uprising of 1811.

Students studying Nat Turner’s rebellion will use the Spartacus Educational website below to read a brief overview and then read two brief primary source documents:

a. the last two paragraphs of “(4) Nat Turner, *The Confessions of Nat Turner* (1831)”
b. the last two paragraphs of “(5) Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861)"


The second group will read about the German Coast Uprising on the website below.

See: “America’s Largest Slave Revolt: The German Coast Uprising of 1811”
https://ushistoryscene.com/article/german-coast-uprising/

Each group will complete the appropriate row of the Slave Rebellion Notecatcher on the next page (see p. 4.10.34). After 20 minutes of work, students will share with the other group what they learned about the rebellions.

Review and Assessment (time: 10 minutes)
The teacher will lead students in a discussion about the effects of these revolts and whether or not they were justified. The teacher will prompt responses by asking questions such as:

What effect did these revolts have on slaves and laws regarding slavery? Why do you think that is the case?
Were the rebellions justified? Are violent rebellions ever justified? Under what conditions?
### Practice and Application: Lesson 8—Slave Rebellion Notecatcher

<table>
<thead>
<tr>
<th>Rebellion</th>
<th>How did the rebellion or the idea for the rebellion start?</th>
<th>What happened during the rebellion?</th>
<th>What happened to those who planned and participated in the rebellion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nat Turner’s Rebellion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German Coast Uprising</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Extension (optional)

This lesson can be extended into another day to include other rebellions such as the Stono Rebellion, Gabriel’s Conspiracy, and the Denmark Vesey Rebellion. Teachers can set up documents from each rebellion at stations around the room and students can visit each station. Students can complete graphic organizers like the one they used in this lesson with the ultimate goal being to find similarities and differences among the rebellions and their outcomes. The teacher may also wish to make a connection to the successful slave revolution in Haiti, 1791-1804 (see also World History II, Unit 1, on the Haitian Revolution in Chapter 6 of this guide).

See:  
- “Denmark Vesey” | https://www.pbs.org/thisfarbyfaith/people/denmark_vesey.html  
Lesson 10

Northern Complicity in the Institution of Slavery

**Goal**
Students will examine how the North benefited from the institution of slavery despite widespread abolitionist sentiment in many Northern states.

**Do Now** (time: 5 minutes)
Students will list, sketch, or write an answer to the following prompt:

Based on what you have learned in this unit so far, in what ways did the North rely on slavery?

**Hook** (time: 5 minutes)
The teacher will write *complicity* (which students first encountered in Lesson 1) on the board and give its definition:

*association or participation in or as if in a wrongful act*

Students will turn and talk with partners, creating a list of synonyms for the word and providing examples. The teacher can prompt their thinking by asking:

What does it mean to be complicit in something?
How does this word relate to what we have been studying?

Students should discuss the moral implications of complicity, including the North’s economic reliance on slavery long after it was made illegal in the North.

See: “complicity” (definition)
https://www.merriam-webster.com/dictionary/complicity

**Presentation** (time: 10 minutes)
The teacher will briefly state that the focus of this lesson will be to explore the role of the North in sustaining the institution of slavery. Prior to starting the activity, students will watch a speech by Anne Farrow, co-author of *Complicity: How The North Promoted, Prolonged, and Profited From Slavery*. She explains how the North helped to sustain the institution of slavery and why the relationship between the two regions is significant.

See: “Complicity: How the North Profited from Slavery” (start video at 16:30, end at 26:30)
https://youtu.be/hAQnlpLaj30?t=990

Access for All Options

**Multiple Means of Engagement:**
- Begin class with KWL questions to connect the lesson to previous instruction.
- Offer varied sources of information so content is relevant to different racial and cultural groups.
- Offer activities with authentic outcomes that relate to real-world audiences and are action oriented.

**Multiple Means of Representation:**
- Display information in flexible formats, considering visual content, graphs, or diagrams.
- Use metaphors and analogies to bridge to relevant concepts throughout the unit.
- Provide closed captioning or transcripts for videos.

**Multiple Means of Action and Expression:**
- Provide options for composition using multiple media, including, art, music, videos, wikis, or animation.
- Provide students scaffolds that can be gradually withdrawn (sentence starters, word prediction software, story webs, and speech-to-text applications).
Practice and Application (time: 25 minutes)

For this lesson, students will do research that debunks the myth that “slavery was only a Southern thing.” The teacher should assign each student one or more sources from the list below or allow students to choose. Students will investigate how Northern states helped to sustain slavery despite most states’ having abolished it by 1804. For this activity, students may use laptops to do their research, or the teacher can print out copies of the sources. As students read them, they should use a Slavery Myths graphic organizer similar to the one below to keep track of the evidence they uncover.

### Slavery Myths Resources

- “Myths and Misunderstandings: The North and Slavery”  
  https://acwm.org/blog/myths-misunderstandings-north-and-slavery/
- “The Clear Connection Between Slavery And American Capitalism”  
  https://www.forbes.com/sites/hbsworkingknowledge/2017/05/03/the-clear-connection-between-slavery-and-american-capitalism/#c4adeac7bd3b
- “Lowell’s Southern Connection”  
  https://www.nps.gov/lowe/learn/photosmultimedia/southern_connection.htm
- “How slavery became America’s first big business”  

### Practice and Application: Lesson 10—Slavery Myths

| Myth: “Slavery was only a Southern thing.” |
| Focus Question: What evidence is provided in the source(s) that debunks this myth? |
| Evidence: | Source: |
| Evidence: | Source: |
| Evidence: | Source: |
| Evidence: | Source: |
**HISTORY**

Chapter 4—U.S. History I
Topic: Economic Growth in the North, South, and West (USI.T3)

UNIT PLAN—Economic Growth and Slavery

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**Review and Assessment** (time: 10 minutes)

Students will discuss the following question:

**How did Northern states benefit from slavery?**

Using the information they found, students will share evidence that supports their answers to the prompt. The teacher will record student answers on a larger graphic organizer. The graphic organizer should remain on display in the classroom for students to reference while working on the Final Project.

**Extension** (optional)

To extend this lesson, the teacher may assign additional sources from the list above or, using resources from the teacher’s guide to *Complicity: How The North Promoted, Prolonged, and Profited From Slavery*, trace the North’s complicity with slavery from its colonial beginnings through the ivory trade in the 19th and 20th centuries. The class could then engage in a Socratic seminar on whether the North held the “moral high ground” before the Civil War.

See: “Complicity Teachers Guide”

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**CULMINATING LESSON**

*Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives*

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**Lesson 11** (3 days)

The Economic Interdependence of the North and South

**Goal**

Students will create diagrams on poster boards or slideshow presentations that demonstrate the economic interdependence between the Northern and Southern economies and their reliance on slave labor.

**Lesson 11—DAY 1**

**Do Now** (time: 10 minutes)

Students will review their notes and formative assessments, reflect on understandings developed throughout the unit, and respond to the following questions:

- What economic and social impact did industrialization have on the North?
- How did inventions such as the cotton gin further the South’s reliance on slavery?
- In what ways did the North benefit from slavery?
FINAL PROJECT: Economic Interdependence Between the North and South

Lesson 11

During this unit we have explored the business relationship between the North and the South, which were dependent on each other despite having developed two very different economic systems. Now you will create a presentation that shows the economic interdependence of the North and South prior to the Civil War. Your presentation will demonstrate your understanding of the relationship based on the content you have learned during the unit.

Questions to be addressed will include the following:

- Why was the North a prime area for industrialization? Why did slavery expand in the South?
- How did machines and the mass production of goods and raw materials impact the U.S.?
- Despite the fact that slavery was outlawed in Northern states by 1804, how did the North continue to benefit from slavery until the start of the Civil War?

To begin the process of planning the assignment, you will need to do the following:

- Organize the notes and formative assessments you completed during the unit.
- Decide how you wish to present your final product (diagram on poster board or slideshow).
- List the supplies or resources that you will need based on your choice.

A successful presentation will include the following elements:

- Historically accurate details about the Northern and Southern economies
- Evidence that supports the idea of economic interdependence between the two regions
- Relevant photos or drawings to enhance the project
- Evidence of research, understanding, reflection, and revision during the design process

Notes:
**Hook** (time: 5 minutes)

After completing their responses to the writing prompts, the class will create a word wall on chart paper using key terms and facts from student answers. The chart paper will remain on display for students to reference while they work on the performance task.

**Presentation** (time: 10 minutes)

The teacher will introduce the Final Project with a handout such as the one provided on the preceding page (see p. 4.10.38). After reading through the assignment, the teacher will discuss the expectations of the project and answer questions students may have. If possible, the teacher will ask students to assist in creating a rubric for the assignment to increase buy-in. The teacher will also review the content from previous lessons that has been posted on the walls.

**Practice and Application** (time: Day 1—30 minutes)

Students will brainstorm ideas for their presentations and gather the information they need to create them. To help organize their ideas and information, students can utilize the Presentation Planning Graphic Organizer in the Supplement (see p. 4.11.1). At the end of Day 1, students will reflect on the progress they have made, prioritize tasks for the following day, and submit their graphic organizers for teacher review.

**Lesson 11—DAY 2**

**Do Now** (time: 10 minutes)

Students will review their to-do lists from the day before along with the teacher’s comments. Students will prioritize the remaining tasks to ensure the completion of the project by the end of the class period. The teacher will check in with each student to make sure that everyone has reviewed the requirements of the project and to answer any remaining questions.

If students are completing poster projects, the teacher will distribute poster board, construction paper, markers, glue or tape, and other supplies that students will need and may show portions of the following video on how to lay out and construct an effective poster.

https://www.youtube.com/watch?v=FRwFrsple5s

If students are creating slideshows, the teacher will distribute

---

**Access for All Options**

**Multiple Means of Engagement:**
- Begin class with KWL questions to connect the lesson to previous instruction.
- Provide mastery oriented feedback relevant to improving student performance using verbal cues, prompts, etc.
- Provide rules and rubrics for final product process and presentation.

**Multiple Means of Representation:**
- Provide varied resources for research by using multimedia (text, web sites, graphic organizers, videos).
- Use real-world experiences to build background knowledge.
- Offer glossaries and dual-language dictionaries as resources.

**Multiple Means of Action and Expression:**
- Provide self-monitoring guides and templates for planning and self-regulation/goal-setting.
- Provide meaningful ways students can share their presentations including assistive technology (illustrations, drawing, cartoons, story webs).

---

**Literacy and Numeracy Across Content Area Elements**

**Writing:**
- Students will assemble ideas and information in graphic organizers before putting together their presentations.

**Speaking and Listening:**
- Students will present their projects to their classmates and answer questions.
Chromebooks and direct students to open the Google Slides template gallery, where students may choose designs or create their own. The “General presentation” and “Science project” templates are readily adaptable.

See: “Template gallery” | https://docs.google.com/presentation/u/0/?ftv=1

**Practice and Application** (time: Continued, Day 2—45 minutes)

Students will continue to work on their presentations, using the information they have gathered from the unit. Students may seek additional data or images on the internet as needed. The teacher will circulate among the students, answering questions and offering suggestions on content and layout, and reminding students to review the assignment sheet to make sure that they have met the criteria for the project. At the end of class, students will reflect on their work and write 3-2-1 Exit Tickets:

- 3 aspects of the poster or slideshow that are “good to go”
- 2 aspects of the poster or slideshow that still need fixing
- 1 question for the teacher about the poster or slideshow

**Lesson 11—DAY 3**

**Do Now** (time: 15 minutes)

Students will review the teacher’s feedback on their Exit Tickets, ask clarifying questions as needed, and proceed to complete and polish their posters or slideshows. Depending on the sharing option selected by the class (see below), they will then practice their presentations or set up for the gallery walk.

**Review and Assessment** (time: 40 minutes)

Students can review and comment on each other’s work in one of the following ways:

- **OPTION 1: Individual Student Presentations**
  Students will informally present their posters or slideshows to their peers, who will ask questions about and give oral feedback on their data and conclusions.

- **OPTION 2: Gallery Walk**
  Students will walk around to view each of the projects and leave one comment and one question at each station on a sticky note for the presenter to reflect on and/or answer.

After the presentations, the teacher will engage the students in a discussion about the interdependence of the economies of the North and South, particularly in relation to the ways that they relied on and profited from slavery. The teacher should remind students of the concept of *complicity* (from Lesson 10) and of their consideration of the contemporary question, “Who made my clothes?” (in Lesson 1).

The teacher may then ask students to reflect orally or in writing on this broad moral question:

If we benefit from an injustice, even unknowingly or unintentionally, are we partly responsible for it?

**Extension** (optional)

It is possible to extend the unit an extra week, with students researching and discussing modern-day slavery and how it impacts the global economy. The week 4 schedule that follows from the expanded Plan 2 calendar (see p. 4.9.3) is one possible model for this extension, and a list of resources on modern slavery, including abuses in specific industries, is provided on the next page (see p. 4.10.41).
As a performance assessment, students could research an industry that relies on and benefits from slave labor, including mining and textiles. Students should also reflect on how products that are used daily, such as cell phones, clothing, makeup, and chocolate, sustain slave labor today.

Resources include:

- **Global Slavery Index** (see video introduction) | https://www.globalslaveryindex.org/
- “World Slavery Map” | http://www.kevinbales.net/world-slavery-map.html
- “This Is What We Die For: Child Slaves Made Your Phone Battery”
  https://www.thedailybeast.com/this-is-what-we-die-for-child-slaves-made-your-phone-battery?ref=scroll
- “This is what we die for: Child labour in the DRC cobalt mines”
  https://www.youtube.com/watch?v=7x4ASxHIrEA
- “Your Phone Was Made By Slaves: A Primer on the Secret Economy”
  https://longreads.com/2016/03/08/your-phone-was-made-by-slaves-a-primer-on-the-secret-economy/
- “Modern Slavery and the Fashion Industry”
  https://www.commonobjective.co/article/modern-slavery-and-the-fashion-industry
- “Modern Slavery in the Garment Industry” | https://www.acfcs.org/modern-slavery-in-the-garment-industry/
- **Fashion Revolution** (see resources under Educator) | https://www.fashionrevolution.org/
- “Child Labor and Slavery in the Chocolate Industry”
  https://foodispower.org/human-labor-slavery/slavery-chocolate/
- “The ‘Chocolate Slaves’ of the Ivory Coast”
  https://www.endslaverynow.org/blog/articles/the-chocolate-slaves-of-the-ivory-coast
- “Child labour found in cosmetics industry” | https://www.antislavery.org/child-labour-found-cosmetics-industry/
- “Beauty companies and the struggle to source child labour-free mica”
  https://www.theguardian.com/sustainable-business/2016/jul/28/cosmetics-companies-mica-child-labour-beauty-india-
### Presentation Planning Graphic Organizer

<table>
<thead>
<tr>
<th>Topics</th>
<th>Ideas and Information I Have</th>
<th>Ideas and Information I Need</th>
</tr>
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<tbody>
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</tbody>
</table>

**Tentative Plan for Presentation:** Sketch of diagram or slides

**Student Reflection:** What I accomplished today

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________

**Moving Forward:** What I still need to do

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
Introduction

In the early to mid-1800s, people in the United States sought to change their society for the better. Americans began fighting for social justice as they sought to end slavery, advance women's rights, improve education, and reform prisons and asylums. The movements had a significant impact in ending slavery, gaining women the right to vote, and giving all children access to a free education. While some reform movements were more successful than others, and some required further reform, the nineteenth century saw great strides in improving the lives of many Americans.

The Reform Movements in the Early to Mid-Nineteenth Century unit focuses on one United States History I Content Standard (USI.T4):

2. Using primary sources, research the reform movements in the United States in the early to mid-nineteenth century, concentrating on one of the following and considering its connections to other aspects of reform:
   a. the abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abby

“As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy...”
— President Abraham Lincoln

SOURCE: “National Historic Site, Illinois—Lincoln on Slavery”
https://www.nps.gov/liho/learn/historyculture/slavery.htm
This unit includes difficult, graphic, or potentially sensitive content. Information about teaching difficult topics is available in Chapter 2 (see p. 2.2.1).
Plan Calendars

Topic 4: Social, Political, and Religious Change (USI.T4)

This unit is designed for short-term programs. It may be expanded for long-term settings.

The Reform Movements in the Early to Mid-Nineteenth Century unit is intended to teach students about these reform movements in approximately a two-week span, as outlined in the Plan 1 calendar below.

### Unit: Reform Movements in the Early to Mid-Nineteenth Century

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: Introduction to Reform</td>
<td>Lesson 2: Abolitionists</td>
<td>Lesson 3: Response to Abolition</td>
<td>Lesson 4: Lincoln’s Emancipation Proclamation</td>
<td>Lesson 5: Other Nineteenth Century Reform Movements</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 6: Researching the Movement</td>
<td>Lesson 7: Making Connections to Today</td>
<td>Lesson 8: Creating the Final Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Lesson 9: Presenting Reform Movements</td>
<td></td>
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</tbody>
</table>

If teachers would like to expand this unit to a full three-week plan, they can add extension activities as noted in the daily lesson plans and begin the unit by exploring how religious movements and the Second Great Awakening helped to spark public interest in these reform movements.

### (Expanded) Unit: Reform Movements in the Early to Mid-Nineteenth Century

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: Introduction to Reform</td>
<td>L-1 Extension: Second Great Awakening/Religious Reform</td>
<td>Lesson 2: Abolitionists</td>
<td>L-2 Extension: Massachusetts’s Role in Abolitionist Movement</td>
<td>Lesson 3: Response to Abolition</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lesson 4: Lincoln’s Emancipation Proclamation</td>
<td>L-4 Extension: Lincoln’s Role in Emancipation</td>
<td>Lesson 5 and L-5 Extension: Other Nineteenth Century Reform Movements</td>
<td>Lesson 6 (Day 1): Researching the Movement</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Lesson 6 (Day 2): Researching the Movement</td>
<td>Lesson 7: Making Connections to Today</td>
<td>Lesson 8: Creating the Final Presentation</td>
<td>Lesson 9: Presenting Reform Movements</td>
<td></td>
</tr>
</tbody>
</table>

In order for students to engage fully with the many primary source documents that they will look at throughout this unit, teachers should vary the modes of presenting information and provide support to students in the forms of notecatchers and graphic organizers. It is also important to note that while prison reform movements are not explicitly stated in the standard, teachers may decide to include prison reform as an option for students to research. Prison reform movements have been included as an option in these lessons, and it is a topic that is covered in the American History textbook.
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History I Content Standards

2. Using primary sources, research the reform movements in the United States in the early to mid-nineteenth century, concentrating on one of the following and considering its connections to other aspects of reform:
   a. the abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abby Kelley Foster, William Lloyd Garrison, Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.
   b. the women's rights and suffrage movements, their connections with abolitionism, and the expansion of women's educational opportunities (e.g., Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, the 1848 Seneca Falls Convention, Mary Lyon and the founding of Mt. Holyoke Female Seminary, later Mt. Holyoke College).
   c. Horace Mann's campaign for free compulsory public education, increased literacy rates, and the growth of newspaper and magazine publishing.
   d. the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness.
   e. the Transcendentalist movement (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience).

Grades 9-10 Reading Standards for Literacy in the Content Areas (RCA-H)

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.

Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How can we effectively create change in our society?
- What inspires people to try to improve their society?
- How do reform movements today relate to reform movements in the nineteenth century?
- How do religious and ethical beliefs shape U.S. reform movements?

Transfer Goals (How will students apply their learning to other content and contexts?)

- Students will apply their understanding of reform movements to effect change in their own society.
- Students will apply their understanding of reform movements to analyze how change occurs in society over time.
### Learning and Language Objectives

By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
</table>
| Important abolitionists, including:  
  - Frederick Douglass  
  - Abby Kelley Foster  
  - William Lloyd Garrison  
  - Angelina and Sarah Grimké  
  - Charles Lenox Remond  
  - Harriet Beecher Stowe  
  - Sojourner Truth  
  - Harriet Tubman  
  - David Walker  
  - Theodore Weld  | Many individuals were able to have a profound impact on the abolition of slavery.  
  Many abolitionists worked in a grassroots manner to end slavery.  
  Many reform movements in the mid-nineteenth century were sparked by religion and the Second Great Awakening.  
  Reform movements aimed to improve the lives of U.S. citizens.  
  Some reform movements were more effective than others.  | Analyze the role that individuals played in ending slavery.  
  Analyze the role that individuals played in reform movements.  
  Analyze the effectiveness of reform movements.  
  Research reform movements in the mid-nineteenth century.  
  Create a presentation about a reform movement.  |
| The types of reform movements in the mid-nineteenth century, including:  
  - the Transcendentalist movement  
  - the women’s rights movement  
  - the movement for compulsory education  
  - the movement to provide supports for people with disabilities  |  |  |
| Lincoln’s Emancipation Proclamation  | Lincoln’s Emancipation Proclamation had limitations.  | Analyze Lincoln’s Emancipation Proclamation for promises made and for limitations.  |

KUDs are essential components in planning units and lessons. They provide the standards-based targets for instruction and are linked to assessment.
<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The South’s reaction to the abolitionist movement</td>
<td>Southerners who were opposed to abolition believed that slavery was essential to the Southern economy and believed that African Americans were inherently inferior to white people.</td>
<td>Analyze a speech given in opposition to the abolitionist movement.</td>
</tr>
<tr>
<td>Modern-day reform movements, including:</td>
<td>Many reform movements today had their start in the early to mid-nineteenth century. Many individuals work together to reform the U.S. Many reform movements are led by grassroots efforts.</td>
<td>Analyze the role that individuals played in reform movements. Analyze the effectiveness of reform movements. Research reform movements of today. Create a presentation about a reform movement.</td>
</tr>
<tr>
<td>Tier II vocabulary:</td>
<td>Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context. Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.</td>
<td>Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.</td>
</tr>
<tr>
<td>Tier II vocabulary:</td>
<td>reform</td>
<td>reform</td>
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<tr>
<td>Tier II vocabulary:</td>
<td>proclamation</td>
<td>proclamation</td>
</tr>
<tr>
<td>Tier II vocabulary:</td>
<td>asylum</td>
<td>asylum</td>
</tr>
<tr>
<td>Tier II vocabulary:</td>
<td>compulsory</td>
<td>compulsory</td>
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<tr>
<td>Tier III vocabulary:</td>
<td>abolitionist</td>
<td>abolitionist</td>
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<tr>
<td>Tier III vocabulary:</td>
<td>emancipation</td>
<td>emancipation</td>
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<tr>
<td>Tier III vocabulary:</td>
<td>Transcendentalist</td>
<td>Transcendentalist</td>
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<tr>
<td>Tier III vocabulary:</td>
<td>suffrage</td>
<td>suffrage</td>
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<tr>
<td>Tier III vocabulary:</td>
<td>mudsill</td>
<td>mudsill</td>
</tr>
</tbody>
</table>
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see pp. 4.13.22-35)

Aligning with Massachusetts standards

Lessons 6-9: Students will create an informational presentation based on research they conduct on a nineteenth century reform movement and a reform movement that is taking place today.

Students will research a reform movement listed in the standard (see p. 4.13.1) and analyze its effectiveness.

They will report out on the key ideas of the nineteenth century movement, the key players in the movement, the effectiveness of the movement, and the ineffectiveness of the movement.

They will then research a modern-day reform movement that is connected to the nineteenth century reform movement and report out on the same ideas, showing the arc of the reform.

They will decide what still needs to be done to make the reform more effective, and they will explain what they can do to help the movement.

The summative assessment will be evaluated on:

- the completeness of the researched information presented
- the analysis of the effectiveness of the movement
- the student’s explanation of next steps that need to occur in the present day movement to make the movement more effective
- the student’s explanation of what he or she personally could do to help the movement
Formative Assessments (see pp. 4.13.11-34)
Monitoring student progress through the unit

Lesson 2: Abolitionist notecatcher and 3, 2, 1 Exit Ticket
Lesson 3: Letter in response to Hammond’s speech
Lesson 4: Exit Ticket listing the effectiveness and limitations of Lincoln’s Emancipation Proclamation
Lesson 5: Reform movement notecatcher
Lesson 6: Sentences on effectiveness of nineteenth century reform movement
Lesson 7: Sentences on effectiveness of modern-day reform movement
Lesson 8: Exit Ticket on presentation: What is going well for you? What do you need help with?

Pre-Assessment (see p. 4.13.9-11)
Discovering student prior knowledge and experience

Lesson 1: World Café Protocol discussion and Exit Ticket
Unit Resources (by type, in order of appearance)

Print


Websites

**LESSON 1:**
“Learning Exchange Protocol: World Café”:

“The Second Great Awakening—Reform and Religious Movements”:

**LESSON 2:**
“From the Abolitionist Movement to #BlackLivesMatter”:
https://www.pbs.org/video/good-stuff-abolitionist-movement-blacklivesmatter/

“Boston Abolitionists 1831-1865”:
https://www.masshist.org/features/boston-abolitionists

“Boston Abolitionist Sites: Mapping the Region’s Role in the Anti-Slavery Movement”:
https://boston.curbed.com/maps/boston-abolitionist-sites-mapped

**LESSON 3:**
“Gathering Sources”:

*StoryboardThat*:
https://www.storyboardthat.com/

“Educator’s Guide: The Arts: Cartoon #1”:
https://www.nps.gov/vick/learn/education/political-cartoon-number-1.htm

“The “Mudsill” Theory, by James Henry Hammond”:
https://www.pbs.org/wgbh/aia/part4/4h3439t.html

**LESSON 4:**

*Diigo*:
https://www.diigo.com/

“Emancipating Slaves”:

“10 Facts: The Emancipation Proclamation”:
https://www.battlefields.org/learn/articles/10-facts-emancipation-proclamation

“Emancipation Proclamation, January 1, 1863”:
https://www.nps.gov/anti/learn/historyculture/emanproc.htm

“What The Emancipation Proclamation Didn’t Do”:
https://www.npr.org/2013/01/09/168957092/what-the-emancipation-proclamation-didnt-do

“Lincoln on Slavery”:
https://www.nps.gov/liho/learn/historyculture/slavery.htm

**LESSON 5:**

“Only A Teacher Interactive Timeline”:
https://www.pbs.org/onlyateacher/timeline/index.html

(requires Adobe Flash Player)

“Seneca Falls Convention”:
https://www.pbs.org/video/seneca-falls-convention-8efxdw/

“A Brief Account of the Construction, Management, and Discipline &c. &c. of the New-York State Prison at Auburn”:
https://digital.library.cornell.edu/catalog/ss:21820096

“Social Reform”:
https://www.walden.org/thoreau/civil-disobedience/

“Excerpts from ‘Civil Disobedience’”:
http://bigfatgenius.com/2220%20Fall%202010/Thoreau%20-%20Civil%20Disobedience%20EXCERPTS.html

**LESSON 6:**

*Socrative*:
https://socrative.com/

“Addressing the Essential Questions with Visual Documents”:

“The Women’s Rights Movement, 1848-1920” (excerpts):

“Seneca Falls Convention”:
https://www.history.com/topics/womens-rights/seneca-falls-convention

“The Declaration of Sentiments”:
https://sourcebooks.fordham.edu/mod/senecafalls.asp

“Courage in Corsets”:
https://www.pbs.org/video/kspsc documentaries-courage-in-corsets-1/

“The Necessity of Education in a Republican Government” (excerpts):

“Only A Teacher Interactive Timeline”:
https://www.pbs.org/onlyateacher/timeline.html
Unit Resources, continued (by type, in order of appearance)


“Dorothea Lynde Dix”: https://www.history.com/topics/womens-history/dorothea-lynde-dix#section_2


“I Tell What I Have Seen”—The Reports of Asylum Reformer Dorothea Dix”: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470564/


“Transcendentalism”: https://www.history.com/topics/19th-century/transcendentalism

“Henry David Thoreau”: https://www.walden.org/thoreau/

“Stigma Free”: https://www.nami.org/stigmafree


“End Prisons-for-Profit”: https://www.aclu.org/blog/prisoners-rights/cruel-inhuman-and-degrading-conditions/end-prisons-profit


“Prisoners’ Rights”: https://www.aclu.org/issues/prisoners-rights

People’s Climate Movement: https://peoplesclimate.org/

“Global Climate March”: https://350.org/global-climate-march/


Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 4 (Practice and Application)


Emancipation Proclamation

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.

https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog

https://www.loc.gov/pictures
**Lesson 1**

**Introduction to Reform**

**Goal**

Students will create a rubric for the summative assessment and will reflect on and discuss three of the Essential Questions of the unit.

**Do Now** (time: 5 minutes)

Students will see the word *reform* on the board and think about what the word means. They will write down any words that come to mind when they see the word *reform* and share their thoughts with a partner.

**Hook** (time: 5 minutes)

Students will share out their ideas about the word *reform*, and the teacher will define the word for students based on what they share. The teacher will tell students that it means to make change in order to improve something. Often, reform is discussed in political, social, and economic contexts. The teacher will pose the following questions to the class:

- What in our society today needs reform?
- What current reform movements do you know about?

The teacher will make a list of the reform movements that students know about and will keep this list on the board for students to reference in Lesson 7.

**Presentation** (time: 15 minutes)

The teacher will tell students that they will be spending the next two weeks learning about reform movements in the mid-nineteenth century and today. The teacher will tell students that they will spend a few days looking at the abolitionist movement together, and then they will research another movement on their own, connect it to a movement today, and present their findings to the class.

Their goal will be to fully understand the movement in the mid-nineteenth century, including what was effective and ineffective in the movement. Similarly, their research about a modern-day reform movement will analyze the effectiveness of the movement and will analyze what still needs to be done. Finally, they will think about what they personally can

Access for All Options

**Multiple Means of Engagement:**
- Begin class with exemplar rubrics to encourage self-reflection and goal-setting.
- Follow up with KWL questions to build background knowledge.
- Reinforce opportunities for students to co-design activities and rubrics.

**Multiple Means of Representation:**
- Offer multiple models of rubrics for assessing student learning.
- Offer digital or assistive technology options for creating rubrics when possible.

**Multiple Means of Action and Expression:**
- Offer discussion guides to support students in planning and participating in activities.
- Provide enough time and support for interaction and response to rubrics.
do to help the movement, such as writing letters to members of Congress.

The teacher will work with the class to create a rubric that they will use for their final project. When reviewing the expectations of the final project (see p. 4.13.23) with students, the teacher will give students printed copies of the expectations and ask students to look at the assignment and highlight or underline any key components that they must include in the final project. The teacher will suggest that anything that must be included should also be assessed, so this will give students a good idea of what categories belong in the rubric.

This process will ground all of their research and analysis as they move through this unit. Categories that the teacher and students likely will include in the rubric are:

- Relevant research about the nineteenth century reform movement
- Relevant research about the current movement
- Analysis of the effectiveness/ineffectiveness of the movements
- “Next steps” to analyze what still needs to be done to make today’s movement more effective
- What students themselves might be able to do to help the movement

The teacher can show students examples of rubrics that she or he has used in the past so that students have an idea of what categories can look like.

**Practice and Application** (time: 20 minutes)

The teacher will introduce three of the Essential Questions to students through the World Café Protocol.


The document outlines how to set up the World Café protocol, but the teacher can adapt it to meet the needs of the classroom. Three tables will be set up. Each table will have a large piece of poster paper and plenty of markers and colored pencils for students to write down ideas, draw, and make connections. One question will be at each table.

**TABLE 1:** How can we effectively create change in our society?

**TABLE 2:** What inspires people to try to improve their society?

**TABLE 3:** How do religious and ethical beliefs shape reform movements?

**Note:** The Essential Question “How do reform movements today relate to reform movements in the nineteenth century?” is omitted here because students will not be able to answer it yet.

When students are at the first table, the teacher will encourage students to think about not only what adults can do to create change, but also what they can personally do to create change. This will foster a sense of empowerment in students and to get them to start thinking about how they, too, have a voice.

To start the protocol, students will split into three groups, and each group will gather at a different table. Students will discuss the questions at their tables, jotting down notes and drawing pictures as they talk. After about seven minutes,
students will rotate to the next table, but one student will stay behind as the “host” to welcome the new group and share insights from the last conversation. Most students will rotate through all three groups, but hosts will not get to participate in all three discussions. As each new group comes to the table, students will add to the paper that is at the table. Groups do not have to travel together from discussion to discussion, but the teacher will need to monitor groups to be sure that each round has enough students at each table for the discussion to be effective.

**Review and Assessment** (time: 10 minutes)

Hosts will share the posters created at each table, highlighting connections among conversations. After the hosts present, students will write down one interesting thought that challenged their thinking while they were at their table conversations.

**Extension** (optional)

As an extension of this lesson, the teacher can add a lesson on the Second Great Awakening and its role in mid-nineteenth century reform movements. This lesson could focus on building understanding around the Essential Question “How do religious and ethical beliefs shape U.S. reform movements?” Khan Academy has a video on the Second Great Awakening and the reform movements that came about as a result of it.

See: “The Second Great Awakening – reform and religious movements”

Note: The video does mention sex as it relates to Shakers and the Second Great Awakening.

**INSTRUCTIONAL LESSONS**

*Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments*

### Lesson 2

**Abolitionists**

**Goal**
Students will analyze the role that abolitionists played in the movement to end slavery.

**Do Now** (time: 5 minutes)
The teacher will put some of the following names on the board:

The teacher will ask students:

Which of these names have you heard of before? What do you know about them?

Students should turn and talk with partners before sharing with the class.
Multiple Means of Engagement:
• Begin with a limited amount of text/print/names on the board to avoid reader exhaustion.
• Give students opportunities to tell their own stories about activists in their communities.

Multiple Means of Representation:
• Consider the speed/sound of the video, and provide captions when possible.
• Offer verbal cues and guiding questions as students watch.
• Use a bulleted list of key points or clear alternate representations of information.

Multiple Means of Action and Expression:
• Provide monitoring guides and templates for planning and analyzing information/data.
• Allow opportunities for stop-and-think or model prompts that encourage think-alouds.

Hook (time: 10 minutes)
The teacher will tell students that they are about to start learning about the abolitionist movement, one of the reform movements in the early to mid-nineteenth century. The teacher will show the PBS video “From the Abolitionist Movement to #BlackLivesMatter” and will tell students that many of the names listed on the board will be mentioned in the video.

See: “From the Abolitionist Movement to #BlackLivesMatter”
https://www.pbs.org/video/good-stuff-abolitionist-movement-blacklivesmatter/

Presentation (time: 10 minutes)
After watching the video in the Hook, the teacher will tell students that one of their goals in this unit is to see how reform movements from the mid-nineteenth century are still alive in reform movements today. The teacher will ask students the following question:

What connections do you see between the abolitionist movement and #BlackLivesMatter?

The questions at the end of the video will also spark discussion and get students to think about the Essential Questions of the unit:

What are some challenges that face the movement for racial equality today?
What progress do you think #BlackLivesMatter or any other recent movement has made?

The teacher will tell students that they will be learning about famous abolitionists and what inspired them to fight for the abolition of slavery. The teacher will present information to the class about the abolitionist movement to provide students with some background information on the movement. The teacher will tell students that Massachusetts was the home of a lot of important abolitionist work in the mid-nineteenth century. The Massachusetts Historical Society has information for the teacher to use if needed.

See: “Boston Abolitionists 1831-1865”
https://www.masshist.org/features/boston-abolitionists

The teacher will remind students that when doing research, they should use credible websites. Reminders on how to determine the credibility of a website will be reviewed.

Reading:
• Students will read about the abolitionists that they are assigned.

Writing:
• Students will take notes on their reading and will complete a 3, 2, 1 Exit Ticket about what they learned.

Speaking and Listening:
• Students will participate in a jigsaw activity, sharing what they learned and listening to what their classmates learned.
Practice and Application (time: 25 minutes)
The teacher will pair students to look more closely at an abolitionist and the abolitionist’s role in the movement. Students will use their Chromebooks to look up the persons they are assigned and spend 15 minutes reading about the abolitionists. They will take notes about what they learn on their notecatchers. Then, the teacher will assign each student in each partnership a number, 1 or 2. Students assigned number 1 will form a group and students assigned number 2 will form another group. Students will spend the next 10 minutes discussing what they learned about the abolitionists they read about. While in their jigsaw groups, students will complete their notecatchers.

The teacher will need to make the notecatcher specific to the abolitionists assigned to students, but it should look something like the Abolitionists Notecatcher that follows below.

Note: While students are doing their short research, the teacher will walk around the room and make note of the sites that students are using. Reminders should be given to students, as needed, about using credible sites. If the teacher notices that students need additional help with finding credible sources, the teacher should add a lesson on research before students conduct research for their summative assessments.

Practice and Application: Lesson 2—Abolitionists Notecatcher

<table>
<thead>
<tr>
<th>Abolitionist’s Name</th>
<th>Role in Abolitionist Movement (e.g., writer, public speaker, etc.)</th>
<th>Accomplishments</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sojourner Truth</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>David Walker</td>
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<td></td>
<td></td>
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<tr>
<td>Frederick Douglass</td>
<td></td>
<td></td>
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<tr>
<td>Abby Kelley Foster</td>
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</tbody>
</table>
Review and Assessment (time: 5 minutes)

Students will complete a 3, 2, 1 Exit Ticket by listing three things that they learned, two questions that they have, and one thing that surprised them.

Extension (optional)

This lesson can be extended into the next day by focusing on historical moments in the abolitionist movement that took place in Massachusetts. The Massachusetts Historical Society website can be used as a source of information, as can the Curbed Boston website that maps historical sites in the Boston area.


“Boston abolitionist sites: Mapping the region’s role in the anti-slavery movement”
https://boston.curbed.com/maps/boston-abolitionist-sites-mapped

Lesson 3

Response to Abolition

Goal

Students will analyze a speech in opposition to the abolition of slavery and evaluate reasons given for the continuation of slavery.

Do Now (time: 5 minutes)

The teacher will project a political cartoon and ask students:

What is this cartoon depicting? What are they fighting over?

https://www.nps.gov/vick/learn/education/political-cartoon-number-1.htm

Hook (time: 5 minutes)

Students will share their thoughts from the Do Now with the class. Students will then turn and talk with partners to list as many reasons as possible that could explain why Southerners would not want slavery to be abolished. They will then share those reasons with the class.

Presentation (time: 10 minutes)

The teacher will tell students that they are going to read an excerpt from James Henry Hammond’s speech, “The ‘Mudsill’ Theory.” The teacher will explain to students what a mudsill is—the lowest threshold that supports the foundation of a building.

Multiple Means of Engagement:

- Find sources that tell the other side of the story from students’ communities/experiences (songs, images, text, etc.) to sustain interest.
  

- Connect your discussions to authentic and relevant contemporary topics in students’ experiences.

Multiple Means of Representation:

- Use real-world experiences to build background knowledge.

- Provide word banks, glossaries, and dual-language dictionaries to build vocabulary skills.

Multiple Means of Action and Expression:

- Offer alternatives to auditory information when possible to allow for full participation.

- Allow students to use story webs and mapping tools to process information.
  
  See: https://www.storyboardthat.com/

- Allow students to write or illustrate a response to a text.
Chapter 4—U.S. History I  
Topic: Social, Political, and Religious Change (USI.T4)  
UNIT PLAN—Reform Movements in the Early to Mid-Nineteenth Century

The teacher will ask students:

If Hammond is referring to an entire class of people by this term, what is he saying about them?

The teacher will allow students to discuss this with a partner, and then students will share their thoughts with the class. After a brief discussion, the teacher will tell students that the Mudsill Theory states that there always has been and always will be a lower class for the upper classes to rest upon. The teacher will ask students these questions and allow for discussion:

Who was this lower class in the 1800s? Is this theory true? Do we see it in society today? How?

Practice and Application (time: 20 minutes)
Students will read and annotate an excerpt of James Henry Hammond’s speech, “The ‘Mudsill’ Theory.”

https://www.pbs.org/wgbh/aia/part4/4h3439r.html

Practice and Application: Lesson 3—Hammond’s Reasons in Support of Slavery

<table>
<thead>
<tr>
<th>Reasons Hammond Gives for the Continuation of Slavery</th>
<th>Explanations of His Reasoning</th>
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Literacy and Numeracy Across Content Area Elements

Reading:
• Students will read and analyze a speech, annotating the reasons the author gives in support of the continuation of slavery.

Writing:
• Students will write letters arguing for the abolition of slavery or create political cartoons in response to Hammond’s speech.

Language:
• Students will discuss the term mudsill and discuss how it applies to the speech.
While students are reading the text, they will highlight the reasons that Hammond gives in support of the continuation of slavery. They will then fill out a chart of Hammond’s Reasons in Support of Slavery like the one on the preceding page (see p. 4.13.15), listing the reasons that he gives in his speech in support of slavery and his explanation of those reasons. (For example, he says that slaves are better off than they would be if they were free. His explanation is that there are many “beggars” in New York while the slaves in the South are “well compensated” because “there is no starvation, no begging, no want of employment” in the South.)

**Review and Assessment** (time: 15 minutes)
After listing the reasons that Hammond gives for the continuation of slavery, students will write letters in response to Hammond’s speech, arguing against two of the points that he makes. If time permits, students will read these letters to the class.

If students would prefer to show their understanding of the speech in another way, they can create political cartoons in response to his speech. The political cartoons should be in response to specific points that Hammond makes in his speech. The teacher will remind students of the political cartoon that they looked at in the Do Now, so students have a model to look to. Students will share these with the class, as well, if time permits. The creator of the cartoon will show the cartoon to the class and ask:

> What point in Hammond’s speech is this cartoon in response to? How do you know?

**Lesson 4**

**Lincoln’s Emancipation Proclamation**

**Goal**
Students will closely read Lincoln’s Emancipation Proclamation and determine the extent to which the proclamation was effective in the emancipation of slaves.

**Do Now** (time: 5 minutes)
The teacher will write “Abraham Lincoln” on the front board and invite students to the board to create a word splash of everything that they know about Abraham Lincoln. Students will likely write things such as he was president during the Civil War, he freed slaves, etc.

**Hook** (time: 5 minutes)
Students will look at the word splash on the front board and generate a list of questions that they have about Lincoln and his role in the emancipation of slaves.

**Presentation** (time: 20 minutes)
The teacher will address any questions that arose in the Hook. In addition, the teacher will tell students that Lincoln issued the Emancipation Proclamation on January 1, 1863. The teacher
will tell students that the word *emancipate* means to set free and ask students what they think *proclamation* means. Students might notice that the word *proclaim* is there and might be able to say that it means “to announce.” The teacher will ask students what they think the purpose of Lincoln’s Emancipation Proclamation was.

The teacher will show students a political cartoon of Lincoln and ask students what the cartoon is depicting about Lincoln.

See: “Emancipating Slaves”

The teacher will ask students to think about whether the cartoon gives the complete picture of Lincoln’s role in emancipation as they learn more about the Emancipation Proclamation. To give students some background on Lincoln’s speech, the teacher will share “10 Facts: The Emancipation Proclamation” with students.

See: “10 Facts: The Emancipation Proclamation”
https://www.battlefields.org/learn/articles/10-facts-emancipation-proclamation

The teacher will project these facts and talk about them with the students. Each student will be given a hard copy of the facts as well. The teacher will ask students:

What was the Emancipation Proclamation able to accomplish? Were there any limitations to Lincoln’s proclamation?

A whole group discussion will take place around these ideas. The teacher should answer any questions that students have about the proclamation in order to provide students with necessary background information. It is important for teachers to tell students that the 13th Amendment (in 1865) was what legally freed slaves despite this proclamation made in 1863.

**Practice and Application** (time: 20 minutes)

The teacher will give students a copy of Lincoln’s Emancipation Proclamation to read (see Supplement, pp. 4.14.1-2).

While students are reading the proclamation, they will highlight in green any mention of a positive outcome of the Emancipation Proclamation. They will highlight in pink any mention of a limitation that exists within the proclamation.

Once students have read the document alone, they will compare their work with partners to see if their partners found anything that they did not. Once they are certain that they have found all of the positive outcomes and limitations, they will work with their partners to create a list of the promises that Lincoln makes to slaves in the Emancipation Proclamation.
Review and Assessment: Lesson 4—Exit Ticket: Effectiveness and Limitations of the Proclamation

<table>
<thead>
<tr>
<th>Effectiveness of the Proclamation</th>
<th>Limitations of the Proclamation</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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</tbody>
</table>

2. 2.

Review and Assessment (time: 5 minutes)
The teacher will ask students to think about the list that they just created and what they highlighted in the text. Students will write an Exit Ticket like the one above that lists two things that were effective in the proclamation and two limitations of the proclamation.

Extension (optional)
The teacher may decide to extend this lesson to include more background information on Abraham Lincoln’s role in the emancipation of slaves and his views on the abolition movement in general. The teacher might use this NPR transcript or recording to further this lesson.

See: “What the Emancipation Proclamation Didn’t Do”
https://www.npr.org/2013/01/09/168957092/what-the-emancipation-proclamation-didnt-do

The National Park Service also has a site dedicated to Lincoln’s views on slavery and his role in its abolition.


These sites might help students to gain a more complex picture of Lincoln’s role in the anti-slavery movement.
Lesson 5

Other Nineteenth Century Reform Movements

**Goal**
Students will read about other mid-nineteenth century reform movements and make connections between those reform movements and the abolitionist movement.

**Do Now** (time: 2 minutes)
Students will be given two sticky notes and will write down one piece of important information that they remember about the abolitionist movement on each sticky note. They will post the sticky notes in the front of the room.

**Hook** (time: 3 minutes)
Students will read their classmates’ sticky notes to review important information about the abolitionist movement. This will help them make connections between the abolitionist movement and the other mid-nineteenth century reform movements that they will learn about today.

**Presentation** (time: 5 minutes)
The teacher will explain to students that they are going to spend some time today exploring other mid-nineteenth century reform movements.

The teacher will set up four stations in the classroom. At each station, students will be able to read about or listen to information about a mid-nineteenth century reform movement. The teacher will tell students that the goal today is to learn about the other reform movements that were happening during this time period so that they will know which one they might want to research in more depth in the coming days. The teacher will also tell students that another goal today is to find connections between these reform movements and the abolitionist movement.

**Practice and Application** (time: 40 minutes)
Students will spend 10 minutes at each station, learning about four other mid-nineteenth century reform movements. As students are rotating through the stations that are set up in the classroom, they will record notes on their Reform Movements Notecatchers (see p. 4.13.21). They can use these notes as a starting point for their research in the next lesson.

This lesson is not meant to teach students everything they need to know about these reform movements, but it is meant to give them an overview of the movements so that they can decide which movement they are interested in researching.

Some options for the four stations are listed below.

**STATION 1: Education Reform**
See: *American History* textbook section “Improving Education” can be used here (Module 8, Lesson 1)

“Only a Teacher” interactive timeline 1820s-1830” (requires Adobe Flash Player)
https://www.pbs.org/onlyateacher/timeline/index.html
STATION 2: Women’s Rights
See: American History textbook section “The Women’s Rights Movement Emerges” can be used here (Module 8, Lesson 1) along with the screencast of “The Declaration of Sentiments” in the online version of the textbook.

“Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony”
https://www.pbs.org/video/seneca-falls-convention-8efxdw/

Note: The screencast, which is about 5 minutes long, helps students with difficult vocabulary while discussing the key ideas of “The Declaration of Sentiments.”

STATION 3: Rights for People with Disabilities, Establishment of Asylums, and Prison Reform
See: American History textbook section “Reforming Prisons and Asylums” can be used here (Module 8, Lesson 1)
Except from “A Brief Account of the Construction, Management, and Discipline &c. &c. of the New-York State Prison at Auburn”
https://digital.library.cornell.edu/catalog/ss:21820096

Note: The document index can provide teachers with options for excerpts that might be of interest to students, but possible excerpts include “General Regulations and Discipline” (pp. 1-2) and “General and Present Health of the Convicts” (pp. 76-77).

STATION 4: Transcendentalist Movement
See: American History textbook section “Transcendentalism and Reforms” can be used here (Module 8, Lesson 1)

“Social Reform” | https://www.walden.org/thoreau/civil-disobedience/
“Excerpts from ‘Civil Disobedience’”
http://bigfatgenius.com/2220%20Fall%202010/Thoreau%20-%20Civil%20Disobedience%20EXCERPTS.html

Review and Assessment (time: 5 minutes)
The teacher will ask students to sit with partners who were not in their groups as they rotated through the stations. Students will share information with one another and add to their notes if their peers have important pieces of information that they missed. Students will turn in their notes at the end of class for their teacher to review. These notes will help them in choosing movements to research for their final projects. Along with their research-gathering notes, these can be used when they complete their projects.

Extension (optional)
This lesson can be extended to two days, providing more time for students to spend at each station. This will allow students to have a richer understanding of the other mid-nineteenth century reform movements and allow them to better select the reform movements that they want to research in the Final Project. The teacher can take additional resources from the lists provided in Lesson 6 in order to introduce students to these websites before they explore them on their own.
### Practice and Application: Lesson 5—Reform Movements Notecatcher

<table>
<thead>
<tr>
<th>Reform Movement</th>
<th>Key Ideas of the Movement</th>
<th>Key Players/ Events in the Movement</th>
<th>Initial Thoughts on the Effectiveness of the Movement</th>
<th>Connections to Abolitionist and Other Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Reform</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Women’s Rights</td>
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<tr>
<td>Rights for People with Disabilities, Establishment of Asylums, and Prison Reform</td>
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<tr>
<td>Transcendentalist Movement</td>
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</tbody>
</table>
Lesson 6 (2 days)

Researching the Movement

Goal
Students will research nineteenth century reform movements of their choosing and analyze their effectiveness. Students will make connections between their reform movements and other reform movements during the time.

Lesson 6–DAY 1

Do Now (time: 5 minutes)
Students will reflect on the station activities from Lesson 5 and write about reform movements that interest them, answering these questions:

- What reform movement do you want to know more about?
- What interests you about the movement?
- What questions do you have about the movement?

Students will turn and talk to partners to share their thoughts.

Hook (time: 10 minutes)
The teacher will list the reform movements on the front board and ask students what they wrote about in the Do Now. As students share the questions that they have about the movements, the teacher will write them on the board. The goal here is for students to have questions for which they will try to find the answers when they are researching their movements.

Presentation (time: 15 minutes)
The teacher will remind students of their final project for this unit (see p. 4.13.23) and will review the rubric that they created in Lesson 1.

When the teacher shows the students the rubric that they created, she or he will ask students if there is anything that they want to change about the rubric now that they have studied reform movements. If they want to make any changes, the teacher will make those with the class now.
FINAL PROJECT: Informational Reform Movement Presentation

You will create an informational presentation based on research you conduct on a nineteenth century reform movement and a reform movement that is taking place today.

- You will research a reform movement listed in standard USI.T4.2 (see below) and analyze its effectiveness.
- You will report out on the key ideas of the nineteenth century movement, the key players in the movement, the effectiveness of the movement, and the ineffectiveness of the movement.
- You will then research a modern-day reform movement that is connected to your nineteenth century reform movement and report out on the same ideas, showing the arc of the reform.
- You will decide what still needs to be done to make the reform more effective, and you will explain what you can do to help the movement.

Evaluation standards:
- completeness of the researched information presented
- analysis of the effectiveness of the movement
- explanation of next steps that need to occur in the present-day movement to make the movement more effective
- explanation of what you personally could do to help the movement

Early to mid-nineteenth century reform movements:

a. **the abolitionist movement**, the reasons individual men and women (e.g., Frederick Douglass, Abby Kelley Foster, William Lloyd Garrison, Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism.

b. **the women’s rights and suffrage movements**, their connections with abolitionism, and the expansion of women’s educational opportunities (e.g., Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, the 1848 Seneca Falls Convention, Mary Lyon and the founding of Mt. Holyoke Female Seminary, later Mt. Holyoke College)

c. **Horace Mann’s campaign for free compulsory public education**, increased literacy rates, and the growth of newspaper and magazine publishing.

d. **the movement to provide supports for people with disabilities**, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness.

e. **the Transcendentalist movement** (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience).
The teacher will tell students that their goal today is to select and research their movements so that they can create presentations that inform their classmates about their movements and modern-day movements that connect to them.

The teacher will model a think-aloud for the class about the abolitionist movement. The teacher will show students the Reform Movement Note-Taking Chart that follows (see p. 4.13.25) and fill it out with information that she or he knows about the abolitionist movement. Once the teacher has filled out some of the chart, the teacher will think through three sentences that students will be expected to write at the end of this lesson.

The teacher will say:

The abolitionist movement was effective because …
and will think through the many reasons that the movement was effective.

The teacher might say that it was effective because, with the passage of the 13th Amendment, slavery was abolished in the United States or because people united to form antislavery societies and worked together to end slavery.

The teacher will then say:

The abolitionist movement was ineffective because …
and brainstorm reasons that it wasn’t effective.

The teacher might say that it was ineffective because it took a long time for slavery to end or that it ended slavery, but did not solve problems such as inequality.

The teacher will then say:

The abolitionist movement could have been more effective if …
and will brainstorm ways that it could have been more effective.

The teacher might say that it could have been more effective if it had provided more help for emancipated slaves.

After the think-aloud, students will add their own thoughts to the teacher’s.

Practice and Application (time: Day 1—25 minutes)

Students will spend time researching their reform movements in more detail. Students already have notes from their activities in the last lesson, so they have a general idea of the big ideas of their reform movements. Here, they will look more deeply into the movements and their effects. The teacher will provide websites for students to use, if needed, and will guide students in their research.

Students will read at least one primary source in addition to reading secondary sources. The American History textbook should be used to provide students with overviews of their movements (Module 8), but then students will dig deeper into researching their topics. If students don’t have access to computers or the internet, the teacher will print resources for students to use. The teacher will select excerpts from the resources as needed and will provide video and text as appropriate. The list of websites that follows (see p. 4.13.26) can be used, but the teacher should find others to meet the needs of the students in the class.

As students read about their reform movements, they will take notes about what they learn. The Nineteenth Century Reform Movement Notecatcher (see p. 4.13.25) or one that is similar might be used for students to gather their research. At the end of the first day of research, the teacher will collect the students’ notecatchers and review them, making notes about additional information that students will want to find the next day. Students should use what they learned about other reform movements in the station activities to make connections to their reform movement.
Presentation: Lesson 6 (Day 1)—Nineteenth Century Reform Movement Notecatcher

<table>
<thead>
<tr>
<th>Person or event significant to the reform movement</th>
<th>What did this person or event accomplish?</th>
<th>What was the significance of this person or event's accomplishment?</th>
<th>Source(s) where information was found</th>
<th>Connections to abolitionist and other movements</th>
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</tbody>
</table>

Thoughts on effectiveness of movement:

Thoughts on ineffective aspects of movement:
Online resources about nineteenth century reform movements include:

- **Women's Rights, Suffrage, and the Rights to Education**
  - “The Women's Rights Movement, 1848-1920” (excerpts)
  - “Seneca Falls Convention”
    https://www.history.com/topics/womens-rights/seneca-falls-convention
  - “The Declaration of Sentiments”
    https://sourcebooks.fordham.edu/mod/senecafalls.asp
  - “Courage in Corsets”

- **Horace Mann's Campaign for Free Compulsory Public Education**
  - “The Necessity of Education in a Republican Government” (excerpts)
  - “Only A Teacher Teaching Timeline”
    https://www.pbs.org/onlyateacher/timeline.html
  - “In Early 1800s American Classrooms, Students Governed Themselves”

- **The Movement to Provide Supports for People with Disabilities, the Establishment of Asylums for People with Mental Illness, and Prison Reform**
  - “Dorothea Lynde Dix”
    https://www.history.com/topics/womens-history/dorothea-lynde-dix#section_2
  - “19th Century Prison Reform Collection”
    https://digital.library.cornell.edu/collections/prison-reform
  - “‘I Tell What I Have Seen’—The Reports of Asylum Reformer Dorothea Dix”
    https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1470564/

- **The Transcendentalist Movement**
  - “Resistance to Civil Government” (excerpts)
  - “Self Reliance” (excerpts)
    https://archive.vcu.edu/english/engweb/transcendentalism/authors/emerson/essays/selfreliance.html
  - “The Great Lawsuit” (excerpts)
    https://archive.vcu.edu/english/engweb/transcendentalism/authors/fuller/debate.html
  - “Transcendentalism”
    https://www.history.com/topics/19th-century/transcendentalism
  - “Henry David Thoreau”
    https://www.walden.org/thoreau/
Lesson 6—DAY 2

Do Now (time: 5 minutes)
Students will review the teacher’s notes about what they still need to research and will add any additional questions that they still want to find the answers to.

Practice and Application (time: Continued, Day 2—40 minutes)
Students will continue researching their reform movements. Teachers will guide students in their research and provide additional help to students who are struggling to find information about their topics.

Review and Assessment (time: 10 minutes)
Each student will partner with another student in the class who is researching the same reform movement (if possible); partners will share what they have read and researched. At the end of class they will write three sentences using the Nineteenth Century Reform Movement Starter Frames that follow below.

These frames will allow students to think about what was effective and what was ineffective during the nineteenth century reform movement and will get them to start thinking about how the reform movement could have been stronger, which will allow them to think about the Essential Question “How can we effectively create change in society?” The teacher will collect students’ Nineteenth Century Reform Movement Notecatchers (see p. 4.13.25) and will give students feedback on their research.

Review and Assessment: Lesson 6 (Day 2)—Nineteenth Century Reform Movement Starter Frames

<table>
<thead>
<tr>
<th>Research Conclusion Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td>The __________________________ reform movement was effective because …</td>
</tr>
<tr>
<td>The __________________________ reform movement was ineffective because …</td>
</tr>
<tr>
<td>The __________________________ reform movement could have been more effective if …</td>
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</tbody>
</table>
Lesson 7
(2 days)

Making Connections to Today

Goal
Students will research modern-day reform movements that have connections to nineteenth century reform movements and analyze the effectiveness of the movements.

Lesson 7–DAY 1

Do Now (time: 5 minutes)
Students will think about their nineteenth century reform movements and brainstorm modern-day reform movements that they think are connected. Each student will make a list of movements on a piece of paper to share with the class in the Hook. They can reference the list that they made in Lesson 1 as a start.

Hook (time: 5 minutes)
Students will share their brainstorms with the class as the teacher lists the modern-day movements on the board. The teacher will add other movements to the list that students may not have thought about in the Do Now. The following options are some that students might think about:

- **Women's Rights:**
  Fight for equal pay, fight for abortion rights, fight against parenting and pregnancy discrimination

- **Education:**
  Fight for access to equal education, fight for free higher education, fight for (or against) MCAS/other state testing

- **Supports for People with Mental and Physical Disabilities:**
  Fight for equal access to education and careers, fight for access to appropriate health care

- **Prison Reform:**
  Fight against mandatory sentencing, youth imprisonment, and for-profit prisons

- **Transcendentalist Movement:**
  Modern-day examples of civil disobedience, fight to educate about climate change and put laws in place to reduce harm to the environment, fight for protection of land

Access for All Options

Multiple Means of Engagement:
- Begin by adjusting the level of challenge as appropriate for each student.
- Give students timely and meaningful feedback through frequent conferencing.

Multiple Means of Representation:
- Provide scaffolding for students who need it (sentence starters, formed questions, etc.).
- Support students with note-taking guides as well as guiding questions.

Multiple Means of Action and Expression:
- Have students use self-monitoring templates for goal-setting and data collection and analysis.
- Provide multiple options of media and tools for composition.
- Break long-term goals into short-term objectives when necessary.

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will read about modern-day reform movements.

Writing:
- Students will record research notes in a notecatcher and will write three sentences that sum up the effectiveness of modern-day reform movements.
Presentation (time: 5 minutes)
The teacher will explain to students that their goal today is to select and begin researching modern-day reform movements that saw their start in the early to mid-nineteenth century and that connect to the reform movements researched in Lesson 6. The teacher will remind students of the Essential Question “How can we effectively create change in our society?” and will ask students to think about how these modern-day movements are effectively or ineffectively creating change. The teacher will tell students that they also want to think about ways that they can have a voice in their reform movements and what they can do to help the movement. The teacher will ask students:

What voice can you have in the movement? What power do you hold?

The teacher will give students a Modern Reform Movement Notecatcher (see p. 4.13.30) similar to the one that they filled out in the previous lesson (two additional questions have been added) and provide suggestions to the students based on what she or he noticed after reviewing the notecatchers from the previous lesson. The teacher may have noticed that students should add more detail to their notecatchers or that they need to think more deeply about connections among the movements.

Practice and Application (time: Day 1—40 minutes)
Students will spend time researching their reform movements in more detail. Teachers will provide websites for students to use, if needed, and will guide students in their research. Students will read at least one primary source in addition to reading secondary sources.

If students don’t have access to computers or the internet, the teacher will print resources for students to use. The teacher will select excerpts from the resources as needed and provide video and text as appropriate. The list of websites that follows (see p. 4.13.31) can be used, but the teacher should find others to meet the needs of the students in the class. These resources can also be used by students as a starting point to research their reform movements in more detail or to give them some background information so that they know what they need to research. The research in these two days will be driven by student interest, so the list of suggested topics and available resources here is not meant to be an exhaustive list, but rather a starting point for teachers and students.

As students read about their reform movements, they will take notes about what they learn. Students will use the Modern Reform Movement Notecatcher (see p. 4.13.30) or something similar to gather their research. At the end of the first day of research, the teacher will collect the notecatchers and review them, making notes about additional information that students will want to find the next day.
### Presentation, Practice and Application: Lesson 7 (Day 1)—Modern Reform Movement Notecatcher

<table>
<thead>
<tr>
<th>Person or event significant to the reform movement</th>
<th>What did this person or event accomplish?</th>
<th>What was the significance of this person or event's accomplishment?</th>
<th>Source(s) where information was found</th>
<th>Connections to nineteenth century reform movement</th>
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</thead>
<tbody>
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</table>

**Thoughts on effectiveness of movement:**

**Thoughts on ineffective aspects of movement:**

**What still needs to take place for this reform to be effective?**

**What can I do to help the movement?**
Online resources about modern reform movements include:

- **Women’s Rights**
  - “Women’s Rights”
    https://www.aclu.org/issues/womens-rights
  - “Global Fund for Women”
    https://www.globalfundforwomen.org/campaigns/
  - “5 Gender Equality Campaigns You Need to Get Behind in 2018”
    https://www.one.org/international/blog/5-gender-equality-campaigns/

- **Education Reform**
  - “NEA: It’s Time to Push for Free College”
    http://www.nea.org/home/62740.htm
  - Campaign for Free College Tuition
    https://www.freecollegenow.org/
  - “Here are 3 things you need to know about that ‘tuition-free college’ program”
  - Citizens for Public Schools
    https://www.citizensforpublicschools.org/

- **Equal Rights for People with Disabilities and Mental Health Issues**
  - “Disability Rights”
    https://www.aclu.org/issues/disability-rights#current
  - “Stigma Free”
    https://www.nami.org/stigmafree
  - Make it Okay
    https://makeitok.org/
  - “9 Mental Health Campaigns From Around the World”
    https://www.mentalfloss.com/article/79812/9-mental-health-campaigns-around-world

- **Prison Reform**
  - “Why promote prison reform?”
  - “End Prisons-for-Profit”
    https://www.aclu.org/blog/prisoners-rights/cruel-inhuman-and-degrading-conditions/end-prisons-profit
  - “Criminal Law Reform”
    https://www.aclu.org/issues/criminal-law-reform
  - “Prisoners’ Rights”
    https://www.aclu.org/issues/prisoners-rights

- **Climate Change/Environmental Issues**
  - Peoples Climate Movement
    https://peoplesclimate.org/
  - “Global Climate March”
    https://350.org/global-climate-march/
  - “Climate Change: Time for Real Action on Global Warming”
    http://www.progressivereform.org/climatechange.cfm
Lesson 7–DAY 2

Do Now (time: 5 minutes)
Students will review the teacher’s notes about what they still need to research and add any additional questions to which they still want to find the answers.

Practice and Application (time: Continued Day 2—40 minutes)
Students will continue researching their modern-day reform movements. Teachers will guide students in their research and provide additional help to students who are struggling to find information about their topics.

Review and Assessment (time: 10 minutes)
Each student will partner with another student in the class who is researching the same reform movement (if possible); partners will share what they have read and researched. They will reflect on the similarities and differences between the reform movement today and the reform movement in the nineteenth century. At the end of class they will write three sentences using the Modern Reform Movement Starter Frames that follow below.

These frames will allow students to think about what is currently effective or ineffective about the modern-day reform movement and will make them reflect on the Essential Question:

How can we effectively create change in society?

Review and Assessment: Lesson 7 (Day 2)—Modern Reform Movement Starter Frames

<table>
<thead>
<tr>
<th>Research Conclusion Starters</th>
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</thead>
<tbody>
<tr>
<td>The __________________________ reform movement is effective because …</td>
</tr>
<tr>
<td>The __________________________ reform movement is ineffective because …</td>
</tr>
<tr>
<td>The __________________________ reform movement could be more effective if …</td>
</tr>
</tbody>
</table>
Lesson 8

Creating the Final Presentation

**Goal**
Students will create presentations that inform their classmates about their nineteenth century and modern-day reform movements and analyze the effectiveness of both movements. They will draw connections between their nineteenth century reform movements and other reform movements of the period.

**Do Now** (time: 5 minutes)
Students will review their notecatchers from the past two lessons and highlight important details that they will want to include in their presentations.

**Hook** (time: 5 minutes)
Students will be given a list of options for putting their presentation together. The teacher will review the list with students, and students will decide how they want to create their presentations. Options might include a PowerPoint or Google Slides presentation, a Screencast, a poster, or a Prezi. The teacher will decide which options are available to students.

**Presentation** (time: 10 minutes)
The teacher will model what the final presentation will look like by creating two PowerPoint slides (or the equivalent in another type of presentation) about the abolitionist movement and presenting them to the class. After the teacher presents the slides, the teacher will point out important details that were included and will talk about why she or he included them.

Guidelines for creating a presentation will be discussed here, such as not including too much text on a slide and including visuals for the audience to look at. The teacher will conduct a think-aloud about how she or he would organize the rest of her or his presentation so that students will think about how they want to organize their information.

**Practice and Application** (time: 30 minutes)
Students will be given time to put their presentations together. They will spend some time organizing their information and deciding the order in which they will present what they researched. The teacher will monitor students as they work on their projects and will provide guidance as needed.

---

### Access for All Options

**Multiple Means of Engagement:**
- Begin class by sharing expectations (rubric/template) with students.
- Give students meaningful encouragement as they plan presentations.

**Multiple Means of Representation:**
- Support students in highlighting critical features and relationships in this unit (similarities and differences).
- Guide students in highlighting the big ideas/findings and critical features in their presentations (animation, color contrasts, etc.).

**Multiple Means of Action and Expression:**
- Provide multiple options for students to share their work (3D, video, slides, etc.).
- Guide students to deepen their understanding of how social markers (race, ethnicity) are represented in the curriculum and in this unit.

### Literacy and Numeracy Across Content Area Elements

**Writing:**
- Students will use their notes from the previous two days to create their presentations.
Review and Assessment (time: 5 minutes)
The teacher will pose the following questions to students:

What is going well for you? What do you need help with?

Students will write their answers in an Exit Ticket and leave them for the teacher to review. This will let the teacher know if the students need more time to work on this project.

Lesson 9
Presenting Reform Movements

Goal
Students will finalize their presentations that inform their classmates of their nineteenth century and modern-day reform movements and the effectiveness of both movements. Students will present their reform movements.

Do Now (time: 5 minutes)
Students will review what they completed in Lesson 8 and will use the rubric to decide what they need to complete today to ensure that they have met the expectations of the assignment. Students will make a list of their plans for today.

Hook (time: 2 minutes)
In a whiparound, students will share what they need to do in today’s lesson so that the teacher can quickly hear what students still need to complete. Based on the whiparound and observations from yesterday’s class, the teacher might decide to give the students additional time to work on the presentation.

Presentation (time: 3 minutes)
The teacher will tell students that their goal today is to complete their presentations and to practice presenting their information with a classmate. The teacher will ask students if they have any questions before giving them time to finish their presentations and to practice them with partners.

Practice and Application (time: 25 minutes)
Students will use the plans that they created in the Do Now to finalize their presentations. When they have completed their presentations, they will work with partners to practice their presentations. Partners will use the rubric to provide feedback.

If something in the presentation needs revision, the student will revise the presentation before the Review and Assessment portion of the lesson plan. The teacher will monitor the practice presentations to provide feedback as needed.
Review and Assessment (time: 20 minutes)
The students will present their work to their classmates. While students are presenting, the rest of the class will use the rubric they created to provide feedback to their peers.

Students will review their peer feedback. They will write two things that they think went well and one thing that they would change if they could give the presentations again.

Extension (optional)
If time allows, the teacher can initiate a discussion of the various reform movements, past and present, that students explained and solicit students’ ideas on the possibility of and the best strategies for improving society. Another optional extension is for students to use their thoughts on how they can help the movement and act on them, perhaps by writing letters to politicians or others in positions of power.

Literacy and Numeracy Across Content Area Elements

Writing:
- Students will reflect, in writing, on what went well in their presentations and what they think they would change if they could present again.

Speaking and Listening:
- Students will present their reform movement presentations. They will listen to the presentations of their peers to effectively provide feedback using a rubric.

Notes:
By the President of the United States of America:
A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

“That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.”

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans), Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton,
Emancipation Proclamation (continued)

Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[], and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN
WILLIAM H. SEWARD, Secretary of State.

Emancipation Proclamation, January 1, 1863; Presidential Proclamations, 1791-1991; Record Group 11; General Records of the United States Government; National Archives.

The Legacy of Reconstruction

Introduction

The Reconstruction era, the period following the Civil War, lasted from 1863 to 1877. Although the Union won the war and African Americans were granted freedom from slavery, the Reconstruction period was characterized by racial violence and a long fight for civil rights, the legacy of which is still evident today. Throughout the course of this unit, students will use primary source documents and data to understand the legacy of Reconstruction. The unit will culminate in a summative assessment that asks them to identify how policies from the Reconstruction era can be traced to the present day.

The Reconstruction unit focuses on two U.S. History I Content Standards (USI.T5):

6. Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen’s Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers’ National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).

7. Analyze the long-term consequences of one aspect of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in Plessy v. Ferguson, and the Court’s 1954 decision in Brown v. the Board of Education of Topeka).

In this unit, students will participate in a variety of activities designed to enhance their understanding of the political, social, and economic issues that arose as the Civil War ended and the Reconstruction Amendments...
were passed. The unit will then trace the course of the major events that took place as Reconstruction unfolded. Students will use primary source documents to examine the various Reconstruction plans, Constitutional amendments, and local policies aimed at maintaining an order of white supremacy. After examining these issues, students will participate in a performance task that asks them each to create an infographic identifying a present-day social issue that is connected to a Reconstruction-era policy. Students will be expected to make explicit connections between present-day social issues and Reconstruction-era policies using data to support their claims. Over the course of this unit, students will be introduced to the concepts of freedom and equality.

In order to help students engage with the overarching themes and concepts from the unit, lessons are designed around the following Essential Questions:

- What does it mean to be free?
- In what ways were the three plans for Reconstruction similar to one another, how were they different, and how did they change over the course of Reconstruction?
- How have citizens and groups used civic power to create or resist change throughout history?
- How effective were the efforts of the Freedmen’s Bureau?
- How did the Ku Klux Klan and other actors undermine Congressional efforts aimed at equality?
- What is the legacy of Reconstruction today?

Students will begin the unit by considering African Americans’ expectations for the future as the Civil War ended. Then, students will examine connections between the founding principles contained in the Declaration of Independence and the lived experiences of African Americans during this time period. Next, students will use primary source documents to examine and understand the major political events that took place during this time period and how these historical events still have relevance in today’s world.

There will be times in this unit where difficult topics or conversations arise. Some primary source documents contain racially charged language and depictions of slavery that may be graphic. It is strongly suggested that prior to teaching this unit, educators consult with clinical staff in their programs to discuss whether or not the material might be inappropriate for some students.

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).
Plan Calendars

**Topic 5: The Civil War and Reconstruction: Causes and Consequences (USI.T5)**

This unit is designed for long-term programs. It may be condensed for short-term settings.

The Legacy of Reconstruction unit is intended to teach students about the time period after the Civil War and its lasting legacy in approximately a three and a half-week span, as outlined in the Plan 1 calendar below.

**Unit: The Legacy of Reconstruction**

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Lesson 1: Reframing Reconstruction</td>
<td>Lesson 2: How Citizens Use Civic Power to Create or Resist Change</td>
<td>Lesson 3: What Does It Mean to Be Free?</td>
<td>Lesson 4: The Reconstruction Plans</td>
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</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Lesson 5: The Assassination of President Lincoln</td>
<td>Lesson 6: The Impeachment of Andrew Johnson</td>
<td>Lesson 7: The Freedmen's Bureau</td>
<td>Lesson 8: The Reconstruction Amendments</td>
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</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Lesson 9: The Black Codes and Jim Crow</td>
<td>Lesson 10: White Supremacy and the Ku Klux Klan</td>
<td>Lesson 11: Introducing Infographics</td>
<td>Lesson 12 (Day 1): Creating an Infographic</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Lesson 12 (Days 2-3): Creating an Infographic</td>
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For short-term programs, this unit can be modified in a number of ways. In order to reduce the time frame of this unit from three and a half-weeks to 10 days, teachers can adapt multi-day lessons so that they can be conducted in one day.

**Condensed Unit: The Legacy of Reconstruction**

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td>Lesson 1: Reframing Reconstruction</td>
<td>Lesson 2: How Citizens Use Civic Power to Create or Resist Change</td>
<td>Lesson 3: What Does It Mean to Be Free?</td>
<td>Lesson 4: The Reconstruction Plans</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Lesson 6: The Impeachment of Andrew Johnson</td>
<td>Lesson 7: The Freedmen’s Bureau</td>
<td>Lesson 8: The Reconstruction Amendments</td>
<td>Lesson 9: The Black Codes and Jim Crow</td>
<td>Lesson 12: Creating an Infographic</td>
</tr>
</tbody>
</table>

By curating research, focusing on specific topics, and utilizing infographic templates, the teacher can reduce the amount of class time spent on the summative assessment from three class periods to one. Also, since infographics are embedded throughout the lessons, the teacher can call attention to their design throughout the unit, eliminating the need to spend a whole class period on this topic. Additional information about infographics and modifying the unit for short-term programs can be found after the list of unit resources (see p. 4.16.11).
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History I Content Standards

(USI.T5)

6. Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen’s Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers’ National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction).

7. Analyze the long-term consequences of one aspect of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in Plessy v. Ferguson, and the Court’s 1954 decision in Brown v. the Board of Education of Topeka).

Grades 9-10 Reading Standards for Literacy in the Content Areas (RCA-H)

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.

Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
   a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
**Essential Questions** (Open-ended questions that lead to deeper thinking and understanding)

- What does it mean to be free?
- In what ways were the three plans for Reconstruction similar to one another, how were they different, and how did they change over the course of Reconstruction?
- How have citizens and groups used civic power to create or resist change throughout history?
- How effective were the efforts of the Freedmen's Bureau?
- How did the Ku Klux Klan and other individuals undermine Congressional efforts aimed at equality?
- What is the legacy of Reconstruction today?

**Transfer Goals** (How will students apply their learning to other content and contexts?)

- Students will analyze and explain political speech (including writing and cartoons) representing political, economic, and social conflicts that are legacies of the Reconstruction era.
- Students will identify the dimensions of civic power and identify examples of how civic power has been used as a tool for resistance and change throughout history.
- Students will identify the components and structure of infographics and create their own infographics with clear first impressions, strategies, stories, and data.
- Students will use data to show how historical policies can have a lasting impact on society.
### Learning and Language Objectives

**KUDs** are essential components in planning units and lessons. They provide the standards-based targets for instruction and are linked to assessment.

**By the end of the unit:**

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Emancipation</td>
<td>Despite passage of the Reconstruction Amendments, government policies and white backlash against the emancipation of formerly enslaved people systematically denied equal protection of the laws to African Americans and reinstated a regime of white supremacy.</td>
</tr>
<tr>
<td>• Lincoln’s Second Inaugural Address</td>
<td>Civic power is the ability to get the community to make the choices or actions that you want. Six main sources of civic power: force, wealth, state action, social norms, ideas, numbers</td>
</tr>
<tr>
<td>• Reconstruction</td>
<td>Throughout history individuals and groups have used civic power to create or resist change.</td>
</tr>
<tr>
<td>• white supremacy</td>
<td>The emancipation of slaves led to a series of debates over voting rights, citizenship, and other human rights.</td>
</tr>
</tbody>
</table>

**DESIRED RESULTS**

| Civic power is the ability to get the community to make the choices or actions that you want. Six main sources of civic power: force, wealth, state action, social norms, ideas, numbers |
|---|---|
| **Wade-Davis Bill** | Create a visual representation of the Reconstruction period, reflecting its promises, its failures, and its ultimate consequences. |
| **Lincoln’s Proclamation of Amnesty and Reconstruction** | Identify examples of civic power in the Reconstruction era and its potential or actual impact on specific demographic groups. |
| **Radical Reconstruction Plan** | Demonstrate ability to take on a historical perspective by comparing and contrasting the different plans for Reconstruction, including the plans of Lincoln, Johnson, and Congress. |
| **13th, 14th, and 15th Amendments** | Distinguish the central and driving ideas at work in the Reconstruction Amendments and analyze the Southern response as well as their impact on freedmen. |

| **Impact on Reconstruction of the assassination of President Lincoln** | Summarize the challenges facing the nation after Lincoln’s assassination and the government’s proposed response. |
| **Radical Republicans** | Analyze the effectiveness of the Freedmen’s Bureau and the impact it had by interpreting and analyzing primary source documents. |
| **Democrats** |  |
| **The Freedmen’s Bureau** |  |
### Students should know...

| The reasons for the impeachment of Andrew Johnson |
| Ku Klux Klan white supremacy |
| Historical context |
| The four components of an infographic: first impression, story, data, and strategy |
| Tier II vocabulary: |
| • union |
| • federal |
| • radical |
| • moderate |
| • conservative |
| • assassination |
| • amendment |
| • amnesty |
| • veto |
| Tier III vocabulary: |
| • Reconstruction |
| • disenfranchise |
| • suffrage |
| • citizenship |
| • Republican |
| • Democrat |
| • Confederate |
| • Congress |
| • emancipation |
| • sharecropping |
| • Jim Crow |
| • Black Codes |
| • impeachment |
| • white supremacy |

### understand...

| The Constitution lists standards for impeachment of a president, and Congress used them to bring charges against Andrew Johnson. |
| The KKK and other actors used politically motivated violence during the Reconstruction era to attempt to maintain an order of white supremacy. |
| Reconstruction policies impact our current views on equality, race, and freedom. |
| An infographic uses a first impression, a story, a strategy, and data to visually represent information in a strategic manner. |
| Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context. |
| Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area. |

### and be able to...

| Summarize the main arguments for or against the impeachment of Andrew Johnson. |
| Identify and explain how the strategies and tactics used by the KKK and other actors during the Reconstruction era undermined equality. |
| Make connections between a Reconstruction-era policy and a current-day social issue or injustice. |
| Create an infographic that contains a first impression, a story, data, and a strategy. |
| Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations. |
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see pp. 4.16.43-54)

Aligning with Massachusetts standards

Lessons 11-12: For the performance task, students will be asked to make a connection between a Reconstruction-era policy and a present-day social injustice by creating an infographic that makes a connection between the two.

Students will be given a choice in deciding on topics for their infographics.

Students will research their issues in order to identify data that can be used to illustrate the connections between the historical information and the present-day issues they have chosen.

Students will focus their infographics on a central argument, supported by relevant details and enhanced by graphics and images.

Formative Assessments (see pp. 4.16.19-50)

Monitoring student progress through the unit

Lesson 3:  Students will synthesize information from two primary source documents in order to write a claim about the founding principles of the United States.

Lesson 4:  Students will compare and contrast the Wade-Davis Bill and Lincoln’s Proclamation of Amnesty and Reconstruction and make inferences about the authors’ attitudes toward the Union and the Civil War.

Lesson 5:  Students will summarize the challenges facing the nation after Lincoln’s assassination and Johnson’s plan to rebuild the nation, and they will make comparisons to Lincoln’s vision for the Union.

Lesson 6:  Students will read and evaluate historical evidence in order to write a claim stating whether or not Andrew Johnson should have been impeached, supported by evidence from the texts.

Lesson 7:  Students will analyze primary source documents in order to write a claim, supported by evidence, that evaluates the effectiveness of the Freedmen’s Bureau.

Lesson 8:  Students will summarize the Reconstruction Amendments and write a claim, supported by evidence from the texts, stating whether or not the Reconstruction Amendments addressed the challenges faced by former slaves.
Lesson 9: Students will examine Black Codes and Jim Crow laws and analyze their impact on Blacks in the decades after the Civil War.

Lesson 10: Students will identify and explain how the strategies and tactics used by the KKK and other actors during the Reconstruction era undermined equality.

Lesson 11: Students will read and interpret data represented in an infographic.

Pre-Assessment (see pp. 4.16.12-19)
Discovering student prior knowledge and experience

Lesson 1: Students will create their own visual representations of the Reconstruction period, reflecting their understanding of its promises, its failures, and its ultimate consequences.

Lesson 2: Students will write a newspaper headline that summarizes the events of the Reconstruction era.
**Unit Resources** (by type, in order of appearance)

**Print**


*American History Guided Reading Workbook.*

Houghton Mifflin Harcourt, n.d.

**Websites**

**LESSON 1:**

“Emancipation of Negroes’ 24 January, 1863”:

“Lincoln’s Second Inaugural Address” (audio):
https://www.nps.gov/linc/learn/historyculture/lincoln-second-inaugural.htm

1837-1897: Abraham Lincoln, [March 4, 1865] (Second
Inaugural Address; endorsed by Lincoln, April 10, 1865)”:
https://www.loc.gov/item/mal4361300/

“Timeline: The Reconstruction Era”:
https://www.pbs.org/weta/reconstruction/timeline/

“Reconstruction and Its Aftermath”:
https://www.loc.gov/exhibits/african-american-odyssey/reconstruction.html

“Reconstruction: The 15th Amendment and African American
Men in Congress”:

“Reconstruction: The Birth of a Nation—Rewriting History through Propaganda”:

**LESSON 2:**

“How to understand power—Eric Liu”:
https://youtu.be/c_Eutci7ack

“25 Newspaper Headlines From the Past That Shaped History”:
https://historydaily.org/historical-news-headlines

**LESSON 3:**

“The Union as it was / The Lost Cause, worse than slavery”:
https://www.loc.gov/item/2001696840/ (image information)
https://cdn.loc.gov/service/pnp/cph/3c20000/3c28000/3c2860
0/3c28619v.jpg (image URL)

“The Spread of US Slavery 1790-1860”:
https://lincolnmullen.com/projects/slavery/

“This Maps Reveal How Slavery Expanded Across the United States”:

“Creating the Declaration of Independence”:
https://www.loc.gov/exhibits/creating-the-united-states/interactives/declaration-of-independence/overview.html

“What to the Slave is the Fourth of July”:
http://americainclass.org/what-to-the-slave-is-the-fourth-of-july/

“Great Speeches: What to the Slave is the Fourth of July?”
by Frederick Douglass”:
https://youtu.be/_kGkPA_yjUM

**LESSON 4:**

*Rewordify*: http://rewordify.com/

*StoryboardThat*: https://www.storyboardthat.com/

“Radical Reconstruction” PowerPoint:
https://sheg.stanford.edu/history-lessons/radical-reconstruction

“The Proclamation of Amnesty and Reconstruction”:
http://www.freedmen.umd.edu/procamn.htm

“Wade-Davis Bill (1864)”:

**LESSON 5:**

*Mindmeister*: https://www.mindmeister.com/

“Pardon/Franchise Engravings by Thomas Nast”:
https://www.facinghistory.org/reconstruction-era/lessons/political-struggle

“The Assassination of Abraham Lincoln,
What the Newspapers Said When Lincoln was Killed”:
https://www.smithsonianmag.com/history/what-the-newspapers-said-when-lincoln-was-killed-180954325/

“What if Lincoln Was never Assassinated?”:
https://www.youtube.com/watch?v=hUHKoCaC-rw

“December 4, 1865: First Annual Message”:
https://millercenter.org/the-presidency/presidential-speeches/december-4-1865-first-annual-message

“Keowee courier. [volume], August 12, 1880, Image 2”:
https://chroniclingamerica.loc.gov/lccn/sn84026912/1880-08-12/ed-1/seq-2/

“The Anderson intelligencer. [volume], August 31, 1876, Image 1”:
https://chroniclingamerica.loc.gov/lccn/sn84026965/1876-08-31/ed-1/seq-1/

“The Orangeburg news. [volume], October 24, 1868, Image 3”:
**Unit Resources**, continued (by type, in order of appearance)

**LESSON 6:**
- “The Road to Impeachment”: https://teachingamericanhistory.org/static/neh/interactives/impeach/
- “Opening Argument of Mr. Benjamin F. Butler of Massachusetts”: https://famous-trials.com/johnson/481-butleropening
- “Opening Argument of Mr. Benjamin Curtis”: https://famous-trials.com/johnson/482-curtisopening

**LESSON 7:**
- “An 1868 engraving showing a man representing the Freedmen’s Bureau standing between a group of white planters and emancipated slaves”: https://dp.la/primary-source-sets/the-freedmen-s-bureau/sources/106
- “How Effective were the Efforts of the Freedmen’s Bureau?”: https://www.docsteach.org/activities/teacher/how-effective-were-the-efforts-of-the-freedmens-bureau

**LESSON 8:**
- “What are the Reconstruction Amendments?”: https://www.pbs.org/ptp/slavery-by-another-name/themes/reconstruction-amendments/
- “The Reconstruction Amendments”: https://www.youtube.com/watch?v=pyK2kiWaT2U
- “Interview with Cane Cook, A Former African American Sharecropper”: https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction/cane-cook
- “A letter from a North Carolina Freedmen’s Bureau to an Employer who Failed to pay his African American Servant, 1866”: https://dp.la/primary-source-sets/the-freedmens-bureau/sources/113
- “This is a White Man’s Government”: http://blackhistory.harpweek.com/7Illustrations/Reconstruction/ThisIsAWhiteMansGov.htm
- “The First Vote”: https://edu.lva.virginia.gov/dbva/files/original/fa599d4fb9d20de748236c499a37f617.jpg
- “Everything Points to a Democratic Victory this Fall - Southern Papers / J.A. Wales”: https://www.loc.gov/item/2001695031/
- “George Smith’s Statement on the Ku Klux Klan in an Interview with H.W. Pierson, 1870”: https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction/george

**LESSON 9:**
- “Segregated—No Black Vote”: https://americanhistory.si.edu/brown/history/1-segregated/detail/no-black-vote.html
- “Khan Academy, Black Codes”: https://www.khanacademy.org/humanities/us-history/civil-war-era/reconstruction/a/black-codes
Unit Resources, continued (by type, in order of appearance)


“From Jim Crow to Juan Crow—A Boomer Reflects on Alabama’s Civil Rights Legacy”: https://www.huffpost.com/entry/alabama-immigration-law_b_1006219


LESSON 10:


“Klansmen Broke My Door Open”: https://www.facinghistory.org/reconstruction-era/klansmen-broke-my-door-open

“Library of Congress—NAACP photographs of Ku Klux Klan activities (Lot 13092)”: https://www.loc.gov/search/?fa=partof:lot+13092


LESSON 11:


“What do we mean when we say defund the police? [Infographic]”: https://www.reddit.com/r/canadaleft/comments/gwepag/what_do_we_mean_when_we_say_defund_the_police/

Visually: https://visual.ly/view

“Mass Incarceration”: https://visual.ly/community/infographic/other/mass-incarceration


“Excerpt from the Introduction”: http://newjimcrow.com/about/excerpt-from-the-introduction

“13th | Full Feature | Netflix”: https://www.youtube.com/watch?v=krfqq5F8u8


“This is What Structural Racism Looks Like”: https://visual.ly/community/infographic/human-rights/what-structural-racism-looks


“Black Lives Matter, the killing of George Floyd, and the long fight for racial justice”: http://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1hKEHsG1nce6_wYwX7thFZrBTgyDsURcRAx7d0X8PiY

LESSON 12:

Visually: https://visual.ly/view


“Criminal Justice Fact Sheet”: https://www.naaccp.org/criminal-justice-fact-sheet/

“Racial Disparity”: https://www.sentencingproject.org/issues/racial-disparity/

“Police stops are still marred by racial discrimination, new data shows”: https://www.prisonpolicy.org/blog/2018/10/12/policing/


“Legislative Responses for Policing-State Bill Tracking
Unit Resources, continued (by type, in order of appearance)


“Mapping Police Violence”: https://mappingpoliceviolence.org/


“The Racial Dot Map”: https://demographics.coopercenter.org/racial-dot-map/

“15 Charts That Prove We’re Far from Post-Racial”: https://www.huffpost.com/entry/civil-rights-act-anniversary-racism-charts_n_5521104


“Black kids are way more likely to be punished in school than white kids, study finds”: https://www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao


“In 2019, We Tracked 940 Hate Groups Across the U.S.”: https://www.splcenter.org/hate-map

“ADL Hate Crime Map” https://www.adl.org/adl-hate-crime-map


“State of Equity: Indicators Overview”: https://equityagenda.mapc.org/indicators

“A Nation Built on the Back of Slavery and Racism”: https://www.yesmagazine.org/issue/make-right/2015/05/14/infographic-40-acres-and-a-mule-would-be-at-least-64-trillion-today/

“Piktochart—Create Beautiful Infographics”: https://piktochart.com/formats/infographics/

“Visme—Create beautiful, engaging Infographics!”: https://www.visme.co/make-infographics/

“Snappa—Create Custom Infographics In Under 5 Minutes”: https://snappa.com/create/infographics

“Venngage—Make Infographics That People Love”: https://venngage.com/

“easelly—The free way to turn information/data into an engaging infographic” https://www.easel.ly/


Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lessons 11, 12 Activity Sheet pp. 4.17.1-2
Infographic Planning
Graphic Organizer

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures


**Modifying the Unit for Short-Term Programs**

Many of the lessons in this unit contain options for facilitation, and conducting the activities as jigsaws can reduce the amount of class time spent reading multiple primary source documents in one class period. In addition, Lesson 3 can be replaced with the Choices Program lesson “The Civil War and the Meaning of Liberty,” which would reduce the time for this lesson to one class period as opposed to two.

See: “Using Primary Sources”
https://curriculum.choices.edu/me/preview/units/51 (login required; see box below)

In addition to calling attention to details of infographics embedded in the unit, the teacher can utilize a website that offers pre-made, customizable infographic templates to reduce the time students will need to spend designing and creating their infographics. The teacher can also identify student research topics ahead of time or utilize the topics specifically covered in the lessons in this unit in order to reduce the amount of time students will need to research their historical and contemporary issues.

See: “15 Free Infographic Templates in Powerpoint”
https://www.hubspot.com/infographic-templates

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**The Choices Program**

has been purchased by the Collaborative for Educational Services and thus, all of its lessons are available to DYS teachers online at:

https://curriculum.choices.edu/account/1752/licenses

The program, from Brown University, includes a plethora of resources, some of which this unit does not incorporate due to time constraints. CES teachers will need to contact the Technology Coach to create accounts that will provide access to the resources and enable them to set up classes.
**Outline of Lessons**
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

**INTRODUCTORY LESSONS**
*Stimulate interest, assess prior knowledge, connect to new information*

**Lesson 1**
**Reframing Reconstruction**

**Goal**
Students will create visual representations of the post-Civil War period, showing that, despite passage of the Reconstruction Amendments, government policies and white backlash against the emancipation of formerly enslaved people systematically denied equal protection of the laws to African Americans and reinstated a regime of white supremacy.

**Do Now** (time: 10 minutes)
The teacher will project an image of Thomas Nast’s 1863 work “The Emancipation of Negroes” and remind students that in January of that year (halfway through the Civil War), President Abraham Lincoln issued the Emancipation Proclamation, which freed enslaved people in the Confederate States. The teacher should warn students that this cartoon contains some graphic images and depictions of slavery.

As they view the image, students will brainstorm a list of expectations for the future (positive or negative) that formerly enslaved people might have had as the Civil War neared its end. The teacher will ask students to share the expectations they have brainstormed with the class while creating a list of student responses on the board. Then, the teacher will lead a “close reading” of the cartoon, starting with with painful images of slavery on the left and moving toward the optimistic images of African American prosperity, education, and commerce in the center circle and on the right.

**Access for All Options**

**Multiple Means of Engagement:**
- Model steps to make interaction with documents concrete and relevant to student experiences (e.g., discuss citizenship and right-to-vote issues).
- Provide options for students to interact with real-world examples.
- Allow students to share each other’s experiences as cultural resources on the topic.

**Multiple Means of Representation:**
- Provide current and real-world examples (e.g., current protest marches, Black Lives Matter, multimedia, etc.).
- Provide summaries of historical events, drawing conclusions and identifying similarities and differences between then and now using multimedia.

**Multiple Means of Action and Expression:**
- Offer alternatives that include assistive technology so all students can participate and show what they know.
- Provide discussion guides that facilitate student planning and full participation.
- Offer students opportunities for self-reflection on content knowledge and their experiences.
Hook (time: 10 minutes)
The teacher will explain that Lincoln began his second term as president in 1865, as the Civil War was ending, and, in his Second Inaugural Address, he outlined his hopes for the nation. The teacher should explain that students will be listening to an excerpt from Lincoln’s Second Inaugural Address with the intention of identifying the president’s goals for the country.

The teacher should then play the audio of Lincoln’s address, starting at 3:55, or have a student read the excerpt, beginning with the second to last sentence of the third paragraph, while projecting image #8 from the Library of Congress website. After listening to the excerpt, students will share what they learned about Lincoln’s goals. Students may note phrases such as “with malice toward none,” “with charity for all,” “bind up the nation’s wounds,” and “just and lasting peace,” and should discuss what they think Lincoln meant when he said them.

See: “Lincoln’s Second Inaugural Address”
https://www.nps.gov/lin/learn/historyculture/lincoln-second-inaugural.htm (play audio starting at 3:55)

“Abraham Lincoln papers: Series 3. General Correspondence. 1837-1897: Abraham Lincoln, [March 4, 1865] (Second Inaugural Address; endorsed by Lincoln, April 10, 1865)”
https://www.loc.gov/item/mal4361300/ (Image #8)

The Nast cartoon and Lincoln’s address both offer promising views of Reconstruction, the period of national rebuilding sometimes called the “Second Founding” of America. The teacher will then explain that students will be studying what actually happened during Reconstruction and how its effects are still felt in the country today.

Presentation (time: 15 minutes)
To familiarize students with the main events of Reconstruction (many of which they will study in depth in later lessons), the teacher will project the timeline that accompanies the PBS series Reconstruction: America after the Civil War. This resource presents both the era’s points of progress and its race toward retrogression. To operate the timeline, the teacher should click DRAG and then pull the arrow that appears to the right. At each hash mark, a text will appear and play automatically. Most pages also have short video clips from the series, which can be played by clicking the icon at the upper left, as well as historical details available at each + sign.


As students view the events in the timeline, they should complete an Ups and Downs of Reconstruction Notecatcher like the one on the next page (see p. 4.16.14), filling in key details from each segment of the timeline. The teacher should...
**Presentation:** Lesson 1—Ups and Downs of Reconstruction Notecatcher

<table>
<thead>
<tr>
<th>1863</th>
<th>1865</th>
<th>1866</th>
<th>1867</th>
<th>1868-1869</th>
<th>1870</th>
<th>1873</th>
<th>1873-1876</th>
<th>1877</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free?</td>
<td>40 Acres</td>
<td>Murder</td>
<td>Rights</td>
<td>5 Districts</td>
<td>Power</td>
<td>Racism and KKK</td>
<td>Hayes</td>
<td>Jim Crow</td>
</tr>
</tbody>
</table>

1863

1865

1866

1867

1868-1869

1870

1873

1873-1876

1877
warn students that two of the segments (1873 and 1877) show examples of stereotypes of African Americans published during that era. When students have completed their notes, the teacher should ask them what trends they see in the timeline. They should notice that nearly all of the positive steps toward equality were offset by white backlash and political retrenchment, even though Black leaders fought vigorously against retraction of their rights. Consequently, most African Americans were no better off at the end of Reconstruction than at the beginning. Systemic racism and white supremacy were again (still) firmly in power in government and society.

The teacher should point out that even some reforms were used for nefarious purposes. For example, the Thirteenth Amendment abolished slavery “except as punishment for a crime.” This loophole permitted mass incarceration of African Americans for “crimes” such as “vagrancy” and forced them into hard unpaid labor.

**Practice and Application** (time: 15 minutes)

To process what they have learned from the overview of Reconstruction, students will create their own visual representations of the period, reflecting their understanding of its promises, its failures, and its ultimate consequences. Students can choose from a variety of options for their visuals: mind map, process diagram, storyboard, Google slide, illustration, book cover, movie poster, etc. Their aim should be to capture the “big idea” of Reconstruction as they currently understand it. If students wish to gather additional information about or images from the period, they can consult the Library of Congress site below.


**Review and Assessment** (time: 5 minutes)

Students will share their images of Reconstruction, and the teacher will engage them in a reflection on the era as a lost (or stolen) opportunity for the U.S. to begin making reparations for the trauma inflicted by 250 years of slavery. The teacher will note that the failure of Reconstruction has repercussions that are still felt today and will encourage students to think about connections to the present as they study this period in history. In the unit’s Final Project (see p. 4.16.43), they will link an issue from the Reconstruction period to a current social injustice.

**Extension** (optional)

To extend the lesson and show in more depth both the promise of Reconstruction and the ways in which it was undercut, the teacher can show two short excerpts from the PBS Reconstruction series. The first illuminates the political gains made by African Americans as a result of the Fifteenth Amendment. The second focuses on The Birth of a Nation, the propaganda film that romanticized the South’s “Lost Cause” mythology, demonized African American men, and revived the Ku Klux Klan. After showing the clips, the teacher should lead students in a discussion of how the achievements of African Americans after the Civil War were systematically erased from history in favor of a white supremacist narrative that endures even today. Students can also examine how this narrative has been challenged by African American leaders and writers from Reconstruction until the present. Students should think about who today is working to change the received narrative of U.S. history.

See: “Reconstruction: The 15th Amendment and African American Men in Congress”

“Reconstruction: The Birth of a Nation - Rewriting History through Propaganda”
Lesson 2

How Citizens Use Civic Power to Create or Resist Change

Goal
Students will define civic power and identify ways that the emancipation of former slaves might have impacted the existing balance of power during the Reconstruction era.

Do Now (time: 5 minutes)
The teacher will ask students to freewrite in response to the following questions:

What is power?
How do you know if you have power?
How do people in society gain or lose power?

After giving students a few minutes to write their responses, the teacher should ask students to share what they have written with the class.

Hook (time: 10 minutes)
The teacher will create a Power Chart on the board with three sections that looks like the one that follows on the next page (see p. 4.16.17). This chart can also be replicated for students to take notes on.

The teacher should ask students to think back to the previous day’s lesson and review the notecatchers and visual representations of Reconstruction that they created. Students should consider the different groups that were present during the Reconstruction era. As they begin to name the different groups, the teacher can write them in the column on the left.

The teacher should then ask students whether that group was poised to gain power or lose power when enslaved people became emancipated. For example, as former slaves became emancipated and attempted to enter the workforce or purchase land, they stood to gain power. However, for white landowners, it could be inferred that they did not stand to gain power because they already possessed it through land ownership and wealth, but perhaps they feared losing power as emancipated slaves gained new rights, such as voting.

Presentation (time: 15 minutes)
The teacher will explain that in today’s class, students will be examining the dynamics of social power and how individuals and groups in society can create, use, and even lose power. The teacher will begin by showing the following
**Hook:** Lesson 2—Power Chart

<table>
<thead>
<tr>
<th>Group</th>
<th>How would it gain power?</th>
<th>How would it lose power?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Practice and Application:** Lesson 2—Dimensions of Power Organizer

<table>
<thead>
<tr>
<th>Dimension of Power</th>
<th>Example</th>
<th>Impact and Affected Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Force</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wealth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State action</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
video. The teacher can stop the video to allow students to reflect on the definition of power and to check for understanding by asking them to provide examples of the dimensions of power.

See: “How to understand power—Eric Liu”
https://youtu.be/c_Eutci7ack

After showing the video, the teacher should ask students to recall the dimensions of power, which should be listed on the board. The teacher should encourage the class to come up with at least one example for each dimension if they have not already done so while viewing the video. Students can also rank the dimensions of power in terms of their effectiveness. The teacher can model this by providing an example, such as donating money to a political candidate or an advocacy organization, and asking students which dimension this might be.

Students can also look back at the list that was created as part of the brainstorm for inspiration or ideas. The teacher will explain that in today’s class, students will be exploring these dimensions in more depth by looking at specific examples from the Reconstruction period.

**Practice and Application** (time: 15 minutes)

The teacher will explain to students that they will be using their notecatchers and visual representations from the previous day’s class to identify specific examples of power throughout the Reconstruction era and to make inferences about the actual, potential, or intended impact. The teacher will ask students to take out their timelines and look through the examples they have selected. Depending on the size and ability level of the group, the teacher can pair students or ask them to work in groups. The teacher can use the interactive timeline from the previous day’s lesson to provide an example and model how the activity should be completed. The teacher should choose one example from the timeline and ask students to identify what type of power is used in the example. Then, the teacher can generate a discussion with students about what the actual or intended impact of this action might be, and more specifically, which group of people would be impacted. The teacher can project a copy of the Dimensions of Power Organizer on the preceding page (see p. 4.16.17) or create one on the whiteboard to support the modeling of this activity.

Once students have completed their organizers, the teacher will ask students to share their responses with the group. The teacher can add responses to a projected version of the organizer or to the whiteboard so students can see the compilation. If space allows, the teacher can also recreate the chart on a large piece of paper that can be hung somewhere in the classroom for the duration of the unit. In order to create a visual element to the trends represented on the graphic organizer, the teacher can use different colors to denote the impact for different groups of people.

**Review and Assessment** (time: 10 minutes)

After students have finished sharing and the class has created a comprehensive chart, the teacher should ask students to study the chart and make inferences about the trends and patterns they see. Students can be given a few moments to study the information and make notes if needed. Then, the teacher should ask students to create headlines or titles that could summarize the “big picture” of the Reconstruction era. The teacher can show students some historical examples of newspaper headlines as models.
HISTORY
Chapter 4—U.S. History I
Topic: The Civil War and Reconstruction: Causes and Consequences (USI.T5)
UNIT PLAN—The Legacy of Reconstruction

What Does it Mean to Be Free?

Goal
Students will read and synthesize information from historical documents in order to write a claim about freedom that is supported by evidence.

Lesson 3—DAY 1

Do Now (time: 10 minutes)
Students will participate in a word splash activity, writing down or drawing a visual representation of any words, phrases, or images that come to mind when they hear or think of the word “freedom.” Students can also be encouraged to think of criteria for freedom, rights that should be guaranteed to free citizens, traditions that are associated with freedom, and things that citizens do to exercise or celebrate their freedom.

Students should be given some time to write or draw their responses before sharing with the class. The teacher should either list the responses on the board or create a mind map showing the connections between different rights and students’ opinions of freedom. The teacher should try to use questioning to encourage students to think about Independence Day or the Fourth of July since this tradition will be part of today’s class discussion.

Hook (time: 10 minutes)
Students will then view Thomas Nast’s political cartoon “The Union as it was / The lost cause, worse than slavery.” The teacher can project the image to the class or pass out reproductions. The teacher should explain to students that even though Lincoln freed slaves in the Confederacy via the Emancipation Proclamation, newly freed African Americans still faced a long struggle to obtain the same rights as their fellow white citizens. The teacher will ask students to look at the cartoon and identify some obstacles to freedom.

See: “The Union as it was / The lost cause, worse than slavery / / Thomas Nast” (Harper’s Weekly, October 1874)
https://www.loc.gov/item/2001696840/ (image information)
https://cdn.loc.gov/service/pnp/cph/3c20000/3c28000/3c28600/3c28619v.jpg (image URL)
**Presentation** (time: 5 minutes)
The teacher will explain to the class that although the Emancipation Proclamation and the surrender of Confederate troops in 1865 resulted in freedom and new opportunities for former slaves, institutionalized practices and racist traditions still existed throughout the nation. The teacher can use the map of “The Spread of US Slavery 1790-1860” or the animations in the article “These Maps Reveal How Slavery Expanded Across the United States,” to illustrate how the populations of enslaved and free citizens had changed throughout U.S. history.

See: Lincoln Mullen, “The Spread of U.S. Slavery, 1790–1860,” interactive map
https://lincolnmullen.com/projects/slavery/
“These Maps Reveal How Slavery Expanded Across the United States”

**Practice and Application** (time: Day 1—30 minutes)
The teacher will explain that, in today’s lesson, students will be comparing and contrasting two historical texts in order to make connections between the founding principles of our nation and the experience of African Americans living in our nation. The first text, the Declaration of Independence, contains statements from the founding fathers about the principles and ideas that guided the development of a new nation, now separate from Great Britain. The second text, the speech “What to the Slave Is the Fourth of July?” describes how these principles and ideas were applied only to certain groups of people within the new nation.

The teacher should ask the students if they are familiar with the Declaration of Independence and if they can recall the freedoms that are outlined in this founding document. The teacher should explain to students that the Fourth of July holiday celebrates the writing of the Declaration of Independence. The teacher can read or project the following quotation if students are not familiar with the document:

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.

See: “Creating the United States—Creating the Declaration of Independence” (suggested excerpt, page 1)
https://www.loc.gov/exhibits/creating-the-united-states/interactives/declaration-of-independence/overview.html

The teacher can project the document while also providing students with their own copies to highlight. The class can read the document together. The teacher should define relevant vocabulary during this first reading and ask students to
paraphrase some sentences in their own words in order to check for understanding. After conducting the initial class reading, the teacher should instruct students to reread the document on their own, this time highlighting the ideas in the document that relate to the concept of freedom.

In programs with Chromebooks, students can use the Read&Write for Google Chrome extension to highlight the document. Students should be given adequate time to complete this task on their own, and then the teacher can ask students to share with the class the ideas they highlighted. The concepts and ideas should be recorded on a T-chart that is visible to students, either via the ELMO, chart paper, or a shared Google document. This chart will be revisited in tomorrow’s class in order to draw comparisons to Douglass’s speech.

**Lesson 3—DAY 2**

**Do Now** (time: 10 minutes)

Students will create a ranking, based on a scale of 1-10, or a visual representation of freedom as a continuum. The teacher can model this by drawing a line on the board with the number 1 representing “completely free” on the left and the number 10 representing “not free at all” on the right.

The teacher should ask students to think about how free they feel. Students should mark, on their own continuum, where they feel in terms of freedom, based on the scale. The teacher should ask students to write a few sentences that explain their ranking. The teacher should ask students who feel comfortable sharing with the class to explain their rankings. The class can make connections to the mind map that was created as part of the previous day’s Do Now activity or to the Declaration of Independence.

**Practice and Application** (time: Continued, Day 2—40 minutes)

The teacher should connect to the previous day’s lesson by asking students about the specific freedoms listed in the Declaration of Independence. This will also help introduce new students to the concepts being discussed in today’s class.

The teacher should explain that in today’s class, students will be revisiting the Declaration of Independence in order to compare the ideas and principles listed in the founding document with the experiences of Frederick Douglass. Depending on student needs, the teacher can choose to use the interactive version of the speech, which defines the vocabulary within the text, the audio version, or a combination of the two. The teacher can read the document once with the whole class, asking students to volunteer to read sections and asking questions to gauge comprehension.

**See:** “America in Class from the National Humanities Center—What to the Slave Is the Fourth of July?”
http://americainclass.org/what-to-the-slave-is-the-fourth-of-july/  (suggested excerpts, paragraphs 35-45)

“Great Speeches: What to the Slave is the Fourth of July? by Frederick Douglass”
https://youtu.be/_kGkPA_yjUM
After the initial reading, the teacher should draw students’ attention to the T-chart from yesterday’s class. The teacher can review some of the concepts on the chart for new students, if needed. The teacher should then divide up the reading among the students, giving each student or pairs of students one or two paragraphs to read, based on their ability.

Students should then be instructed to read their assigned excerpts and highlight evidence that refutes or contradicts the statements of the founding fathers. For example, in the Declaration of Independence, the founding fathers discuss the concept of equality. Students could choose to reference Douglass’s assertion, in paragraph 36, that there is a disparity in punishment for crimes committed by Black men and white men. If necessary, the teacher can model this process for the class or conduct this activity as a whole group exercise.

Review and Assessment (time: 5 minutes)

The teacher will then explain that students will be synthesizing the information from both texts in order to write a claim about the founding principles of the United States. The following sentence starters can be used to aid students with this process:

- Although the Declaration of Independence states …, Douglass provides evidence that …
- Even though our country was founded on the principles of …, there is evidence that …

Extension (optional)

Students can add examples of power to their graphic organizers from Lesson 2.

Lesson 4

The Reconstruction Plans

Goal

Students will compare and contrast the Wade-Davis Bill and Lincoln’s Proclamation of Amnesty and Reconstruction and make inferences about the authors’ attitudes toward the Union and the Civil War.

Do Now (time: 5 minutes)

The teacher will ask students to think about which groups possessed power during the early days of Reconstruction and which groups were hoping for equality. The teacher can remind students to think back to the previous lesson and consider whether state action, specifically the Declaration of Independence, which contained the ideals of freedom and equality, had been successful in granting equality to all groups of people. The teacher can give students a few moments to think or look back at their notes before asking them to brainstorm some of the barriers to freedom that faced emancipated slaves at the end of the war. Students should be encouraged to share their responses with the class. Once the class has created a substantial list, the teacher should ask students who should be responsible for solving these issues. Depending on time, the teacher can go down the list of issues individually and discuss each one, or the teacher can invite students to categorize the issues into groups based on who should be responsible for generating a solution.

Hook (time: 10 minutes)

The teacher will project or write the two quotations that follow (see p. 4.16.24) on the board. The teacher will read aloud, or ask a student to read aloud, Quotation One. After allowing students some time to think, the teacher should use questioning to generate a class discussion about the intent of the author.
The teacher should then ask students if they recall Lincoln’s hopes for the nation at the end of the war. The teacher should remind students of Quotation Two, from Lincoln’s Second Inaugural Address, which they read in Lesson 1.

After reading both quotations on the next page (see p. 4.16.24) and discussing the intent of each author, the teacher should ask students to compare how the speakers’ intentions for the nation differ. The teacher should use questioning and class discussion to check students’ understanding of the differences between speakers.

**Presentation** (time: 10 minutes)

The teacher will explain to students that there was widespread disagreement after the war among government officials about how to reunify the nation and solve some of the major social, political, and economic problems facing the deeply divided country. Some government officials felt that the South should be punished, while others, like Lincoln, preferred a more lenient approach.

Citizens and politicians were also divided over former slaves. Now that they were free, the government had to decide how they would be represented in the government. In addition, many disagreed over whether Congress or the president should establish the terms for readmitting Southern states to the Union.

The teacher should explain to students that in today’s class, students will be comparing and contrasting the proposed plans for Reconstruction, one proposed by the president at the time, Abraham Lincoln, and one proposed by Senator Benjamin F. Wade and Representative Henry Winter Davis. The teacher can use the PowerPoint presentation from the Stanford History Education Group to serve as a review for new students and to set the stage for today’s lesson. The teacher will need to create a free account in order to access the presentation.

**Practice and Application** (time: 20 minutes)

The teacher will divide students into two groups; each will be responsible for reading one plan and reporting back to the rest of the class. Students should be instructed to complete the Reconstruction Plan Comparison Graphic Organizer that follows (see p. 4.16.25) as they read their texts.

**Multiple Means of Engagement:**

- Start with a KWL activity to connect to background knowledge from previous lessons in this unit.
- Offer reading materials that have personal value and relevance to students’ experiences.

**Multiple Means of Representation:**

- Use the Rewordify site to adjust the lexile level of the text and/or define academic vocabulary.
  See: https://rewordify.com/
- Provide written transcripts for audio and video clips.
- Offer scaffolds for processing to students who might need them.

**Multiple Means of Action and Expression:**

- Provide multiple options (such as StoryboardThat) for students to display their work, including 3D models, slides, and illustrations.
  See: https://www.storyboardthat.com/
- Offer guided reflection or reflective journaling to support students’ lived experiences and interaction with content.

See: “Radical Reconstruction” | https://sheg.stanford.edu/history-lessons/radical-reconstruction

See: “The Proclamation of Amnesty and Reconstruction—Abraham Lincoln”
  http://www.freedmen.umd.edu/procamn.htm (suggested excerpt: paragraphs 7-14)

“Wade-Davis Bill (1864)”
Hook: Lesson 4—Two Quotations

Quotation One:

“I have never desired bloody punishments to any extent, even for the sake of example. But there are punishments quite as appalling and longer remembered, than death. They are more advisable, because they would reach a greater number. Strip the proud nobility of their bloated estates; reduce them to a level with plain republicans; send them forth to labor, and teach their children to enter the workshops or handle the plow, and you will thus humble the proud traitor.”

—Thaddeus Stevens, Republican Congressman (December, 1865)

Quotation Two:

“With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation’s wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.”

—Abraham Lincoln, Second Inaugural Address (March 4, 1865)

After the groups have completed their readings and graphic organizer columns, each group should share its findings with the class. Students should complete the blank sides of their organizers based on the other group’s findings.

Based on students’ ability and familiarity with reading primary sources, this lesson can also be completed as a whole group activity, over the course of two days, focusing on each text individually.

Review and Assessment (time: 10 minutes)
The teacher will ask students to complete an Exit Ticket responding to the following questions:

Which plan is best for reuniting the nation? Why?
Which plan is best for punishing the South? Why?
Which plan is best for newly freed slaves? Why?

Extension (optional)
Students could develop an alternate proposal for Reconstruction.

Literacy and Numeracy
Across Content Area Elements

Reading:
• Students will compare and contrast primary source documents in order to make inferences about the authors’ attitudes toward the Union and the Civil War.

Writing:
• Students will use a graphic organizer to cite evidence from the texts.

Speaking and Listening:
• Students will participate in class discussions on historical topics using agreed-upon norms.
**Practice and Application:** Lesson 4—Reconstruction Plan Comparison Graphic Organizer

<table>
<thead>
<tr>
<th>Questions</th>
<th>Lincoln’s Plan</th>
<th>Wade-Davis Bill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who wrote this document? Who is the audience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is responsible for enforcement of the plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the writer’s attitude toward the South?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the requirements for reentry into the Union?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is allowed to participate in government?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the penalties for not complying with the plan?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5

The Assassination of President Lincoln

Goal
Students will summarize the challenges facing the nation after Lincoln's assassination and compare Johnson's plan to rebuild it with Lincoln's vision for the Union.

Lesson 5—Day 1

Do Now (time: 5 minutes)
The teacher will project the Thomas Nast engravings “Pardon/Franchise” and ask students to respond orally by stating what they think is happening in each picture. Students should make reference to specific images or parts of images to support their responses. The teacher should also ask students to think about how these images relate to Reconstruction, based on what they have learned so far in this unit.

See: “Pardon/Franchise Engravings by Thomas Nast”
https://www.facinghistory.org/reconstruction-era/lessons/political-struggle

Hook (time: 5 minutes)
The teacher will project the image of Lincoln's death announcement to the class. After students have been given time to read the text, the teacher should ask students what they notice about this text. The teacher can use the following questions to promote a class discussion:

Where was this article printed?
What is the overall message in this article?
What is the tone of the writer?

See: “Lincoln and Seward Assassinated!”
https://www.smithsonianmag.com/history/what-the-newspapers-said-when-lincoln-was-killed-180954325/

Presentation (time: 15 minutes)
The teacher should ask students to think back to the beginning of the unit when they discussed Lincoln’s hopes for the nation at the end of the Civil War. Students should be prompted to recall that Lincoln was hoping to reunite the nation. Then, the teacher should explain that the class will be watching a video that will provide some information as to how Lincoln’s assassination changed the course of Reconstruction.

The teacher should ask students to listen and take notes while watching the video, recording the major disagreements between President Andrew Johnson and the Democrats on one hand and the Radical Republicans on the other, and what
The teacher should pause the video at the mention of the Reconstruction Acts, at around 03:30.

See: “What if Lincoln Was Never Assassinated?” (until 3:30)
https://www.youtube.com/watch?v=hUHKoCaC-rw

The teacher should ask students what the main objectives of each political party were during Reconstruction. Student responses can be written on the board. Then, the teacher should ask students how the assassination of President Lincoln changed the course of Reconstruction. The teacher can refer to Lincoln’s statement in his Second Inaugural Address, referenced in the previous lesson, to help students make a comparison between Lincoln’s goals and the goals of the Radical Republicans.

**Practice and Application** (time: Day 1—30 minutes)

The teacher will explain that in today’s class, students will be summarizing the state of the union after President Johnson took over, following the assassination of President Lincoln. Students will be using a primary source document, Johnson’s First Annual Message, to create a newspaper article summarizing the state of the union in December 1865.

https://millercenter.org/the-presidency/presidential-speeches/december-4-1865-first-annual-message
(suggested excerpts, paragraph 15, beginning with “The next step …,” and paragraphs 18-20, beginning with “The relations of …”)

Depending on students’ ability levels, the teacher can decide whether to have students read the text independently or as a whole class. If timing or student reading level is an issue, the teacher can assign individual students to read sections of the text. The teacher could also assign one student to read and highlight evidence for each of the following questions:

1. What were the major issues facing the nation at the time this speech was given?
2. How did Johnson propose to address these issues?
3. What rights were freedmen looking for?
4. What was the government’s response to the challenges facing the newly freed slaves?

As they are reading, students should be instructed to highlight any challenges facing the nation at this time in one color and the government’s plan to address those challenges in another color. Students with Chromebooks or access to desktops can use the Read&Write for Google Chrome extension to highlight and organize information for the assignment.

Students should submit their notes for teacher review at the end of class.

**Lesson 5—Day 2**

**Do Now** (time: 10 minutes)

The teacher should write each of the following questions from the preceding day’s Practice and Application on a separate piece of paper or index card:

1. What were the major issues facing the nation at the time this speech was given?
2. How did Johnson propose to address these issues?
3. What rights were freedmen looking for?
4. What was the government’s response to the challenges facing the newly freed slaves?
Depending on the size of the class, the teacher should ask each student, or pair of students, to select one card. Students should read and think about the questions and take a few moments to write short responses, consulting their notes from the previous day. Then, they will participate in a Think-Pair-Share activity, turning to students beside them, reading the questions they have been assigned, and discussing their responses with their partners. After that, they should share the highlights of their discussions with the class.

**Practice and Application** (time: Continued, Day 2—15 minutes)
The teacher should explain that in today’s class students will be drafting newspaper articles that inform the nation of the major challenges facing the Union in December of 1865 and Johnson’s plan to address those challenges. In order to prepare students for this assignment, the teacher should explain that students will spend some time reading articles from Reconstruction-era newspapers to get a sense of the structure, tone, and organization of an informative text.

The teacher can select one or two news article excerpts from the Library of Congress options listed below or identify another article that would support this task. The teacher should focus specifically on the opening paragraphs of the articles to give students a sense of how reporters structure their writing in order to emphasize the delivery of information in a succinct and clear manner, as students will be using information from the texts they read yesterday and a template to scaffold creating the content portion of the article.

- “Keowee courier. [volume], August 12, 1880, Image 2”
  (suggested excerpt, third column from the left, titled, “A Radical Meeting”)
  https://chroniclingamerica.loc.gov/lccn/sn84026912/1880-08-12/ed-1/seq-2/
- “The Anderson intelligencer. [volume], August 31, 1876, Image 1”
  (suggested excerpt, seventh column from the left, titled, “The Troubles on Combahee”)
  https://chroniclingamerica.loc.gov/lccn/sn84026965/1876-08-31/ed-1/seq-1/
- “The Orangeburg news. [volume], October 24, 1868, Image 3”
  (suggested excerpt, second column from the left, article titled, “Murder of B.F. Randolph, Negro Senator from Orangeburg”)

The teacher can choose to project and read the article(s) to the whole class or assign students specific articles to read individually or in pairs. This decision should be made with the students’ reading levels, the class size, and the level of background knowledge in mind. If conducting this activity as a whole class, the teacher should focus specifically on the first and second paragraphs of the article(s), emphasizing that the lead (or “lede”) is the most important part of the article and must grab the interest of the reader. The teacher can generate a class discussion about how the writing style conveys information using the following questions:
UNIT PLAN — The Legacy of Reconstruction

Review and Assessment (time: 30 minutes)

The teacher should instruct students that they will be referring back to their notes from the previous day’s class to draft their newspaper articles. The teacher should explain that the purpose of this piece of writing is to inform the nation about the major issues present at the time, Johnson’s proposals for addressing these issues, and the impact that these proposals would have on freedmen and women.

Students should have highlighted this information in the text during the previous day’s session. Students should also be encouraged to add more detail to their writing by comparing Johnson’s plan to what they know about Lincoln’s hopes for the nation and by making comparisons between the two different Reconstruction plans for the nation. Students can use the following prompts to identify and organize information for their news articles. Students should be encouraged to highlight each of these sections in different colors to help organize the information for the next activity.

What were the major issues facing the nation at the time this speech was given?
How did Johnson propose to address these issues?
What rights were freedmen looking for?
Which groups stood to gain or lose power if Johnson’s plan was passed? How?

Depending on the timing and students’ ability levels, the teacher can use the following paragraph template to scaffold this activity for students. Students should use the information that they highlighted in the text to complete the sentence starters and write their articles.

After the assassination of President Lincoln, the nation faced new challenges, such as …
Many of these challenges came about due to the emancipation of former slaves, who were now entitled to certain rights. These rights included …
The new president, Andrew Johnson, aimed to address these challenges by proposing the following policies/actions …
The government responded by …

Extension (optional)

Students could peer review each other’s articles and/or students could volunteer to read their articles aloud to the class.
Lesson 6

The Impeachment of Andrew Johnson

**Goal**
Students will read and evaluate historical documents in order to write claims, supported by textual evidence, stating whether or not Andrew Johnson should have been impeached.

**Do Now** (time: 5 minutes)
Students will complete a KWL chart sharing what they know and want to know about impeachment. Students should be given a few minutes to write their ideas down on a sheet of paper or KWL template before sharing with the class. The teacher can add student responses to the whiteboard or use an ELMO to complete a KWL chart template.

**Hook** (time: 5 minutes)
The teacher will explain that, in today’s class, students will be examining the impeachment of President Andrew Johnson. The teacher should explain to students that impeachment is a process that occurs when the legislature brings charges against a government official. The teacher can ask students if they can recall any impeachment proceedings that have occurred in their lifetime.

After students have been given an opportunity to share their prior knowledge, the teacher should project the infographic, “How does Impeachment Work?” The teacher should ask students what the first things they notice about the infographic are. Then, the teacher should ask students to summarize the process. The teacher can also ask students to refer to the “What do I Want to Know” sections of their KWL charts to see if the chart answers any of the questions they had about impeachment.

**Presentation** (time: 10 minutes)
The teacher will explain that students will be viewing a timeline of Andrew Johnson’s presidency. The teacher can project the timeline for the class or ask students to explore it independently on their Chromebooks.

**Access for All Options**

**Multiple Means of Engagement:**
- Expose students to infographics as a means of familiarizing them with the expectations for the summative assessment.
- Use graphic organizers and mind maps to show examples of good summaries to students.

**Multiple Means of Representation:**
- Provide a combination of texts and visual sources to enhance students’ understanding of the impeachment process.
- Create opportunities for students to connect historical content and their reflections on it with real-world experiences and consequences of the impeachment process.

**Multiple Means of Action and Expression:**
- Offer sentence stems and language models for students who might need scaffolding.
- Provide self-reflection guides and planning tools as scaffolds for the writing process.

The teacher can provide explanation or clarification of some of the major events on the timeline, particularly Johnson’s vetoes and the New Orleans race riots. The teacher should ask students to look for clues or make predictions about what events may have led to the impeachment of Andrew Johnson, which can be listed on chart paper. Students should be encouraged to share their thoughts with the class as they view the timeline.

After showing the timeline, the teacher should project or pass out copies of the following document:
The teacher should ask students to refer to the list of events they created while viewing the slide show and make inferences as to whether or not there are any events that might be violations of the Constitutional articles relating to impeachment.

**Practice and Application** (time: 25 minutes)
The teacher will explain that students will be analyzing evidence from the time period in order to write a claim stating whether or not Andrew Johnson violated the Tenure of Office Act and was guilty of “high crimes and misdemeanors.” The teacher can decide how to facilitate this activity: it may be done as a whole class, jigsaw, or an individual assignment, depending on the size of the class and students’ ability levels. The teacher should begin by projecting an explanation of the Tenure of Office Act, linked below. The class should read the document together, and the teacher should ask questions to check for understanding.

See: “The Tenure of Office Act”
https://famous-trials.com/johnson/472-officeacttenure/

Then, the teacher should distribute documents containing Senate testimony (sources listed below), along with a T-chart. Students should be instructed to read each document and summarize the main arguments for each side.

- “Documentary Evidence Presented in the Impeachment Trial of Andrew Johnson”
  (suggested excerpt beginning at “I next offer a copy of a communication made to the Senate on December 12, 1867” and ending at “Ulysses S. Grant, Washington D.C.”)
  https://famous-trials.com/johnson/483-evidence

- “Opening Argument of MR. BENJAMIN F. BUTLER of Massachusetts”
  (suggested excerpt, paragraphs 3-8, beginning at “Now for the first time…”)
  https://famous-trials.com/johnson/481-butleropening

- “Opening Argument of MR. BENJAMIN CURTIS”
  (suggested excerpt, paragraphs 3-4, beginning at “Now there is a question…” and ending at “But is that so…”)
  https://famous-trials.com/johnson/482-curtisopening

- “From the Closing Argument of Hon. HENRY STANBERY”
  (suggested excerpt, paragraphs 8-9, beginning at “Now when President Johnson…” and ending at, “if he therein committed an error…”)
  https://famous-trials.com/johnson/473-closingargument

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read historical documents and identify evidence.

**Writing:**
- Students will use a graphic organizer to organize and record information that they will use to draft claims.

**Speaking and Listening:**
- Students will watch and listen to a video describing the impeachment process in order to be able to summarize the process.

**Language:**
- Students will demonstrate an understanding of the word *impeachment* by summarizing the arguments for and against the impeachment of Andrew Johnson.

**Numeracy:**
- Students will read a timeline to understand the events that led to the impeachment of Andrew Johnson.
Review and Assessment (time: 10 minutes)

The teacher will ask students to consider the evidence presented and write claims stating whether or not they think Andrew Johnson was guilty of high crimes and misdemeanors and whether or not they think he should have been impeached. Students should include evidence to support their responses.

Extension (optional)

Students could make comparisons between the impeachment of Andrew Johnson and what they know about the impeachment of President Donald Trump.

Lesson 7

The Freedmen’s Bureau

Goal

Students will analyze primary source documents in order to write claims, supported by evidence, that evaluate the effectiveness of the Freedmen’s Bureau.

Do Now (time: 10 minutes)

After being given a few minutes to think about what life might have been like for newly freed slaves, students will brainstorm a list of needs former slaves might have had in order to begin living as free citizens. Students should be encouraged to think of things that slaves were prohibited from doing and include not only physical items but also government assistance or services, actions, and intangible items such as equality or justice.

The teacher can remind students to think about Lesson 3, when they discussed what it means to be free and some of the examples from Frederick Douglass’s speech, “What to the Slave Is the Fourth of July?” After completing their brainstorms, students will share their lists with the class. Students should be encouraged to volunteer their responses, and the teacher should create one master list on the board, making note of items that appear multiple times. If time allows, the teacher can pair students and ask them to prioritize the list by deciding which items were most important to the independence of former slaves and which items were less important. The teacher should encourage each pair of students to share their rankings with the class along with the rationale.

Hook (time: 5 minutes)

The teacher will then pass out copies of or project the Waud engraving, “An 1868 engraving showing a man representing the Freedmen’s Bureau standing between a group of white planters and emancipated slaves.” The teacher will ask students to make inferences about what they see happening in the picture and share them with the class.
**Presentation** (time: 10 minutes)

The teacher will explain to students that they will be reading “An Act to Establish a Bureau for the Relief of Freedmen and Refugees.” The teacher should provide each student with a copy of the suggested excerpts. The teacher can facilitate a whole class reading of the document or ask students to read the excerpts individually. As students read, the teacher should ask them to highlight or underline the services or items that were to be provided to former slaves.

See: “An Act to Establish a Bureau for the Relief of Freedmen and Refugees”
(suggested excerpts: first sentence and sections 2-4)

After the reading, the teacher should ask students to share what they highlighted. The teacher can use the Read&Write for Google Chrome extension or the ELMO to project the document so that all students can see the items that are being highlighted. The teacher can use the questions below to generate a class discussion about the document:

- How might the Act to Establish a Bureau for the Relief of Freedmen and Refugees have shifted the balance of power?
- Who stood to gain power?
- Who stood to lose power?
- How do you think white Southerners reacted to this state action? Why?

The teacher can remind students to think back to the cartoon they viewed earlier in the class.

**Practice and Application** (time: 20 minutes)

The teacher should explain that now students will examine a series of primary source documents in order to evaluate how effective the Freedmen’s Bureau was in dealing with the challenges facing newly freed slaves. In programs with Chromebooks, the students can be directed to the National Archives DocsTeach website, where they should follow the directions on the page, ranking each document based on the evidence it provides of the Freedmen’s Bureau’s effectiveness or ineffectiveness in meeting the needs and wants of former slaves.

See: “How Effective were the Efforts of the Freedmen’s Bureau? Weighing the Evidence”
https://www.dosteach.org/activities/teacher/how-effective-were-the-efforts-of-the-freedmens-bureau
For programs without Chromebooks, the teacher can choose either to project each document individually and complete this activity as a whole class, or to print the documents for students to read and analyze on their own. In the latter instance, students should be instructed to rank each document as noted above and to place it along a continuum labeled at one end “The Freedmen’s Bureau was effective in providing for the needs and wants of formerly enslaved persons” and at the other end “The Freedmen’s Bureau was ineffective in providing for the needs and wants of formerly enslaved persons.” If time is an issue, this activity can also be completed as a jigsaw in which each student reads one document and summarizes it for the class. The whole class can try to reach a consensus on ranking the documents.

**Review and Assessment** (time: 10 minutes)
The teacher will explain to students that after evaluating the evidence, they now need to decide, based on the primary sources they read, whether or not the Freedmen’s Bureau was effective at meeting the needs of former slaves. Students should be instructed to write a claim, supported by three pieces of evidence from the primary sources in today’s lesson. The teacher can model this for the class by providing an example of a claim. If time allows, students should be asked to share their claims with the class.

**Extension** (optional)
Students can be asked to generate solutions to some of the problems faced by newly freed slaves.

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**Lesson 8**

The Reconstruction Amendments

**Goal**
Students will summarize the Reconstruction Amendments and write claims indicating whether or not the Reconstruction Amendments addressed the challenges faced by former slaves, using evidence from the texts to explain why.

**Do Now** (time: 5 minutes)
The teacher should ask students to brainstorm a list of challenges faced by former slaves. After being given a few minutes to think about these, students should be encouraged to share their responses with the class.

**Hook** (time: 5 minutes)
The teacher will ask students if they know what an amendment is, and students should be encouraged to volunteer their responses. The teacher can explain that the word amendment means “change” and that in the case of the Constitution, amendments are changes to the existing document. Next, the teacher should explain that, after the war, the government passed a series of amendments designed to address the challenges facing the nation. The teacher can ask if students know anything about
### Practice and Application: Lesson 8—Reconstruction Amendments Comparison Graphic Organizer

<table>
<thead>
<tr>
<th>Amendment</th>
<th>In My Own Words</th>
<th>How could the Reconstruction Amendments have increased the civic power of former slaves?</th>
<th>How did the reaction of white Southerners undermine the Reconstruction Amendments and maintain white supremacy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th Amendment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14th Amendment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15th Amendment</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
these amendments. Then, the teacher should show the PBS video “What are the Reconstruction Amendments?” from the site Slavery by Another Name.

See: “What are the Reconstruction Amendments?”
https://www.pbs.org/tpt/slavery-by-another-name/themes/reconstruction-amendments/

Presentation (time: 10 minutes)
The teacher should then explain that the class is going to watch a student-made video that describes the experience of a former slave living during this time period. The teacher should ask students to listen and think about the hopes and fears of former slaves as they experience newfound freedom.

See: “The Reconstruction Amendments”
https://www.youtube.com/watch?v=pyK2kiWaT2U

After viewing the video, the teacher should ask students to discuss the hopes of newly freed slaves. Students should be encouraged to share with the class how they think former slaves might have been feeling during this time period, what things they might have been looking forward to, and what fears they may have had.

Practice and Application (time: 25 minutes)
The teacher will ask students to think back to the beginning of the unit when they learned about civic power. Students should recall the dimensions of power that were addressed in that lesson. The teacher will explain that in today’s lesson, students will be analyzing why the Reconstruction Amendments, which were designed to create civic power for freedmen, were ineffective in creating a more equal balance of civic power. Students should recognize that they applied only to certain segments of the population and contained wording that allowed so-called “criminals” to be exploited for free labor.

The teacher should assign each student or small group of students one amendment and explain that they will be analyzing primary source documents from the time period in order to understand how the amendment was designed to help former slaves and to determine whether or not that amendment had the desired impact. Students should be instructed to begin by reading the texts of their assigned amendments and rewriting them in their own words.

Then, they should be provided with either electronic or paper copies of primary source documents associated with their amendments, which are available at the links that follow. The teacher should explain that students will then look at or read each document and list on the Reconstruction Amendments Graphic Organizer on the preceding page (see p. 4.16.35) the ways in which each amendment should have helped former slaves and how the Southern response may have undermined these newly granted freedoms.

After completing their Reconstruction Amendments Graphic Organizers, each student or group of students should share with the class what they learned about their assigned amendment. Students should be instructed to fill in information from the other two groups on their graphic organizers.
Online resources for the Reconstruction Amendments include:

- **Thirteenth Amendment**
  - “Transcript of 13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)”
  - “Interview with Cane Cook, a Former African-American Sharecropper, with Reverend H.W. Pierson, 1870”
    (suggested excerpt, “Statement of Cane Cook”)
    https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction/cane-cook
  - “A letter from a North Carolina Freedmen's Bureau to an employer who failed to pay his African American servant”
    https://dp.la/primary-source-sets/the-freedmen-s-bureau/sources/113
  - “A freedman's work contract, 1865”
    https://dp.la/primary-source-sets/the-freedmen-s-bureau/sources/116

- **Fourteenth Amendment**
  - “Transcript of 14th Amendment to the U.S. Constitution: Civil Rights (1868)”
  - “Mississippi Black Code (1865)” (suggested excerpt, Section 3)
    http://www.digitalhistory.uh.edu/exhibits/reconstruction/section4/section4_blackcodes.html
  - “This Is A White Man's Government”
    https://blackhistory.harpweek.com/7Illustrations/Reconstruction/ThisIsAWhiteMansGov.htm
    http://blackhistory.harpweek.com/4Reconstruction/ReconLevelOne.htm

- **Fifteenth Amendment**
  - “Transcript of 15th Amendment to the U.S. Constitution: Voting Rights (1870)”
  - “The evening telegraph. [volume], March 31, 1870, FIFTH EDITION, Image 1”
    (suggested excerpt, first column, article titled, “At Last! The Fifteenth Amendment, The Law of the Land”)
    https://chroniclingamerica.loc.gov/lccn/sn83025925/1870-03-31/ed-1/seq-1/
  - “The First Vote—Drawn by A.R. Waud”
    https://edu.lva.virginia.gov/dbva/files/original/fa599d4fb9d20de748236c499a37f617.jpg
  - “Everything Points to a Democratic Victory this Fall - Southern Papers / J.A. Wales”
    https://www.loc.gov/item/2001695031/
  - “George Smith's Statement on the Ku Klux Klan in an Interview with Reverend H.W. Pierson, 1870”
    (suggested excerpt, Statement of George Smith)
    https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction/george
Review and Assessment (time: 10 minutes)
The teacher will ask students to review their organizers and think about whether or not the Reconstruction Amendments addressed the challenges faced by former slaves. The teacher should ask students to draft claims, with reasoning to support their responses. Students should be instructed to use evidence from the texts to support their claims. If time allows, students can share their claims with the class.

Extension (optional)
Students can choose one amendment and rewrite it in a way that would be more fair to former slaves.

Lesson 9
The Black Codes and Jim Crow

Goal
Students will examine Black Codes and Jim Crow laws and analyze their impact on Blacks in the decades after the Civil War.

Do Now (time: 5 minutes)
The teacher will ask students to think of any laws they believe are unfair. Students should be given a few minutes to think and respond to the question, with an opportunity to write their responses if needed. The teacher should then ask students to share their responses, generating a class discussion about unjust laws. Students should also be asked to consider where unjust laws might originate and whom they may impact, either positively or negatively.

Hook (time: 5 minutes)
The teacher should choose one of the political cartoons below to project to the class (two are included at the same link). Please note that one contains violent imagery, and one contains a racial slur, so it is up to the discretion of the teacher to decide what is appropriate for the class. If needed, the teacher can consult with clinical staff prior to the class to check for appropriateness. The teacher should also remind students of the class norms.

See: “Segregated—No Black Vote”
https://americanhistory.si.edu/brown/history/1-segregated/detail/no-black-vote.html

The teacher should ask students to look at the cartoon for a few minutes. After a period of silent reflection, the teacher should ask students what they notice about the cartoon, and the teacher should generate a class discussion by asking students to make inferences about the ways in which the freedom of former slaves was restricted by local policies. Students should be encouraged to share other information they may know about this era in history.

Presentation (time: 10 minutes)
The teacher will review with students how during and after the Civil War, a new political faction called the Radical
Republicans was formed. They were committed to the emancipation of the slaves and later to the equal treatment and enfranchisement of the freed Blacks. Radical Republicans in Congress disagreed when, in May of 1865, President Johnson announced his own plan for the Union, believing that it was too lenient toward the South.

The teacher should ask students to recall, or look back in their notes from Lesson 4, when the class learned about the various plans for Reconstruction. Students should be encouraged to share what they remember with the class. After students share, the teacher should explain to students that many of the Southern states agreed to Johnson’s plan. The teacher can use the reading linked below to provide context for how Black Codes and Jim Crow laws were used to maintain an order of white supremacy.

See: “Black Codes”
https://www.khanacademy.org/humanities/us-history/civil-war-era/reconstruction/a/black-codes

Practice and Application (time: 20 minutes)
The teacher will explain to students that in today’s class, they will be researching Jim Crow laws and trying to understand what impact they still have on society today, a process called creating historical context. First, the teacher should either project or direct students to the Fold 3 by Ancestry website’s Jim Crow Laws section.


The section on Jim Crow laws can be explored as a whole class, led by the teacher, or students can use Chromebooks or desktops to explore the site and familiarize themselves with some examples of Jim Crow laws from history. Next, the teacher should pass out the Huffington Post article, “From Jim Crow to Juan Crow—A Boomer Reflects on Alabama’s Civil Rights Legacy.” The article can be read as a whole class, or students can be instructed to read the article independently. The teacher should clarify any difficult vocabulary or provide a reference sheet for students. The teacher should ask students to highlight or underline parts of the article where the author makes connections or comparisons between Jim Crow laws and current immigration legislation.

See: “From Jim Crow to Juan Crow — a Boomer Reflects on Alabama’s Civil Rights Legacy”
https://www.huffpost.com/entry/alabama-immigration-law_b_1006219

Review and Assessment (time: 15 minutes)
The teacher will then ask students to think of another present-day social injustice that could be connected or compared to Jim Crow. Depending on how much time is left, the teacher can ask students to brainstorm a list of issues as a class. Next, the teacher should ask students to revisit either the Jim Crow laws website they viewed earlier or one of the databases listed below.

https://www.ferris.edu/HTMLS/news/jimcrow/links/misclink/examples.htm
See: “Martin Luther King, Jr. National Historic Park, Georgia—Jim Crow Laws”
https://www.nps.gov/malu/learn/education/jim_crow_laws.htm

This time, students should be instructed to choose one present-day social issue and use one of the websites to find a Jim Crow law that could be directly connected to this issue. For an Exit Ticket, students should submit a written response explaining the two laws they chose and the relationship between the two.

**Extension (optional)**
The teacher could generate a class discussion based on the following prompt: In what ways, past and present, have people manipulated the law to limit the freedoms of others?

### Lesson 10

**White Supremacy and the Ku Klux Klan**

**Goal**
Students will use evidence from primary source documents to write claims explaining how the Ku Klux Klan and other white supremacist groups undermined racial equality during the Reconstruction era.

**Do Now** (time: 10 minutes)
The teacher should project the ADL H.E.A.T. map to the class and explain that this map is a visual representation of extremist, terrorist, and anti-semitic incidents in the United States. The teacher should explain how the size and shapes are utilized to show how prevalent these incidents are. The teacher can also use the filters at the top of the map to filter the incidents by type, location, and time period. Students should be encouraged to interpret the data, make comparisons, and generate inferences based on what they see.

See: “ADL H.E.A.T™ Map”

After students have been given time to share their responses and discuss what they see, the teacher should ask students to consider how the data and information contained in the map is used to tell a story or convey information about the topic of extremist, terrorist, or white-supremacist behavior in our country.

**Hook** (time: 10 minutes)
The teacher will ask students to brainstorm a list of examples of political violence, either specific instances throughout history or general examples of how violence can be used to influence politics. The teacher can use current events to model the process for students, referring to events in Charlottesville or violence and protests that have erupted over the debate to remove Confederate monuments.
The teacher should give students a few minutes to draft their lists before asking them to share their examples with the class. The teacher should draw a T-chart on the board or on a piece of chart paper. As students share their examples, the teacher should use questioning to encourage students to think of the goals of each specific example. The example should be written on the left side of the T-chart and the goal or impact should be written on the right side of the T-chart.

**Presentation** (time: 10 minutes)

The teacher will explain to students that after the war, the emancipation of slaves, and the passing of the Reconstruction Amendments, a backlash ensued in some areas in an effort to maintain white supremacy. The teacher will explain to students that they will be watching a video that provides some background on the topic. The teacher should show the first

**Practice and Application**: Lesson 8—Ku Klux Klan Impact Graphic Organizer

<table>
<thead>
<tr>
<th>Source</th>
<th>What strategies or tactics were used?</th>
<th>What was the actual or potential impact?</th>
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The teacher can use the following questions to generate a class discussion about the video:

Who were the members of the Ku Klux Klan?
What were their goals?
How did the KKK use political violence or terrorism to achieve its goals?

**Practice and Application** (time: 15 minutes)
The teacher should explain that in today's lesson, students will be analyzing primary source documents in order to develop an understanding of the strategies and tactics used by the Ku Klux Klan and other white supremacist groups during the Reconstruction era. The teacher should caution students that these sources contain sensitive and offensive material and should remind students of classroom norms for discussion.

The teacher can select a few sources from the ones listed below and assign students to view them individually, divide them up and conduct a jigsaw, or conduct a whole-class viewing of each source. As they view each source, students should be instructed to identify the specific strategies that are used to control the behavior of the newly freed slaves and maintain an order of white supremacy. Students should then be encouraged to consider the impact of the strategies and how each strategy specifically restricted the freedoms of the freedmen and women. Students should record their observations in a Ku Klux Klan Impact Graphic Organizer like the one on the preceding page (see p. 4.16.41).

Ku Klux Klan online resources:

- “Ku Klux Klan Flyers” (Click on the blue 'View' button)

- “Klansmen Broke My Door Open”
  https://www.facinghistory.org/reconstruction-era/klansmen-broke-my-door-open

- “Library of Congress — NAACP photographs of Ku Klux Klan activities (Lot 13092)”
  https://www.loc.gov/search/?fa=partof:lot+13092

- “Watch scene from D.W. Griffith's 'Birth of a Nation’”
HISTORY

Chapter 4—U.S. History I
Topic: The Civil War and Reconstruction: Causes and Consequences (USI.T5)

UNIT PLAN—The Legacy of Reconstruction

https://www.loc.gov/resource/mesn.021/?q=George+Benson&sp=159

“Image 320 of Federal Writers’ Project: Slave Narrative Project, Vol. 1, Alabama, Aarons-Young”
https://www.loc.gov/resource/mesn.010/?q=simon+phillips&sp=320

Review and Assessment (time: 10 minutes)
Students will write claims about the impact of the strategies utilized by the Ku Klux Klan and other individuals during this time period. Students should represent in writing how the Ku Klux Klan and others used civic power, such as force, to undermine efforts toward equality and use specific evidence from the sources to support their responses. Students can identify actual historical examples of how these actions impacted the goals of equality or make inferences about the potential impact of white supremacist groups.

Extension (optional)
The teacher could lead a discussion on the question “How can individuals combat white supremacy?”

CULMINATING LESSONS

Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 11 (2 days)
Introducing Infographics

Note: There are two options for the Practice and Application in this lesson:
Option 1: Students will read excerpts from the introduction to The New Jim Crow.
Option 2: Students will view two 15-minute clips from the film 13th.

Prior to teaching the lesson, the teacher should preview the two sources and choose the one that is most appropriate.

Goal
Students will read and interpret data represented in an infographic in preparation for completing the Final Project.

FINAL PROJECT: Creating an Infographic

You will make a connection between a Reconstruction-era policy and a present-day social injustice by creating an infographic that makes a connection between the two.

- You will be given a choice in deciding on a topic for your infographic.
- You will research your issue in order to identify data that can be used to illustrate the connections between the historical information and the present-day issue you have chosen.
- You will focus your infographic on a central argument, supported by relevant details and enhanced by graphics and images.
Lesson 11—DAY 1

Do Now (time: 5 minutes)
The teacher should project the infographic published by the Tyler School of Art on the Visually website.

See: “The Art of Infographics”
https://visual.ly/community/infographic/other/art-infographics

The teacher should try to restrict the view so that only the bar graphs representing “top cities for recent college graduates” are visible to students. The teacher should ask students to try to make some inferences or identify patterns about the data being shown. After a few students have shared their responses, the teacher should scroll down to the section titled “After Taking the Art of Infographics.” The teacher should ask the students to repeat the same activity, making inferences or identifying patterns in the data being shown. Students should be given a few minutes to examine the data before they are encouraged to volunteer their responses.

After students have shared their inferences, the teacher should ask students to compare the two representations of data, asking which one was easier to read and why. Students should be encouraged to make comparisons between the two types of visual representation of data.

Hook (time: 10 minutes)
The teacher will project an infographic onto the board. An example is provided below. Other examples can be found at Visually, an infographic database.

See: “What do we mean when we say defund the police?”
[Infographic]
https://www.reddit.com/r/canadaleft/comments/gwepag/what_do_we_mean_when_we_say_defund_the_police/

Visually | https://visual.ly/view

After allowing students several minutes to view the infographic, the teacher should ask students if they know what this type of visual is called. The teacher can also ask if anyone in the class has ever seen an infographic before and if anyone knows what its purpose is.

Presentation (time: 15 minutes)
The teacher will explain to students that in today’s class, they will
be learning how infographics can be used to organize and display information. The teacher should explain to students that infographics contain four parts:

1. the **first impression**, 2. the **story**, 3. the **data**, and 4. the **strategy**

Students will view one of the infographics displayed previously and try to identify the four components, and the teacher should write them on the board. The teacher will explain that, in today's class, students will be divided into pairs, and each pair will analyze a different infographic that pertains to a Reconstruction-era issue that is still impacting society today, identifying and explaining how the four components are represented in an infographic.

Prior to the start of class, the teacher should identify several infographics that students can analyze using the Visually infographic database or the suggestions below. The teacher can print them out for students or direct students to the appropriate websites using desktop computers or Chromebooks.

Sample infographics for analysis:

- “Mass Incarceration”
  https://visual.ly/community/Infographics/other/mass-incarceration

- “Education vs. Incarceration”
  https://visual.ly/community/infographic/education/education-vs-incarceration

- “This is what structural racism looks like”

- “US Health & Inequality”
  https://www.thelancet.com/infographics/us-health

- “What the Data Say about Police Shootings”
  (scroll down for infographic)

- “Diminishing Voters’ Rights”
  https://www.dailyinfographic.com/diminishing-voters-ights-infographic

The teacher should provide each pair of students with an Infographic Planning Graphic Organizer like the one in the Supplement (see Supplement pp. 4.17.1-2). Students should take five minutes to read over their infographics, and then they should use the graphic organizer to identify and summarize each element of the infographic. The teacher should explain that they will only be using the **Infographic Analysis (first) column** of the graphic organizer for this activity.

After the groups have been given an opportunity to complete the first column of the graphic organizer and respond to the questions, the teacher should ask each pair to present its infographic and findings to the class.

**Practice and Application** (time: Day 1—25 minutes)

Teachers may choose from the two options that follow. Each option begins on Day 1 and continues in the Day 2 Practice and Application.

**Option 1**: Students will read excerpts from the introduction to *The New Jim Crow*.

**Option 2**: Students will view two 15-minute clips from the film *13th*. 
The teacher will remind students that they will be creating their own infographics that connect the Reconstruction era to the present day. To provide historical context for this activity, students will read excerpts from Michelle Alexander’s book *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*.

See: “The New Jim Crow—Excerpt from the Introduction”
https://newjimcrow.com/about/excerpt-from-the-introduction (suggested excerpt: Paragraphs 1-4)

The teacher should ensure that students have access to the Dimensions of Power graphic organizers that they started in Lesson 2 (see p. 4.16.17).

As students are reading (individually or as a group), the teacher should pause after each paragraph and use questioning to help students understand how Reconstruction-era policies have persisted and continue to restrict the power of people of color in America to the present day. The teacher can use questions suggested below or create similar ones.

**Paragraph 1:**
- How does restricting access to voting reduce an individual or group’s power?
- Throughout history, numerous strategies have been used to place restrictions on the right to vote. How has the dominant group used its power to create barriers to voting? Cite specific examples from the text from different periods.

**Paragraph 2:**
- Explain what you think Michelle Alexander means when she says, “The more things change, the more they remain the same.”
- How do you think the dominant group has created legalized discrimination in employment, housing, education, and other areas?

**Paragraph 3:**
- How has the dominant group used “ideas,” specifically language, to perpetuate legalized discrimination and racism? What examples are given in the text?

**Paragraph 4:**
- Do you think the election of Barack Obama as president had an impact on race relations in the U.S.? Why or why not?

At the end of the class, students will respond to the following Exit Ticket questions in writing:
- What did you learn?
- What new insights do you have?
- What questions do you have?

The teacher will collect the Exit Tickets and review the responses to gauge students’ understanding and to provide a starting point for the reading of the second excerpt from *The New Jim Crow*. 

---

Option 1: *The New Jim Crow* Day One—Practice and Application (Lesson 11)
Option 2: 13th

Day One—Practice and Application (Lesson 11)

The teacher will remind students that they will be creating their own infographics that connect the Reconstruction era to the present day. To provide historical context for this activity, students will view excerpts from Ava DuVernay’s documentary film 13th. The teacher will show the first 15 minutes of the film today and another 15-minute excerpt tomorrow, explaining that it makes connections between slavery and modern-day mass incarceration.

Prior to showing 13th, the teacher should preview the film, which includes graphic images of racial violence and use of racially charged language. The teacher will notify clinical staff of the intent to show the excerpts to the class.

See: “13th | Full Feature | Netflix” (0:00-15:07)
https://www.youtube.com/watch?v=krfcq5pF8u8

The teacher should ensure that students have access to the Dimensions of Power graphic organizers that they started in Lesson 2 (see p. 4.16.17).

As students are watching the film, the teacher should pause once or twice and use questioning to help students understand how Reconstruction-era policies have persisted to restrict the power of people of color in America to the present day. The teacher can use questions suggested below or create similar ones.

First half of excerpt (0:00-7:30):

• What is your reaction to the statistics cited by President Obama, that the U.S. has 5% of the world’s population but 25% of its prisoners?
• Why did the 13th Amendment phrase “except as a punishment for crime” become important?
• Jelani Cobb asks, “If four million people who were formerly property … are free, … what do you do with these people? How do you rebuild your economy?” What was South’s answer?
• What impacts did the film The Birth of a Nation have on the racial climate of the U.S.? What myths about the Civil War and Blacks did it promote?

Second half of excerpt (7:30-15:07):

• Bryan Stevenson says that African Americans in the U.S. North and West “went there as refugees from terror.” What terror is he referring to?
• How did demographic change impact the crime rate in the 1970s? How did the call for “law and order” undermine the gains of the civil rights era?

At the end of the class, students will respond to the following Exit Ticket questions in writing:

What did you learn?
What new insights do you have?
What questions do you have?

The teacher will collect the Exit Tickets and review the responses to gauge students’ understanding and to provide a starting point for the reading of the second excerpt from 13th.
Lesson 11–DAY 2

Do Now (time: 5 minutes)

The teacher should project the following quotation or write it on the board:

History is not just stuff that happens by accident. We are the products of history that our ancestors chose, if we’re white. If we are Black, we are the products of the history that our ancestors most likely did not choose. Yet here we are all together, the products of that set of choices. And we have to understand that in order to escape from it.

—Kevin Gannon, 13th

Students should be given a few moments to read the quotation and think about its meaning. The teacher should then ask students whether they agree or disagree with the statement. The teacher should use questioning to generate a class discussion about the quotation.

Practice and Application (time: Continued, Day 2—30 minutes)

The option chosen on Day 1 will be continued today.

Option 1: The New Jim Crow Day Two—Practice and Application (Lesson 11)

The teacher will explain that students will be reading the second part of the excerpt from The New Jim Crow (paragraphs 5-9). Prior to starting the activity, the teacher should address students’ questions or insights from the previous day’s Exit Tickets.

The teacher should lead the class through a reading of the second half of the excerpt, pausing to discuss the reading using the questions suggested below or creating new ones.

Paragraph 6:
• At the end of paragraph 6, Alexander states, “Never did I seriously consider the possibility that a new racial caste system was operating in this country. The new system had been developed and implemented swiftly, and it was largely invisible, even to people, like me, who spent most of their waking hours fighting for justice.” Explain what you think she means when she describes the system as “invisible.”

Paragraph 9:
• What factors changed Alexander’s mind that a new racial caste system is operating in America, similar to the Reconstruction-era system of Jim Crow? Cite examples from the text.

Next, the teacher should explain that students will be using a Venn diagram to make comparisons between Jim Crow and mass incarceration. The teacher will distribute the Venn diagram template below to students and ask them to make comparisons between mass incarceration and Jim Crow policies.

See: “Venn Diagram”

https://www.tolerance.org/sites/default/files/general/Venn%20Diagram.pdf

Based on the class size and ability level, the teacher can choose to pair students or complete this activity as a whole group. After completing their Venn diagrams, students should share their comparisons with the class.
Option 2: 13th Day Two—Practice and Application (Lesson 11)

The teacher will explain to students that they will be watching the second excerpt from 13th (15:07-30:17) in today’s class. Prior to beginning the film, the teacher should address students’ questions or insights from the previous day’s Exit Tickets.

Next, the teacher should create a T-chart on the board and inform students that as they are watching they should be looking for issues that were present during the Reconstruction era that are still impacting people today. These can be listed on the left side of the T-chart. Students should be asked to recall some Reconstruction-era policies and ideas from the previous day’s excerpt: criminalization of newly freed slaves to force them to provide unpaid labor, myths about Black male “beasts,” Jim Crow laws, etc.

During the film, the teacher can pause once or twice to allow students to make explicit connections between the Reconstruction-era issues listed on the left side of the chart and modern-day policies and injustices, which can be listed on the right side of the chart. Among the topics in the second excerpt that could be raised and discussed are the following:

- President Nixon’s and President Reagan’s “war on drugs” and the resulting policy of treating addiction as a crime rather than a health issue
- The Republican Party’s “Southern strategy,” which used racially loaded “code words” to win votes in traditionally Democratic states
- Economic policies that disproportionately hurt people of color, such as tax cuts for the wealthy and spending cuts in education and health care
- Criminal justice policies that disproportionately hurt people of color, such as harsher penalties for crack than for powder cocaine, mandatory minimum sentences, and demonizing Black youths as “superpredators”

Students should also take notes on any facts and statistics that stand out to them and document them in the planning column on their organizers from the previous day’s class.

Review and Assessment (time: 20 minutes)

The teacher will explain that they will be creating their own infographics as part of the Final Project for this unit outlined at the beginning of this Lesson (see p. 4.16.43). Students will now fill out the Planning Notes (second) column of the Infographic Planning Graphic Organizer (see Supplement pp. 4.17.1-2), using it as a planning template for their own projects. The teacher should ask students to consider what current social inequalities that connect to Reconstruction they would like to research in tomorrow’s class. Students can use the Black Lives Matter timeline from The Choices Program to research and make connections between historical and current events.

See: “Black Lives Matter, the killing of George Floyd, and the long fight for racial justice”
http://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1hKEHsG1nec6_wYwX7thFZrBTqyDxURcRAXb7d0X8PiY

The teacher can also remind students to look back to their notes from Lesson 9, when they researched Jim Crow laws and immigration law for ideas, or the teacher can ask students to think about the issues presented by Michelle Alexander in the Introduction to The New Jim Crow or by the film 13th. Next, students should consider the four components of the
infographic, thinking about how they would like to make a first impression, what story they might like to tell, and their supporting arguments.

The Data box on the second page of the Infographic Planning Graphic Organizer (see Supplement p. 4.17.2) can be left empty for now, as Lesson 12 will focus on research. Students should also consider the audience, what visual symbols or representations they would like to use, and what colors, fonts, or graphics they might like to include. The teacher should collect these planning templates for future use, as the Final Reflection (third) column will be used as a final reflection for the completed infographic.

Lesson 12 (3 days)

Creating an Infographic

Goal
Students will create infographics connecting Reconstruction-era policies to current social issues or injustices.

Lesson 12–DAY 1

Do Now (time: 5 minutes)
Students will recall, from yesterday’s class, the four components of an infographic. The teacher should then ask if any students would like to share their infographic planning notes, listing each component and their responses.

Hook (time: 10 minutes)
The teacher should use Visually, an infographic database, to select a few different designs to project to the class.

See: Visually | https://visual.ly/view
The teacher can give students time to research infographics to get ideas about layout and design. The teacher should give students a few minutes to look over the projected infographics or, for students with Chromebooks, to research infographics on their own.

Then, the teacher should generate a class discussion about what elements of the infographics students researched were most visually appealing, what data was most compelling, and how design elements and graphics can be used to help illustrate the story. The teacher should create a list of student responses on the whiteboard or on chart paper for students to refer back to when they begin creating their own infographics.

Presentation (time: 10 minutes)
The teacher will explain that students will have some time to complete their Infographic Planning Graphic Organizers (see Supplement pp. 4.17.1-2) by researching the internet for data to be included in their infographics.
The teacher should identify and preselect reliable sources on the topics students have chosen prior to the beginning of class. Topic and Source Suggestions are listed on the next two pages (see pp. 4.16.52-53). The teacher will present and explain the preselected sources to the class.

**Practice and Application** (time: Day 1—30 minutes)

Students should utilize this class time to review the research that has been provided by the teacher and gather information to be included in their infographics. Students can begin to think about how the research might fall into the four components of an infographic by documenting any information they find relevant in the appropriate rows of the **Planning Notes (second) column** of their Infographic Planning Graphic Organizers.

**Lesson 12—DAY 2**

**Do Now** (time: 15 minutes)

The teacher will project the infographic linked below and ask students to identify the four components of an infographic and how they are represented in this specific example.

See: “A Nation Built on the Back of Slavery and Racism”
https://www.yesmagazine.org/issue/make-right/2015/05/14/infographic-40-acres-and-a-mule-would-be-at-least-64-trillion-today/

The teacher should encourage students to share their responses with the class. The following four questions can be used to generate class discussion:

- What is your first impression of this infographic?
- How does the infographic use data to inform the reader?
- What is the overall message or story that the designer is telling?
- What graphics or design elements are used to grab the reader’s attention?

**Practice and Application** (time: Continued, Day 2—40 minutes)

After discussing the design elements of infographics, students should sketch out rough drafts of their infographics using chart paper and markers. Once students have created their rough drafts, they should post them on the wall. The teacher should collect the markers from students and pass out pads of sticky notes.

The teacher will explain that students will now be participating in a peer feedback activity. Students will rotate around the room, looking at other students’ rough drafts and using their sticky notes to provide feedback or ask questions. Students should post at least one positive piece of feedback, one constructive piece of feedback, and one question for each draft they look at. If movement is restricted in the classroom, or the space does not provide for movement, students can present their drafts to the class and students can provide feedback orally.

At this point, students should begin creating their infographics on computers using free online infographic sites. Depending on students’ ability levels and familiarity with the technology, students may be given time to explore the
Infographic topics and online resource suggestions include:

- **Reframing U.S. History**
  - “The 1619 Project” (100-page compilation of issues and sources)

- **Institutional Racism**
  - “Black Codes to Black Lives Matter: Institutionalized Racism and its effects on Black America”
    https://rouseusctps2018.weebly.com/

- **Mass Incarceration**
  - “Criminal Justice Facts” | https://www.sentencingproject.org/criminal-justice-facts/
  - “Mass Incarceration: The Whole Pie 2020”
    https://www.prisonpolicy.org/reports/pie2020.html
  - “Criminal Justice Fact Sheet” | https://www.naacp.org/criminal-justice-fact-sheet/
  - “Racial Disparity” | https://www.sentencingproject.org/issues/racial-disparity/

- **Policing**
  - “Police stops are still marred by racial discrimination, new data shows”
    https://www.prisonpolicy.org/blog/2018/10/12/policing/
  - “Legislative Responses for Policing-State Bill Tracking Database”
  - “Mapping Police Violence” | https://mappingpoliceviolence.org/

- **Voting Rights**
  - “Do voter identification laws suppress minority voting? Yes. We did the research.”

- **Modern-Day Segregation**
  - “The data proves that school segregation is getting worse”
  - “Daily Chart—Segregation in America”
  - “The Racial Dot Map” | https://demographics.coopercenter.org/racial-dot-map/
Wealth Disparity
- “15 Charts That Prove We’re Far From Post-Racial”
  https://www.huffpost.com/entry/civil-rights-act-anniversary-racism-charts_n_5521104
- “The Young Americans Most Vulnerable To COVID-19 Are People Of Color And The Working Class”
- “Why African-Americans may be especially vulnerable to COVID-19”

Racism/Discrimination
- “Discrimination and Prejudice—Pew Research Reports”
  https://www.pewresearch.org/topics/discrimination-and-prejudice/
- “Black kids are way more likely to be punished in school than white kids, study finds”
- “Extensive Data Shows Punishing Reach of Racism for Black Boys” (free account required for access)

White Supremacy/Hate Crimes
- “In 2019, We T racked 940 Hate Groups Across the U.S.” | https://www.splcenter.org/hate-map
- “ADL Hate Crime Map” | https://www.adl.org/adl-hate-crime-map

Confederate Monuments
- “The entire history of confederate monuments in one graphic”

Health Care/COVID-19
- “Health Disparities by Race and Ethnicity”
  https://www.americanprogress.org/issues/race/reports/2020/05/07/484742/health-disparities-race-ethnicity/
- “What Do Coronavirus Racial Disparities Look Like State By State?”
- “Racial health disparities already existed in America—the coronavirus just exacerbated them”

Inequity in the Boston Area
- “State of Equity: Indicators Overview” | https://equityagenda.mapc.org/indicators
Students will have time to work independently on their projects as the teacher circulates and checks in with them periodically to see if they have questions.

Lesson 12–DAY 3

Do Now (time: 10 minutes)
Students will refer to their original Infographic Planning Graphic Organizers (see Supplement pp. 4.17.1-2), and use the template as a checklist to ensure that each of the four components of infographics from the organizer is included:

1. The First Impression
2. The Story
3. The Data
4. The Strategy

Students can use the Final Reflection (third) column on their planning templates to write down how they have incorporated each component into their final designs. For those elements that have not yet been incorporated into the design, students should be instructed to make notes about how they plan to implement these elements.

Practice and Application (time: Continued, Day 3—25 minutes)
After the teacher reviews their progress, students will complete their infographics. During this time, the teacher should circulate throughout the room, providing support and feedback for those students who may have questions.

Review and Assessment (time: 20 minutes)
Students will present their infographics to the class. The teacher should project each infographic, and the student will explain the design and the use of data to support the story. The teacher should allow time for the class to respond, ask questions, and provide positive feedback.

Alternatively, the teacher can conduct a gallery walk of students’ finished products.

The class should conclude with a discussion of what students have learned about the legacy of Reconstruction.
## Infographic Planning Graphic Organizer

### 1—The First Impression; 2—The Story

Name of Infographic: _____________________________

<table>
<thead>
<tr>
<th>Infographic Elements</th>
<th>Infographic Analysis</th>
<th>Planning Notes</th>
<th>Final Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. The First Impression</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What stands out to you when you look at the infographic?
What are the first three things you notice?
| |
| **2. The Story** |
What are the main arguments presented by the infographic?
How are they organized and presented?
| | | | |
Infographic Planning Graphic Organizer (continued)

Name of Infographic: ____________________________

<table>
<thead>
<tr>
<th>Infographic Elements</th>
<th>Infographic Analysis</th>
<th>Planning Notes</th>
<th>Final Reflection</th>
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</thead>
<tbody>
<tr>
<td><strong>3. The Data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List 2-3 supporting details for each argument.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **4. The Strategy**   |                      |                |                 |
| What audience is this infographic targeting? |                      |                |                 |
| What colors, symbols, or graphics are used, and what message are they used to convey? |                      |                |                 |
| What is emphasized?   |                      |                |                 |
| How does the creator make certain things stand out? |                      |                |                 |

**Conclusion:**
Is the argument of this infographic convincing?
Why or why not?
The Industrial Revolution and the New Immigration

Introduction

Following the end of the Civil War and Reconstruction, the United States experienced rapid industrial and population growth during the Industrial Revolution. The decades following the Civil War saw the growth of railroads and the use of steel and oil on a larger scale. The U.S. also experienced rapid urbanization as the populations of major urban areas tripled with the arrival of immigrants from Eastern and Central Europe, Asia, and Latin America. However, with both industrialization and mass immigration on the rise, the U.S. experienced economic, social, and political impacts both domestically and globally. By studying the factors that allowed such growth and expansion, students will be able to evaluate the long-term effects of laws and policies that were fought for by progressives and are very much relevant today.

The Industrial Revolution and the New Immigration unit focuses on three United States History I Content Standards (USI.T6):

1. Explain the various causes of the Industrial Revolution.
2. Make connections among the important consequences of the Industrial Revolution.
3. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.

To engage with these standards, students will analyze primary sources, such as political cartoons, images, and immigration stories. The performance task at the end of the unit asks students to role-play immigrants during this time and write letters to their countries of origin or a series of journal entries about their experiences. To be successful in this task, students will utilize primary sources.

SOURCE: What Does Labor Want?, Samuel Gompers; 1893
http://www.gompers.umd.edu/More.htm
such as images, data, and personal stories presented throughout the unit.

The lessons in this unit will prepare students to compose a narrative to develop answers to these Essential Questions:

- How did the Industrial Revolution impact the United States economically, socially, culturally, and politically?
- What role did labor unions play in the fight for workers’ rights and safety?
- What were the various causes of immigration to the United States in the late 19th and early 20th centuries?

Content on immigration and the discrimination immigrants faced when they arrived to the United States may be a trigger for some students. When reaching the immigration portion of the unit, the teacher should make the students aware that the content may be upsetting for some. The teacher should also consult with clinical staff.

### 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).

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<tr>
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<td>Any additional handouts not found within the lessons</td>
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Plan Calendars

Topic 6: Rebuilding the United States: Industry and Immigration (USI.T6)

This unit is designed for long-term programs. It may be condensed for short-term settings.

The Industrial Revolution and the New Immigration unit is intended to teach students about the impact of both the Industrial Revolution and immigration toward the end of the 19th century in approximately a four-week span, as outlined in the Plan 1 calendar below.

**Unit: The Industrial Revolution and the New Immigration**

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Lesson 1: America After the Civil War</td>
<td>Lesson 2: Expansion of the Railroad Industry</td>
<td>Lesson 3: The Rise of Big Business</td>
<td>Lesson 4: Growth of the Steel and Oil Industries</td>
<td>Lesson 5: Analyzing Political Cartoons</td>
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<td>Week 2</td>
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<td>Lesson 7: Industrial Strikes and News Reports</td>
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<tr>
<td>Plan 2</td>
<td>Lesson 8: Introduction to Immigration</td>
<td>Lesson 9: Urbanization and Its Discontents</td>
<td>Lesson 10 (Day 1): Immigration and the Industrial Revolution</td>
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Week 4

Lesson 10 (Day 2): Immigration and the Industrial Revolution

Lesson 11: Immigrant Letter/Journal Writing

Teachers in short-term settings have the option to shorten the unit by eliminating Lessons 5 and 7 and shortening Lessons 6, 8, 9, and 10 to one day each, and shortening Lesson 11 to two days.

(Condensed) **Unit: The Industrial Revolution and the New Immigration**

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
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<tr>
<td>Week 1</td>
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<td>Lesson 4: Growth of the Steel and Oil Industries</td>
<td>Lesson 6: Industrial Workers and Unions</td>
</tr>
</tbody>
</table>

NOTE: As students progress through the unit, they will be encountering vocabulary that will be unfamiliar and challenging. New vocabulary and terms will need to be pre-taught or taught in the context of the lesson. A word wall to keep track of new terms and ideas will help students review the vocabulary on a regular basis.
UNIT GOALS

**Emphasized Standards** (High School Level)

**U.S. History I Content Standards** (USI.T6)

1. Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).

2. Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers’ distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs).

4. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads.

**Grades 9-10 Reading Standards for Literacy in the Content Areas (RCA-H)**

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.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)**

9. Draw evidence from informational texts to support analysis, reflection, and research.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How did the Industrial Revolution impact the United States economically, socially, culturally, and politically?
- What role did labor unions play in the fight for workers’ rights and safety?
- What were the various causes of immigration to the United States in the late 19th and early 20th centuries?

Transfer Goals (How will students apply their learning to other content and contexts?)

- Students will apply their understanding of the Industrial Revolution to evaluate the impact of laws and policies on worker safety at the state and federal level.
- Students will apply their understanding of immigration during the late 19th century, including its causes and impacts, to analyze 21st century immigration issues.
### Learning and Language Objectives

**By the end of the unit:**

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of industrial growth in westward expansion after the Civil War</td>
<td>The Industrial Revolution had an economical, political, and social impact on the U.S.</td>
<td>Identify the economic, political, and social impacts that the Industrial Revolution had on the U.S. at the turn of the 20th century.</td>
</tr>
<tr>
<td>The impact of vertical and horizontal integration on corporate growth during the Industrial Revolution</td>
<td>Business practices utilized by Carnegie and Rockefeller helped to monopolize their industries.</td>
<td>Compare and contrast the business practices used by industrialists such as Carnegie and Rockefeller.</td>
</tr>
</tbody>
</table>
| The goals of trade unions, including:  
  - Improved working conditions (hours, safety, etc.)  
  - The right to bargain collectively  
  - Fair wages | Trade unions were important in the fight for workers’ rights and safety.  
  Strikes such as the Haymarket, Pullman, and Homestead strikes helped to gain more rights for industrial workers. | Analyze varying tactics used by trade unions during strikes.  
  Identify the gains made by trade unions in regard to workers’ rights and safety. |
| The reasons behind mass immigration from Eastern and Central Europe, Asia, and Latin America during the turn of the 20th century | Mass immigration at the turn of the 20th century had a political and social impact on the U.S. | Explain the causes and effects of mass migration to the U.S. at the turn of the 20th century.  
  Identify the impacts that immigration had on cities in the U.S. |

KUDs are essential components in planning units and lessons. They provide the standards-based targets for instruction and are linked to assessment.
### Students should know...

**Tier II vocabulary:**
- immigrant
- emigrate
- consolidation
- industrial/industrialize
- consumer

**Tier III vocabulary:**
- trade union
- strikes
- vertical integration
- horizontal integration
- monopoly
- progressivism
- tenement
- muckraker
- urbanization
- nativism
- philanthropy
- settlement house
- robber baron
- social Darwinism
- laissez-faire

### understand...

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

### and be able to...

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment  (see pp. 4.19.42-46)
Aligning with Massachusetts standards

Lesson 11: Write a detailed letter or a series of journal entries as if you are an immigrant who recently arrived in the United States. The letter or journal entries should incorporate information and reflections on industrialization; the immigration experience; and the social, political, and economic climate of the times.

Topics addressed should include the following:
- Why you left your home country and your expectations upon arrival to the U.S.
- Your experience of the arrival process and your current living conditions
- What kind of employment you are engaged in and your working conditions
- The political and social climate of the U.S., including how accepted you feel

To begin the process of planning this assignment, you will need to think about your identity and audience:
- Who are you? Are you alone or with your family?
- Where do you live? What do you do for work?
- How do you feel about your experience as an immigrant?
- If you are writing a letter, who is the recipient?
- If you are writing journal entries, are they just your own reflections or for someone else to read in the future?

A successful letter or series of journal entries will include the following elements:
- Realistic circumstances and an appropriate writing style for the time and situation
- Specific and historically accurate details about the immigration experience
- Specific and historically accurate details about industrialization and employment
- Specific and historically accurate details about political and social issues such as discrimination
- Relevant photos or drawings to accompany the text, if appropriate
- Evidence of research, understanding, reflection, and revision in the writing process
Formative Assessments (see pp. 4.19.13-46)

*Monitoring student progress through the unit*

**Lesson 2:** Exit Ticket: Long-term impacts of railroad expansion following the Civil War

**Lesson 3:** Exit Ticket: Why was the federal government incapable of regulating big businesses? What other factors do you think were at play that prevented federal regulation?

**Lesson 4:** Vertical and horizontal integration illustration

**Lesson 5:** Primary source analysis of political cartoons

**Lesson 6:** Graphic organizer on labor unions
Google Slides presentation on assigned union

**Lesson 7:** Exit Ticket: Reflection on research progress
Exit Ticket: Were those involved in your strike influential in changing working conditions or getting laws passed to protect workers?
News report on industrial strike

**Lesson 8:** Exit Ticket: Two questions regarding the primary sources examined during gallery walk
Paragraph about the immigrant experience using details from primary sources

**Lesson 9:** Journal entry of life in a tenement and optional sketch of the layout of a tenement apartment

**Lesson 10:** Exit Ticket: Revised response to Do Now question, “What impact do you think immigration has had on the U.S. workforce?”

**Lesson 11:** Graphic organizer with ideas for immigrant letter or journal entries
Draft of immigrant letter or journal entries

Pre-Assessment (see pp. 4.19.11-13)

*Discovering student prior knowledge and experience*

**Lesson 1:** In what ways are your predictions similar to what you know about industrial growth and immigration today?
Chapter 4—U.S. History I
Topic: Rebuilding the United States: Industry and Immigration (USL6)
UNIT PLAN—The Industrial Revolution and the New Immigration

Unit Resources (by type, in order of appearance)

Print
Modules 12 and 13. Online version available at: https://www.hmhc.com (sign-in required)
American History Guided Reading Workbook.
Houghton Mifflin Harcourt, n.d.

Websites

LESSON 1:
"Designing for Accessibility with POUR":
http://aem.cast.org/creating/designing-for-accessibility-pour.html
"SimpleMind": https://simplemind.eu/
"Tracking Growth in the U.S.":
https://www.nationalgeographic.org/maps/tracking-growth-us/
"Urbanization and its Challenges":
https://courses.lumenlearning.com/suny-ushistory2os2xmaster/chapter/urbanization-and-its-challenges/

LESSON 2:
ReadWorks: https://www.readworks.org/
"Ken Burns's The West, Episode 5":
https://www.amazon.com/Ken-Burns-West-Season-1/dp/B0090X4BUI (login and rental fee required)
"U.S. Railroad Network Map, 1870-1890": https://www.tedmed.com/resources/displaygallerypicture?galleryPictureId=44518
"Rise of Industrial America, 1876-1900": http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/
"The Industrial Economy: Crash Course US History #23":
https://www.youtube.com/watch?v=r6lRr-pzRUJ

LESSON 3:
Strategy Tutor: http://cst.cast.org/cst/auth-login

LESSON 4:
Flashcard Machine: https://www.flashcardmachine.com/
"Horizontal Integration":
https://www.investopedia.com/terms/h/horizontalintegration.asp
"Vertical Integration":
https://www.investopedia.com/terms/v/verticalintegration.asp
"The New Tycoons: John D. Rockefeller":
http://www.ushistory.org/us/36b.asp
"The New Tycoons: Andrew Carnegie":
http://www.ushistory.org/us/36c.asp

LESSON 5:
UDL Tech Toolkit:
https://sites.google.com/view/freeudltectoolkit/
"Cartoons" (U.S. News): https://www.usnews.com/cartoons
"It's No Laughing Matter":
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/

LESSON 6:
Cartoon Analysis Guide":
"Next! (John D. Rockefeller Political Cartoon):
https://www.loc.gov/resource/ppmsca.25884/
"Andrew Carnegie Plays a Double Role":
https://herb.ashp.cuny.edu/items/show/636
"Modern Colossus of (Rail) Roads":
https://www.loc.gov/resource/ds.05068/
LESSON 6:
Rewordify: https://rewordify.com/
“Hours of Work in U.S. History”: https://eh.net/encyclopedia/hours-of-work-in-u-s-history/
“Knights of Labor”: https://philadelphiaencyclopedia.org/archive/knights-of-labor/
“American Federation of Labor”: https://ohiohistorycentral.org/w/American_Federation_of_Labor

LESSON 7:
NoteStar: http://notestar.4teachers.org/
“Sound Smart: The Haymarket Square Riot”: https://www.youtube.com/watch?v=ZT_ZWCB_1cM
“1892 Homestead Strike”: https://aflcio.org/about/history/labor-history-events/1892-homestead-strike
“Homestead Strike of 1892”: https://www.youtube.com/watch?v=f1ZOqiRAIH4
“Pittsburgh History Today: Homestead Strike”: https://www.youtube.com/watch?v=ND3L_yb79E8
“Clara Lemlich and the Uprising of the 20,000”: https://wwwpbs.org/wgbh/americanexperience/features/biography-clara-lemlich/
“10 elements of news and newsworthiness”: https://www.axiapr.com/blog/elements-of-news

LESSON 8:
StoryboardThat: https://www.storyboardthat.com/
“Virtual Field Trip to Ellis Island”: http://teacher.scholastic.com/activities/immigration/webcast.htm
“Ellis Island: Gateway to Freedom”: https://www.youtube.com/watch?v=bs76WQ8D5-k
“Explore Immigration Data” (graphs): http://teacher.scholastic.com/activities/immigration/immigration_data/
“Immigrating to America, 1905” (immigrant accounts): http://www.eyewitnesstohistory.com/immigrating.htm
“Ellis Island: Stories”: https://www.nps.gov/ellis/learn/historyculture/stories.htm
“A Growing Community” (Mexican immigration): https://www.loc.gov/classroom-materials/immigration/mexican/a-growing-community/
Unit Resources, continued (by type, in order of appearance)

LESSON 9:
CAST UDL Book Builder: http://bookbuilder.cast.org/
“Urban Threats”: https://www.nationalgeographic.com/environment/habits/urban-threats/
“Growth, Cities, and Immigration: Crash Course US History #25”: https://www.youtube.com/watch?v=RRHjqqe750A
“Pioneering Social Reformer Jacob Riis Revealed How The Other Half Lives in America”: https://www.smithsonianmag.com/history/pioneering-social-reformer-jacob-riis-revealed-how-other-half-lives-america-180951546/ (use slideshow)
Tenement Museum: https://www.tenement.org/ (see links under Explore)

LESSON 10:
UDL Tech Toolkit: https://sites.google.com/view/freeudltechtoolkit/home
CAST UDL Book Builder: http://bookbuilder.cast.org/
“Immigrants as Economic Contributors: They are the New American Workforce”: https://immigrationforum.org/article/immigrants-as-economic-contributors-they-are-the-new-american-workforce/
“Immigration to the U.S. in the late 1800s” (map): https://www.nationalgeographic.org/photo/immigration-1870-1900/
“Ellis Island Timeline”: https://www.statueoflibertytickets.com/Ellis-Island/?show=timeline
“Jewish Immigrants in the Garment Industry”: https://www.myjewishlearning.com/article/jewish-garment-workers/
“Immigrating to America, 1905”: http://www.eyewitnesstohistory.com/immigrating.htm
“Early Twentieth Century Mexican Immigration to the U.S.” https://herb.ashp.cuny.edu/exhibits/show/mexican-immigration
The Industrial Revolution and the New Immigration

**UNIT PLAN**

**U.S. History I—Chapter 4**

**Topic:** Rebuilding the United States: Industry and Immigration (USI.T6)

**Unit Resources, continued (by type, in order of appearance)**

“A Mexican Migrant Reflects on His Experiences”: https://herb.ashp.cuny.edu/exhibits/show/mexican-immigration/item/2181

“Immigration and Relocation in U.S. History—Italian”: https://www.loc.gov/classroom-materials/immigration/italian/

“Italian immigrants and Organized Labor”: http://www.italiantribune.com/immigrants_labor/

“History of Italian Immigration”: https://www.mtholyoke.edu/~molna22a/classweb/politics/Italianhistory.html


**Materials (Teacher-created or in the Supplement)**

**SUPPLEMENT CONTENTS:**

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>(Practice and Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Resource</td>
<td></td>
</tr>
<tr>
<td>pp. 4.20.1-2</td>
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<tr>
<td>Labor Union Graphic Organizer</td>
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</tbody>
</table>

**Historical Images**

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the **Guide Appendix**.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Lesson 1
America After the Civil War

Goal
Students will reflect on the state of the country after the Civil War, the impact of industrialization on the South and of further expansion on the West, and the availability of natural resources within the United States.

Do Now (time: 5 minutes)
Students will list, sketch, or diagram an answer to the following prompt:

What do you think might be the pros and cons to industrial growth?

Students should divide their answers into Pro and Con columns.

Hook (time: 5 minutes)
The teacher will create a T-chart, the left side entitled “Pros” and the right “Cons.” The teacher will ask the students to share their answers for each column.

Presentation (time: 15 minutes)
The teacher will explain to the students that they will be studying the time period in U.S. history following the Civil War that included industrialization and immigration. It was a time of economic recovery and expansion with the boom of new industries and the arrival of millions of immigrants to the U.S. The teacher should work with the students to define the words *industrialize*, *natural resources*, and *immigrant*. The teacher should introduce the major industries that were booming post-Civil War (railroads, steel, and oil) and the factors that promoted industrialization.

The teacher can use the *American History* textbook (Module 12, Lesson 1), and the resources that follow to create a presentation or show data.
“Tracking Growth in the U.S.”
https://www.nationalgeographic.org/maps/tracking-growth-us/

“Urbanization and Its Challenges”

Practice and Application (time: 20 minutes)
After reviewing the material in the presentation and the class answers given during the Do Now, students will complete a graphic organizer like the one below with their unit predictions. Working with partners, students will predict the impact that both immigration and industrialization would have on the U.S. Prior to students’ starting the graphic organizer, the teacher should have the students generate at least one example of an economic, social, or political impact to provide a reference for students.

<table>
<thead>
<tr>
<th>IMPACT</th>
<th>Economic</th>
<th>Social</th>
<th>Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industrial Growth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immigration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review and Assessment (time: 10 minutes)
Once students have completed their graphic organizers, the teacher should record the class answers on two pieces of chart paper, one for industrialization and one for immigration. Each piece of chart paper should be divided into three columns. (Student answers should be displayed in the classroom throughout the unit. As the students progress through the unit, the teacher should reference the predictions that the students generated during the lesson.)

Then, students will write an Exit Ticket:

In what ways are your predictions similar to what you know about industrial growth and immigration today?

INSTRUCTIONAL LESSONS
Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments

Lesson 2

Expansion of the Railroad Industry

Goal
Students will analyze the political, social, and economic impacts that railroad expansion had on the United States.

Do Now (time: 5 minutes)
Students will freewrite a response to the prompt:

What might have been some long-term impacts of railroad expansion after the Civil War?

Students should divide their answers into two categories, positive and negative impacts.

Hook (time: 10 minutes)
Prior to sharing their answers, the students will view the first five minutes of Episode 5: “The Grandest Enterprise Under God,” from Ken Burns’s The West (available on Amazon). While viewing the video clip, students should make note of impacts similar to those they had written down for the Do Now. Once the video is done, the students will share their answers in a group discussion.

See: “Ken Burns’s The West, Episode 5” (login, rental fee required)
https://www.amazon.com/Ken-Burns-West-Season-1/dp/B0090X4BU1 (login and rental fee required)

Presentation (time: 10 minutes)
The teacher will explain that during the previous day’s lesson, students examined the impact of the Civil War on the U.S. and...
why the country’s focus had shifted to economic recovery and expansion. The growth of railroads following the completion of the Transcontinental Railroad spurred further economic expansion into new regions of the U.S., specifically in the West. Expansion also provided the availability of new natural resources and markets for trade. The presentation should include information on the Transcontinental Railroad and its role in the expansion of new rail lines. The presentation should also include information on land grants given to railroad companies by the federal government, “titans of the railroad industry” or “robber barons,” business practices of railroad industrialists such as consolidation, and a map of railroad expansion post-Civil War.

The teacher can use the *American History* textbook (Module 12, Lesson 2), as well as the following sources to create a presentation:

  https://www.tedmed.com/resources/displaygallerypicture?galleryPictureId=44518
- “Rise of Industrial America, 1876-1900”
  http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/railroad/
- “The Industrial Economy: Crash Course US History #23”
  https://www.youtube.com/watch?v=r6tRp-zRUJs (3:23 - 5:02)

**Practice and Application** (time: 20 minutes)

Students will read about the various “titans of the railroad industry,” their business practices, and public perception of them. Students should be given a biography of each industrialist (printed out from the sites listed below or similar sources), a highlighter, and a Railroad Industrialist Graphic Organizer like the one on the next page (see p. 4.19.15) to take notes.

Students will need to understand that the public perception of each industrialist may not be specifically mentioned in the reading or sources. Rather, students will need to make inferences regarding public perception based on the information presented in the readings, specifically information about the business practices of each industrialist.

- “James J. Hill”
  https://oregonhistoryproject.org/articles/biographies/james-j-hill-biography/#.XNQ9jdPYq3U
- “How James J. Hill built a transportation empire in Minnesota”
- “Dark Genius of Wall Street: Jay Millionaire”
**Practice and Application:** Lesson 2—Railroad Industrialist Graphic Organizer

<table>
<thead>
<tr>
<th>Railroad Industrialist</th>
<th>Company</th>
<th>Business Practices</th>
<th>Public Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornelius Vanderbilt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jay Gould</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James J. Hill</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Photographs: Library of Congress Prints and Photographs Division, Washington, D.C.
Review and Assessment (time: 10 minutes)

Once they have completed their graphic organizers, students will come together as a group and discuss their answers. After reviewing the class’s answers, students will revisit the prompt given at the start of the class and write an Exit Ticket:

What might have been some long-term impacts of railroad expansion after the Civil War?

Lesson 3
The Rise of Big Business

Goal

Students will analyze the economic conditions following the Civil War that allowed for the expansion and growth of large corporations.

Do Now (time: 5 minutes)

Students will compose a quick write or sketch to the following prompt:

How do large companies or businesses try to maximize their profits and stay ahead of their competition?

The teacher should provide an example of two competing companies, such as fast food chains, electronics companies, or car manufacturers to help students generate their answers.

Hook (time: 5 minutes)

Students will turn and talk with partners to discuss their answers to the prompt and make lists of similar answers. Once students have created their lists, the teacher will instruct the students to organize their answers into three categories: human resources, natural resources, and facilities/utilities. The teacher will guide a class discussion regarding methods utilized by businesses to maximize profits and the roles of employees, resources, and facilities in the running of a business.

Presentation (time: 10 minutes)

The teacher will start by briefly recapping the expansion of the railroad industry following the Civil War and the business practices utilized by Vanderbilt, Hill, and Gould. The focus of this lesson is on the economic climate of the U.S. during the late 1800s. The presentation should include information on large corporations and the role of the federal government in regard to the growth of big business.

During the lesson, students will examine the business methods...
used by industrialists and their effect on the economy and workforce. Students will also study the role of the federal policies in the regulation of industrial growth.

Before starting the lesson, the teacher should show the video “Traits of a Titan,” which is available via American History online. Once the video has been viewed, the students should discuss what characteristics the “titans” have in common, who the “titans” were, and what Thomas Edison meant by “vision without execution is hallucination.”


Practice and Application (time: 20 minutes)
To understand the expansion and rise of big businesses at this time, students will read and take notes on American History, Module 12, Causes Effects

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>What allowed big businesses to thrive?</td>
<td>What were the effects of this “favorable climate”?</td>
</tr>
<tr>
<td>What was the purpose of trusts?</td>
<td>How would a trust benefit an industrialist?</td>
</tr>
<tr>
<td>What led to the creation of monopolies?</td>
<td>What effect did monopolies have on competition?</td>
</tr>
<tr>
<td>How did the economic and social beliefs of <em>laissez-faire</em> capitalism and social Darwinism play a role in the rise of big business?</td>
<td>What effects did <em>laissez-faire</em> policies and social Darwinism have on how industrialists conducted business?</td>
</tr>
<tr>
<td>Why was the Sherman Antitrust Act passed?</td>
<td>What was the effect of the Sherman Antitrust Act on monopolies?</td>
</tr>
</tbody>
</table>
Lesson 3. The teacher will need to preview the reading, as some students may find the content complicated. To help with comprehension, students will answer the questions in the Causes and Effects Graphic Organizer on the preceding page (see p. 4.19.17) as they read. A version of this graphic organizer can be also be found in the American History Guided Reading Workbook.

Review and Assessment (time: 15 minutes)
The teacher will review student answers to the graphic organizer during a class discussion, after which students will write an Exit Ticket:

Why was the federal government incapable of regulating big businesses?
What other factors do you think were at play that prevented federal regulation?

Lesson 4 (2 days)

Growth of the Steel and Oil Industries

Goal
Students will analyze the techniques used by industrialists and corporations to consolidate their industries.

Lesson 4–DAY 1

Do Now (time: 5 minutes)
Students will compose responses to the following prompt in a freewrite, diagram, or sketch:

What roles do steel and oil play in the economy today?

Hook (time: 5 minutes)
Students will turn and talk with partners to discuss their answers to the prompt. After one minute, students will share their responses, and the teacher will scribe their answers on chart paper that is divided into three columns. In the first two columns, the teacher will scribe the answers students provide for steel and oil. Once groups have shared their answers, the teacher will ask the students to think about the impact steel and oil have on the environment. The teacher will scribe these answers in the third column.

Presentation (time: 10 minutes)
Noting that after the Civil War, the U.S. saw rapid expansion and industrial growth, the teacher will explain that the focus of this lesson will be on the rise of the steel and oil industries. The presentation should refer to the American History textbook reading (Module 12, Lesson 3) students completed in the previous lesson, and specifically to the profiles of John D.

Access for All Options

Multiple Means of Engagement:
- Provide students options to select which paragraphs or passages they want to read.
- Allow students to use journals or diaries to track their progress.
- Offer students milestones to help them stay motivated to complete tasks.

Multiple Means of Representation:
- Offer process guides as students read, using graphic organizers, projected text, etc.
- Use Flashcard Machine or similar tools to complement note-taking. See: https://www.flashcardmachine.com/
- Find ways to build background knowledge using authentic and real-life experiences.
- Offer word banks, glossaries, and dual-language dictionaries to build vocabulary skills.

Multiple Means of Action and Expression:
- Offer multiple options for students to display their work.
- Provide students with templates to guide work quality and completeness.
- Offer students options to use concept and process maps as well as outlining.
Rockefeller and Andrew Carnegie, who monopolized their industries amid lax government policies. Rockefeller and Carnegie created monopolies utilizing different business practices. Rockefeller preferred horizontal integration, while Carnegie favored vertical integration (see illustration and explanation of these practices on page 511 of American History). In both cases, competition was stifled, and the federal government did little to prevent these practices. To further illustrate horizontal and vertical integration, the teacher can utilize the short videos below.

See: “Horizontal Integration”
https://www.investopedia.com/terms/h/horizontalintegration.asp

“Vertical Integration”
https://www.investopedia.com/terms/v/verticalintegration.asp

**Practice and Application** (time: Day 1—35 minutes)

For this two-day lesson, students will first learn more about the business practices of Rockefeller and Carnegie using the sources provided below and the Industrialists Graphic Organizer on the next page (see p. 4.19.20). Then, they will illustrate their understanding of vertical or horizontal integration by researching a product of their own choosing (e.g., shoes, clothing, electronics). Students should read at least one source on each industrialist and fill in the appropriate parts of the Industrialist Graphic Organizer. Then, they will decide what products they would like to research, choose business strategies, and develop research questions. At the end of class, students will submit the graphic organizers for teacher review.

Sources for industrialist biographies:
- “Entrepreneurs: Andrew Carnegie”:
  https://newsela.com/read/bio-entrepreneur-andrew-carnegie/id/18971/ (sign-in required)

**Lesson 4—DAY 2**

**Do Now** (time: 5 minutes)

The teacher will return the Industrialist Graphic Organizers with comments, and students will create goals for research and sketch out their illustration ideas.

**Practice and Application** (time: Continued, Day 2—40 minutes)

Prior to starting their illustrations, students will research the resources and services that are necessary for the production and sales of their products using Chromebooks. They should make notes on items such as raw materials, labor, manufacturing processes, marketing, shipping, and retailing. After completing this research, they should revisit the business strategies they chose on Day 1 and may change them if they wish. Then, students will complete their illustrations, demonstrating either vertical or horizontal integration using their chosen products as the central focus. Illustrations should
### Practice and Application (Day 1): Lesson 4—Industrialists Graphic Organizer

<table>
<thead>
<tr>
<th>INDUSTRIALIST</th>
<th>Business Strategy</th>
<th>Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>John D. Rockefeller:</td>
<td><strong>Horizontal Integration</strong>&lt;br&gt;Explain in your own words:</td>
<td>Details of business practices from sources:</td>
</tr>
<tr>
<td>Oil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew Carnegie:</td>
<td><strong>Vertical Integration</strong>&lt;br&gt;Explain in your own words:</td>
<td>Details of business practices from sources:</td>
</tr>
<tr>
<td>Steel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your product:</td>
<td><strong>Your strategy: __________________</strong>&lt;br&gt;Reasons for your choice:</td>
<td>Questions to research about the industry:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
accurately depict how either vertical or horizontal integration works and need to include all components of production and distribution. The teacher should circulate and provide assistance as students are working.

**Review and Assessment** (time: 10 minutes)

Once students have completed their illustrations, they will share their illustrations in a gallery format. Students will engage in a gallery walk, viewing the products their peers chose, the resources and facilities needed for production, and the types of integration. Following the gallery walk, the teacher should encourage students to ask their peers questions and discuss the pluses and minuses of horizontal and vertical integration.

### Lesson 5

**Analyzing Political Cartoons**

**Goal**

Students will analyze political cartoons depicting the “titans of industry” Cornelius Vanderbilt, John D. Rockefeller, and Andrew Carnegie.

**Do Now** (time: 5 minutes)

The teacher will show students a political cartoon that is currently relevant. The *U.S. News* website has collections on various topics such as climate change and gun control. Students will examine the cartoon and answer the following prompt:

- What is the message of this cartoon?

See: “Cartoons. See the best political cartoons lampooning politics, congress, gun rights and US leaders”

https://www.usnews.com/cartoons

**Hook** (time: 10 minutes)

Once the students have completed their examination of the cartoon and have answered the prompt, the teacher will ask the students:

- Why are cartoons engaging and entertaining?

The teacher will lead a discussion on the political cartoon that students examined at the start of the class and ask:

- Why are these an effective mode of communication?

**Presentation** (time: 10 minutes)

The teacher will explain that the focus of the lesson will be on political or editorial cartoons. During the late 19th century, political cartoons were an effective way to draw attention to events going on at the time. Political cartoons are widely used today and comment on topics from politics to world affairs. The teacher should create a presentation that informs students
about the history of political cartoons, when cartoons became widely available and used, and the artists’ goals when designing cartoons. The presentation should also inform students that political cartoons often satirize current issues in an attempt to attract viewers. Political cartoons aim to shift public opinion and have the power to reach a wide audience.

During this era, many new immigrants could not read or write in English and, as a result, political cartoons provided an opportunity for immigrants to understand current affairs within the U.S.

See: “It’s No Laughing Matter”
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/

“Intro to Political Cartoons”
https://www.slideshare.net/mrgibbs/intro-to-political-cartoons-presentation

**Practice and Application** (time: 20 minutes)

To make connections between current and past political cartoons, students will analyze political cartoons from the list below. The cartoons focus on the industrialists that have been discussed during the unit, Rockefeller, Carnegie, and Vanderbilt (William Henry, the son and heir of Cornelius Vanderbilt).

See: “Next” (Udo Keppeler depicts Rockefeller’s Standard Oil as an octopus with numerous reaching tentacles, 1904.)
https://www.loc.gov/resource/ppmsca.25884/

“Forty-Millionaire Carnegie in his Great Double Role” (9 July 1892, The Saturday Globe, artist unknown)
https://herb.ashp.cuny.edu/items/show/636

“The modern colossus of (rail) roads” (J. Keppeler cartoon of William H. Vanderbilt, with Field and Gould, 1879)
https://www.loc.gov/resource/ds.05068

Prior to reviewing the first cartoon, the teacher will hand out a copy of the Library of Congress “Cartoon Analysis Guide.” To familiarize students with the analysis process, the teacher will lead the class in analyzing the first cartoon, modeling the process. Students will work as a class through the questions on the analysis tool.

See: “Cartoon Analysis Guide”

Once the class has finished the analysis of the first cartoon, students will be assigned a second (and possibly a third) cartoon from the list to analyze. This can be done individually or with partners depending on the size of the class.

**Review and Assessment** (time: 10 minutes)

For students to understand how influential political cartoons can be, the last cartoon analyzed can be a current political cartoon from the U.S. News website cited in the Do Now. The final cartoon should be similar in theme or cover a topic that students will be familiar with. Students will use the same analysis tool as in the previous activities. The teacher should review the idea of public perception and its role in the design of a political cartoon.

Note: The teacher should take care in choosing contemporary cartoons, as some content could be a trigger for students.
Lesson 6 (2 days)

Industrial Workers and Unions

**Goal**
Students will investigate the various types of labor unions and the tactics used by unions to gain rights for workers.

**Lesson 6—DAY 1**

**Do Now** (time: 5 minutes)
Students will freewrite or list answers to these prompts:
- What kind of environment would you prefer to work in?
- What kind of job do you want and why?

**Hook** (time: 10 minutes)
The teacher will display or distribute tables that provide examples of jobs that were commonly held during the Industrial Revolution, the average number of hours worked per day or week, and the average hourly or weekly salary. The first link below provides an overview, including Table 1, entitled "Estimated Average Weekly Hours Worked in Manufacturing, 1830-1890." The second link is a detailed wage history report from the U.S. Bureau of Labor Statistics.

See: "Hours of Work in U.S. History"
https://eh.net/encyclopedia/hours-of-work-in-u-s-history/


The following tables from the U.S. Bureau of Labor Statistics report are recommended for review with students:
- Tables A-2 and A-3, Bakers, p. 149 (p. 159 of the pdf)
- Table B-2, Bricklayers, pp. 157-158 (pp. 167-168 of the pdf)
- Table B-4, Carpenters, pp. 165-166 (pp. 175-176 of the pdf)
- Tables C-3 and C-4, Sewing Machine Operators - Males and Females, pp. 222-223 (pp. 232-233 of the pdf)
- Table D-2, Farm Laborers, p. 227 (p. 237 of the pdf)
After reviewing the information, students will revisit their answers to the Do Now writing prompt for a brief discussion about working environments then and now.

**Presentation** (time: 15 minutes)

To provide background information on the rapid industrial growth of the period and the concerns of the increasing labor force, the teacher will show the following short video.

See: “The Labor Movement in the United States”
https://www.youtube.com/watch?v=ewu-v36szIE

The teacher will then lead a guided reading of one of the resources listed below.


“The Rise of Organized Labor in the United States”
https://newsela.com/read/lib-ushistory-rise-of-organized-labor/id/29888/ (through the “Knights of Labor” section)

The teacher will distribute paper copies of the selected resource and ask students to read and annotate one section at a time. Annotations could include comments and questions on the reading. After each section, the teacher should pause for follow-up discussion and clarification of terms and concepts, including why workers fought for better working conditions and the role of unions during this era.

**Practice and Application** (time: Day 1—25 minutes)

Each student will research a specific labor union, reading an assigned source and completing the appropriate line of the Labor Union Graphic Organizer (see Supplement, pp. 4.20.1-2). Prior to starting their research, students will respond briefly to the prompts below, from the first page of the Organizer. Students should be able to generate answers based on the material provided earlier in the lesson. Once students have answered the first prompt, they will answer the second question.

Describe or list some of the working conditions faced by laborers during the late 1800s.
If you were a laborer at this time, what strategies would you use to improve working conditions?

After completion of the writing prompts, students will proceed with their research, using sources assigned by the teacher from the list below. They may also use information from the unread sections of the resources listed in the Presentation. At the end of Day 1, students will submit their Labor Union Graphic Organizers for teacher review.

- “Knights of Labor” | https://philadelphiaencyclopedia.org/archive/knights-of-labor/
- “American Federation of Labor” | https://ohiohistorycentral.org/w/American_Federation_of_Labor
- “Gene Debs and the American Railway Union”
- “The Industrial Workers of the World”
  https://www.pbs.org/wgbh/americanaexperience/features/goldman-industrial-workers-world/
Lesson 6—DAY 2

Do Now (time: 5 minutes)
The teacher will return the graphic organizers from the previous day, and students will review the comments, noting any errors or omissions that need attention. Students will briefly share and discuss their findings.

Practice and Application (time: Continued from Day 1—35 minutes)
Students may take part of this work time to revise their graphic organizers and/or to conduct additional research on their assigned unions. Then, they will use the information they have gathered to create Google Slides presentations. The presentations should include information on the union's history, members, demands, strategies, and outcomes. If possible, students should include relevant images in their slideshows. They should also prepare to present their opinions, with evidence, on whether the tactics used by their assigned unions were effective or impactful.

Review and Assessment (time: 15 minutes)
Students will present their slideshows to the class or display them in a gallery format. During the presentations or gallery walk, students will complete the portions of the graphic organizer not covered by their own research. The lesson will end with a brief discussion of the impact of the labor movement on working conditions.

Lesson 7 (3 days)

Industrial Strikes and News Reports

Goal
Students will research the causes and effects of industrial strikes during the late 19th and early 20th centuries and create a news report detailing the events of a particular strike.

Lesson 7—DAY 1

Do Now (time: 5 minutes)
The teacher will project the following statement by Samuel Gompers, from “What Does Labor Want?” (1893):

*We want more schoolhouses and less jails; more books and less arsenals; more learning and less vice; more constant work and less crime; more leisure and less greed; more justice and less revenge; in fact, more of the opportunities to cultivate our better natures, to make manhood more noble, womanhood more beautiful and childhood more happy and bright. . . . These are the demands made by labor upon modern society and in their consideration is involved the fate of civilization.*

Students will compose a response to the following prompt:

What you think Gompers meant by “These are the demands made by labor upon modern society and in their consideration is involved the fate of civilization”?

Hook (time: 5 minutes)
Prior to reviewing their answers to the writing prompt, students will generate a list of working conditions and a list of demands that workers fought for during the Industrial Revolution. The teacher will scribe student responses in two
columns on a piece of chart paper. Once the list has been generated, students will refer to their Do Now answers and explain why Gompers believed the “fate of civilization” was at stake if their demands were not met.

**Presentation** (time: 10 minutes)
The teacher will explain to the students that the focus of the lesson will be on researching the various strikes that occurred during the Industrial Revolution: the Haymarket Riot of 1886, the Homestead Strike of 1892, and the Uprising of 20,000 of 1909. These strikes are important milestones in the labor movement, impacting worker solidarity, affecting business and government response, changing working conditions, etc.

Each student will be responsible for researching an assigned strike or riot. Once their research is complete, students will compose news reports of the events as if they were present. The news reports can be in the form of newspaper articles, slideshow presentations, radio broadcasts, illustrations with accompanying text, or videos (some of the suggested resources are videos and images). The reports should include the information students note in their Strike or Riot Graphic Organizers (see p. 4.19.27).

The teacher will inform the students of the work schedule:

**DAY 1** (today):
Research on assigned strike or riot; work on graphic organizer

**DAY 2:**
Complete research and graphic organizer; plan news report

**DAY 3:**
Complete and present news report

**Practice and Application** (time: Day 1—35 minutes)
Students will be assigned one of the following strikes or riots to research. Unlike in the previous lesson, students will be working with multiple sources, drawn from the resource list of suggestions that follows on p. 4.19.28.

Students will need to cross-check the information and analysis provided by the various sources. The column headings in the Strike or Riot Graphic Organizer can help them formulate research questions. Depending on the size of the class, students can work in pairs or individually, but each student should complete a graphic organizer.

**Note:** Other strikes to consider include the Great Railroad Strike of 1877 and the Pullman Strike of 1894.

As an Exit Ticket for Day 1, students will reflect on the progress they made during class and create a goal for themselves to achieve the next day.
## STRIKE OR RIOT:

<table>
<thead>
<tr>
<th>Title of Source</th>
<th>When and Where</th>
<th>Parties Involved</th>
<th>What Happened</th>
<th>Outcome and Response</th>
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</table>
Resources for research include:

- **Haymarket Riot**
  - “Haymarket Riot”
    https://www.pbs.org/video/chicago-tonight-may-3-2011-haymarket-riot/
  - “The Haymarket Affair”
    http://www.illinoislaborhistory.org/the-haymarket-affair
  - “Sound Smart: The Haymarket Square Riot | History”
    https://www.youtube.com/watch?v=ZT_ZWCB_1cM
  - “The Haymarket Riot”
    https://www.thoughtco.com/1886-haymarket-square-riot-chicago-1773901

- **Homestead Strike**
  - “1892 Homestead Strike”
    https://aflcio.org/about/history/labor-history-events/1892-homestead-strike
  - “The Strike at Homestead Mill”
    https://www.pbs.org/wgbh/americaneexperience/features/carnegie-strike-homestead-mill/
  - “Homestead Strike of 1892”
    https://www.youtube.com/watch?v=f1ZOqiRAIH4
  - “Pittsburgh History Today: Homestead Strike”
    https://www.youtube.com/watch?v=ND3L_yb79E8

- **Uprising of 20,000**
  - “Uprising of 20,000 (1909)”
    https://jwa.org/encyclopedia/article/uprising-of-20000-1909
  - “1909 N.Y. Shirtwaist Workers Strike”
  - “The American Garment Workers Who Helped Inspire International Women’s Day”
  - “Clara Lemlich and the Uprising of the 20,000”
    https://www.pbs.org/wgbh/americaneexperience/features/biography-clara-lemlich/

**Lesson 7—DAY 2**

**Do Now** (time: 5 minutes)
The teacher will return students’ Exit Tickets from the previous day, and students will plan what has to be completed by the end of class.

**Practice and Application** (time: Continued, Day 2—50 minutes)
The teacher will remind students that the class period will be split into two sections. Students will have approximately 30 minutes to complete their research on the strike or riot they were assigned. Once the research has been completed,
students will have approximately 15 minutes to discuss and brainstorm (using freewriting, word webs, storyboards, etc.) how they are going to report on the strike or riot (newspaper article, slideshow presentation, radio broadcast, illustrations with accompanying text, or video). When brainstorming their ideas, students should keep the following in mind:

What is your role as the reporter? Are you a supporter of the employees or the employer, or are you a neutral observer?

Who is your audience? What do you want them to learn from your report?

The teacher should have these questions on display so that students can refer to them when working on the news report. Students should be instructed to start creating their reports if there is time prior to the end of class. During the last five minutes of Day 2, students will write an Exit Ticket reflecting on this question:

Were those involved in your strike influential in changing working conditions or getting laws passed to protect workers?

Lesson 7–DAY 3

Do Now (time: 5 minutes)
The teacher will distribute or project the article “10 elements of news and newsworthiness” and review the elements with students, noting their implications for the reports students will be creating. The teacher should also point out the “just the facts” list at the end:


See: “10 elements of news and newsworthiness”
https://www.axiapr.com/blog/elements-of-news

Review and Assessment (time: 50 minutes)
Students will spend the majority of the class period working on their news reports for their assigned strikes or riots. The teacher should remind the students to incorporate and cite the information they researched (e.g., “According to …”). As they complete their reports, students should reflect on the following questions and revise as needed:

Is your report succinct? Are the details of the event clearly explained?

If you chose to create an image, does it clearly express the message of your report?

During the last ten minutes of class, students will present their news reports, answer questions, and receive peer feedback. The teacher may lead a discussion tying together students’ learning from the project.
Lesson 8 (2 days)

Introduction to Immigration

Goal
Students will identify the social, economic, and political impact of immigration to the U.S. during the late 19th and early 20th centuries.

Lesson 8–DAY 1

Do Now (time: 5 minutes)
Students will write answers to the following prompts. The teacher should read and reveal the prompts one at a time. The teacher should encourage students to draw on the experiences of people in their own communities and/or on current events related to immigration to respond.

Why would people choose to leave their town or city?
Why would people choose to leave their state?
Why would people choose to leave their country?

Hook (time: 5 minutes)
Students will turn and talk with partners to discuss their answers to the writing prompts. While working together, students should make note of how the answers differ for each question.

What trends do you notice as the locations change?

After the students have finished discussing their answers with each other, the class will come together to discuss their findings. If students’ responses do not explicitly reference current events related to immigration, the teacher should mention these issues. The teacher should continue to make contemporary connections throughout the following sequence of lessons on immigration.

Presentation (time: 15 minutes)
Over the past few lessons, the students have been learning about industrial growth after the Civil War. However, the mass production of goods and expansion of industry would not have happened without a growing labor force. Many of those working in textile factories, steel plants, and oil refineries were immigrants who came to the United States in large numbers. It is estimated that more than 20 million immigrants arrived in the U.S. between 1880 and 1920. A majority of the arrivals were from Eastern and Central Europe, unlike their predecessors, who came from Northern and Western Europe.

The second half of this unit will focus on “new immigration” between 1880 and 1920. Students will examine the shift in demographics, as well as the push and pull factors that encouraged migration to the U.S.

The teacher will show the first video (0:00-5:30) listed below, which provides a virtual tour of Ellis Island and highlights
the arrival process experienced by millions. The second video listed is a student-made project and may be used as an alternative to the Scholastic presentation.

See: “Virtual Field Trip to Ellis Island”
http://teacher.scholastic.com/activities/immigration/webcast.htm

“Ellis Island: The Gateway to Freedom”
https://www.youtube.com/watch?v=bS76WQ8D5-k

Following the video, students will work as a group to examine the information that is presented in the infographic at the website below regarding immigration by time period and region. The teacher will guide a discussion of the graphs to aid students in interpreting them.

See: “Explore Immigration Data”

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read various primary sources on immigration at the turn of the 20th century.

**Writing:**
- Students will write paragraphs using details from primary sources to describe the immigrant experience.

**Numeracy:**
- Students will analyze graphs and other forms of data regarding shifts in demographics.

**Practice and Application** (time: Day 1—30 minutes)

Students will participate in a gallery walk, in which they will examine various primary sources to learn what it was like coming to the U.S. at this time. Primary and secondary sources should be available in print or on Chromebooks and located at different stations for the students to review. More than one copy of each primary source should be made available at each station to accommodate different reading rates and the complexity of the sources. Students will examine maps, images, stories, and graphs to assist them in gathering information about immigration during the late 1800s. Students should record information and questions in a Sources Graphic Organizer similar to the one on the next page (see p. 4.19.32). The prompts are general, so students are required to extract information provided in the sources and make inferences.

**Suggested Resources (choose four):**
- “Immigration: Stories of Yesterday and Today” (text, photographs, and videos)
http://teacher.scholastic.com/activities/immigration/tour/stop1.htm#tab2-content
- “Immigrating to America, 1905” (immigrant accounts) | http://www.eyewitness история.com/immigrating.htm
- “Ellis Island: Stories” | https://www.nps.gov/elis/learn/historyculture/stories.htm
- “The History of European Immigrants in the United States”
- “A Growing Community” (Mexican immigration)
https://www.loc.gov/classroom-materials/immigration/mexican/a-growing-community/
- “Rise of Industrial America, 1876-1900—Immigration to the United States, 1851-1900”

As an Exit Ticket, students will generate two questions they have regarding the primary sources they examined during the gallery walk.
Lesson 8—DAY 2

Do Now (time: 5 minutes)
Students will review the questions they generated on Day 1. These questions can be discussed as a class or with partners.

Practice and Application (time: Continued, Day 2—15 minutes)
Students will continue the gallery walk to complete their graphic organizers.

Review and Assessment (time: 35 minutes)
Once the students have completed their Source Graphic Organizers, the teacher will review the sources with the students, guiding class discussion through the three prompts. Then, students will reflect on the information that was presented and write a paragraph about the immigrant experience, using details from the primary sources.

<table>
<thead>
<tr>
<th>Source</th>
<th>Information Presented</th>
<th>Unique or Interesting Feature</th>
<th>Questions Raised by the Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source #1:</td>
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<tr>
<td>Source #2:</td>
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<td>Source #3:</td>
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<td></td>
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<tr>
<td>Source #4:</td>
<td></td>
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</tbody>
</table>
Lesson 9  (2 days)

Urbanization and Its Discontents

**Goal**
Students will examine the challenges cities in the U.S. faced at the turn of the 20th century and some of the efforts to effect reforms.

**Lesson 8–DAY 1**

**Do Now** (time: 5 minutes)
Students will freewrite to the prompt:

What challenges do you think large cities face?

The teacher will display an image of a street scene in a major city to help students frame their answers.

**Hook** (time: 5 minutes)
The teacher will present facts and statistics on large cities and the current challenges they face from one or more of the sources on current trends regarding urbanization below. Students will compare the information provided to the answers they wrote for the prompt with partners.

See: “Some facts on urbanization”

“Factbox: 10 facts about fast urban growth on World Cities Day”

“Urban Threats”
https://www.nationalgeographic.com/environment/habitats/urban-threats/

**Presentation** (time: 10 minutes)
After reviewing the information presented in the previous lesson regarding new immigration (shifts in demographics, push and pull factors, etc.), the teacher will explain that due to the large number of immigrants coming to the U.S. during the late 19th and early 20th centuries, cities struggled to cope. Challenges that cities faced included poor housing, inadequate sanitation, fire, poverty, and crime. The presentation should include some information on cities’ responses to the increasing population and attempts to combat urban problems.

The teacher can utilize the following resources to create a presentation:
The teacher will explain that on the first day of this two-day lesson, students will be exploring a variety of sources exploring urban life in this period, including the work of journalist Jacob Riis, who exposed the reality of tenement life with his photographs and publications. On the second day, they will take a closer look at specific urban problems.

Practice and Application (time: Day 1—35 minutes)

Working in pairs, students will analyze at least two sources depicting tenement life, including personal accounts of tenement dwellers and pictures of tenement living. Students will use the Library of Congress process of analyzing photographs and prints (see link below).

- Observe: Identify and note details.
- Reflect: Generate and test hypotheses about the source.
- Question: Ask questions that lead to more observations and reflections.

See: “Analyzing Photographs and Prints”

In their notebooks (or in a notecatcher provided by the teacher), students should list the sources consulted and record their observations, reflections, and questions.

Suggested Resources:

- “Jacob Riis: Revealing How the Other Half Lives”

- “Pioneering Social Reformer Jacob Riis Revealed ‘How The Other Half Lives’ in America”
  https://www.smithsonianmag.com/history/pioneering-social-reformer-jacob-riis-revealed-how-other-half-lives-america-180951546/ (use slideshow)

- “Tenement Life” (Smithsonian American Art Museum)

- Tenement Museum
  https://www.tenement.org/ (see links under the Explore heading at the bottom of the page)

During the last ten minutes of Day 1, the class will come together for a discussion about tenement living. Students will share their findings from and pose their questions about the images in the sources.
### Do Now: Lesson 9 (Day 2)—Urban Problems Graphic Organizer

<table>
<thead>
<tr>
<th>URBAN PROBLEM</th>
<th>What was the nature of the problem?</th>
<th>What other issues were related to it?</th>
<th>What solutions were used or attempted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor Housing</td>
<td>Thousands of immigrants were packed into tiny apartments in shabby tenement houses.</td>
<td>Lack of lighting, air vents, and indoor plumbing created safety and health hazards.</td>
<td>The Tenement House Act of 1901 set rules for size, light, ventilation, and bathrooms.</td>
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<tr>
<td>Inadequate Sanitation</td>
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<tr>
<td>Poverty and Crime</td>
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<tr>
<td>Racism and Nativism</td>
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</tbody>
</table>
Lesson 9—DAY 2

Do Now (time: 5 minutes)
Drawing on the previous day’s learning, students will complete the first row in the Urban Problems Graphic Organizer on the preceding page (see p. 4.19.35). The teacher should encourage students to consult their notes from Day 1. (Sample responses are included in the first row of the table.) Students will share and discuss their responses.

Practice and Application (time: Continued, Day 2—35 minutes)
Students will work with the same partners as on Day 1. Each team will focus on one of the remaining issues listed in the graphic organizer. Team members should search for information in several of the following sources to fill in the three boxes. The teacher should point out that some of these sources include information not necessarily indicated by their titles. For example, “History of Poverty & Homelessness in NYC” and “Immigrants, Cities, and Disease” provide details about racism and nativism, so students should explore the sites.

Suggested Resources:
- “Immigrants, Cities, and Disease”
- “A History of the Public Health System“ (“The Sanitary Problem”)
  https://www.ncbi.nlm.nih.gov/books/NBK218224/
- “History of Poverty & Homelessness in NYC”
  (“The Gordons’ Story” and “Featured Articles: Settlement Houses”— Scroll down for story links)  
  http://povertyhistory.org/era/progressive/
- “The Underside of Urban Life”
  http://www.ushistory.org/us/38b.asp
- “Posts Tagged ‘Gangs of New York’”
  https://ephemeralnewyork.wordpress.com/tag/gangs-of-new-york/
- “The Rush of Immigrants”
  http://www.ushistory.org/us/38c.asp

Once teams have completed their research, they will present their findings to the class. The teacher will record the responses on a large piece of paper as students fill in the remaining rows on their Urban Problems Graphic Organizers.

Review and Assessment (time: 15 minutes)
To demonstrate their understanding of the challenges of urban life for immigrants, students will write journal entries in the voices of immigrants about life in the tenements. They should include details about the living conditions and challenges their characters face. Students may also sketch out the layout of their families’ apartments as if they lived in tenements at this time.
Lesson 10 (2 days)

Immigration and the Industrial Revolution

Goal
Students will analyze the role of immigrants in the industrialization of the U.S. during the late 19th century.

Lesson 10—DAY 1

Do Now (time: 5 minutes)
Building on information from the previous lessons, students will freewrite or sketch an answer to the following prompt:

What impact do you think immigration has had on the U.S. workforce?

Hook (time: 10 minutes)
Once students have completed their answers to the Do Now prompt, the teacher will ask them to turn and talk with partners for one minute to share their answers. After sharing, partners will spend a couple of minutes discussing the following prompt:

What work-related challenges do you think immigrants face?

Some guiding questions could revolve around stereotypes, public perceptions, or legal barriers. Students will share their responses with the class as the teacher scribes them on chart paper.

Note: The chart paper should remain posted in the class for students to refer to during the Final Project.

The teacher will also show graphs from the U.S. Department of Labor or the Census Bureau using the link below. The teacher and students will discuss the information in the graphs and how it compares to their answers to the prompts.

See: “Immigrants as Economic Contributors: They Are the New American Workforce”

Presentation (time: 20 minutes)
This lesson will examine the role of immigration on the industrialization of the U.S. during the late 19th century. The teacher and students will create an “immigrant and industrialization” factsheet that can be referenced throughout the lesson and available for the Final Project. To generate the factsheet, the teacher will reference information presented in the suggested resources that follow as well as information discussed in Lesson 6 and Lesson 8.
HISTORY
The Industrial Revolution and the New Immigration

UNIT PLAN
U.S. History I—Chapter 4
Topic: Rebuilding the United States: Industry and Immigration (USI.T6)

Reading:
• Students will read and analyze a variety of primary and secondary sources on the working conditions of immigrants during the Industrial Revolution and challenges they faced.

Writing:
• Students will compare the types of working conditions and challenges faced by various immigrant groups.

Speaking and Listening:
• Students will listen to and discuss personal stories of immigrants who arrived in the U.S. around the turn of the 20th century.

Literacy and Numeracy Across Content Area Elements

Suggested Resources:
• “Immigration to the U.S. in the Late 1800s”
  https://www.nationalgeographic.org/photo/immigration-1870-1900/
• “Ellis Island Timeline”
  https://www.statueoflibertytickets.com/Ellis-Island/?show=timeline
• “The Workers’ World” (“A very different workplace”) 
  https://www.jaha.org/edu/discovery_center/work/workers.html

Practice and Application (time: Day 1—20 minutes)

Students will do a case study activity to demonstrate how industrialization was impacted by immigration. Without the millions of immigrants arriving in the U.S. every year, many industries would have faced labor shortages. Prior to starting the case study, the teacher should show the interactive map at the following link that shows where various immigrant groups settled. Note that the map can be adjusted by decade and country of origin.

See: “Immigration Explorer—Interactive Map”
(Requires current Adobe Flash Player, available at no charge at: https://get.adobe.com/flashplayer/)

The teacher should explain that previous discussions of immigration and labor were generalized. The purpose of this activity is to examine specific types of labor done by immigrants from various countries and the challenges they faced in their industries. Working in pairs or small groups, students will look at four different immigrant groups as part of the case study: Polish and Russian Jews, Chinese, Mexicans, and Italians.

Each pair will be assigned one group and review the appropriate webpages and personal accounts. A list of suggested resources can be found on p. 4.19.40. Using the Immigrant Groups Graphic Organizer that follows on the next page (see p. 4.19.39), students will take notes about the types and conditions of work for their assigned group and challenges that group faced in the workplace.

To scaffold the process, the teacher may wish to lead students as they read and analyze one resource before having them work independently on the others. At the end of Day 1, students should submit their graphic organizers in progress for teacher review.
**Practice and Application:** Lesson 10 (Day 1)—Immigrant Groups Graphic Organizer

<table>
<thead>
<tr>
<th>Immigrant Group:</th>
<th>Location in the U.S.:</th>
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</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Background Information</th>
<th>Types/Conditions of Work</th>
<th>Challenges</th>
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Chapter 4—U.S. History I  
Topic: Rebuilding the United States: Industry and Immigration (US.H6)  
UNIT PLAN—The Industrial Revolution and the New Immigration
Suggested resources for the immigrant groups case study are listed below.

Note: When using the Library of Congress websites, students should be sure to check the links under the ethnic groups’ headings on the left side of the pages.

- **Jewish—Polish and Russian (Location: East / New York City / Midwest)**
  - “Jewish Immigrants in the Garment Industry”
    https://www.myjewishlearning.com/article/jewish-garment-workers/
  - “Immigration and Relocation in U.S. History—Polish/Russian”
    https://www.loc.gov/classroom-materials/immigration/polish-russian/
  - “Immigrating to America, 1905”
    http://www.eyewitnesstohistory.com/immigrating.htm

- **Chinese (Location: West / California)**
  - “Rise of Industrial America, 1876-1900—Immigration to the United States, 1851-1900”
  - “Immigration and Relocation in U.S. History—Chinese”
    https://www.loc.gov/classroom-materials/immigration/chinese/
  - “Op-Ed: Remember the Chinese immigrants who built America’s first transcontinental railroad”

- **Mexican (Location: Southwest)**
  - “Immigration and Relocation in U.S. History—Mexican”
    https://www.loc.gov/classroom-materials/immigration/mexican/
  - “Early Twentieth Century Mexican Immigration to the U.S.” (primary and secondary sources available in sidebar)
    https://herb.ashp.cuny.edu/exhibits/show/mexican-immigration
  - “A Mexican Migrant Reflects on His Experiences”
    https://herb.ashp.cuny.edu/exhibits/show/mexican-immigration/item/2181

- **Italian (Location: East / Midwest)**
  - “Immigration and Relocation in U.S. History—Italian”
    https://www.loc.gov/classroom-materials/immigration/italian/
  - “Italian immigrants and Organized Labor”
    http://www.italiantribune.com/immigrants_labor/
  - “History of Italian Immigration”
    https://www.mtholyoke.edu/~molna22a/classweb/politics/Italianhistory.html

- **Oral History—Various Countries**
Lesson 10–DAY 2

Do Now (time: 5 minutes)
Students will respond to the following prompt orally or in writing:

What did you learn about the work experience of your assigned immigrant group from yesterday’s research?
What questions do you still have about the group’s experience?

Practice and Application (time: Continued, Day 2—30 minutes)
Working in pairs, students will continue researching the work experiences of their assigned immigrant groups and complete their graphic organizers. The teacher will circulate around the room, assisting students with comprehension and note-taking, suggesting resources, and asking thought-provoking questions.

Review and Assessment (time: 20 minutes)
Once students have completed their graphic organizers, the teacher will project a blank map of the U.S. on the whiteboard. Students will post information they have gathered in their case studies on the map using post-it notes or markers. Once all groups have reported and explained their information, students will discuss the similarities and differences in the experiences of the represented groups and then compose an Exit Ticket using this prompt:

Revisit your response to yesterday’s Do Now prompt and reanswer it using what you learned during this lesson.

Extension (optional)
Students can create more formal presentations of their findings using Google Slides or a storyboard about an individual immigrant who arrived in the U.S. during this time.

Students can also read either “San Diego Is Strengthening Its Workforce by Welcoming Immigrants” or “Immigrants as Economic Contributors: They Are the New American Workforce” (introduced in the Hook on Day 1) and respond to the following prompt:

How do immigrants contribute to the U.S. workforce today?

See: “San Diego Is Strengthening Its Workforce by Welcoming Immigrants”
https://www.urban.org/urban-wire/san-diego-strengthening-its-workforce-welcoming-immigrants

“Immigrants as Economic Contributors: They Are the New American Workforce”
CULMINATING LESSON
Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 11 (3 days)

Immigrant Letter/Journal Writing

Goal
Drawing on their learning throughout the unit, students will write letters home or journal entries from the points of view of immigrants living in the U.S. during the late 19th or early 20th century. The letters or entries will include information and reflections on industrialization, the immigration experience, and the social, political, and economic climate of the times.

Lesson 11–DAY 1

Do Now (time: 10 minutes)
Students should review their notes and formative assessments, reflect on understandings developed throughout the unit, and respond to the following questions:

What were some of the reasons for mass immigration to the U.S.?
What role did immigrants play in the rapid industrialization of the U.S. after the Civil War?
What were the social, political, and economic impacts of industrialization and immigration on the U.S.?

Hook (time: 5 minutes)
After completing their responses to the writing prompts, the students and teacher will create a word wall on chart paper using key terms from the answers students composed. The chart paper will remain posted for students to review while writing their immigrant letters or journals.

Presentation (time: 10 minutes)
The teacher will introduce the culminating performance task using a handout such as the one on the following page (see p. 4.19.43). After reading through the assignment with the students, the teacher will lead them in a discussion about the criteria for the project and encourage them to ask questions and brainstorm ideas for possible scenarios. The teacher will review the primary sources that have been examined in class during the course of the unit and instruct students to use them
for ideas and details to include in their letters or journal entries. If possible, the teacher should engage students in co-creating a rubric based on the guidelines below in the Immigrant Letter or Journal Entry Series Assignment to increase buy-in.

**Practice and Application** (time: Day 1—30 minutes)

Students will brainstorm ideas for their immigrant letters or journal entries using an Immigrant Letter or Series of Journal Entries Graphic Organizer, such as the one on the next page (see p. 4.19.44). Note that the table includes a column for needed information, i.e., topics for review or research. At the end of Day 1, students will reflect on the progress they have made and submit their graphic organizers for teacher review and comment.

### Immigrant Letter or Journal Entry Series Assignment

**Presentation:** Lesson 11 (Day 1)

Write a detailed letter or a series of journal entries as if you are an immigrant who recently arrived in the United States. The letter or journal entries should incorporate information and reflections on industrialization; the immigration experience; and the social, political, and economic climate of the times.

**Topics addressed should include the following:**

- Why you left your home country and your expectations upon arrival to the U.S.
- Your experience of the arrival process and your current living conditions
- What kind of employment you are engaged in and your working conditions
- The political and social climate of the U.S., including how accepted you feel

**To begin the process of planning this assignment, you will need to think about your identity and audience:**

- Who are you? Are you alone or with your family?
- Where do you live? What do you do for work?
- How do you feel about your experience as an immigrant?
- If you are writing a letter, who is the recipient?
- If you are writing journal entries, are they just your own reflections or for someone else to read in the future?

**A successful letter or series of journal entries will include the following elements:**

- Realistic circumstances and an appropriate writing style for the time and situation
- Specific and historically accurate details about the immigration experience
- Specific and historically accurate details about industrialization and employment
- Specific and historically accurate details about political and social issues such as discrimination
- Relevant photos or drawings to accompany the text, if appropriate
- Evidence of research, understanding, reflection, and revision in the writing process
## Practice and Application: Lesson 11 (Days 1 and 2)—Immigrant Letter or Series of Journal Entries Graphic Organizer

<table>
<thead>
<tr>
<th>Topic</th>
<th>Ideas</th>
<th>Needed Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
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<tr>
<td>Family Members</td>
<td></td>
<td></td>
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<tr>
<td>Date of Letter or Journal Entries</td>
<td></td>
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<tr>
<td>Home Country</td>
<td></td>
<td></td>
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<tr>
<td>Religion</td>
<td></td>
<td></td>
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<tr>
<td>Previous Job or Circumstances</td>
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<tr>
<td>Reasons for Leaving the Old Country</td>
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<tr>
<td>Description of Travel and Entry into the U.S.</td>
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<td></td>
</tr>
<tr>
<td>Impressions of Life in the U.S. (compare old and new cultures)</td>
<td></td>
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<tr>
<td>Work Experience in the U.S. and Living Conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Political, Social, and/or Economic Challenges Experienced</td>
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</tr>
<tr>
<td><strong>Day 1 Reflection</strong></td>
<td>What have I accomplished today?</td>
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<tr>
<td></td>
<td>What do I have to focus on tomorrow?</td>
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<tr>
<td></td>
<td>What questions do I have?</td>
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</tbody>
</table>
Lesson 11—DAY 2

Do Now (time: 5 minutes)
Students will review their answers to the Day 1 reflection questions and the teacher’s comments on their graphic organizers. Students will prioritize the remaining tasks and list their next steps. The teacher will check in with each student to make sure that students have addressed all facets of the immigrant experience listed in the graphic organizer and answer any questions students may have.

Practice and Application (time: Continued, Day 2—50 minutes)
Following their conferences with the teacher, students will fill in any remaining gaps on their graphic organizers, using unit materials and/or internet research to gather needed information (e.g., about their countries of origin). Then, they will draft their letters home or series of journal entries, consulting with each other as needed and appropriate.

Students should be provided a variety of options for writing, and they should be encouraged to include illustrations or photographs. The teacher should circulate among the students, providing suggestions and support. At the end of Day 2, students should submit their drafts for teacher review and comment.

Lesson 11—DAY 3

Do Now (time: 5 minutes)
Students will review the teacher’s comments and ask clarifying questions as needed. In preparation for receiving peer feedback, students will compose two or more questions that they want peers to answer about their work (e.g., “Do you think this sounds like something a daughter writing home to her mother would say?”).

Review and Assessment (time: 50 minutes)
Students will share their work and give and receive feedback on their work in one of the following ways:

OPTION 1: Peer Review
Students will spend 10-15 minutes working with partners to assess their letters or journal entries using the writer-generated questions and the assignment rubric as guides for review. This activity works best if both students look at and discuss one paper together and then move on to the other (rather than exchanging papers). Once students have completed the peer review, they should use the remainder of the class period to make necessary revisions, edit their drafts, and complete final versions of their letters or journal entries.

OPTION 2: Read-Aloud
Students will share their letters or journal entries with the class in a read-around format. Students should have copies of the rubric available, and writers should state their questions before reading aloud. After the readings, students should use the remainder of the class period to make necessary revisions, edit their drafts, and complete final versions of their letters or journal entries.
Extension (optional)
If it is possible to extend the unit an extra day, the class may use elements of both feedback options and add a celebration and reflection day. Students could spend Day 3 of the lesson on peer review (Option 1) and revision. On Day 4, there could be a read-round of finished pieces with the focus on celebration rather than assessment. Once students have completed their readings and received congratulations from their peers, they could discuss what inspired them to write the stories they did and how those stories compare to the immigrant experience today.

Notes:
Labor Union Graphic Organizer

1—Working Conditions

Describe or list some of the working conditions faced by laborers during the late 1800s.

If you were a laborer at this time, what strategies would you use to improve working conditions?
### Labor Union Graphic Organizer

<table>
<thead>
<tr>
<th>Union</th>
<th>Demands</th>
<th>Strategies</th>
<th>Effectiveness</th>
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<tbody>
<tr>
<td><strong>Knights of Labor (KOL)</strong></td>
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<tr>
<td>Members:</td>
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<td>Founding:</td>
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<tr>
<td><strong>American Federation of Labor (AFL)</strong></td>
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<td>Founding:</td>
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<tr>
<td><strong>American Railway Union (ARU)</strong></td>
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<tr>
<td>Members:</td>
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<tr>
<td>Founding:</td>
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<tr>
<td><strong>Industrial Workers of the World (IWW)</strong></td>
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<tr>
<td>Members:</td>
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<tr>
<td>Founding:</td>
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<tr>
<td><strong>Women’s Trade Union League (WTUL)</strong></td>
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<td>Members:</td>
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<td>Founding:</td>
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</table>
Introduction

In 1962, after spending a lifetime as a political activist, Upton Sinclair wrote, “You don't have to be satisfied with America as you find it. You can change it.” These words speak to the heart of the Progressive movement, as reformers sought to create a United States of America that they wanted for themselves and future generations. Progressive Era activists like Sinclair helped to create long-lasting change that attempted to better the health, safety, and rights of U.S. residents in the early 20th century. When we teach our students about this movement, we ultimately want them to recognize the changes that came out of this era so that they make connections to how present-day reformers are striving to fix the problems of today and to see how they can become advocates for change themselves.

The Progressivism unit focuses on four U.S. History I Content Standards (USI.T7):


2. Research and analyze one of the following governmental policies of the Progressive Period, determine the problem it was designed to solve, and assess its long and short-term effectiveness: bans against child labor, the development of Indian boarding schools, the Sherman Anti-Trust Act (1890), the Pure Food and Drug Act (1906), the Meat Packing Act (1906), the Federal Reserve Act (1913), the Clayton Anti-Trust Act (1914), the Indian Citizenship Act (1924).

3. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett, the National Woman Suffrage Association, National Women's Party, League of Women Voters).

4. Analyze the strategies of African Americans to achieve...
basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B. Wells-Barnett, W. E. B. Du Bois, Marcus Garvey, Booker T. Washington, and the National Association for the Advancement of Colored People).

To engage with these standards, the performance task at the end of this unit asks students to study a policy of the Progressive Era and to take on the role of a journalist who is writing an op-ed or blog post about that policy for a local newspaper. To be successful in this task, students must research the policy and fully understand how the legislation was intended to fix a problem that reformers saw in their society.

To prepare students to be successful in the creation of their responses to the performance task and to deepen their understanding of the Progressive Era, students will think about and discuss three Essential Questions:

- What factors led to progressive reform in the 20th century?
- What were the successes and failures of the reform movement?
- How do marginalized groups resist discrimination?

Teachers will pose these questions to their students and discuss them throughout the unit as they look at current issues that reformers are trying to fix, explore the origins of the progressive movement, and examine the reasons that legislation was passed in this era.

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**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).

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**Unit Contents**

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<tr>
<th>Topic 7 (USI.T7)</th>
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<tr>
<td>Plan Calendars: Four-week plan and condensed version for short-term programs and other uses</td>
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<tr>
<td>Unit Goals: Emphasized Standards, Essential Questions, and Transfer Goals</td>
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<td>Language and Learning Objectives: Know, Understand, and Do</td>
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<tr>
<td>Assessment: Performance Task and Summative Assessment, Formative Assessments, Pre-Assessment</td>
</tr>
<tr>
<td>Resources: Print, Websites (listed in order of appearance, by lesson), Materials, and Historical Images</td>
</tr>
<tr>
<td>Lessons: Lessons 1-12; option to eliminate Lessons 8, 9 and shorten Lessons 1, 3, 4, 5, 7, 10, 11</td>
</tr>
<tr>
<td>Supplement: Any additional handouts not found within the lessons</td>
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</tbody>
</table>
Plan Calendars

**Topic 7: Progressivism and World War I (USI.T7)**

This unit is designed for long-term programs. It may be condensed for short-term settings.

The Progressivism unit is intended to teach students about the Progressive Era in approximately a four-week span, as outlined in the Plan 1 calendar below.

### Unit: Progressivism

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 2</strong></td>
<td>Lesson 7: Workplace Reform</td>
<td>Lesson 8: Majority and Minority Rights</td>
<td>Lesson 9: Reform Legislation of the Progressive Era</td>
<td>Lesson 10: Research on a Progressive Era Bill</td>
<td>Lesson 11: Making Your Case: Writing to Change the World</td>
</tr>
</tbody>
</table>

Teachers in short-term programs have the option of dividing the unit into shorter mini-units or condensing it by addressing fewer reform topics, as outlined in Plan 2 below, which provides one possible shortened version of the unit. Note that Lesson 8 and Lesson 9 are omitted in this version of the unit. If teachers wish to include either or both of these lessons, they may choose to omit one or more of Lessons 3–7. If condensing the unit, teachers may also simplify the performance task by providing more scaffolding for the research process and development of the op-ed or blog post.

### (Condensed) Unit: Progressivism

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Lesson 1: Of the Meaning of Progress</td>
<td>Lesson 2: Defining Progressivism</td>
<td>Lesson 3: Reforming Government</td>
<td>Lesson 4: Women’s Suffrage</td>
<td>Lesson 5: African American Human Rights</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Lesson 6: Child Labor Reform</td>
<td>Lesson 7: Workplace Reform</td>
<td>Lesson 10: Research on a Progressive Era Bill</td>
<td>Lesson 11: Making Your Case: Writing to Change the World</td>
<td>Lesson 12: Presenting Your Argument</td>
</tr>
</tbody>
</table>

Students may find writing the op-ed piece or blog post to be challenging, as they may struggle with writing an argument and may not have had exposure to op-ed pieces or blogs. Teachers should provide students with exemplars and graphic organizers to help them through the process of composing their responses to the performance task. If needed, teachers can spend additional time modeling how to compose the op-ed or blog post and providing students with samples to ensure they understand what the final product should look like.
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History I Content Standards

(USI.T7)


2. Research and analyze one of the following governmental policies of the Progressive Period, determine the problem it was designed to solve, and assess its long and short-term effectiveness: bans against child labor, the development of Indian boarding schools, the Sherman Anti-Trust Act (1890), the Pure Food and Drug Act (1906), the Meat Packing Act (1906), the Federal Reserve Act (1913), the Clayton Anti-Trust Act (1914), the Indian Citizenship Act (1924).

3. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett, the National Woman Suffrage Association, National Women's Party, League of Women Voters).

4. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B. Wells-Barnett, W. E. B. Du Bois, Marcus Garvey, Booker T. Washington, and the National Association for the Advancement of Colored People).

Grades 9-10 Writing Standards for Literacy in the Content Areas (WCA)

1. Write arguments focused on discipline-specific content.

   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims/critiques, and create an organization that establishes clear relationships among the claim(s), counterclaims/critiques, reasons, and evidence).

   b. Develop claim(s) and counterclaims/critiques fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

   c. Use words, phrases, and clauses with precision to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques.

   d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

   e. Provide a concluding statement or section that follows from or supports the argument presented.
Essential Questions  (Open-ended questions that lead to deeper thinking and understanding)

- What factors led to progressive reform in the early 20th century?
- What were the successes and failures of the reform movement?
- How did marginalized groups resist discrimination?

Transfer Goal  (How will students apply their learning to other content and contexts?)

Students will apply their understanding of Progressivism to evaluate a government policy to make an informed decision about current and future legislation at the state and local levels.
## Learning and Language Objectives

### By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of the Progressive movement in United States history</td>
<td>Social problems such as poor working conditions and limitations on the right to vote led to progressive reforms.</td>
<td>Explain the emergence of Progressivism and discuss the movement’s basic themes.</td>
</tr>
</tbody>
</table>
| The goals of the Progressive movement, including:  
  • Elimination of corruption in government  
  • Breaking up or limiting the power of monopolies  
  • Women’s suffrage  
  • Expansion of civil rights, including combating lynching  
  • Improvement of safety of food and medicine  
  • Improvement of working conditions  
  • Prohibition of alcohol | Social and economic changes were taking place in the late 19th and early 20th centuries that gave rise to the Progressive Era. | Compare and contrast the results of the Progressive Era during the early 20th century with more modern movements to improve society. |
| The role of strikes, labor unions, activists, and monopolies | The Progressive movement resulted in both major accomplishments and failures. | A broad range of strategies led to social change. |
| The emergence of Progressivism as a political movement in response to economic, social, and political inequality | Strikes and labor unions had an impact on workplace conditions and influenced regulatory legislation. | Describe the working conditions in the U.S. and the justification for labor unions and regulatory legislation. |
| | The cooperation and collaboration of marginalized groups led to various progressive policies and reforms. | Explain and evaluate the approaches of marginalized groups to the problems they faced during the Progressive Era and discuss their success in achieving their goal. |
### Students should know...

Primary sources are documents, images, and artifacts that provide direct evidence of historical events from the time that they happened. Secondary sources are reports or commentaries created by scholars without first-hand experience.

An op-ed or blog post is a written piece that expresses the opinion of the author.

Tier II vocabulary:
- progress
- reform
- marginalized
- discrimination
- efficient
- dialogue
- argument
- claim
- evidence
- rebut
- counter-argument
- op-ed
- blog

Tier III vocabulary:
- Progressive Era
- Progressivism
- initiative
- referendum
- recall
- child labor
- working conditions
- temperance
- Prohibition
- legislation
- monopoly
- suffrage
- lynching
- activism

### understand...

Historians use both primary and secondary sources to compile evidence and draw conclusions about historical events and trends.

A successful argument includes a claim, supporting evidence, and reasoning.

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

### and be able to...

Analyze primary sources (texts, images, and other artifacts) and secondary sources (articles, websites, and textbooks), noting relevant ideas and details and considering possible biases, inaccuracies, or omissions.

Compose an effective op-ed or blog post for or against a piece of Progressive Era legislation.

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
Performance Task and Summative Assessment (see pp. 4.22.42-54)

Aligning with Massachusetts standards

Lessons 10-12: Research legislation passed during the Progressive Era and argue for or against its passage.

GOAL:
To research and analyze one of the following governmental policies of the Progressive Era and write an op-ed piece or a blog post arguing for or against its passage:

- Bans against child labor
- The Sherman Anti-Trust Act (1890)
- The New York State Tenement House Act (1901)
- The Pure Food and Drug Act (1906)
- The Meat Inspection Act (1906)
- The Federal Reserve Act (1913)
- The Clayton Anti-Trust Act (1914)
- The Dyer Anti-Lynching Bill (1922)

ROLE:
You are a Progressive Era journalist assigned to inform the general public about a social issue.

AUDIENCE:
Your audience is newspaper or blog readers who need to know about child labor, working conditions, corporate monopolies, discrimination, and other social issues.

SITUATION:
The piece of legislation you are researching is the subject of public debate, and you must argue for or against it.

PRODUCT:
You must write and present an op-ed or blog post (both are opinion essays) that describes the issue, citing at least three pieces of evidence from the time period, and explain how the proposed legislation will or will not solve the problem.

STANDARDS:
- The article or post contains a claim related to a social issue from the Progressive Era that states the writer’s opinion.
- The article contains specific evidence from the Progressive Era that supports the claim.
- The article is well organized with an introduction, supporting paragraphs, and a conclusion.
- The article follows Standard English conventions for grammar, punctuation, and spelling.
- Oral presentation of the article is effective, including appropriate pacing, tone, and stage presence.
Formative Assessments (see pp. 4.22.15 to 4.22.54)

Monitoring student progress through the unit

Lesson 2: Definitions for the term Progressivism (created individually or in pairs)

Lesson 3: Exit Ticket: “What impact does an efficient government have on a community or state?”

Lesson 4: Open-response paragraph:
“Which of the two women’s suffrage groups do you most agree with and why?”

Lesson 5: Claim about the effectiveness of anti-lynching activism and list supporting evidence

Lesson 6: Group presentation on child labor inquiry questions

Lesson 7: Formal discussion on “big ideas” related to workplace reform

Lesson 8: Exit Ticket responding to the following questions:
“What was the main reason why Hobson supported prohibition?”
“What was the main reason why Bartholdt opposed prohibition?”

Lesson 9: Exit Ticket: Questions on Progressive Era legislation

Lesson 10: Notecatcher with pro and con evidence and tentative claim statement

Lesson 11: Planning a Purposeful Argument organizer and op-ed or blog post draft

Pre-Assessment (see p. 4.22.11-14)

Discovering student prior knowledge and experience

Lesson 1: Past and Present American Reform Movements graphic organizer (partner activity)
Exit Ticket: “How do people try to create change in their communities or society?”
Lesson Resources (by type, in order of appearance)

Print

Websites
LESSON 1:
Activate (game requires free Adobe Flash Player): https://www.icivics.org/games/activate
Diigo: https://www.diigo.com
Black Lives Matter: https://blacklivesmatter.com
“me too.”: https://metoomvmt.org
The Coalition to Stop Gun Violence: https://www.csgv.org
Fair Immigration Reform Movement: https://fairimmigration.org
“Infographic: Reform Movements of the Progressive era”: https://www.gilderlehrman.org/content/infographic-reform-movements-progressive-era

LESSON 2:
Diigo: https://www.diigo.com
StoryboardThat: https://www.storyboardthat.com/
MindMeister: https://www.mindmeister.com/
“NRA.org, February 19, 2018” (political cartoon): http://www.bobenglehart.com/single-post/2018/02/19/NRAorg
“Who is a Progressive?”: https://teachingamericanhistory.org/library/document/who-is-a-progressive

LESSON 3:
“Referendum and Initiative”: https://www.britannica.com/topic/referendum
“Initiative and Referendum”: https://ballotpedia.org/Initiative_and_referendum
“Two state senators recalled after stiffening Colorado’s gun control laws” (sign in with Gmail account): https://newsela.com/read/colorado-guns/id/1093/
“The Tempest At Galveston: ‘We Knew There Was A Storm Coming, But We Had No Idea’” (audio available): https://www.npr.org/2017/11/30/566950355/the-tempest-at-galveston-we-knew-there-was-a-storm-coming-but-we-had-no-idea
“Galveston’s Response to the Hurricane of 1900”: https://texasalmanac.com/topics/history/galvestons-response-hurricane-1900

LESSON 4:
“True Womanhood”: http://web3.unt.edu/cdl/course_projects/HIST2610/content/03_Unit_Three/11_lesson_eleven/06_true_womanhood.htm
“Notes on the Cult of Domesticity and True Womanhood”: cottonenglish.weebly.com/uploads/1/9/7/1/19711205/true_womanhood_handout.pdf
“We Hold These Truths... American Women’s Voices of Protest, 1848–1920”: https://www.slideshare.net/moirabaker/americawomens-social-position-woman-suffrage-sojourner-truth
“States and Territories Fully Enfranchising Women Prior to the 19th Amendment”: https://www.tolerance.org/sites/default/files/general/suffrage_map.pdf
Unit Resources, continued (by type, in order of appearance)

“The History of the 19th Amendment” (sign in with Gmail account): https://newsela.com/read/lib-history-nineteenth-amendment/id/25916

“Women who Fought for the Vote” (sign in with Gmail account): https://newsela.com/read/lib-history-women-fought-for-vote/id/25950

“Opinion: Black Women’s Untold Suffrage Stories Must Finally Be Heard” (sign in with Gmail account): https://newsela.com/read/black-women-suffrage-history/id/51349


“Votes for Women!": https://www.tolerance.org/sites/default/files/general/votes_for_women_0.pdf


LESSON 5:

“Selecting Primary Sources That Deal with Difficult Issues”: https://primarysourcenexus.org/2015/02/selecting-primary-sources-deal-difficult-issues

“What was Jim Crow”: https://www.ferris.edu/news/jmcrow/what.htm

“The Rise and Fall of Jim Crow”: https://www.youtube.com/watch?v=ChWXYeUTKg8

“Jim Crow”: https://www.khanacademy.org/humanities/us-history/the-gilded-age/south-after-civil-war/a/jim-crow

“One Hundred Years of Jim Crow”: https://abhmuseum.org/category/galleries/one-hundred-years-of-jim-crow/

“EJI—Lynching in America”: https://lynchinginamerica.eji.org/

“Racial Terror Lynchings (interactive map)”: https://lynchinginamerica.eji.org/explore


“Primary Source Spotlight: Lynching”: https://primarysourcenexus.org/2015/02/primary-source-spotlight-lynching

“Lynching”: https://www.loc.gov/item/mfd.18009

“John Carter (Lynching of)”: https://encyclopediaofarkansas.net/entries/john-carter-2289

“Lynching”: https://www.blackpast.org/?s=lynching

LESSON 6:

“A Timeline on Child Labor Rights”: https://prezi.com/jim2ixqcqq9y/chil-labor-timeline


LESSON 7:


StoryboardThat: https://www.storyboardthat.com/

“The 1911 Triangle Factory Fire”: http://trianglefire.ilr.cornell.edu/story/fire.html

“Triangle Shirtwaist Factory Fire”: https://www.youtube.com/watch?v=mjZswKnYLk


“Bread and Roses Strike 100th Anniversary”: https://www.youtube.com/watch?v=RdbP67NWlWh

Unit Resources, continued (by type, in order of appearance)

LESSON 8:
Rewordify: https://rewordify.com
StoryboardThat: https://www.storyboardthat.com/
“Infographic: Reform Movements of the Progressive Era”: https://www.gilderlehrman.org/content/infographic-reform-movements-progressive-era
“Richmond P. Hobson argues for prohibition”: https://prohibition.osu.edu/hobson
“To Prohibit Alcohol by a Constitutional Amendment Would Be Wrong”: https://tinyurl.com/Richard-Bartholdt-Prohibition

LESSON 9:
“Part 1: The 1906 Food and Drugs Act and Its Enforcement”: https://www.fda.gov/AboutFDA/History/FOrgsHistory/EvolvingPowers/ucm054819.htm
“Celebrating 100 Years of FMIA”: https://www.fsis.usda.gov/wps/wcm/connect/fsis-content/fsis-questionable-content/celebrating-100-years-of-fmia/overview/ct_index
“The Federal Reserve Act Explained”: https://www.youtube.com/watch?v=lq1N8fG5Uww
“Infographic: Reform Movements of the Progressive Era”: https://www.gilderlehrman.org/content/infographic-reform-movements-progressive-era
Unit Resources, continued (by type, in order of appearance)


“The Struggle for Federal Food and Drugs Legislation”: https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1686&context=lcp

“Celebrating 100 Years of FMIA”: https://www.fsis.usda.gov/wps/wcm/connect/fsis-content/fsis-questionable-content/celebrating-100-years-of-fmia/overview/ct_index


“What is the purpose of the Federal Reserve System?” https://www.federalreserve.gov/faqs/about_12594.htm


“Money Trust” (editorial cartoon): https://libwww.freelibrary.org/digital/item/42805


“They Say / I Say Sentence Templates” (Google document): https://tinyurl.com/pw7zuzk

LESSON 11:


MassPoliticsProfs: http://www.masspoliticsprofs.org

CommonWealth: https://commonwealthmagazine.org/category/opinion/

Smart Words: https://www.smart-words.org/linking-words/transition-words.html

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 11 (Do Now)
Activity Sheet pp. 4.23.1-2
Stopping Bullets with Locked Doors
Non-Coded Version

Lesson 11 (Hook)
Activity Sheet pp. 4.23.3-4
Stopping Bullets with Locked Doors
Color-Coded Version

Lesson 11 (Presentation)
Activity Sheet and Resource pp. 4.23.5-6
Planning a Purposeful Argument (PaPA)
Organizer Blank

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Lesson 1—DAY 1

Do Now  (time: 5 minutes)
Students will compose a response to the following prompts in a freewrite, diagram, or sketch:

If you had the power to change your school or community, or the nation as a whole, what would you change?

What social problems would you try to fix?

Hook  (time: 10 minutes)
Students will share their ideas about social change as the teacher scribes them on chart paper in the first column of a T-chart. After the students have shared, the teacher will ask if the students know of any groups or movements that are currently trying to address the issues they identified.

National examples might include:
Black Lives Matter, #MeToo, #NeverAgain, DACA/Dreamers

The teacher should write these in the second column of the T-chart, leaving blanks next to any issues that the students cannot associate with a reform effort. This T-chart will be used again later in this lesson and preserved as an anchor chart for later lessons.
Presentation (time: 15 minutes)
The teacher will explain to students that they will be studying a period in U.S. history known as the Progressive Era, when people who were dissatisfied with aspects of American society tried to effect a variety of reforms. The teacher should help the class unpack the words progress and reform, asking students to share their own definitions of the terms and look them up in the dictionary to find their origins (pro-gress = forward + walk; re-form = back + shape).
The teacher should pose these questions:
How do reformers, who want to reshape society, try to make progress, to move society forward?
What strategies do they use to create change?
Here the teacher can refer to movements that students have identified on the T-chart and share examples such as the following, noting their reliance on organizing and creating awareness:

- Black Lives Matter
  https://blacklivesmatter.com
- me too.
  https://metoomvmt.org
- The Coalition to Stop Gun Violence
  https://www.csgv.org
- Fair Immigration Reform Movement
  https://fairimmigration.org

Practice and Application (time: Day 1–25 minutes)
To connect current social initiatives to those of the Progressive Era, students will compare past and present movements using an organizer similar to the Past and Present American Reform Movements Graphic Organizer on the next page (see p. 4.22.13).
First, the teacher should project the following Gilder Lehrman Institute of American History infographic, which lists and briefly explains ten leading reform movements of the Progressive Era:

See: “Infographic: Reform Movements of the Progressive Era” (free for educators and students, requires log-in)
https://www.gilderlehrman.org/content/infographic-reform-movements-progressive-era

Instead of having partners choose the Progressive Era issues they will investigate, the teacher may assign them to ensure a distribution within the class. If the internet is unavailable or students need additional scaffolding, the teacher should print out information on current reform movements and provide it to students.
This activity can serve as a pre-assessment of students’ background knowledge, research and note-taking skills, and ability to collaborate with a partner on a task. At the end of Day 1, students will submit their graphic organizers for teacher review and feedback.
Practice and Application: Lesson 1, Day 1—Past and Present American Reform Movements Graphic Organizer

<table>
<thead>
<tr>
<th>Past and Present American Reform Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with a partner, choose <strong>two</strong> reform movements of the Progressive Era from the infographic at: <a href="http://www.gilderlehrman.org/content/infographic-reform-movements-progressive-era">www.gilderlehrman.org/content/infographic-reform-movements-progressive-era</a></td>
</tr>
<tr>
<td>List the two reform movements in the first column.</td>
</tr>
<tr>
<td>In the second column, briefly summarize the accomplishments of each movement.</td>
</tr>
<tr>
<td>Then, find two current reform movements on the internet that have similar goals and list them in the third column.</td>
</tr>
<tr>
<td>In the fourth column, briefly describe the goals and strategies of each current reform movement.</td>
</tr>
<tr>
<td>Under each row, write a sentence comparing the strategies of past and present movements.</td>
</tr>
<tr>
<td>An example is provided for you.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progressive Era Issues</th>
<th>Accomplishments</th>
<th>Current Reform Efforts</th>
<th>Goals and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Medicine</td>
<td>Publication of novel <em>The Jungle</em>, food and drug regulations, improvement of medical education</td>
<td>Anti-Smoking Campaign</td>
<td>Reduce lung cancer deaths by using warnings in media and bans on smoking in public places</td>
</tr>
</tbody>
</table>

**Comparison of strategies:** Both reform movements used publicity (novel and media) to raise awareness and laws to restrict dangerous activities.

1. 

**Comparison of strategies:**

2. 

**Comparison of strategies:**
Lesson 1–DAY 2

Do Now (time: 10 minutes)
Students will review their graphic organizers and make any needed revisions in response to teacher feedback. Students should share their findings while the teacher updates the T-chart with the new information they have uncovered.

Practice and Application (time: Continued, Day 2—30 minutes)
The investigation of current reform movements should then be extended, with partners delving more deeply into one of the current reform movements (through further internet research) and creating a poster that illustrates its goals and methods. (To scaffold the creation of the posters, the teacher can instruct students to answer the who, what, where, when, why, and how questions.) Students will share their completed posters with the class.

Review and Assessment (time: 15 minutes)
The teacher will lead a review of the terms progress and reform as well as their comparisons of current and Progressive Era reform movements. Then, each student will write an Exit Ticket responding to the following prompt:

- How do people try to create change in their communities or society?
- What methods do they use?
- Do you think that your community or American society in general has made progress in fixing social problems? Why or why not?

This task can serve as a pre-assessment of students’ writing and reasoning skills.

Notes:
Lesson 2

Defining Progressivism

Goal
Students will read primary sources in order to identify the goals of the Progressive movement and create their own definition of progressivism.

Do Now (time: 5 minutes)
Students will freewrite in response to the prompts:

What is progress?
How do people or groups try to create progress in our society?

The teacher will lead a discussion with students about their definitions of progress.

Hook (time: 10 minutes)
To activate background knowledge, the teacher will refer to some of the social movements that were discussed the previous day and ask students to recall specific examples of progress or change advocated by the groups they researched. The teacher will ask students to think of specific groups and the issues they are working to change. The teacher can show a political cartoon such as the example below by Bob Englehart on student protests (or something similar) to generate discussion, helping students “read” the cartoon. The teacher will record student responses on the board.

See: “NRA.org, February 19, 2018” (political cartoon)
http://www.bobenglehart.com/single-post/2018/02/19/NRAorg

Presentation (time: 5 minutes)
The teacher will explain that the previous day, the class learned about how people who are dissatisfied with society choose to try to create social change. The teacher should explain that today, the class will learn about a specific group of social reformers called Progressives. The teacher can ask the students if anyone has ever heard of Progressivism or the Progressive movement. The teacher can use “The Origins of Progressivism” in the American History textbook (p. 586) and Guided Reading Workbook (p. 203) to help provide context depending on student background knowledge. The teacher should also highlight and help students understand the Essential Questions of the unit:

Access for All Options

Multiple Means of Engagement:
- Break discussion time into shorter segments and encourage peer-to-peer responses or pause-and-response strategies.
- Try to connect discussion with relevant and authentic topics of interest to students.
- Allow students to use Diigo to annotate and highlight online sources.
See: www.diigo.com

Multiple Means of Representation:
- Vary display of content media (diagrams, pictures, photos, graphic organizers, real objects, etc.).
- Build background knowledge through real-world examples.
- Utilize inquiry strategies from Making History: A Guided Exploration of Historical Inquiry.

Multiple Means of Action and Expression:
- Let students collaborate (in pairs or small groups) to show (in diagram, argument, or template format) what progress might look like in the DYS school system.
- Allow alternatives for sharing information, (e.g., posters, storyboards, comic strips).
See online platforms such as StoryboardThat and MindMeister.
See: www.storyboardthat.com
www.mindmeister.com
What factors led to progressive reform in the early 20th century? What were the successes and failures of the reform movement? How did marginalized groups resist discrimination?

The teacher should highlight the terms marginalized and discrimination and help students unpack their meanings. These questions should be posted in the room and referred to regularly during subsequent lessons.

**Practice and Application** (time: 20 minutes)

Students will be divided into three groups, each assigned to read a different primary source document and complete a Progressives Graphic Organizer like the one below (10 minutes). As an alternative to filling out the organizer, students could use three different color highlighters to highlight material in the primary source text related to each of the graphic organizer headings.

**GROUP 1:**
Theodore Roosevelt, April 1912, “Who is a Progressive?” (suggested excerpt: paragraphs 9-10 and last paragraph)
See: http://teachingamericanhistory.org/library/document/who-is-a-progressive

**GROUP 2:**
See: https://www.loc.gov/resource/rbpe.13200700/?sp=1

**GROUP 3:**
Woodrow Wilson, “What is Progress?” The New Freedom, Chapter 2, 1913 (suggested excerpt: paragraphs 1-5)
See: http://teachingamericanhistory.org/library/document/what-is-progress

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read primary source documents and retrieve specific information.

**Writing:**
- Students will write and revise the definitions of abstract terms.

**Speaking and Listening:**
- Students will give informal group presentations and learn from each other’s research.

**Language:**
- Students will develop a consensus definition of progressivism.

**Practice and Application:** Lesson 2—Progressives Graphic Organizer

<table>
<thead>
<tr>
<th>Who were the Progressives?</th>
<th>What social problems did the Progressives identify?</th>
<th>What reforms did the Progressives propose to solve these problems?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The class will come back together, and the groups will share what they have recorded on their graphic organizers. The teacher will use the ELMO or the projector to scribe on one organizer so that it is visible to all students. Students will also take notes on their own organizers.

**Review and Assessment** (time: 15 minutes)

After reviewing each group’s contributions to the organizer, the teacher will ask students, either individually, in pairs, or in their previous groups, to create their own definitions for the term progressivism. Each student will share her or his definition of progressivism with the class, and the class will try to come to a consensus and draft a single definition. The teacher will then provide the class with the textbook definition for progressivism. The class will discuss the similarities and differences between the two definitions.

**Extension** (optional)

Students can discuss which Progressive Era issues are still present in society today.

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**Lesson 3**

**Reforming Government**

**Goal**

Students will reflect on how Progressive Era changes in federal and local government allowed for citizens to be more involved in the political process.

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**Lesson 3—DAY 1**

**Do Now** (time: 5 minutes)

Students will compose a response to the following prompt in a freewrite, diagram, or sketch:

*How do you define the term efficient? Why is efficiency important?*

**Hook** (time: 10 minutes)

Students will turn and talk with partners to discuss their answers to the prompt. After two or three minutes, partners will share their definitions of efficient while the teacher scribes the answers in the first column of a chart paper divided into three columns. In the second column, the teacher will scribe the answers provided for the second question, “Why is efficiency important?” Once groups have shared their answers, the teacher will ask what the students think efficiency looks like in school, in the workplace, or in the community. The teacher will scribe these answers in the third column.
Promotion (time: 10 minutes)

The teacher will provide students with the dictionary definition of efficient and a variety of synonyms, referencing the student answers provided at the start of the lesson. The teacher will explain that there were many different types of reform movements going on during the Progressive Era (health and safety, social reform, and government reform). The teacher will explain that the focus of this lesson will be how governments at both the state and federal levels were reformed to make government more efficient. The teacher will review the key concepts and ideas discussed at the start of the unit, referencing the T-chart(s) of student answers discussing why people wanted to change various aspects of society during the Progressive Era. The teacher may wish to refer to the American History textbook, pp. 573-576, and/or make or use slides such as “The Progressive Era.”


Practice and Application (time: Day 1—30 minutes)

To understand how cities and states led the way in the expansion of democracy, students will work with partners or small groups to research one of the topics in the Research Activity chart below. Students will be given similar handouts with specific questions and space for answers to be recorded. A list of suggested resources for this activity follows on the next page (see p. 4.29.19). At the end of Day 1, students will submit their work products for teacher review and feedback.

Practice and Application: Lesson 3—Research Activity

<table>
<thead>
<tr>
<th>Research Topics</th>
<th>Research Questions</th>
<th>Student Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin Governor Robert La Follette</td>
<td>Who was Robert La Follette? In what ways did he make government more efficient?</td>
<td></td>
</tr>
<tr>
<td>Initiative, Referendum, and Recall</td>
<td>What is the difference between an initiative, a referendum, and a recall? Provide an example of each. How does each of these help to make government more efficient?</td>
<td></td>
</tr>
<tr>
<td>Galveston Hurricane, 1900</td>
<td>How did the hurricane that devastated Galveston, Texas, impact the organization of the city government to promote efficiency?</td>
<td></td>
</tr>
</tbody>
</table>

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will read secondary source documents and retrieve specific information.

Writing:
- Students will use low-stakes writing strategies (freewriting and Exit Tickets) to explore and develop ideas.
Lesson 3–DAY 2

Do Now (time: 10 minutes)
The teacher will return students' work from the previous day. After reviewing the feedback, students will share their answers to their assigned topics. The teacher will prompt them to discuss how their findings relate to the idea of efficient government.

Practice and Application (time: Continued, Day 2—30 minutes)
Students will research other efforts to make local and state governments more efficient and transparent, including current state initiatives or situations in which voters have attempted to recall elected officials. Suggested internet search terms include the following (note that “Massachusetts” has been added to ensure local results—other states or cities may be substituted according to students' interests):

- Criminal justice reform Massachusetts
- Education reform Massachusetts
- Machine politics Massachusetts
- Recall efforts Massachusetts

Working in pairs or independently, students should read one or more articles about a government reform effort, take notes, and then briefly summarize the effort, the issues addressed, and the outcome. In the last five minutes, students will report out their findings to the class.

Review and Assessment (time: 15 minutes)
Once all students have reported out, the teacher will refer to the writing prompt answers that were given at the start of the lesson on Day 1. Students will re-examine their answers and answer the following prompt as an Exit Ticket:

What impact does an efficient government have on a community or state?
Lesson 4  (2 days)

Women’s Suffrage

Goal
Students will reflect on the evolution of the campaign for women’s suffrage from the mid-19th century to the early 20th century and explain the role of the federal government in guaranteeing the right to vote for women.

Lesson 4–DAY 1

Do Now (time: 5 minutes)
At the start of class, the teacher will give each student a piece of paper that is divided into two columns with the term “True Womanhood” at the top. In the first column, students will define “true womanhood” in present-day terms. In the second column, students will define the term using 1845 as their reference.

Hook (time: 10 minutes)
Once they have completed their definitions, students will turn and talk with partners, comparing the answers that are in each column. After a minute, the teacher will scribe student answers on the board or chart paper and discuss the differences in their answers and why the year of reference is important.

Presentation (time: 20 minutes)
The teacher will present a slideshow on women’s suffrage, including the concept of “True Womanhood,” the social expectations of women at the start of the women’s movement, the goals of the women’s movement, and why women were denied the right to vote in the U.S. The presentation should also include a timeline of the women’s movement from 1760 to 1920, key figures and organizations involved in the movement, and the passage of the 19th Amendment.

During the presentation, students will record key information and ideas on a notecatcher provided by the teacher. Possible sources for the teacher’s slideshow include the following:

- “True Womanhood”
  http://web3.unt.edu/cdl/course_projects/HIST2610/content/03_Unit_Three/11_lesson_eleven/06_true_womanhood.htm
- “Notes on the Cult of Domesticity and True Womanhood”
  cottonenglish.weebly.com/uploads/1/9/7/1/19711205/true_womanhood_handout.pdf

“States and Territories Fully Enfranchising Women Prior to the 19th Amendment” https://www.tolerance.org/sites/default/files/general/suffrage_map.pdf


“Women who Fought for the Vote” | https://newsela.com/read/lib-history-women-fought-for-vote/id/25950/

“Opinion: Black women’s untold suffrage stories must finally be heard” https://newsela.com/read/black-women-suffrage-history/id/51349

**Practice and Application** (time: Day 1—20 minutes)

Students will be divided into two groups, and each student will be assigned one of the two groups that fought for the right to vote:

- Group 1: National American Women's Suffrage Association (NAWSA)
- Group 2: National Woman’s Party (NWP)

Students will be given packets that include background information and primary sources for their assigned groups. Students will read through the packets and record their answers in a Women’s Rights Groups Graphic Organizer similar to the one below. Suggested resources for this activity follow on the next page (see p. 4.22.22).

At the end of Day 1, students will submit their partially completed graphic organizers for teacher review.

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read primary and secondary source documents and retrieve specific information.

**Writing:**
- Students will compose informal arguments, citing specific evidence to answer an open-response question.

**Speaking and Listening:**
- Students will attend to a slideshow presentation and record key details.

**Practice and Application:** Lesson 4—Women’s Rights Groups Graphic Organizer

<table>
<thead>
<tr>
<th>Name of Organization</th>
<th>Key Figures</th>
<th>Goals and Practices of the Organization</th>
<th>Main Ideas Conveyed in the Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Suggested resources for the Women's Rights Groups activity:

**National American Women's Suffrage Association (NAWSA):**
- “Women in the Home”
  [https://www.tolerance.org/sites/default/files/general/women_in_the_home.pdf](https://www.tolerance.org/sites/default/files/general/women_in_the_home.pdf)
- “Votes for Women!”
  [https://www.tolerance.org/sites/default/files/general/votes_for_women_0.pdf](https://www.tolerance.org/sites/default/files/general/votes_for_women_0.pdf)
- “National American Woman Suffrage Association”
- “Suffragists Unite: National American Woman Suffrage Association”
  [http://www.crusadeforthevote.org/nawsa-united](http://www.crusadeforthevote.org/nawsa-united)

**National Woman's Party (NWP):**
- *National Woman's Party, “Our Story”*
- “National Woman's Party”
  [https://www.britannica.com/topic/National-Womans-Party](https://www.britannica.com/topic/National-Womans-Party)
- “Historical Overview of the National Woman's Party”
- “Women of Protest: Photographs from the Records of the National Woman's Party”
  [https://www.loc.gov/collections/women-of-protest/about-this-collection/](https://www.loc.gov/collections/women-of-protest/about-this-collection/)

**Lesson 4–DAY 2**

**Do Now** (time: 5 minutes)
Students will review their Women's Rights Groups Graphic Organizers (see p. 4.22.21) and any teacher comments to determine what work remains to be completed.

**Practice and Application** (time: Continued, Day 2—30 minutes)
Students will complete their graphic organizers, reviewing and taking notes on all of the sources provided. Then, the class will come together, and students will share their findings. The teacher will record student answers on a projected copy of the graphic organizer. As a class, students will compare and contrast the goals and practices of the two organizations. Students will take notes on their own graphic organizers on the information that is provided.

**Review and Assessment** (time: 20 minutes)
After class responses have been discussed, the teacher will ask:

> Which of the two women's suffrage groups do you most agree with and why?

Students will compose open-response paragraphs on this question, using the information provided and citing specific evidence that supports their position. The teacher will then encourage students to share their answers and the positions they have taken.
Lesson 5  (2 days)

African American Human Rights

Goal
Students will analyze the impact of activism on the rate of lynching during the Progressive Era.

Note: The teacher should inform the facility clinician that this lesson uses materials that include images of lynching. This article may be helpful for teachers to read beforehand:
See: “Selecting Primary Sources That Deal with Difficult Issues”
https://primarysourcenexus.org/2015/02/selecting-primary-sources-deal-difficult-issues/

Lesson 5–DAY 1

Do Now (time: 5 minutes)
Students will review previous lessons and brainstorm a list of strategies used by specific groups in the Progressive Era to create change. The teacher will scribe their responses on chart paper or the board.

Hook (time: 10 minutes)
The teacher will ask students if any of them have heard of Jim Crow or Jim Crow laws. Students should be encouraged to share their background knowledge about the topic. Depending on students’ familiarity with Jim Crow laws, the following resources can be used to provide students with background on or a review of Jim Crow:

- “What was Jim Crow”
  https://www.ferris.edu/news/jimcrow/what.htm
- “The Rise and Fall of Jim Crow”
  https://www.youtube.com/watch?v=ChWXyeUTKg8
- “Jim Crow”
  https://www.khanacademy.org/humanities/us-history/the-gilded-age/south-after-civil-war/a/jim-crow
- “One Hundred Years of Jim Crow”
  https://abhmuseum.org/category/galleries/one-hundred-years-of-jim-crow/

Multiple Means of Engagement:
- Select reading materials that have personal meaning or value for students.
- Give students options/choice on which portions of the topic they wish to discuss.
- Offer models and strategies for coping with frustration, anxiety, and interpersonal tension.
- Provide time/space to conference with students to facilitate self-regulation.
- Break discussion into shorter segments to allow for peer-to-peer discussion.

Multiple Means of Representation:
- Offer real-world examples/cases using multimedia (text, video, etc.).
- Use story webs or story boards as options to present case scenarios.
- Make glossaries and dual-language dictionaries available.
- Highlight big ideas, critical patterns, and relationships to the present.
- Clarify abstract language with real-world examples.

Multiple Means of Action and Expression:
- Give students a chance to practice with scaffolds and support.
- Make self-reflection templates available/accessible.
- Provide models or examples of products for presentations.
- Offer self-monitoring guides for data collection and analysis.
- Provide alternatives that also include assistive technologies.
- Provide multiple tools for composition and writing.
Presentation (time: 20 minutes)

The teacher will explain that during the Jim Crow era, lynching was used as a way for whites to exercise power over Blacks. The teacher will further explain that in this lesson, students will examine data related to the number of lynchings and also study strategies that activists used to fight against lynchings. Students will look at timeline data in order to make inferences as to whether or not specific activists had an impact on the rate of lynchings.

The Equal Justice Initiative website can be used to provide background information on lynching:

See: “EJI—Lynching in America”
https://lynchinginamerica.eji.org/

Note: This site includes disturbing images; teachers should prepare students in advance and be sensitive to their responses.

Students should explore the interactive map at the EJI website on their Chromebooks, or the teacher can project it for the class. (Note that the white dots on the map are links to short videos on particular lynchings.)

See: “Racial Terror Lynchings (interactive map)” | https://lynchinginamerica.eji.org/explore

The teacher will ask students to make observations about what they notice, trends they see, and questions they have about the data. The teacher should ask questions to generate discussion:

What areas of the country had the most lynchings? The fewest?
What do the individual stories reveal about the practice of lynching?

Practice and Application (time: Day 1—20 minutes)

The teacher will explain that students will be exploring a variety of primary source documents with the goal of understanding how different groups were involved in lynching or trying to stop it during the late 19th and early 20th centuries. Students should be instructed to explore the primary source documents, which can either be printed, projected, or accessed on Chromebooks at students' own pace.

The teacher can select resources from the suggestions below based on students' familiarity with the topic and reading level.

▷ “Ida B. Wells and Anti-Lynching Activism”

• Lynching announcements from New Orleans States and Jackson Daily News reproduced in The Crisis, August 1919

• A political cartoon by Thomas Nast titled “The Union as it Was,” published in Harper’s Weekly, October 24, 1874

• A letter from A. M. Middlebrook to Albion Tourgée about a lynching to be held in Pine Bluff, Arkansas, September 28, 1894
“Primary Source Spotlight: Lynching”
https://primarysourcenexus.org/2015/02/primary-source-spotlight-lynching/
- A terrible blot on American Civilization, 1922 broadside
- Lynchings historical newspaper coverage, 1836-1922

“Lynching” | https://www.loc.gov/item/mfd.18009/
- Newspaper articles on lynching

“John Carter (Lynching of)” | https://encyclopediaofarkansas.net/entries/john-carter-2289/
- Carter lynching headlines

“Lynching” | https://www.blackpast.org/?s=lynching
- The Omaha Courthouse lynching of 1919
- Marion, Indiana lynching (1920)
- The Moore’s Ford lynching

Students should be instructed to look through the documents and identify resources that explain or show how the government, police, and individuals in society (black and white) were connected to the practice of lynching.

As an Exit Ticket for Day 1, students will record on a Lynching Sources Graphic Organizer like the one below the roles of different groups of people (government, police, black people, white people) in lynching, words and images used to describe lynching, and strategies used to combat lynching.

**Practice and Application:** Lesson 5—Lynching Sources Graphic Organizer

<table>
<thead>
<tr>
<th>What document? What was its date?</th>
<th>How was lynching described or presented in the document?</th>
<th>What role did the person or group depicted play in lynching?</th>
</tr>
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Lesson 5—DAY 2

Do Now (time: 5 minutes)
The teacher will ask students to share one document they feel is most important or that stood out to them from the graphic organizer they completed at the end of Day 1.

The teacher will explain that on Day 1, students looked at the roles of different individuals and groups in lynching and that today, they will be looking at the specific strategies that activists used to combat lynching. The teacher will explain that students will be able to revisit the interactive site from the beginning of yesterday's lesson in order to make inferences about activism and its impact on the rate of lynchings.

Practice and Application (time: Continued, Day 2—35 minutes)
The teacher will instruct students to select 1-3 documents from their graphic organizers, depending on class size, ability, and time. For each document, the student will summarize, on an index card, the connection to lynching and explain why she or he feels this image is important. Students will place their documents on the classroom wall in chronological order to create a timeline. Different color index cards can be used to differentiate between the different types of documents (mob violence, activism or anti-lynching efforts, government action or inaction, etc.).

The teacher will project, or students can view on their Chromebooks, the Monroe Work Today site.

See: “Meet Eight Heroes”
http://www.monroeworktoday.org/heroes.html

Students can choose to explore the different activists and their activities on their own, or the teacher can structure the activity by selecting individual students to read some of the bios aloud. The teacher should ask:

Are there any that are present on the class timeline?
Are there any that are missing?

The teacher will project the timeline of activism at the bottom of the page. The class will discuss the events on the timeline and the periods of activist work and make inferences about the impact of activists and the government on the rate of lynchings during the time period. The teacher will ask the following questions to support the discussion:

Based on the data in the graph, what impact do you think activism had on the rate of lynchings?
Do you think some activists or strategies were more effective than others? What evidence do you have to support this?
Which do you think had a greater impact, government actions or individual actions?
What evidence supports your conclusion?
Did the activists meet their goals? What data supports this conclusion?

Review and Assessment (time: 15 minutes)
Students will write claims stating what they think the impact of activism was on the rate of lynching during this time span. Students should list data from the class discussion, the activism timeline, and the biographies to support their claims.

Extension (optional)
Students could add more events to the class timeline on lynching and create a wall label (such as those used in museums) to describe what the timeline shows.
Lesson 6
Child Labor Reform

Goal
Students will develop a fundamental knowledge of child labor practices in U.S. history, particularly as they intersected both the Industrial Revolution and the Progressive Era. Students will explain the safety issues American children faced while working in factories across the country and connect the issue of child workers to the broader issues of the American labor movement and the reforms of the Progressive Era.

Do Now (time: 5 minutes)
The teacher will lead a “What do you know?” oral brainstorm based on the questions:

What are the current laws about child labor?
Why do you think these laws were adopted?

The teacher will scribe the students’ responses on chart paper.

Hook (time: 5 minutes)
The teacher will explain to students that until the Progressive Era reforms, children as young as five years old worked 12-hour days in factories and mines. The teacher should show a picture of a child laborer (e.g., a 14-year old boy working on bed springs in Boston, in American History, p. 517). Students will do a quick write based on the question:

What impact would going to work have on a child?

Presentation (time: 20 minutes)
The teacher will present a slideshow depicting child laborers, including both boys and girls, with a range of nationalities and occupations. The presentation should include audio from interviews of former child laborers. The presentation should also show the role that child labor played in mill towns such as Lowell, Lawrence, Fall River, or other Massachusetts towns, emphasizing the central role of Massachusetts in the child labor issue. The presentation should conclude with attempts at reform and new laws aimed at curbing the practice of child labor.

During the slideshow, students will use a note-taking template like the Child Labor Note-Taking Template on the next page (see p. 4.22.28), on which they will record and identify three persons from the slideshow and three facts that they learned and then generate three questions about child labor.

Suggested resources for the slideshow are listed on p. 4.22.29.
### Child Labor Notes

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong> List and identify three major people depicted in the slideshow.</td>
<td>A.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td></td>
</tr>
<tr>
<td><strong>2.</strong> State three facts that you learned from the slideshow.</td>
<td>A.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td></td>
</tr>
<tr>
<td><strong>3.</strong> Generate three questions about child labor based on the slideshow.</td>
<td>A.</td>
<td></td>
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<tr>
<td></td>
<td>B.</td>
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<td>C.</td>
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</table>
Suggested resources for the slideshow:

- *American History* textbook,
  pp. 516-17, 521; pp. 568-69, 574, 577-78
- “A Timeline on Child Labor Rights”
  https://prezi.com/jim2ixqcqq9y/child-labor-timeline/
- “The Girl Who Spoke Out for Workers’ Rights”
- “Timeline of young people’s rights in the United States”
  https://en.wikipedia.org/wiki/Timeline_of_young_people%39_rights_in_the_United_States
- “U.S. Child Labor 1908–1920”
  https://youtu.be/K7MLmEeTzuw
  (US Child Labor 1908-1920)
- “Child Labor Laws in the United States”
  https://youtu.be/19DS784PW9Q

**Practice and Application** (time: 15 minutes)
The teacher will pair or group students and task them with answering the following questions:

What factors do you think led to the movement to abolish child labor?
Why did the federal government hesitate to regulate the hiring practices of factories?
How does the movement to end child labor fit the definition of “progressive”?
Were you surprised to learn about the extent of child labor in American history? Why or why not?
What effect did the media of the day (newspapers, photography, journalism) have on the issue?

Students will arrive at answers by sharing information gleaned from the note-taking templates they used during the presentation. They can organize their findings by composing a group PowerPoint or by using Google Slides on a Chromebook. A poster (created on large easel paper) is an option as well.

**Review and Assessment** (time: 10 minutes)
Each group will share its conclusions. To ensure participation by all students in the presentation, groups may delegate each question to an individual student. Suggested criteria for assessment include quality of quick write, depth of note-taking, participation in group activity, and accuracy and effectiveness of presentation.

**Extension** (optional)
Students can expand upon this topic for a larger research project. Each student can produce an essay/position paper, visual project, and oral presentation. This project could address the continued existence of child labor in the world today.
Lesson 7 (2 days)

Workplace Reform

Goal
Students will examine factory working conditions, their consequences for workers’ health and safety, and workers’ response. Students will understand that sometimes reforms are initiated only after people are affected by tragic or disruptive events.

Note: The teacher should inform the facility clinician that this lesson shows images of girls and women who lost their lives in a factory fire.

Lesson 7–DAY 1

Do Now (time: 5 minutes)
Students will review and build on prior lessons by composing a quick write listing three working conditions associated with factory labor in the late 1880s to early 1900s.

Hook (time: 5 minutes)
The teacher will project images of the aftermath of the Triangle Shirtwaist Fire without initially identifying the circumstances of the event (and without yet showing images of girls’ and women’s deaths). Students will exchange ideas to speculate about what might have happened and make connections between the Do Now review and what they see on the screen. The teacher will then show images of the girls’ and women’s bodies for further discussion about what happened, focusing on cause and effect.

A suggested source is:

Note: The teacher should provide an advisory to students of what will be shown and allow them the chance to opt out of viewing the images.

Presentation (time: 25 minutes)
The teacher will introduce the broad outlines of the Triangle Shirtwaist Fire, explaining what a “shirtwaist” is and its popularity and high-volume production in the era. Students will answer the Triangle Shirtwaist Fire Video Questions that follow (see p. 4.22.31) as they watch a 16-minute summary excerpted from PBS’ New York: A Documentary Film.


The teacher should review answers with students. After viewing, the teacher should also present students with the reforms to factory working conditions that were instituted as a result of this event: laws for automatic sprinklers, stronger...
fire escapes, fire drills, marked fire exit doors, and compensation for workplace victims.

See: “After the Triangle Fire: State and National Workplace Safety Reforms”
http://politicalcorrection.org/factcheck/201103250003 (PDF)

### Presentation: Lesson 7—Triangle Shirtwaist Fire Video Questions

<table>
<thead>
<tr>
<th>Triangle Shirtwaist Fire Video Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please jot down brief answers to these questions as you watch the video. We will review them afterward.</td>
</tr>
</tbody>
</table>

1. How did the fire at the Triangle Shirtwaist Factory start?  

2. Why couldn't the women escape through the factory doors?  

3. Why couldn't they use the fire engine ladder?  

4. How many people died as a result of the fire?  

5. What happened to the owners of the factory when they went on trial after the tragedy?  
Practice and Application (time: Day 1—20 minutes)

To make connections to the young women who were affected by poor working conditions, students will pair off to write a dialogue between a shirtwaist factory owner and a worker that could have happened after the March 1911 fire. The teacher will instruct students to think about how shirtwaist workers might react upon hearing about the fire as well as how company owners might feel about having to make changes in their factories.

The teacher should check in with all groups to ensure understanding of what a dialogue is and be prepared with a written example, as well as with possible dialogue starters as examples. The teacher should present these scaffolds before breaking the students into pairs if students are unfamiliar with writing dialogue.

At the end of Day 1, students will submit their dialogues for teacher review and feedback.

Lesson 7—DAY 2

Do Now (time: 10 minutes)

After reviewing teacher feedback, student pairs will share their dialogues with the class or provide an oral explanation of how the Triangle Shirtwaist Fire resulted in changes in working conditions. The teacher should ensure that students consider the point that reforms came as a result of citizens’ being emotionally affected by this tragedy and understanding the need for change in factory practices.

Practice and Application (time: Continued, Day 2—30 minutes)

To understand how people can be affected by their working conditions and what can be done to effect change, students will study the 1912 Lawrence “Bread and Roses” strike. The teacher will show a video history of the strike and its aftermath, such as “Bread and Roses Strike 100th Anniversary,” posted by the Massachusetts AFL-CIO, or have students read a related article, such as “Bread and Roses Strike Begins.”

See: “Bread and Roses Strike 100th Anniversary”

https://www.youtube.com/watch?v=RdbP67NWnLg

“Bread and Roses Strike Begins”


In either case, students should take notes or highlight information addressing the following questions:

Who were the workers in the Lawrence textile mills? How did the owners take advantage of them?

What political events and working conditions led to the strike? What were the workers’ demands?

What tactics did the strikers use to maintain their movement? What assistance did they receive?

How did the owners and the state government respond to the strike?

What was the outcome of the strike? What lessons can you draw from it?

The teacher will lead a review of the video or article, checking students’ notes for accuracy and completeness.
Review and Assessment (time: 15 minutes)

Students will assemble all of their work from both days of the lesson, and the teacher will conduct a formal discussion on workplace reform, addressing “big ideas” such as why factory working conditions were so difficult and dangerous, how workers advocated for themselves, and what role public opinion played in effecting reform. Each student should be asked to present at least one perspective on the issues, citing valid evidence from the Triangle Shirtwaist Fire and/or “Bread and Roses” strike episodes.

Extension (optional)

Students can receive online OSHA certification through DYS (see facility Teaching Coordinator for website and procedure to register). Through research and discussion, students can address the question, “What is the significance of OSHA and this certification?” and connect the need for OSHA regulations to the Triangle Shirtwaist Fire tragedy and the “Bread and Roses” strike.

Lesson 8

Majority and Minority Rights

“...the majority must refrain from imposing its almighty will on the minority...”

— Republican Congressman Richard Bartholdt in a 1909 speech to the German-American Teachers Association

Goal

Students will analyze primary sources from the Progressive Era debate over Prohibition in order to explore the desire of some White Anglo-Saxon Protestant progressive reformers to control the behavior of certain ethnic minority groups, and, more broadly, to discuss the frequent tension within democracies between majority will and individual rights.

Do Now (time: 10 minutes)

Before the start of class, the teacher should post four signs around the classroom that read “Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree.” At the start of class, the teacher should write or project on the front board the following statement:

In a group of people, what the majority wants is more important than individual rights.

The teacher should read the statement aloud to the students, asking for two or three volunteers to explain, in their own words, what the statement means. Once the teacher is satisfied that the students understand the statement’s message, she or he should ask them to get up and stand under the signs posted in the room that best express their responses to the statement. When all of the students have chosen a sign to stand under, the teacher should ask them to discuss their choices within their groups. If the number of students in the class is small, the teacher should consider reducing the sign options to Agree and Disagree.

Access for All Options

Multiple Means of Engagement:

- Vary when students work individually and in groups.
- Adjust the level of challenge for responses according to need.

Multiple Means of Representation:

- Ask students to role-play to build comprehension of others’ understanding of a discussion.
- Offer scaffolds (e.g., sentence starters) for those who need them to compose paraphrases.
- Use Rewordify to simplify texts. See: rewordify.com

Multiple Means of Action and Expression:

- Allow wait time for student responses in discussions.
- Provide alternatives for composing summaries (e.g., speech-to-text, diagramming, StoryboardThat). See: www.storyboardthat.com
Hook (time: 5 minutes)
Each group of students will report out their reasons for choosing the sign they are under, while the teacher (or a student volunteer) scribes their answers on the board or chart paper. Once all groups have reported out, the teacher will ask them to identify specific contemporary issues (e.g., laws mandating vaccinations, laws prohibiting physician-assisted suicide, laws requiring seat belt use, laws regulating marijuana, automobile speed limits, and environmental regulations) that illustrate the will of the majority triumphing over the rights of individuals.

Presentation (time: 5 minutes)
The teacher will explain to students that the purpose of today’s class is to understand that what some White Anglo-Saxon Protestant progressive reformers thought was a social “problem” (i.e., the manufacture, sale, and consumption of alcohol) for society to fix through government action, recently arrived European immigrants thought was not a problem at all but an acceptable cultural practice and behavior. The teacher should unpack the term “White Anglo-Saxon Protestant” and explain the differences between this social identity and that of the majority of European immigrants coming to America in the early 20th century.

Using the Gilder Lehrman Institute of American History infographic from Lesson 1, the teacher should remind and review with the students that progressivism was a collection of reform movements committed to fixing the political, economic, and social problems that had arisen as a result of late 19th century industrialization and urbanization.

See: “Infographic: Reform Movements of the Progressive Era” (free for educators and students, requires log-in)
https://www.gilderlehrman.org/content/infographic-reform-movements-progressive-era

The teacher should point out that one of the most controversial progressive reform movements was Temperance/Prohibition (#8 on the infographic), which, according to the graphic, “blamed poverty, violence, and other social problems on alcohol” and won ratification of the 18th Amendment in 1919, which prohibited the making, selling, and consuming of alcohol. The teacher should inform the students that, in today’s class, they will be investigating arguments made for and against restricting alcohol in order to understand the deeper motivations of Progressive reformers.

Practice and Application (time: 20 minutes)
One of the best ways for students to show comprehension of arguments made in primary sources and other texts is to ask them to paraphrase the passage(s). Therefore, depending on the number of students in the class, the teacher should divide the students into at least two groups and give each one the task of paraphrasing one side’s arguments.

Note: To simplify the language of the texts, students may paste the passages or the URL into Rewordify.
See: https://rewordify.com

Each group of students should be given a copy of an Argument Paraphrasing Chart to complete collectively. Two charts follow, with arguments for and against prohibition (see pp. 4.22.35-38):

Chart 1: U.S. Representative Richard Hobson (for)
Chart 2: U.S. Representative Richard Bartholdt (against)
Hobson's Argument (Chart 1) contains arguments made in favor of prohibition by U.S. Representative Richard Hobson (D-Alabama), available in full text in “Richmond P. Hobson argues for prohibition”:

See: https://prohibition.osu.edu/hobson

<table>
<thead>
<tr>
<th>Hobson’s Argument</th>
<th>In your words...</th>
</tr>
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<tbody>
<tr>
<td>“The poisoning attack of alcohol is specially severe in … the top part of the brain—where resides the center of inhibition, or of will power, causing partial paralysis, which liberates lower activities otherwise held in control, causing a man to be more of a brute, ...”</td>
<td></td>
</tr>
<tr>
<td>“When the drinking begins young the power of the habit becomes overwhelming, and the victim might as well have shackles. It is estimated that there are 5,000,000 heavy drinkers and drunkards in America, and these men might as well have a ball and chain on their ankles, for they are more abject slaves than those black men who were driven by slave drivers.”</td>
<td></td>
</tr>
<tr>
<td>“These victims are driven imperatively to procure their liquor, no matter at what cost. A few thousand brewers and distillers, making up the organizations composing the great Liquor Trust, have a monopoly of the supply, and they therefore own these 5,000,000 slaves and through them they are able to collect two and one-half billions of dollars cash from the American people every year.”</td>
<td></td>
</tr>
<tr>
<td>“All life in the universe is founded upon the principle of evolution. Alcohol directly reverses that principle. Man has risen from the savage up through successive steps to the level of the semisavage, the semicivilized, and the highly civilized.”</td>
<td></td>
</tr>
<tr>
<td>Hobson’s Argument</td>
<td>In your words...</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>“Liquor promptly degenerates the red man, throws him back into savagery. It will promptly put a tribe on the war path.”</td>
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<tr>
<td>“Liquor will actually make a brute out of a negro, causing him to commit unnatural crimes.”</td>
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</tr>
<tr>
<td>“The effect is the same on the white man, though the white man being further evolved it takes longer time to reduce him to the same level. Starting young, however, it does not take a very long time to speedily cause a man in the forefront of civilization to pass through the successive stages and become semicivilized, semisavage, savage, and, at last, below the brute.”</td>
<td></td>
</tr>
<tr>
<td>“… it lowers in a fearful way the standard of efficiency of the Nation, reducing enormously the national wealth, entailing startling burdens of taxation, encumbering the public with the care of crime, pauperism, and insanity; that it corrupts politics and public servants, corrupts the Government, corrupts the public morals, lowers terrifically the average standard of character of the citizenship, and undermines the liberties and institutions of the Nation; that it undermines and blights the home and the family, checks education, attacks the young when they are entitled to protection, undermines the public health, slaughtering, killing, and wounding our citizens many fold times more than war, pestilence, and famine combined; …”</td>
<td></td>
</tr>
</tbody>
</table>
Bartholdt’s Argument (Chart 2) contains an argument in opposition to prohibition made by U.S. Representative Richard Bartholdt (R-Missouri), the full text of which is available in “To Prohibit Alcohol by a Constitutional Amendment Would Be Wrong”:

See: [https://tinyurl.com/Richard-Bartholdt-Prohibition](https://tinyurl.com/Richard-Bartholdt-Prohibition)

<table>
<thead>
<tr>
<th><strong>Bartholdt’s Argument</strong></th>
<th><strong>In your words...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“Prohibition is a death blow to the liberty of the individual because it prohibits what is not wrong in itself ...The exercise of rights which concerns persons individually, and whose exercise does not injure the neighbor, is a basic condition of freedom which Prohibition violates.”</td>
<td></td>
</tr>
<tr>
<td>“Prohibition runs counter to human nature because the taste and appetite of man cannot be regulated by law. Human laws are powerless against the laws of nature ...”</td>
<td></td>
</tr>
<tr>
<td>“Prohibition undermines manliness. Its premise is that men are children, who must be led in the leading strings of the law. Our conception, however, is that a man should voluntarily do the right and avoid the wrong, and that an interference with his self-control in personal matters is slavery pure and simple ...”</td>
<td></td>
</tr>
</tbody>
</table>
**CHART 2 (page 2 of 2)**

<table>
<thead>
<tr>
<th>Bartholdt’s Argument</th>
<th>In your words...</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Prohibition undermines respect for the law. A thousand ways will be found to evade</td>
<td></td>
</tr>
<tr>
<td>the law, and the result will be a nation of lawbreakers, a condition which must</td>
<td></td>
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<tr>
<td>inevitably lead to lawlessness and anarchy.”</td>
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<td></td>
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<tr>
<td>“Prohibition means the confiscation of property valued at a thousand million dollars,</td>
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<tr>
<td>property which has been acquired strictly in accordance with state and federal law.”</td>
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<td></td>
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<tr>
<td>“Prohibition will take the bread from the mouths of hundreds of thousands of</td>
<td></td>
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<tr>
<td>employees and workingmen, not only of those employed in the breweries and</td>
<td></td>
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<tr>
<td>distilleries, but of coopers, blacksmiths, glass blowers, wagon builders,</td>
<td></td>
</tr>
<tr>
<td>bricklayers, carpenters, and so forth ...”</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>“Prohibition will cause a deficit in the national treasury of at least $280,000,000</td>
<td></td>
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<tr>
<td>a year, for this is the amount which the government now collects from beer, wine, and</td>
<td></td>
</tr>
<tr>
<td>spirituous liquors. … It is a tax which every consumer ... pays voluntarily, because</td>
<td></td>
</tr>
<tr>
<td>no one need pay it who does not wish to.”</td>
<td></td>
</tr>
</tbody>
</table>
Review and Assessment  (time: 15 minutes)

The teacher will lead the class in a review of the arguments made for and against enacting prohibition, recording them on the board in a paraphrased format, emphasizing the differences between the two sides. Then, each student will write an Exit Ticket responding to the following questions:

What was the main reason why Hobson supported prohibition?
What was the main reason why Bartholdt opposed prohibition?

Extension (optional)

Each student or pair of students could investigate one of the specific contemporary issues identified in the Hook section above, with the objectives of (1) identifying arguments for and against their particular issue, (2) picking the side they agree with, and (3) making a short (1- to 2-minute) speech or PowerPoint presentation explaining their position in a They Say / I Say format: present an opposing argument, refute the opposing argument, and present your own supporting argument.

See: “They Say / I Say—The Moves That Matter in Academic Writing”
https://wwnorton.com/books/9780393631678/

Lesson 9  (2 days)

Reform Legislation of the Progressive Era

Goal

Students will assess the effectiveness of a range of government policies created in response to reform movements of the Progressive Era.

Lesson 9–DAY 1

Do Now  (time: 5 minutes)

Students will do a quick write in response to the following prompt:

Imagine you have the ability to speak to the leaders in your community. What one social issue in your community would you choose to raise and what actions would you ask them to take to create solutions and positive change?

Hook  (time: 10 minutes)

The teacher will ask students to look again at the activist groups they identified in Lesson 1. If new students are present, the teacher or a student can review the T-chart listing current movements or groups advocating for change (Black Lives Matter, #MeToo, Dreamers, etc.). The teacher should ask students to name any laws or legislation that they know of regarding these movements. Then, students should each pick one issue from the T-chart (or other issues that they think of) and turn and talk with partners about what laws they think should be created to address their issues. The teacher should then call on the groups to share their answers.
Presentation (time: 10 minutes)
The teacher will explain the purpose of the lesson as follows: “Now that you have been studying the themes and different issues of the Progressive Era in U.S. history, we are going to dive deeper by looking at some of the legislation the government passed in response and see whether it was effective or not. The big question that we are looking at is, ‘Did those laws succeed or fail in meeting the demands of the movements?’” The teacher will lead students in developing criteria they can use to determine whether a piece of legislation was effective (e.g., “long-term effectiveness”).

Practice and Application (time: Day 1—30 minutes)
The teacher should set up four stations in the room, each representing a set of Progressive Era laws:

- Bans on child labor
- The Sherman Antitrust Act and the Clayton Antitrust Act
- The Pure Food and Drug Act and the Meat Inspection Act
- The Federal Reserve Act

Each station should have summaries of relevant legislation from the Progressive Era and the positive and negative effects of these laws (see p. 4.22.41 for suggested sources of information).

<table>
<thead>
<tr>
<th>Legislation</th>
<th>Issue(s) addressed by the legislation</th>
<th>One strength and one weakness of the laws</th>
<th>Was the legislation effective or not? Explain your answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bans on child labor</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sherman Antitrust Act</td>
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<td></td>
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<tr>
<td>Clayton Antitrust Act</td>
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<td></td>
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<tr>
<td>Pure Food and Drug Act</td>
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<tr>
<td>Meat Inspection Act</td>
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<td></td>
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<tr>
<td>Federal Reserve Act</td>
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</tbody>
</table>
Working in pairs or small groups, students will fill in one row of a Progressive Era Laws Graphic Organizer like the one below for each set of laws. Students will rotate among the stations, having approximately 15 minutes at each one. By the end of Day 1, students should have completed two of the stations and will submit their graphic organizers for teacher review.

Suggested sources of information for the four Progressive Era Laws stations:

- “The American Era of Child Labor”
  https://socialwelfare.library.vcu.edu/programs/child-welfarechild-labor/child-labor/
- “Part 1: The 1906 Food and Drugs Act and Its Enforcement”
  https://www.fda.gov/AboutFDA/History/FOrgsHistory/EvolvingPowers/ucm054819.htm
- “Celebrating 100 Years of FMIA”
- “The Federal Reserve Act Explained” | https://www.youtube.com/watch?v=1q1N8fG5Uww

Additional sources on the effects of Progressivism:

- “Conclusion: The Successes and Failures of Progressivism”
- “Infographic: Reform Movements of the Progressive Era”
  https://www.gilderlehrman.org/content/infographic-reform-movements-progressive-era
- “Review: Limits of Progressive Era Welfare Reform”
  https://www.jstor.org/stable/25144466?sequ=1#metadata_info_tab_contents (login with library account required)
- “American Economic Reform in the Progressive Era: Its Foundational Beliefs and Their Relation to Eugenics”
- “The Progressive Era”
  https://www.khanacademy.org/humanities/us-history/rise-to-world-power/age-of-empire/a/the-progressive-era

Lesson 9–DAY 2

Do Now (time: 5 minutes)
Students will review their work from the previous day as the teacher circulates to provide feedback and suggestions.

Practice and Application (time: Continued, Day 2—35 minutes)
Students will visit the remaining two stations on Progressive legislation and complete their graphic organizers.

Review and Assessment (time: 15 minutes)
The teacher will lead a debrief of the station activity, responding to questions and checking for comprehension. Students will then complete an Exit Ticket following these instructions:

Return to your Do Now quick write, where you wrote suggestions for community leaders to take action on a social issue.
Answer the following questions:

1. Would you change the suggestions that you wrote after learning about successes and failures of Progressive Era legislation? Explain your answer. If you said yes, what would be the changes? If you said no, state why you wouldn’t make changes.

2. Using the knowledge that you gained yesterday and today from the Progressive Era legislation, do you think that laws are effective in helping reform movements? Explain your answer.

3. What Progressive Era issue would you like to learn more about? Why?

**Extension (optional)**

Students can explore how racial dynamics played into whether certain legislation included all people or not. For example, despite federal housing laws, private implementation of compact agreements, barriers to equal access and enactment of progressive legislation occurred. Banks used redlining to limit access to housing for African American people.

Suggested sources:


**CULMINATING LESSONS**

*Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives*

**Lesson 10** *(2 days)*

Research on a Progressive Era Bill

**Note:** The Final Project for the unit begins in this lesson and continues in Lessons 11 and 12.

**Goal**

Students will examine the arguments for and against a particular government policy of the Progressive Era.

**Lesson 10–DAY 1**

**Do Now** *(time: 5 minutes)*

Each student will spend one minute answering the questions:

- Why is it important to know all sides of an issue when forming an opinion or argument?
- What would it take to change your mind about something?

Then, students will pair to share their answers. The teacher should reinforce the need to learn all sides of an issue.

**Multiple Means of Engagement:**

- Allow students to select topics with personal relevance, if possible.
- Provide feedback that supports students’ self-assessment of progress on their research.

**Multiple Means of Representation:**

- Clarify language and build background knowledge using authentic examples or visuals.
- Use CAST UDL Book Builder (or similar tools) to make the research process more accessible.


**Multiple Means of Action and Expression:**

- Offer self-monitoring guides for data collection and analysis.
- Allow students to compose their notes using a variety of tools (e.g., Chromebooks, speech-to-text).
Hook (time: 10 minutes)
The teacher will introduce the Final Project for the unit, explaining to students that they will research a piece of legislation passed or debated during the Progressive Era and argue for or against its passage. Each student will take a deeper dive into one of the topics explored in Lesson 9 or another issue from the period and write an op-ed piece or blog post for or against the legislation. Information about the Final Project (below) should be projected and distributed on a handout.

**FINAL PROJECT: Progressivism**

**Goal:** To research and analyze **ONE** of the following governmental policies of the Progressive Era and write an op-ed piece or blog post arguing for or against its passage:

- Bans against child labor
- The Sherman Anti-Trust Act (1890)
- The New York State Tenement House Act (1901)
- The Pure Food and Drug Act (1906)
- The Meat Inspection Act (1906)
- The Federal Reserve Act (1913)
- The Clayton Anti-Trust Act (1914)
- The Dyer Anti-Lynching Bill (1922)

**Role:** You are a Progressive Era journalist assigned to inform the general public about a social issue.

**Audience:** Your audience is newspaper readers who need to know about child labor, working and living conditions, corporate monopolies, and other social issues.

**Situation:** The piece of legislation you are researching is the subject of public debate, and you must argue for or against it.

**Product:** You must write and present an op-ed or blog post (both are opinion essays) that describes the issue, citing at least three pieces of evidence from the time period, and explain how the proposed legislation will or will not solve the problem.

**Standards:**
- The article contains a claim related to a social issue from the Progressive Era that states the writer’s opinion.
- The article contains specific evidence from the Progressive Era that supports the claim.
- The article is well organized with an introduction, supporting paragraphs, and a conclusion.
- The article follows Standard English conventions for grammar, punctuation, and spelling.
- Oral presentation of the article is effective, including appropriate pacing, tone, and stage presence.
The teacher will then show examples of op-ed pieces and blog posts and respond to students’ questions about the assignment, which will be explored further in Lessons 11 and 12.

**Presentation** (time: 10 minutes)
The teacher will assign or ask students to choose one of the eight pieces of legislation to research.

**Note:** No two students should work on the same legislation unless there are more than eight students in the class.

The teacher will explain to students that having sufficient information to support a claim, plus awareness of counterclaims and the ability to rebut them, are needed to make a convincing argument. This requires research from authoritative and reputable sources as well as primary source documents.

Due to time constraints, sources students can use are provided below; if this assignment can be extended, students may also conduct their own research with the teacher’s assistance.

This resource list includes primary and secondary sources for and against each law (some were used in Lesson 9):

- **Bans against child labor**
  - “The American Era of Child Labor”
    https://socialwelfare.library.vcu.edu/programs/child-welfarechild-labor/child-labor/
  - Letters for and against Keating-Owen Child Labor Bill
  - “National Child Labor Committee Collection Photographs by Lewis Hine”
    https://www.loc.gov/rr/print/coll/207-b.html
  - “On the Need for Child Labor Laws”
    http://www.rialto.k12.ca.us/rhs/planetwhited/AP PDF Docs/Unit 10/Kelley3.pdf

- **The Sherman Anti-Trust Act (1890)**
  - “The Antitrust Laws”
  - “The Lion-Tamer Political Cartoon”
    https://www.gettyimages.fi/detail/news-photo/political-cartoon-the-lion-tamer-it-shows-president-news-photo/517391842 (also in American History textbook, p. 598)
  - “On the Standard Oil Company”
  - “The Case Against Antitrust”
    https://www.cato.org/publications/commentary/case-against-antitrust
Chapter 4—U.S. History I
Topic: Progressivism and World War I (USI.T7)

UNIT PLAN—Progressivism

The New York State Tenement House Act (1901)
- “Tenement House Reform”
  https://socialwelfare.library.vcu.edu/issues/poverty/tenement-house-reform/
- “Tenement House Act of 1901”
- “New York Tenement Life In The 30’s and 40’s”
  https://www.thirteen.org/tenement/eagle.html
- “Jacob Riis: The Photographer Who Showed ‘How the Other Half Lives’ in 1890s NYC”
  https://mymodernmet.com/jacob-riis-how-the-other-half-lives/

The Pure Food and Drug Act (1906)
- “Part 1: The 1906 Food and Drugs Act and Its Enforcement”
  https://www.fda.gov/AboutFDA/History/FOrgsHistory/EvolvingPowers/ucm054819.htm
- “Upton Sinclair’s The Jungle” (excerpt)
  https://www.youtube.com/watch?v=nyH7D9DF0Mc
- “Collier’s-Ad-December-1905”
  https://upload.wikimedia.org/wikipedia/commons/a/a7/Collier%27s-Ad-December-1905.jpg
- “The Struggle for Federal Food and Drugs Legislation”
  https://scholarship.law.duke.edu/cgi/viewcontent.cgi?article=1686&context=lcp

The Meat Inspection Act (1906)
- “Celebrating 100 Years of FMIA”
- “Excerpt from Upton Sinclair’s The Jungle”
  https://www.youtube.com/watch?v=nyH7D9DF0Mc
- Kansas Historical Society editorial cartoons and articles
- “Of Meat and Myth”
  https://www.mackinac.org/4084

The Federal Reserve Act (1913)
- “What is the purpose of the Federal Reserve System?”
  https://www.federalreserve.gov/faqs/about_12594.htm
- “1913 Federal Reserve Act”
- “Money Trust” (editorial cartoon)
  https://libwww.freelibrary.org/digital/item/42805
- “The Senate Passes the Federal Reserve Act”
  https://www.senate.gov/artandhistory/history/minute/Senate_Passes_the_Federal_Reserve_Act.htm
The Clayton Antitrust Act (1914)
- “The Antitrust Laws”
- “The Case Against Antitrust”
  https://www.cato.org/publications/commentary/case-against-antitrust
- “The Clayton Antitrust Act”
  https://history.house.gov/HistoricalHighlight/Detail/15032424979

The Dyer Anti-Lynching Bill (1922)
- “Dyer Anti-Lynching Bill (1922)”
  https://www.blackpast.org/african-american-history/dyer-anti-lynching-bill-1922/
- “NAACP History: Dyer Anti-Lynching Bill”
  https://www.naacp.org/naacp-history-dyer-anti-lynching-bill/
- “Ida B. Wells and Anti-Lynching Activism”
  https://dp.la/primary-source-sets/ida-b-wells-and-anti-lynching-activism
- “Why It Took a Century to Pass an Anti-Lynching Law”

Practice and Application (time: Day 1—30 minutes)
To identify evidence for and against a policy, students will examine selected primary and secondary sources, highlighting or underlining statements in text documents and jotting notes on images or videos. Students will record their findings in a Source Notecatcher such as the one that follows on the next page (see p. 4.22.47).

The teacher will support students in selecting and analyzing sources, helping them locate relevant portions of longer texts, raising questions about what they see in images or videos, and encouraging them to determine the purpose of each source as well as its author’s possible biases and blind spots. The most important goal of this exercise is to identify evidence for or against the piece of legislation the student is examining.

At the end of Day 1, students will submit their Source Notecatchers in progress for teacher review and feedback.

Lesson 10–DAY 2

Do Now (time: 5 minutes)
Students will review teacher feedback on the previous day’s work and plan their remaining research time.

Practice and Application (time: Continued, Day 2—40 minutes)
Students will continue selecting and analyzing sources, completing the Source Notecatcher with teacher support. The teacher should examine each student’s collection of evidence and make suggestions for additional sources that will help students achieve a balance of perspectives and range of evidence.

Review and Assessment (time: 10 minutes)
Students will complete the bottom section of the Source Notecatcher: “Major Takeaways from the Sources and Your Current Claim about the Topic.” This section asks students to determine their positions on the issues they have
### SOURCE NOTECATCHER

**Practice and Application: Lesson 10, Days 1 and 2; Review and Assessment, Day 2**

<table>
<thead>
<tr>
<th>Article or Image Title and Purpose</th>
<th>Most Logical, Relevant Evidence in the Article or Image to Support Its Purpose</th>
<th>Possible Limitations of / Objections to the Evidence or the Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Title:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose:</td>
<td></td>
<td></td>
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<tr>
<td>#2 Title:</td>
<td></td>
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<tr>
<td>Purpose:</td>
<td></td>
<td></td>
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<tr>
<td>#3 Title:</td>
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<tr>
<td>Purpose:</td>
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<td></td>
</tr>
<tr>
<td>#4 Title:</td>
<td></td>
<td></td>
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<tr>
<td>Purpose:</td>
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<td></td>
</tr>
</tbody>
</table>

**Major Takeaways from the Sources and Your Current CLAIM about the Topic:**

Adapted from Jigsaw Note-Catcher in "Making the Case in an Op-Ed" (National Writing Project): https://drive.google.com/file/d/1HYkcJBP71VCQ7IC20wGArXsUr_ZmpV7/view
researched and to state claims for or against the Progressive Era legislation. This claim and the notes on relevant evidence will help students in the next lesson as they continue to write their op-ed pieces or blog posts.

**Extension (optional)**

Students can conduct independent research, finding and analyzing additional sources and adding entries to the notecatcher. Students can also examine argument exemplars and templates derived from *They Say / I Say* (Graff and Berkenstein, 2010).

See: “They Say / I Say Sentence Templates” (Google document) | https://tinyurl.com/pw7zuzk

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**Lesson 11**

(2 days)

**Making Your Case: Writing to Change the World**

**Note:** The Final Project for the unit that was started in Lesson 10 continues in Lessons 11 and 12.

**Goal**

Students will plan and draft op-ed pieces or blog posts arguing for or against pieces of legislation proposed during the Progressive Era.

**Lesson 11–DAY 1**

**Do Now** (time: 10 minutes)

The teacher will distribute copies of the *New York Times* op-ed by Daina Kalnina, “Stopping Bullets with Locked Doors and Silence is Already Pulling the Trigger” found in the Supplement to each student and project it with a document camera (See p. 4.23.1, non-coded version.)


The teacher will explain that an op-ed is a part of a newspaper page devoted to signed opinion articles by commentators, essayists, or concerned citizens on matters of current interest. Op-eds are similar to blog posts in that they express an individual's perspective on an issue. Before they begin writing their own op-ed articles or blog posts, students will look at a contemporary op-ed written by Daina Kalnina. The teacher will either read the article aloud to the students or ask for student volunteers. Students will turn and talk about the following questions:

- Was the introduction compelling?
- Were paragraphs short and catchy?
- What was the strongest evidence the writer used to support her position?
Hook (time: 20 minutes)
The teacher will distribute three highlighters to each student (yellow, green, and blue), then read the op-ed a second time and ask students to identify its major elements:

- The writer’s claim (yellow)
- The evidence from sources that the writer uses for support (green)
- The writer’s commentary about the evidence (blue)

The teacher will entertain comments and questions as students work to find these elements. As the students reach agreement, the teacher will color-code the elements in the text on the projected op-ed and ask the students to do the same on their papers. (See the color-coded example in the Supplement, p. 4.23.3.)

The teacher should also project an example of a political blog post to show that the purpose and structure are similar to an op-ed, though the style may be different. Blog posts on current Massachusetts issues may be found on the following websites:

- MassPoliticsProfs  |  http://www.masspoliticsprofs.org/
- CommonWealth  |  https://commonwealthmagazine.org/category/opinion/

Presentation (time: 15 minutes)
The teacher will remind students of the task for the Final Project (see p. 4.22.43):

You must write an op-ed or blog post that describes a social issue, citing at least three pieces of evidence from the time period, and explain how proposed legislation will/will not solve the problems.

The teacher should point out the standards (criteria) for the project and encourage students to discuss what a proficient performance would look like for each one. Ideally, this discussion will lead to joint development of a class rubric for the performance task. Otherwise, the teacher can create a rubric based on her or his perception of students’ abilities and needs:

- The article contains a claim related to a social issue from the Progressive Era that states the writer’s opinion.
- The article contains specific evidence from the Progressive Era that supports the claim.
- The article is well organized with an introduction, supporting paragraphs, and a conclusion.
- The article follows Standard English conventions for grammar, punctuation, and spelling.
- Oral presentation of the article is effective, including appropriate pacing, tone, and stage presence.

The teacher will return the students’ Source Notecatchers from Lesson 10. Students will respond to the following prompts, then briefly share their answers with partners:

What is my CLAIM? (What do I want to prove about the legislative policy I selected?)
What is my strongest piece of supporting evidence?
What is one opposing point of view?

The teacher will introduce and the Planning a Purposeful Argument (PaPA) organizer found in the Supplement (see p. 4.23.5). The teacher will explain that this organizer will help students organize the claim, arguments, evidence, and reasoning for the op-ed or blog post.
Using the Planning a Purposeful Argument (PaPA) organizer:

- **In Part 1,** at the top of the Organizer, students should write the claim, which should include a who, what, and why.

- **In Part 2,** students will transfer three to five pieces of supporting evidence from their Source Notecatchers, including the source citation and article number. The teacher should project the Purposeful Argument Example from the Supplement that uses the op-ed by Daina Kalnina (see p. 4.23.6).

- **In Part 3,** students will think about the how the evidence is connected, what the evidence proves, and the logical sequence in which the evidence should appear.

  In using the Purposeful Argument Example, students will notice:

  The statement of argument (what the evidence proves), the number of pieces of evidence and number of sources to be included, and the writer’s commentary that explains how the evidence is connected or why the evidence is important.

  The teacher should point out that Argument 2 in the example is a response to a counter-argument (an argument the opposition might make).

Finally, the teacher should point out that once the students have completed Part 3 of the PaPA Organizer, they will have almost all the material needed for each paragraph of the op-ed or blog post.

**Practice and Application** (time: Day 1—10 minutes)

The teacher will guide the students through each part of the PaPA organizer. The teacher will walk around the classroom helping individual students as needed. In the time remaining on Day 1 of this lesson, students will complete Part 1, writing their claims, and begin work on Part 2, transferring the best three to five pieces of evidence with sources from the Source Notecatcher to the PaPA organizer. Students will submit their work in progress at the end of the class for teacher review.

**Lesson 11–DAY 2**

**Do Now** (time: 10 minutes)

The teacher will return the PaPA organizers with comments, and students will revise their claims as needed and finish transferring the best three to five pieces of evidence with sources from the notecatcher.

**Practice and Application** (time: Continued, Day 2—35 minutes)

The teacher will guide the students through Part 3 of the PaPA organizer. Students will organize evidence into a logical sequence, create an argument statement for each piece of evidence, and add a commentary statement or phrase that explains the importance of the evidence.

Once the PaPA organizer has been completed, students will draft their three op-ed or blog post paragraphs using the computer or a speech-to-text application. If students need help with the organization of their paragraphs, the teacher can provide assistance with the Op-Ed/Blog Post Draft Organizer on the next page (see p. 4.29.51).

---

**Literacy and Numeracy Across Content Area Elements**

**Reading:**

- Students will annotate an op-ed article, distinguishing claim, evidence, and commentary.

**Writing:**

- Students will organize and draft op-ed pieces or blog posts with claims, evidence, and commentary.

**Speaking and Listening:**

- Students will give and receive constructive feedback on draft essays.
Op-Ed / Blog Post—Draft Organizer

Paragraph 1:
1. Begin with a hook—a startling example or statistic, an anecdote or story, or a personal account.
2. Next, provide a complete sentence that expresses Argument #1.
3. Add one or two sentences that contain the evidence to support Argument #1. (Remember to include the source.)
4. Include two or three more sentences of commentary, where you explain the importance of the evidence and connect it to yourself and the audience.
5. Build a transition sentence leading to the next argument.

Paragraph 2:
1. Provide a complete sentence that expresses Argument #2.
2. Add one or two sentences that contain the evidence to support Argument #2. (Remember to include the source.)
3. Include two or three sentences of commentary, where you explain the importance of the evidence and connect it to yourself and the audience.
4. Optional: If this evidence also addresses a counter-argument, explain the reason why the evidence overcomes the objection (X may tell you that ..., but the evidence convincingly shows ...).
5. Build a transition sentence leading to the next argument.

Paragraph 3:
1. Provide a complete sentence that expresses Argument #3.
2. Add one or two sentences that contain the evidence to support Argument #3. (Remember to include the source.)
3. Include two or three sentences of commentary, where you explain the importance of the evidence and why it should matter to you and the audience.
4. Summarize the arguments and advocate for or against adopting the reform legislation.
Op-Ed / Blog Post—Peer Response Exit Ticket

Listen to your partner’s op-ed or blog post draft and respond to the following questions. For any “No” response, please write one suggestion on this sheet.

1. Does the introduction capture your interest? Yes No
2. Is the point of the op-ed or blog post clear? Yes No
3. Are the paragraphs short enough to be catchy? Yes No
4. Does the organization help make the point? Yes No
5. Is the language as vivid as it could be? Yes No
6. Does the conclusion provide an action step? Yes No

Comments and suggestions:

Review and Assessment: Lesson 11, Day 2

Review and Assessment (time: 10 minutes)

In pairs, students will present their op-ed pieces or blog posts to each other. Using the Op-Ed/Blog Post Peer Response Exit Ticket above, students will provide written and oral feedback to each other, identifying areas of strength and offering suggestions for improvement. Students will submit their drafts and PaPA organizers for teacher feedback.

Extension (optional)

Students should identify and include transitional words and phrases that will help them connect one argument (paragraph) to the next or connect the quoted evidence to their commentary. An extensive list of linking words can be downloaded from Smart Words:

See: https://www.smart-words.org/linking-words/transition-words.html
Lesson 12

Presenting Your Argument

Note: The Final Project for the unit, which began in Lesson 10 and continued in Lesson 11, concludes in Lesson 12.

Goal
Students will revise and present their op-ed pieces or blog posts arguing for or against Progressive Era legislation.

Do Now (time: 5 minutes)
When entering the classroom, each student will select a random op-ed or blog post title from a basket prepared by the teacher. After everyone has received a title, students will be asked to rate their titles on a scale of 1-10 based on how much the title makes them want to read the article. Then students will share their titles and ratings with each other while the teacher records student ratings on the board so students can see the rankings for each title. After each student has ranked each title, the teacher will wrap up the discussion by stressing the importance of always remembering who your audience is and writing a provocative title that piques the reader’s curiosity.

Hook (time: 5 minutes)
Students will write three potential titles for their own op-eds or blog posts and then consult with two peers to get feedback on which titles they like the most and why.

Presentation (time: 5 minutes)
The teacher will review the rubric developed or presented in Lesson 11 for the performance task and highlight the importance of presenting the op-ed pieces or blog posts to the class. The teacher will model how to read aloud using appropriate pauses, body language, and eye contact to convey importance; in other words, the teacher will model how to develop an effective stage presence.

Practice and Application (time: 20 minutes)
The students will take out their op-ed or blog post drafts and review student and teacher feedback. Students will revise and edit their pieces, add titles, include needed transitions or sentence stems, and improve writing mechanics. They will also practice reading their articles aloud.
Review and Assessment (time: 20 minutes)
Students will read their op-ed pieces or blog posts to the class, using appropriate pauses, body language, and eye contact to emphasize claims, counter-claims, and supporting evidence.

Extension (Optional)
If students need additional time for revising and editing, this lesson can be extended to a second day. If time permits and the culture of the class is supportive, students can fill out response sheets for their classmates indicating whether they were persuaded and/or what information that wasn’t included would have been helpful.

Notes:
May 23, 2017

It has become very familiar for high-school students to practice the infamous level-three lockdown. In all cases, we all share the semi-nervous chuckle of “wow, maybe we get Swiss cheesed today” and sit in a corner, stare at our phones and text our friends. Only very recently, after a vivid dream — more a nightmare — of a school shooting, did I realize that sitting in the dark and stopping bullets with locked doors and silence is the exact opposite of what one would want to do. It wasn’t until I stumbled upon the fact that the “people shot and killed in the Columbine library sat there for five minutes before the shooters entered and shot them.” My school is full of able-bodied kids, and surprisingly, a great chunk that has had experience with self-defense and even marksmen training. So why sit and wait?

To say that the drills today are relevant is a mistake. They do more than just offer very little protection; they also endanger students and teachers more so than ever before. The lockdowns I’ve been taught over and over again, sitting in the dark, actually tell future active shooters exactly where we’re going to be — cornered. More so, in The New York Times article, “In Shift, Police Advise Taking an Active Role to Counter Mass Attacks,” studies conducted by law enforcement in the Virginia Tech shooting showed that “the students and teacher blocked the door with a heavy desk and held it in place, [the shooter] could not get in, and everyone lived,” compared to those that tried to “hide or play dead,” in which almost all were shot or died. It is shown
more clearly here than ever by making the vital choice to barricade and move as a means of security will utilize finite time better and save lives.

Many educators and parents have questioned the authenticity and have begun to develop alternatives for active-shooter lockdowns. The ALICE project is one such adaptation. Developed by a former SWAT officer Greg Cane, ALICE stands for alert, lockdown, inform, counter, evacuate. It provides specialized tactics for K-12 and higher education schools. Fundamentally, a moving target is harder to get an aim on than a stationary one. That same difference marks ALICE’s method from the old one; it encourages movement, distraction and most importantly, it encourages direct action from students and teachers. This significantly decreases the number of lives lost and helps me sleep a little bit better at night knowing that if the time ever comes, I’m not idly waiting to become Swiss cheese.

It’s unnerving that the students of this country must learn how to cope with active shooters.

It’s even more unnerving that current procedures say that they should sit, wait and die.

Works Cited:


Daina Kalnina © 2020 The New York Times Company
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Stopping Bullets with Locked Doors and Silence Is Already Pulling the Trigger

By Daina Kalnina, age 15

May 23, 2017

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Stopping Bullets with Locked Doors
and Silence Is Already Pulling the Trigger
(color-coded version)

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It’s unnerving that the students of this country must learn how to cope with active shooters.

It’s even more unnerving that current procedures say that they should sit, wait and die.

Works Cited:


Highlighting Key:
- = claim
- = evidence from sources
- = writer’s commentary

SOURCE: “Editorial Contest Winner | 'Stopping Bullets With Locked Doors and Silence Is Already Pulling the Trigger'”

Daina Kalnina © 2020 The New York Times Company
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# Planning a Purposeful Argument (PaPA) Organizer

## PART 1: Claim (including Who, What, Why):

<table>
<thead>
<tr>
<th>PART 2: Select most relevant evidence</th>
<th>PART 3: Plan a line of reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions:</td>
<td>Instructions: Plan to write 3 paragraphs by creating a logical order and purposeful argument.</td>
</tr>
<tr>
<td>• Select 3-5 pieces of the most relevant evidence or evidence pairs.</td>
<td>• Connect pieces of evidence to your claim.</td>
</tr>
<tr>
<td>• Include the article number and key words from your annotation.</td>
<td>• After you determine how the evidence is connected, insert the number of the evidence.</td>
</tr>
<tr>
<td></td>
<td>• Write a sentence or phrase about how the evidence is connected to the claim or why the evidence is important.</td>
</tr>
</tbody>
</table>

→ Argument 1:  

→ Argument 2:  

→ Argument 3: 

Template adapted from "Making the Case in an Op-Ed":  
https://sites.google.com/nwp.org/c3wp/instructional-resources/making-the-case-in-an-oped
**Planning a Purposeful Argument (PaPA) Organizer Example**

Example from “Stopping Bullets with Locked Doors and Silence Is Already Pulling the Trigger”

<table>
<thead>
<tr>
<th>PART 1: Claim (including Who, What, Why):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only very recently, after a vivid dream – more a nightmare – of a school shooting, did I realize that sitting in the dark and stopping bullets with locked doors and silence is the exact opposite of what one would want to do.</td>
</tr>
</tbody>
</table>

<table>
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<th>PART 2: Select most relevant evidence</th>
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<tr>
<td>• Include the article number and key words from your annotation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#1: “people shot and killed in the Columbine library sat there for five minutes before the shooters entered and shot them.”</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PART 3: Plan a line of reasoning</th>
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</tr>
<tr>
<td>• Write a sentence or phrase about how the evidence is connected to the claim or why the evidence is important.</td>
</tr>
</tbody>
</table>

| → Argument 1: Sitting in the dark and stopping bullets with locked doors and silence is the exact opposite of what one would want to do. (#1) The Columbine example shows that sheltering in place and staying silent gives the shooter the advantage. |

<table>
<thead>
<tr>
<th>#3: “the students and teacher blocked the door with a heavy desk and held it in place, [the shooter] could not get in and everyone lived”</th>
</tr>
</thead>
<tbody>
<tr>
<td>(#3 evidence pair) The Virginia Tech studies show that an active response of blocking a door saved more lives than a passive response (hiding or playing dead).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>→ Argument 2: To say lock down drills are relevant is a mistake.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countering: (#3 evidence pair) The Virginia Tech studies show that an active response of blocking a door saved more lives than a passive response (hiding or playing dead).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#3: “compared to those that tried to hide or play dead”</th>
</tr>
</thead>
</table>

| → Argument 3: Many educators and parents are rethinking the logic of lockdowns and have begun to develop alternatives for active-shooter lockdowns. (#2) Fundamentally, a moving target is harder to get an aim on than a stationary one. |

<table>
<thead>
<tr>
<th>#2: The ALICE project is one such adaptation. Developed by a former SWAT officer Greg Cane, ALICE stands for alert, lockdown, inform, counter, evacuate.</th>
</tr>
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</table>

**Template adapted from “Making the Case in an Op-Ed”:**
https://sites.google.com/nwp.org/c3wp/instructional-resources/making-the-case-in-an-oped
**CHAPTER 5 | TABLE OF CONTENTS**

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<td>The Federal Government's Response to Terrorism</td>
</tr>
<tr>
<td>Supplement</td>
<td>5.17.1</td>
</tr>
</tbody>
</table>
The final standards for U.S. History II in the Massachusetts History and Social Science Framework focus on the terrorist attacks on September 11, 2001, and how the attacks changed the United States in profound ways. While many teachers remember where they were and what they were doing on that day, our students weren’t alive when the terrorist attacks occurred, and the changes that ensued in the post-9/11 world that we so clearly remember are just the way things have always been for them. In this second year of study of U.S. history, we are once again tasked with making moments in history relevant and meaningful to our students. The benefit that we have in this year’s study is that we may have personal connections to some of those historical moments to share with them.

One of the great benefits of the U.S. History II curriculum is that it teaches students about the not-too-distant past—they likely have relatives who were alive (even if they were very young) during the civil rights movement or who fought in or protested the Vietnam War. They certainly know people who can recall watching more recent historical events unfold, such as the 9/11 attacks, the Watergate Scandal, and the fall of the Berlin Wall. Contextualizing these events in our students’ minds in this way shows them that while these events might seem as if they happened long ago, in the broad scope of history, they really didn’t. While our students may not be able to immediately or directly interview people in their communities about their memories of these events, teachers can provide firsthand accounts through websites such as StoryCorps (http://storycorps.org/) to make these events come alive. Teaching modern history—a time when technology has been more commonplace in our society—means a wider availability of live footage, photographs, and other visual and audio primary source documents that will engage learners and make history tangible for our students.

While students are studying modern U.S. history and thinking about the ways that our society works today, they might start to wonder why our country functions as it does. Why is racism so prevalent? Why do we have the immigration laws that we have today? Why do people always seem to fight about the best ways to bolster our economy? Through studying our country’s history,
students will discover that these questions are not unique to the time in which they are living—they have been discussed throughout the decades and will be examined in this course. More important than just understanding the way things were is that students can apply what they learn about our country’s history to what is happening in the world today. Ideally, students will come to see themselves as informed citizens who can advocate for change in their communities as a result of what they learn in this course.

Through their study of history, students will learn not only how to become active participants in their communities, but also how to develop important skills that are necessary for future careers. Students may not want to become historians or history teachers, but there are plenty of careers that utilize historical skills and content knowledge. Careers such as librarian, tour guide, or researcher might be ones that students think about when they envision what someone with a history degree might do for a career, but Indeed also lists careers such as lawyer, business consultant, and journalist in its list of “10 Popular History Degree Jobs.”

The skills that the history standards require of students are the skills that future employers will want students to have mastered. Being able to explain reasoning, conduct inquiries, and organize information and data from multiple sources are real-world skills that are applicable to almost any career our students choose to pursue.

U.S. History II

* Topic 1. The Role of Economics in Modern United States History
* Topic 3. Defending Democracy: Responses to Fascism and Communism
* Topic 4. Defending Democracy: The Cold War and Civil Rights at Home
* Topic 5. United States and Globalization

* Exemplar unit
U.S. History II Course Content

Many changes have been made to the U.S. History II curriculum as the standards have shifted from asking students to know people, places, and events to, for example, analyzing the impact of those people and events on a historical movement. The 2018 History and Social Science Framework, in addition to asking students to understand the content of U.S. History II, asks them to pursue standards for historical and social science practice so that they do the work of historians as they study historical events from the 1920s to the present. Students will read and view primary sources, analyze points of view, and evaluate the credibility of sources throughout the year. They will also engage with the literacy standards of history and social science—reading, writing, speaking, and listening—in ways that immerse them in the content under study. They will read poetry from the Harlem Renaissance, write an op-ed about the U.S. response to terrorism, and discuss their own needs and wants in order to understand economics. All of these literacy activities will give them a deeper understanding of the content they are studying.

Besides the changes in skill development that are being asked of students, there have also been modifications to the content that teachers are asked to teach. One notable change in the U.S. History II curriculum is the addition of economics standards, which aim to teach students about the many facets of the U.S. economy. The Massachusetts framework suggests that teachers revisit the standards of economics as students “study the Great Depression, World War II, the Cold War, and the Great Recession that began in 2007” (130). To help students fully understand the role of economics in our country, these standards should be embedded within discussions throughout the year.

As teachers are planning the year of study, they should consult the Scope and Sequence provided in this guide. Teachers often find themselves running out of time at the end of the year to “cover” all of the standards, and this race to the finish often means that the study of more recent history gets left out of U.S. History II. To help teachers avoid this end-of-year scramble, the Scope and Sequence provides a list of prioritized topics and standards, along with a suggested pace with which to teach the five topics of U.S. History II.

Essential Questions can also be used as a way to prioritize content and standards, and these Essential Questions can be revisited throughout the units in this guide. The 2018 Massachusetts History and Social Science Framework suggests using the guiding questions, “How has the United States government responded to economic crises?” and “What are the sources of political and cultural differences in the modern United States?” to frame the year (129).

Other questions provided within individual units in this guide, such as “How did the government and citizens respond to new ideas about society in the modern era?” “How does fear influence people, their actions, and politics?” and “How and why do people create change?” can be discussed in various contexts throughout the year, and students’ thoughts about these questions will evolve as they learn more about U.S. history. The Essential Questions provided in the framework and in this guide will serve as grounding questions to prioritize the big ideas that students should take away from this year’s study.

The U.S. History II year, which aims to provide students with a study of 20th and 21st century events and themes, is divided into five topics. The Scope and Sequence in this guide highlights standards that teachers should emphasize within these topics, but teachers will need to consult the Massachusetts framework to address standards not included in the guide.

Topic Resources

U.S. History II Topics (5)
An overview of each topic and ideas for units that could be included within it are provided on the next two pages (see pp. 5.1.4-5).

U.S. History II Scope and Sequence
See pp. 5.2.1-4.

Exemplar Units (5)
This chapter includes exemplar units for each of the five U.S. History II topics, starting on p. 5.3.1.
U.S. History II Topics

1. (USII.T1) The Role of Economics in Modern United States History, which begins the U.S. History II year, explores the ideas of supply and demand, financial investing, the role of the government in regulating the economy, and the role of financial institutions. Students will explore what factors affect the price of goods and services, what determines a successful economy, and how banks and stock markets are regulated by the government.

Units on this topic can include a unit on supply and demand and the basics of capitalism, as well as a unit on the government’s role in economics. The standards note that, while these standards are grouped together in one topic, teachers can also choose to embed these standards within many other units, including units on the Great Depression, World War II, and the Great Recession in 2007.

See Exemplar Unit, starting on p. 5.3.1

2. (USII.T2) Modernity in the United States: Ideologies and Economies examines the first three decades of the 20th century and the ways that U.S. citizens responded to the changes that were taking place in this era. Students will explore racial tensions, women serving as nurses in the military, and Prohibition. They will also study the Great Depression and the New Deal, evaluating the effectiveness of New Deal programs. In the unit outlined in this guide, students will explore the Harlem Renaissance and research important African American figures of the period in order to understand and explain what they were fighting for and against.

This second topic will include a unit on the conflict between traditionalism and modernity, which will allow teachers to select an area of student interest, such as the Harlem Renaissance and the Great Migration, and a unit on events leading up to the Great Depression, the Great Depression itself, and the government’s response.

See Exemplar Unit, starting on p. 5.6.1

3. (USII.T3) Defending Democracy: Responses to Fascism and Communism considers the role that the U.S. has played and should play in world affairs. This topic fully explores World War II, the reasons that the U.S. became involved in the war, and the lasting impact of that involvement. This topic also allows students to study the Cold War and the Vietnam war, examining the policies of presidents and their responses to global issues. Students will explore how fear influences people and nations and think about the advantages of nations forming alliances with other nations.

Units in this topic include one on World War II, one on Communism and the Cold War, and one on the policies of U.S. presidents during the Vietnam War.

See Exemplar Unit, starting on p. 5.9.1

4. (USII.T4) Defending Democracy: The Cold War and Civil Rights at Home continues to look at the effects of the Cold War, but from the vantage point of Communist and anti-Communist movements in the U.S. Teachers may decide to merge standards from this topic with standards from the topic above to create a unit that thoroughly examines the Cold War, as the exemplar unit provided in this guide does. This topic also allows students to examine the civil rights movement and discuss Supreme Court cases regarding race relations by reading a plethora of primary source materials on the topic.

The units in this topic include one on the Cold War that examines ideas such as McCarthyism and the House Committee on Un-American Activities and another on the origins of the civil rights movement and the movement itself.

See Exemplar Unit, starting on p. 5.12.1
5. **(USII.T5) United States and Globalization** examines the presidencies of Kennedy, Johnson, Nixon, and Reagan and the policies that were put into place during their time in office. This topic also begins to explore 21st century U.S. history by examining the government's response to the 9/11 terrorist attacks. Here, students will explore how contemporary history and government policies influence life as we know it today.

This topic will include units on the policies of presidents from the mid to late 20th century and on 9/11.

See Exemplar Unit, starting on p. 5.15.1

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### Teaching U.S. History II in DYS Schools

#### The Importance of Making Connections

Since history can often seem like something that happened long ago and no longer has relevance to our students' lives, teachers will want to make as many connections possible between the history that students are studying and their lives today. In the Supply and Demand—Basics of Capitalism unit, students learn about supply and demand during the Great Depression, but also consider how supply and demand affects their lives by examining the cost of goods that they might purchase today. In the Integration and Resistance unit, students consider how cycles of oppression and liberation in African American history are still alive today. Making these connections to the current period will engage students more deeply with the content of U.S. History II and will help them see the importance of what they are learning.

#### Timetable and Resources

Due to the transient nature of the population in some DYS settings, teaching US History II requires special considerations that teachers need to keep in mind. Students come into DYS with different levels of knowledge about U.S. History II and different levels of historical skills. Using pre-assessments to determine skill and content knowledge will be important to optimize the time that teachers have with their students. Each unit's first lesson...
includes a pre-assessment activity, such as gauging students’ understanding of terrorism in the Response to Terrorism unit or thinking about everyday choices they make in terms of cost and benefit in the Supply and Demand unit. Prioritizing standards will also be important, since there is not enough time in a year to delve deeply into all of the standards in the Massachusetts History and Social Science Framework. The Scope and Sequence provides teachers with an idea of which standards should be emphasized and which units students can engage in at different times in the year. It also provides teachers with a pacing guide to ensure that all of the topics are treated over the course of the year. Checks for understanding are provided in each lesson to allow teachers to assess student learning on a daily basis. If students are not meeting the goals of the lessons, teachers will need to reteach and reassess learning. The checks for understanding build from lesson to lesson and allow students to practice, in a low-stakes manner, the skills that they will need to be able to do to perform well on the final project.

For example, throughout the Great Migration and the Harlem Renaissance unit, students will read primary source documents and learn about famous people of the Harlem Renaissance before doing their own research and presenting information about what they have learned about a historical figure of the time. Teachers will collect work or informally assess discussions to determine the next steps required to push students’ learning forward. It will be important for teachers to provide feedback throughout the unit to allow students opportunities to build their skills.

**Access for All**

Teaching U.S. History II in the DYS setting also requires teachers to be aware of the different learning styles and needs that our students possess. In order to meet the needs of all learners, this guide provides many options within each lesson to integrate Universal Design for Learning (UDL) strategies. Teachers should provide options in instruction for engagement, representation, and action and expression.

Teachers can use, for example, photographs of life in the North and South during the Great Migration, maps showing movement during the Great Migration, videos of people talking about the time period, and written letters or diary entries to teach the concepts and skills of this unit. Each lesson is written with UDL principles in mind, and the sidebars in each lesson provide teachers with additional strategies to further differentiate instruction. For more information about providing access for all, teachers can refer to Chapter 2 of this guide.
Literacy and Numeracy Skills and Standards

The Literacy in Social Sciences standards have also been embedded throughout the lessons. To practice argumentative, informational, and narrative writing, students will compose op-eds about the U.S. response to terrorism, create informational presentations to teach classmates about the lives of historical figures during the Harlem Renaissance, and write alternative history narratives about the civil rights movement.

Students will also be given the opportunity to read primary sources and to strengthen speaking and listening skills through discussions and presentations. They will be given graphic organizers, sentence stems, and models to guide them through these important literacy tasks. When reading primary and secondary sources, students will be given note catchers and annotation strategies to aid their understanding of the texts.

Some lessons, especially those in the Supply and Demand unit, also engage students with mathematical skills, asking students to graph, interpret data, and draw conclusions. Teachers will aid students’ development of these skills as well, showing them how to read tables and graphs and how to create them.

Civic Engagement Project Recommendations for U.S. History II

As outlined in Chapter 1, the Commonwealth of Massachusetts requires districts to offer students two opportunities to complete civic action projects, one in eighth grade and one in high school (“Chapter 296”). Students who interact with DYS may be required to complete some or all of their civic action requirements within a DYS program, so it is imperative for teachers to think about ways to bridge the content standards with opportunities for students to develop civic knowledge, skills, and dispositions.

Due to the increased emphasis on civics in the new standards, teachers can utilize the wide variety of access points for the integration of civic action projects throughout the curriculum by making connections between historical events and policies, current events, and students’ life experiences in their own communities.

For a more detailed description of the specific Massachusetts Department of Elementary and Secondary Education expectations for completing the six stages of civic action projects, see Chapter 1 and DESE’s Civics Projects Guidebook (see link in Works Cited). A discussion follows of specific U.S. History II content connections and examples of projects that can be tied to the History and Social Science Framework.

Connections and Examples

The period defined as U.S. History II in the framework begins with an overview of economic principles, which is intended to provide a foundation for major events studied during this course: the Great Depression, World War II, the Cold War, and the Great Recession that began in 2007. The course concludes with the topic of globalization. Throughout U.S. History II, there are numerous opportunities to enhance students’ civic knowledge, skills, and dispositions.

Students studying the topic of economics can benefit from instructional resources and strategies that encourage them to consider the distribution of resources in our society and to explore how economic policy can impact equity (or inequity) for marginalized groups. Students can see the impact of application of specific economic principles as the standards progress into the Great Depression, the New Deal, the establishment of the FDIC, and the passage of the Social Security Act.
There is also an opportunity for students to conduct an analysis of the impact of public policy on society, as many significant social policies were passed during this time period. As students progress through the U.S. History II standards and study the rise of fascism, there is an opportunity to strengthen students’ civic knowledge through the study of different systems of government. Students can be encouraged to make comparisons of the different structures of government, how they operate, how citizens can participate in them, and how they provide for their citizens.

The topic of civil liberties and freedom is another theme that teachers can highlight throughout the course. As students study Japanese internment, the changing role of women in the workforce during World War II, and employment discrimination, teachers can ask students to develop the civic skill of evaluating multiple perspectives. This will help students understand why citizens might give up their civil liberties in certain situations and what civic actions individuals can take to protect the civic values of freedom, justice, and equality.

In the U.S. History II course, students are also provided with the opportunity to develop their media literacy skills and evaluate bias by analyzing campaign literature and media coverage of Depression-era policies, examining how propaganda was used to influence opinion in World War II, and studying the media’s response to the diplomatic and military policies of the Vietnam War.

Two suggestions for civic action projects associated with the U.S. History II standards are provided below. For specific expectations regarding the components of and steps to completing a civic action project, see Chapter 1.

Students studying the topic of economics, or any of the major events of a period that was impacted by changes in the economy and economic reform policies, could choose to research a wide variety of economic disparities in their local communities. Students could look at trends in types of local employment or trends in unemployment. Students might choose to explore racial disparities in taxation, home ownership, access to government assistance, or accumulation of wealth. In addition, students could consider the impact of supply and demand by conducting research on the types of businesses in their local communities compared to those in communities that might be demographically different.

Students could use their research to achieve a variety of goals connected to the economics content standards. They could advocate for a local or state policy change through letter writing; they could design a plan to attract
new businesses to their local communities; they could publish an educational pamphlet on financial literacy for their peers; or they could create an educational resource for citizens seeking access to government assistance.

Students could also choose to focus on the theme of civil liberties, which appears multiple times throughout the U.S. History II content standards. Examples of violations of civil liberties can be seen in World War II with the internment of Japanese Americans, in historical instances of workplace discrimination, throughout the civil rights movement, and in the U.S. government’s response to terrorism.

Social reform movements that took place during these time periods could also suggest suitable research topics. Students could explore the ways in which civil liberties are exercised or restricted in their own schools or communities. Students might choose to research trends in the use of school discipline, school hair or uniform policies, or even analyze data on whether or not these policies are applied equitably. Students might even choose to broaden their examination of civil liberties and research the privacy policies of local companies or social media platforms. Based on the information they discover, students could conduct historical research with the goal of understanding whether or not there is a historical basis for the online data collection by evaluating laws such as the Homeland Security Act or the Foreign Intelligence Surveillance Act.

Students might choose to focus on a local goal of writing letters to their schools or programs advocating for changes in policy based on the data they collect, or they could create presentations for school leaders, sharing their research and collaborating to think about potential new policies. Students conducting broader research about online data collection could create informational or educational materials about how to keep online data safe, write evidence-based letters to companies asking that they change their online data collection policies, or develop campaigns to raise awareness about common scams that may cause people to compromise their online information.

Works Cited


### World History II Topics

#### Essential Questions

- **The Role of Economics in Modern United States History**
  - What factors affect the prices of goods and services?
  - What are the benefits and drawbacks of investments?
  - What factors affect the success of the economy of the United States?
  - How large a role should government have in regulating the economy?

- **Modernity in the United States: Ideologies and Economies**
  - How did the government and citizens respond to new ideas about society in the modern era?
  - How might a government rebuild an economy in crisis?

#### Emphasized Standards

- **USII.T1.3.** Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

- **USII.T1.4.** Explain what a financial investment is; explain why the value of investments fluctuate, and track the gains or losses in value of a financial investment over time.

- **USII.T1.6.** Explain the role of banks and other financial institutions in the market economy of the U.S., and analyze the reasons for banking crises.

- **USII.T1.10.** Explain and give examples of the roles that government may play in a market economy.

#### Textbook Sections

- **American History online:**
  - Economics Handbook

#### Module 17
- The Roaring Twenties

#### Module 18
- The Great Depression

#### Module 19
- The New Deal

### U.S. History II Standards for History and Social Science Practice

1. Demonstrate civic knowledge, skills, and dispositions. *Explain the role of civil disobedience in creating change during the civil rights movement.*

2. Develop focused questions or problem statements and conduct inquiries. *Explain the strengths and weaknesses of liberalism and conservatism as government and societal philosophies.*

3. Organize data from multiple primary and secondary sources. *Explore the rationales for and against dropping the atomic bombs on Japan.*

*Asterisk indicates that this chapter includes an exemplar unit addressing this standard.*
### Connections to Literacy (Grades 11-12) and Math Standards

<table>
<thead>
<tr>
<th>RCA-H.2</th>
<th>Social Sciences: Economic philosophies and the political parties; role and responsibility of the taxpayer and individual choice in a capitalist economy; personal financial literacy; access to education and other opportunities; income distribution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCA.2.</td>
<td>Write explanatory texts.</td>
</tr>
<tr>
<td>WCA.8.</td>
<td>Gather/assess/integrate information from multiple sources.</td>
</tr>
<tr>
<td>SLCA.1.d</td>
<td>Respond thoughtfully to diverse perspectives.</td>
</tr>
<tr>
<td>SMP.2.</td>
<td>Reason abstractly and quantitatively (e.g., analyze stock market trends).</td>
</tr>
<tr>
<td>SMP.4.</td>
<td>Model with mathematics (e.g., create graphs to track gains/losses over time).</td>
</tr>
</tbody>
</table>

### Connections to Other Social Science Disciplines, the Arts, STEM

<table>
<thead>
<tr>
<th>RCA-H.2</th>
<th>Social Sciences: Actions of investors and banks related to supply and demand, leading to the Great Depression; geography of the Great Migration</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCA.2.</td>
<td>Write explanatory texts.</td>
</tr>
<tr>
<td>SLCA.2.</td>
<td>Integrate multiple sources of information presented in diverse formats and media.</td>
</tr>
<tr>
<td>SMP.2.</td>
<td>Reason abstractly and quantitatively (e.g., explain stock market crash).</td>
</tr>
<tr>
<td>SMP.4.</td>
<td>Model with mathematics (e.g., interpret graphs of economic decline).</td>
</tr>
</tbody>
</table>

### Performance Assessment Ideas

- Role-play historical scenarios that provide real-life models of decision-making needed to acquire resources based on supply and demand.
- Use a graphic organizer to compare and contrast periods of immigration policy in U.S. history to analyze how government or individuals played a role in market economies.
- Research and make a presentation on historical minority experiences as they relate to financial institutions and banks; e.g., formerly enslaved people, the Great Migration, civil rights movement.
- "Buy" stocks and track performance over time; create graphs to show gains and losses in the stock market.

- Gather, evaluate, and analyze primary sources (e.g., economic data, articles, diaries, photographs, audio and video recordings, songs, movies, and literary works) to create an oral, media, or written report on how Americans responded to the Great Depression.
- Produce a presentation on an artist, musician, poet, or singer associated with the Harlem Renaissance cultural movement.
- Analyze and interpret selected political cartoons featuring President FDR, assessing reactions to his New Deal programs; create a political cartoon related to a New Deal policy.
- Create a fictional town map with drawings that depict at least 15 structures or activities that could be traced to FDR’s New Deal programs.
### U.S. History II Topics

#### Defending Democracy: Responses to Fascism and Communism
- **January through mid-March**
  - Essential Questions:
    - What role should the U.S. play in world affairs?
    - How does democracy compare to other forms of government?
    - How is power gained, used, and justified?
  - Emphasized Standards:
    - **USII.T3.1.** Analyze American isolationism for its effectiveness and impact on foreign policy.
    - **USII.T3.2.** Explain the rise of fascism, including ideas and policies that led to the Holocaust.
    - **USII.T3.6.** Describe the Allied response to the persecution of the Jews by the Nazis.
    - **USII.T3.7.** Explain the reasons the U.S. gave for the use of atomic bombs in Japan.
    - **USII.T3.8.** Explain the long-term consequences of domestic events during the war.
    - **USII.T3.10.** Explain what communism is as an economic system and analyze the Cold War conflict.
    - **USII.T3.12.** Summarize Vietnam War policies and explain unintended consequences of the war.
  - Textbook Sections:
    - Module 20: World War II
    - Module 21: The Cold War
    - Module 25: The Vietnam War

#### Defending Democracy: The Cold War and Civil Rights at Home
- **Mid-March through May**
  - Essential Questions:
    - How should the U.S. government respond to challenges to freedom at home?
    - How and why do people create change?
  - Emphasized Standards:
    - **USII.T4.4.** Analyze the origins, evolution, and goals of the African American civil rights movement.
    - **USII.T4.5.** Research and analyze resistance to integration in white communities, protests to end segregation, and Supreme Court civil rights decisions.
    - **USII.T4.6.** Evaluate accomplishments of the civil rights movement.
    - **USII.T4.8.** Analyze the causes and course of one social and political movement.
    - **USII.T4.9.** Research and analyze issues related to race in the U.S. since the passage of the Civil Rights and Voting Rights Acts.
  - Textbook Sections:
    - Module 24: Civil Rights

#### United States and Globalization
- **June**
  - Essential Questions:
    - What constitutional questions arise from the federal response to terrorism?
    - How do past events, actions, and policies influence current and future events?
  - Emphasized Standards:
    - **USII.T5.2.** Analyze the impact of economic liberalism on mid-20th century society.
    - **USII.T5.3.** Analyze Reagan’s presidency and the rise of the conservative movement.
    - **USII.T5.4.** Analyze how failed communist economic policy contributed to the end of the Cold War.
    - **USII.T5.5.** Analyze some of the major technological and social trends of the late 20th and early 21st centuries.
    - **USII.T5.6.** Evaluate the government’s response to terrorism in the 21st century.
  - Textbook Sections:
    - Module 26: Transitions and Conservatism
    - Module 27: Into a New Millennium
    - Module 28: The United States in the 21st Century

### U.S. History II Standards for History and Social Science Practice

1. Demonstrate civic knowledge, skills, and dispositions.
   - Explain the role of civil disobedience in creating change during the civil rights movement.

2. Develop focused questions or problem statements and conduct inquiries.
   - Explain the strengths and weaknesses of liberalism and conservatism as government and societal philosophies.

3. Organize data from multiple primary and secondary sources.
   - Explore the rationales for and against dropping the atomic bombs on Japan.

*Asterisk indicates that this chapter includes an exemplar unit addressing this standard.*
### Connections to Literacy (Grades 11-12) and Math Standards

<table>
<thead>
<tr>
<th>RCA-H.1</th>
<th>RCA-H.6</th>
<th>WCA.2</th>
<th>SLCA.1</th>
<th>SMP.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite specific textual evidence to support analysis.</td>
<td>Evaluate authors' differing points of view on the same topic.</td>
<td>Write explanatory texts.</td>
<td>Initiate and participate effectively in a range of discussions.</td>
<td>Construct viable arguments (e.g., analyze graphs of population change post-integration and voting post-Voting Rights Act).</td>
</tr>
</tbody>
</table>

### Connections to Other Social Science Disciplines, the Arts, STEM

<table>
<thead>
<tr>
<th>Social Sciences:</th>
<th>Social Sciences:</th>
<th>Performance Assessment Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communism as an economic system; geography of the Allied/Axis powers, NATO/Iron Curtain countries, North and South Vietnam; freedom of the press.</td>
<td>Financial institutions and discrimination (redlining, bank loans, veterans’ programs, FHA)</td>
<td>- Research main arguments (pro and con) on the decision to drop the atomic bomb and participate in a Socratic seminar; role-playing advisors to President Truman.</td>
</tr>
<tr>
<td>Arts: Symbolism and propaganda; Vietnam War protest music</td>
<td>Norman Rockwell paintings <em>New Kids in the Neighborhood</em> and <em>The Problem We All Live With</em>; Civil Rights photographs; protest songs of the civil rights movement (e.g., &quot;We Shall Overcome&quot;).</td>
<td>- Create a radio broadcast (podcast), role-playing a broadcaster at a precise moment during World War II in Europe or the U.S. Suggested topics: the rise of fascism; Allied response to persecution of Jews; internment of Japanese-Americans.</td>
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<tr>
<td></td>
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<td>- Create a presentation examining what Cold War foreign policy strategies can be used to help guide U.S. foreign policy today.</td>
</tr>
</tbody>
</table>

### Performance Assessment Ideas

<table>
<thead>
<tr>
<th>RCA-H.3</th>
<th>WCA.1</th>
<th>SLCA.1</th>
<th>SMP.2</th>
<th>4. Analyze the purpose and point of view of each source; distinguish opinion from fact.</th>
<th>5. Evaluate the credibility, accuracy, and relevance of each source.</th>
<th>6. Argue or explain conclusions, using valid reasoning and evidence.</th>
<th>7. Determine next steps and take informed action, as appropriate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate various explanations for actions or events.</td>
<td>Write arguments focused on discipline-specific content.</td>
<td>Initiate and participate effectively in a range of discussions.</td>
<td>Reason abstractly and quantitatively (e.g., analyze effects of tax policies by looking at data).</td>
<td>Analyze the purpose and point of view of Martin Luther King’s “Letter from Birmingham Jail.”</td>
<td>Evaluate the credibility, accuracy and relevance of economic data in creating a graph of stock performance.</td>
<td>Argue whether or not the federal government’s response to international terrorism was effective.</td>
<td>Decide what the next steps in desegregation of schools and neighborhoods could or should be.</td>
</tr>
</tbody>
</table>
Supply and Demand—Basics of Capitalism

Topic 1: The Role of Economics in Modern United States History (USII.T1)
This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: Glenn Stewart
Contributor: Momodou Sarr

Introduction

With economic concerns playing an increasingly central role in modern American life, it is critical for students to have an understanding of the relationship of economics to social and political issues. As students begin to learn the role of economics in American history, one of the key building blocks of understanding is the principles of supply and demand.

Countries have limited resources and choices to make, and their fiscal policies should ideally encourage growth, employment, and stability. The concept of supply and demand, and its linkage to economic choice, is an important factor in determining prices, profits, and production in the market economy. Markets are created when buyers and sellers interact, and this relationship governs market prices and the allocation of scarce goods and services. Understanding how supply and demand affected historical events will help inform students of the importance of economics in today’s domestic and world affairs and build their economic literacy.

“You see dis cotton ... If I had to hire hands to pick it, I’d lose money on it. I’ve got a pretty fair stand of peas, but dey ain’t selling for nothin’. And dem’s de only two crops I got that I can sell.”
— A. D. Poole, North Carolina sharecropper

SOURCE: Library of Congress | Folklore Project, 1936-39
https://www.loc.gov/resource/wpalh2.28080111/?sp=3

The Supply and Demand—Basics of Capitalism unit focuses on two United States History II Content Standards (USII.T1):

1. Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.

2. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.

The performance task of this unit will connect to these standards by having students see that economic situations and decisions from American history can be used to guide economic decisions today. An understanding of basic economic concepts of scarcity and supply and demand is essential to making this connection.

To aid in students’ comprehending economics concepts
and policies, this unit will focus on three Essential Questions:

- How do our everyday choices impact our economy?
- What factors affect the prices of goods and services?
- How do demand and supply work together to create an equilibrium?

These questions are basic to understanding the function of economics in U.S. history, current economic practices, and the individual’s role in economic production. Studying historical events through an economic lens can help students make connections to national economic policies today and guide them to make their own daily economic decisions.

After students have learned about the basics of capitalism, they will be better prepared to understand the historical inequities in the U.S. market economy, which could be the focus of a follow-up unit. Examples of opportunity gaps based on race, ethnicity, class, and gender—and how marginalized groups have worked to overcome them—can also be connected to standards throughout the time period covered by the U.S. History II standards.

**Unit Contents**

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<td>Introduction: Period Overview, Content Standards, and Essential Questions</td>
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<tr>
<td>Plan Calendars: Short-term plan and expanded version for long-term programs and other uses</td>
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<tr>
<td>Unit Goals: Emphasized Standards, Essential Questions, and Transfer Goals</td>
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<td>Language and Learning Objectives: Know, Understand, and Do</td>
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<tr>
<td>Assessment: Performance Task and Summative Assessment, Formative Assessments, Pre-Assessment</td>
</tr>
<tr>
<td>Resources: Print, Websites (listed in order of appearance, by lesson), Materials, and Historical Images</td>
</tr>
<tr>
<td>Lessons: Lessons 1-8; with extensions to Lessons 3, 7, and 8 for long-term settings</td>
</tr>
<tr>
<td>Supplement: Any additional handouts not found within the lessons</td>
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</table>
# Plan Calendars

**Topic 1: The Role of Economics in Modern United States History (USII.T1)**

This unit is designed for short-term programs. It may be expanded for long-term settings.

The Supply and Demand–Basics of Capitalism unit is intended to teach students about basic economic concepts that can be applied throughout history in approximately a two-week span, as outlined in the Plan 1 calendar below.

## Unit: Supply and Demand–Basics of Capitalism

### Plan 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tr>
<td></td>
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<td><strong>Lesson 2:</strong></td>
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<td><strong>Lesson 4:</strong></td>
<td><strong>Lesson 5:</strong></td>
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<td>The Economics</td>
<td>Wants, Needs, and Values</td>
<td>Economic Resources</td>
<td>Scarcity and Opportunity Cost</td>
<td>Pricing and Demand</td>
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<td>Week 2</td>
<td><strong>Lesson 6:</strong></td>
<td><strong>Lesson 7:</strong></td>
<td><strong>Lesson 8:</strong></td>
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<td>Pricing and</td>
<td>Factors of Supply and Demand</td>
<td>Supply and Demand in the Great Depression</td>
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Plan 2 includes extension lessons as suggested in the unit at different stages of Plan 1. The instructional guide provides recommendations and allows the teacher to build lessons around them.

## (Expanded) Unit: Supply and Demand–Basics of Capitalism

### Plan 2

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<tr>
<td></td>
<td><strong>Lesson 1:</strong></td>
<td><strong>Lesson 2:</strong></td>
<td><strong>Lesson 3:</strong></td>
<td><strong>L3-Extension:</strong></td>
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<td>Week 2</td>
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<td><strong>Lesson 6:</strong></td>
<td><strong>Lesson 7:</strong></td>
<td><strong>L7-Extension:</strong></td>
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<td>The Writings of Adam Smith</td>
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<td>Week 3</td>
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<td>Other Economic Issues of the Great Depression Era</td>
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<td>Demand in the</td>
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<tr>
<td></td>
<td>Great Depression</td>
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</tbody>
</table>

Although this unit is not math intensive, any study of economics is aided by fluency in numeracy skills and concepts. The subject of supply and demand uses graphs, and a concurrent math unit that exposes students to graphing, horizontal and vertical axes, and intersections is potentially helpful.
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History II Content Standards

(USII.T1)

1. Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others.

3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.
   a. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure
   b. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services

Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How do our everyday choices impact our economy?
- What factors affect the prices of goods and services?
- How do demand and supply work together to create an equilibrium?

Transfer Goal (How will students apply their learning to other content and contexts?)

- Students will use their knowledge of supply and demand to analyze historical events from an economic perspective and to explain everyday monetary decisions.
### Learning and Language Objectives

**By the end of the unit:**

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic options available to former slaves after the end of the American Civil War</td>
<td>Economics is about the choices that individuals make that can impact their economic situations.</td>
<td>Determine costs and benefits of decisions made by former slaves after the Civil War.</td>
</tr>
<tr>
<td>The difference between an individual’s needs and wants</td>
<td>Individuals’ needs and wants are different from others’ and help establish their values.</td>
<td>Categorize needs and wants and role-play how they affect their own values and decision-making.</td>
</tr>
</tbody>
</table>
| Types of resources:  
  - land/natural (raw materials)  
  - labor (producing goods and services)  
  - capital (which helps production) | Having limited resources produces scarcity and the need to make distribution decisions. | Compare and contrast elements of land, labor, capital, goods, and services to help brainstorm how to distribute limited resources. |
| Scarcity, which causes people to choose between alternatives and creates an opportunity cost | Scarcity affects price of a product: the less of an item available, the more people are willing to pay. | Analyze graphs to solve problems connecting the cost of an item to its availability in the marketplace. |
| The inter-relationships of supply, demand, and price in the free marketplace | The price of a product affects the demand for it in the marketplace; the more an item costs, the less people are willing to buy it. | Interpret and create graphs to explain the basic contrasts and relationships among product supply, demand, and prices. |
| The concept of equilibrium, when supply and demand are in balance | The price point where demand and supply curves intersect is the “equilibrium price,” satisfying both consumers and producers. | Interpret and create graphs to explain the basic contrasts and relationships among supply, demand, and equilibrium price. |
### Desired Results

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors other than price that can affect supply and/or demand for a product</td>
<td>The equilibrium price of a product can change if the product’s supply and demand curves change.</td>
<td>Create a supply-demand graph and demonstrate the movement of supply and demand curves.</td>
</tr>
<tr>
<td>Major historical events and economic consequences of the Great Depression</td>
<td>Economic concepts can have an impact on historical events.</td>
<td>Analyze graphs to help explain the economic actions of dairy farmers during the Great Depression.</td>
</tr>
<tr>
<td>Tier II vocabulary: • resources • land • labor • capital • goods • services • scarcity • distribution • profit motive</td>
<td>Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context. Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.</td>
<td>Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.</td>
</tr>
</tbody>
</table>

### Massachusetts DYS Education Initiative—History & Social Science—2020 Edition | Chapter 5, Section 4
Lesson 8: Analyze graphs and general economic trends of the Great Depression to answer the question, “If people were so hungry during the Great Depression, why would farmers destroy their milk rather than sell it to people who needed it?”

GOAL:
To write a “brief” (a summary analysis) using Tier III economic vocabulary that interprets graphs and explains an economic event that happened during the Great Depression.

ROLE:
You are an economic advisor to the U.S. president.

AUDIENCE:
You are writing for the U.S. president, who must make policy decisions.

SITUATION:
U.S. dairy farmers are destroying much of their milk supply at a time during the Great Depression when many people are going hungry and are without milk. You are to write a brief for the president that explains why farmers are doing this.

PRODUCT:
You will compose a brief (a summary paragraph of analysis) that explains in economic terms why dairy farmers felt compelled to ruin the product that provided them with income and was needed by the American people.

STANDARDS:
- The brief must use Tier III vocabulary words: supply, demand, and equilibrium price.
- The brief must use analysis of supply and demand graphs.
- The brief must use clear language and be free of spelling and grammatical errors.
Formative Assessments (see pp. 5.4.10-26)

Monitoring student progress through the unit

Lesson 2: Summary in writing of how wants and needs affect a person’s decision-making and values

Lesson 3: Class discussion: “Is scarcity a problem only for poor people? Why or why not?”

Lesson 4: A sentence that properly uses the words supply, demand, and scarcity

Lesson 5: An explanation of how pricing of a product affects demand for the product

Lesson 6: A list of factors that would affect gasoline supply and pricing

Lesson 7: Graphs of supply and demand curves and changes based on factors of supply and demand

Lesson 8: 3 Situations, 3 Graphs activity sheet

Pre-Assessment (see p. 5.4.9-10)

Discovering student prior knowledge and experience

Lesson 1: Cost/benefit T-chart:
Costs and benefits of a common and everyday choice made by a student
Chapter 5—U.S. History II
Topic: The Role of Economics in Modern United States History (USII.T1)
UNIT PLAN—Supply and Demand—Basics of Capitalism

**Unit Resources** (by type, in order of appearance)

**Print**

*U.S. History: Eyes on the Economy.*

Its Economics Handbook is available online only at: 
https://www.hmhco.com (sign-in required)

**Websites**

**LESSON 1:**

“Decision Making/Cost-Benefit Analysis Video and Quiz”:
https://www.econedlink.org/resources/decision-making-cost-
benefit-analysis-video-and-quiz

**LESSON 3:**

*Socratic*:
https://socrative.com/

“Activity 2-2: The Island Game”:
http://hrlibrary.umn.edu/edumat/sustecon/activities/2-2.htm

**LESSON 4:**

“Scarcity”:
https://vimeo.com/331311542

**LESSON 5:**

“Oil and Gas Trends 2018-19”:
http://sand01.gcp.atlasworks.com/trend/2018-oil-gas

“Simulation: Demand for Food Trucks”:
https://courses.lumenlearning.com/suny-microeconomics/
chapter/simulation-demand-for-food-trucks/

**LESSON 6:**

“Simulation: Demand for Food Trucks”:
https://courses.lumenlearning.com/suny-microeconomics/
chapter/simulation-demand-for-food-trucks/

“What is Supply and Demand?”:
https://www.youtube.com/watch?v=2Wp-diDRVKI

**LESSON 7:**

“What is Supply and Demand?”:
https://www.youtube.com/watch?v=2Wp-diDRVKI

“Demand Curve”:
http://knowledgegrab.com/glossary/demand-curve-2/

“Supply Curve”:
https://www.pngkey.com/detail/u2q8u2w7w7o0w7t4_supply-
curve-supply-curve-graph/

“The Financial Anatomy of a $100 Nike Shoe”:
https://images.complex.com/complex/image/upload/w_680/t_
in_content_image/sneaker-cost-breakdown-nike_o7n60z.jpg

“The Essential Adam Smith”:
https://www.essentialscholars.org/smith

“About Adam Smith”:
https://www.adamsmith.org/about-adam-smith

**LESSON 8:**

“Migrant Mother”:
https://americanhistory.si.edu/collections/search/object/
nmah_1313354

“The Wisconsin Milk Strike”:
https://www.ancestry.com/contextux/historicalinsights/
wisconsin-milk-strike#targetText=The%20Wisconsin%20
Milk%20Strike,milk%20plummeted%20by%2030%20percent

“Economics Handbook”:
https://www.hmhco.com/one/#/discover/SS_NL18E_HS_AH/
search?q=economics%20handbook (sign-in required)
### Unit Resources, continued (by type, in order of appearance)

#### Materials (Teacher-created or in the Supplement)

**SUPPLEMENT CONTENTS:**

| Lesson       | (Practice and Application) | Activity Resource | p. 5.5.1-2
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Why did most former slaves stay in the south?</td>
<td></td>
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</tbody>
</table>
| **Lesson 3** | (Do Now)                    | Activity Resource | p. 5.5.3
|              | Resources Activity Cards   |
| **Lesson 4** | (Practice and Application) | Activity Worksheet | pp. 5.5.4-5
|              | Scarcity and the Price of Whale Oil |
| **Lesson 8** | (Practice and Application) | Activity Worksheet | pp. 5.5.6-8
|              | 3 Situations, 3 Graphs      |
| **Lesson 8** | (Review and Assessment)    | Activity Worksheet | p. 5.5.9
|              | Solving the Mystery         |

#### Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the **Guide Appendix**.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Outline of Lessons
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

INTRODUCTORY LESSON
Stimulate interest, assess prior knowledge, connect to new information

Lesson 1
The Economics of Choice

Goal
Students will identify reasons that people make choices impacting their economic well-being, determining the costs and benefits of these decisions.

Do Now (time: 5 minutes)
Students will write down examples of five choices that they might make between waking up and going to sleep during a typical day while in the community. The teacher will ask for appropriate choices that do not specify any illegal or immoral behaviors (example of appropriate question: “When will I get out of bed?”).

Hook (time: 10 minutes)
Students will share out their choices with the class while the teacher writes them on the whiteboard. The teacher will then ask students to indicate which of their choices have an association with money and economic decisions (example of appropriate question: “Will I buy a pair of sneakers?”) and indirect ones (“Will I go to school today?”). The teacher will explain that economics is not just about money, but also about choices that can impact money and one’s economic situation.

Presentation (time: 15 minutes)
The teacher will continue the discussion to note that how one spends time is often an economic decision; for instance, the decision to attend school or not can affect future earnings. For clarity, the teacher will observe that the expression “spend time” has the monetary term “spend” as a reminder of this. The teacher will show a brief video about how people make everyday decisions with a cost/benefit analysis, and the class can discuss the short quiz that follows the video.

See: “Decision Making/Cost-Benefit Analysis—Video and Quiz”
https://www.econedlink.org/resources/decision-making-cost-benefit-analysis-video-and-quiz/
Students will then partner for a quick Think-Pair-Share around the following prompt, and then pairs will share their answers with the class:

Give an example that can illustrate the expression “Time is money.”

**Practice and Application** (time: 20 minutes)
The teacher will outline the assignment by presenting students with an Activity Sheet entitled “Why did most former slaves stay in the South?” (see Supplement p. 5.5.1-2) about the decisions of some previously enslaved African Americans to stay in the South even after they were freed following the Civil War. Students will follow the directions to pick two possible actions (from several given) that former slaves could take following their liberation. Students will justify each choice with a three-sentence cost/benefit analysis of how the choice could help the individual, weighed against how the decision could hurt the individual.

Note: The teacher can ask students to read the Activity Sheet’s set-up of the assignment aloud if this will aid comprehension.

When students have completed the task, they will share their cost/benefit analyses with partners.

**Review and Assessment** (time: 5 minutes)
Students will return to the five everyday choices that each wrote for the Do Now and pick one about which to create a T-chart with “Benefits” of their choice in one column and “Costs” in the other column.

**INSTRUCTIONAL LESSONS**
*Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments*

**Lesson 2**

**Wants, Needs, and Values**

**Goal**
Students will differentiate between wants and needs and how they impact an individual’s values. Students will make choices demonstrating that these values affect decisions, including financial ones.

**Do Now** (time: 5 minutes)
Students will write down examples of ten physical items that they might come into contact with while in the community during a typical day between waking up and going to sleep. The teacher will ask for appropriate items that do not designate anything illegal or immoral.

**Hook** (time: 10 minutes)
The teacher will create a T-chart on the whiteboard with one column labeled “Needs” and the other labeled “Wants.” Students
HISTORY

Chapter 5—U.S. History II
Topic: The Role of Economics in Modern United States History (USII.T1)

UNIT PLAN—Supply and Demand—Basics of Capitalism

will share out their answers with the class, looking to determine if an answer is a “need” or a “want” for the T-chart. The teacher will guide discussion of the items to establish the difference between something that is a need (essential for life) and a want (desirable but not necessary for life). Being able to distinguish between needs and wants is essential in making decisions.

Presentation (time: 15 minutes)
The teacher will now direct students to create their own T-charts of Needs and Wants, but from the perspective of someone other than themselves. Students may use the same answers on the T-chart that has already been produced or think of new answers. Each student will generate T-charts for “50 year-old woman living and working in the city” and “10-year-old boy living in a village in rural Africa.” Students should have at least five items in each column. The teacher may wish to add or substitute other examples for students to role-play. Students will share out answers, with the teacher guiding discussion to show that different individuals in different circumstances will have different wants and needs.

Practice and Application (time: 15 minutes)
The teacher will direct an activity called “Value Squares.” For each person in the class, the teacher will distribute 15 squares of paper (scrap paper will work fine). On the whiteboard, the teacher will have written:

- Three important people in your life
- Three activities (favorite things to do)
- Three dreams you have for the future
- Three favorite possessions
- Three things you would like to own someday

Students will write their choices for these items on separate squares of paper and organize them into five stacks:

People, Activities, Dreams, Things You Have, and Things You Want

The teacher will explain to students that they will hear a story. After each part of the story, they will be asked to make a decision. They will have 10 to 15 seconds to make the decision, and all decisions are final. Discarded squares must be crumpled or torn up.

The teacher will then read the Once Upon a Time story on the next page (see p. 5.4.12) with directions for what the students are to do after each section.

Access for All Options

Multiple Means of Engagement:
- Begin the lesson with provocative questions, quotations, or points of information.
- Provide examples of how social markers such as race, gender, or social class impact students’ lives.
- Break discussions into shorter segments followed by peer-to-peer exchange.

Multiple Means of Representation:
- Provide varied ways to highlight patterns, critical features, and big ideas.
- Offer options for transfer and generalization of content and big ideas.
- Offer transcripts to videos or provide closed captions when possible.

Multiple Means of Action and Expression:
- Offer self-reflection templates that could validate students’ lived realities, heritages, or cultural identities.
- Allow students to use writing templates, tables, and outlines, and, when possible, CAST UDL Book Builder. See: http://bookbuilder.cast.org/

Literacy and Numeracy Across Content Area Elements

Writing:
- Students will summarize their reasons for making particular decisions about their wants, needs, and values.

Speaking and Listening:
- Students will categorize and organize their needs and wants for class discussion.
Review and Assessment (time: 10 minutes)
Students will compose answers to the following questions:

Which decision was the hardest to make, and why?
What similarities and differences in decision-making did you have with other students?
Write one sentence to summarize how wants, needs, and values affect the decisions that people make.
Lesson 3

Economic Resources

Goal
Students will evaluate and categorize different types of economic resources as land, capital, labor-goods, or labor-services. They will brainstorm a scenario that introduces the economic concept of the distribution of limited resources.

Do Now (time: 5 minutes)
On the whiteboard, the teacher will write the heading “Resources” and underneath, divide the whiteboard into three category columns labeled with definitions:

1. Land—All Natural Resources on Earth
2. Labor—Provided by a Person as Physical or Mental Work
3. Capital—Anything that Helps Provide a Product or Service

The teacher should briefly explain these definitions before beginning the activity. The teacher will distribute to students an equal number of Resources Activity Cards (see Supplement p. 5.5.3) with types of resources written on them. Students will take their cards and tape them to the whiteboard in the categories that they believe the cards should be listed.

Hook (time: 15 minutes)
Students will each explain their reasoning for their cards’ category placements, with brief teacher-directed discussion as needed.

Note: Some cards may be eligible for more than one category, such as tattoo artist or restaurant.

When the students have finished, the teacher will introduce the concepts of goods (items to satisfy needs or wants) and services (work performed for someone), and the class will subcategorize all the cards in the Labor category column into those that are goods produced by someone and those that are services.

Presentation (time: 15 minutes)
Students will pair off. The teacher will ask each pair to put three columns on a piece of paper, labelling them Land/Natural, Labor, and Capital. Student pairs will brainstorm for five minutes everything they can think of that would be involved in building a house, and they will categorize each of those elements into the corresponding columns.
as Land/Natural, Labor, or Capital. The teacher will check in on each pair to go over responses. Then, student pairs will perform the same three-column exercise, but they will be asked to categorize things that are necessary to cut hair (for example: Natural—water; Capital—comb, scissors; Labor—stylist). The teacher will again review each pair’s responses.

**Practice and Application** (time: 15 minutes)
To streamline use of class time, students may remain in their pairs for the following exercise. The teacher will set up a role-playing situation that involves a six-slice pizza. The pairs will brainstorm what will be presented as an economic problem:

There is only one pizza, so it is a “limited resource.” In other words, there is not an infinite or unlimited amount of the product, and it needs to be distributed among all students.

Student pairs should come up with at least five ways to distribute the pizza slices; that is, determine how many slices students will get and who will get them. The teacher will state that the ways to distribute the pizza do not have to ensure that everyone gets an equal number of slices.

After five minutes, the large group will reconvene and, in round-robin fashion, list their distribution methods on the whiteboard. The methods should be grouped by the teacher into standard distribution systems:

Auction, contest, equal sharing, need, merit, lottery, someone decides, arbitrary characteristics, etc.

The teacher will solicit student input for the advantages/disadvantages for each distribution method. The teacher will ask students for a final vote on which way of distributing this particular limited resource they would recommend.

**Review and Assessment** (time: 5 minutes)
The teacher will introduce the concept of scarcity in a brief class discussion. Students will be asked to reply yes or no to the following question and give reasons for their answers to discuss with the class.

Scarcity is the limited availability of a resource, and not being able to have all of what one wants.

Is scarcity a problem for only poor people?

**Extension** (optional)
The teacher may wish to devote a class to an Island Economy Scenario game, in which people gathered on a deserted island have to create their own economic system and make economic decisions accordingly.

See: “Activity 2-2: The Island Game”
http://hrlibrary.umn.edu/edumat/sustecon/activities/2-2.htm

Lesson 4

Scarcity and Opportunity Cost

**Goal**
Students will recognize examples of scarcity and opportunity cost. They will put in sequential order a series of statements that show the cause-and-effect relationship between resource scarcity and higher prices.

**Do Now** (time: 5 minutes)
Students will be given a hypothetical choice of buying something with $75: a pair of sneakers,
an iPhone, or a concert ticket. The teacher should tell students that they can make up their own details about these items, but their cost will be $75 each. The teacher will remind them of the concept of scarcity introduced in the prior lesson, and that this scarcity means that they only have enough money to imagine purchasing one of the items. Students will write down what they would like to buy as their first, second, and third choices.

**Hook** (time: 10 minutes)

Students will each share out their answers with a brief reason for their first choice. The teacher will then introduce the concept of “opportunity cost.” The teacher will explain that every time a choice is made, there are other things that are not chosen. The next best choice or opportunity that is not chosen is the opportunity cost.

The opportunity cost of choosing one alternative is the value given up by not taking the next best choice. Scarcity (only being able to buy one item) forces people to choose among alternatives. When a decision is made, the opportunity cost is part of it, even if students do not realize it.

Students will circle their second choices and identify these as their opportunity costs in this scenario. The teacher will now introduce another choice for the $75: a pair of headphones. Students will be asked if this changes any of their opportunity cost decisions.

**Presentation** (time: 15 minutes)

The teacher will show students a short video about scarcity and opportunity cost.

[See: “Scarcity” | Council for Economic Education](https://vimeo.com/331311542)

The video ends with the statement, “We simply cannot have everything we want.” The teacher will emphasize that this means everyone makes economic choices.

The teacher will ask each student to now write down at least five things that influence them when they are buying something. Possible answers could include:

- Quality, enjoyment, taste, brand name, celebrity endorsement, price, etc.

Students will share out their answers for discussion, and the teacher will target *pricing* as a major factor driving economic decisions, and that scarcity affects pricing: the less of an item available, the more money people are willing to pay for it.
Lesson 5

Pricing and Demand

Goal
Students will interpret and create graphs to explain the basic contrasts and relationships among product supply, demand, and prices.

Do Now (time: 5 minutes)
The teacher will refresh students on the definitions of supply and demand from the previous lesson’s Review and Assessment exercise. The teacher will then present students with a graph of world oil supply and demand from 2014 to 2017. Students will answer these questions:

1. In what year was there the largest supply of oil in the world?
2. What was the demand for oil in the year 2017?
3. What was the amount that the supply of oil decreased from 2015 to 2016?
4. What do you think might have happened to the price of oil from 2015 to 2016, and why?

See: “Oil and Gas Trends 2018-19”
http://sand01.gcp.atlasworks.com/trend/2018-oil-gas

Hook (time: 10 minutes)
Students will share out their sentences from the previous lesson’s Review and Assessment about supply, demand, and scarcity. The central concept that should be emphasized by the teacher builds on prior lessons: scarcity increases prices.

Access for All Options

Multiple Means of Engagement:
- Design activities so that outcomes are authentic and communicate to real audiences.
- Provide rubrics to students for their discovery process as they read and evaluate.

Multiple Means of Representation:
- Build background knowledge with real-world examples and experiences (e.g., graphs of the local economy).
- Use multimedia when possible to show similarities and differences or draw conclusions on data.

Multiple Means of Action and Expression:
- Allow students to compose in multiple media including text, speech, comics, storyboards, or charts.
- Permit use of graphing calculators, pre-formatted graph paper, and web applications (e.g., animations, wikis).
The teacher will follow this with a discussion of the Do Now questions, especially question 4. The central concept to be imparted is that if the supply of a product goes down significantly but demand remains high, then the product’s price will increase.

**Presentation** (time: 20 minutes)
The teacher will ask students:

- When prices go up, do you want to buy more of a product or less?
- When prices go down, do you want to buy more of a product or less?

How pricing affects demand for a product is the subject of a simulation exercise about demand. The teacher will present this simulation to the class, which allows for many opportunities for student choices, repetition, and subsequent discussion that will reinforce the relationship between prices and demand. The teacher should plan accordingly.

*See: “Simulation: Demand for Food Trucks”*  
Authored by Clark Aldrich for Lumen Learning. License: CC by attribution  
https://courses.lumenlearning.com/suny-microeconomics/chapter/simulation-demand-for-food-trucks/

**Practice and Application** (time: 15 minutes)
The teacher will present students with the Gasoline Price/Demand Chart that follows on the next page (see p. 5.4.18).

The students will each create a line graph that includes this data. Differentiation of this exercise is an option if students are unaware of how to produce a graph with proper horizontal and vertical axes. For some students, the teacher may wish to supply students with a Line Graph Template for the activity, such as the one on the next page (see p. 5.4.18).

After creating the graph, students will answer these questions:

1. Following the line that you created on the graph, what amount of money is the difference in price between consumers buying 60 million gallons of gas and 55 million gallons of gas?
2. If prices drop from $3.50 per gallon to $2.50 per gallon, how many more millions of gallons of gasoline would consumers be willing to buy?
3. For every 25 cents that the price goes down, how many more millions of gallons of gas are bought?
4. Looking at the graph line, at what price do you think 30 million gallons of gas would be bought?

Students should save their graphs for use in Lesson 6.

**Review and Assessment** (time: 5 minutes)
The teacher will emphasize that in the graph, price is affecting how much gasoline is being sold. Students will then list at least three other factors that might affect how much gasoline they buy. Answers could include what they use their car for, how far away their employment is, peer pressure, etc. Based on pricing and these other factors, students will write how their daily activities would be affected if the price of gasoline went up and their income stayed the same.
Practice and Application: Lesson 5—Gasoline Price/Demand Chart

<table>
<thead>
<tr>
<th>If the price of a gallon of gasoline is:</th>
<th>Consumers are willing to BUY (millions of gallons per day):</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2.25</td>
<td>60</td>
</tr>
<tr>
<td>$2.50</td>
<td>55</td>
</tr>
<tr>
<td>$2.75</td>
<td>50</td>
</tr>
<tr>
<td>$3.00</td>
<td>45</td>
</tr>
<tr>
<td>$3.25</td>
<td>40</td>
</tr>
<tr>
<td>$3.50</td>
<td>35</td>
</tr>
</tbody>
</table>

Practice and Application: Lesson 5—Line Graph Template
Lesson 6

Pricing and Supply

**Goal**
Building upon the prior lesson, students will continue to interpret and create graphs to explain the basic contrasts and relationships among product supply, demand, and prices.

**Do Now** (time: 5 minutes)
Students will create their own charts for how many hours per week they would work digging ditches at differing wages: $5/hour, $10/hour, $20/hour, and $30/hour. They can use a chart template like the one below:

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>$5/hr</th>
<th>$10/hr</th>
<th>$20/hr</th>
<th>$30/hr</th>
</tr>
</thead>
</table>

**Hook** (time: 10 minutes)
Students will share out their answers, and the teacher will encourage a brief discussion of what factors led students to arrive at their responses. The teacher will explain that the students are indicating at what “price” (the money they will earn) they will “supply” amounts of labor. At each “price” amount, students are answering the question for themselves:

Is it worth it?

The teacher should explain that this is how producers of products decide how much of that product to supply to consumers (just as students decided how much labor they would “supply”).

**Presentation** (time: 20 minutes)
The teacher will define *profit motive* as “the desire for financial gain as an incentive for economic activity.” The teacher will ask students to state what that means, with expected answers being “Make money!” or “Make as much money as possible!”

Producers decide that if a product costs X for them to make, price Y is what they need to charge to make a profit. The teacher

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**Access for All Options**

**Multiple Means of Engagement:**
- Provide students with real-world and local information as models (e.g., Black Friday trends over the years).
- Offer mastery-oriented feedback and self-assessment tools to engage students.

**Multiple Means of Representation:**
- Use authentic examples as well as visuals when clarifying abstract language.
- Use multimedia such as text, graphic organizers, or videos as planning guides for students.

**Multiple Means of Action and Expression:**
- Allow students to use multiple tools for construction and composition.
- Provide examples and models for products.
- Offer access to tools and assistive technologies for composition.

**Literacy and Numeracy Across Content Area Elements**

**Speaking and Listening:**
- Students will participate in a simulation exercise about economic demand that includes different options for discussion.

**Language:**
- Students will discuss the introduced vocabulary *profit motive* and *equilibrium price*.

**Numeracy:**
- Students will both interpret and create a graph to answer questions about pricing, supply, demand, and equilibrium price.
should remind students that this was what they did when deciding what “price” they would charge to “supply” their labor. How pricing affects supply for a product is the subject this lesson’s simulation exercise about supply (a similar simulation on demand was presented in Lesson 5). The teacher will present this simulation to the class, which allows for many opportunities for student choice, repetition, and subsequent discussion that will reinforce the relationship between prices and supply. The teacher should plan accordingly.

See: “Simulation: Supply of Food Trucks” authored by Clark Aldrich for Lumen Learning. License: CC by attribution
https://courses.lumenlearning.com/suny-microeconomics/chapter/simulation-supply-of-food-trucks/

The teacher will then show a brief video that combines a sample demand graph with a supply graph to integrate the two and create an equilibrium price where demand meets supply. The teacher should stop the video at the :57 mark and make sure students understand what the equilibrium price is. The teacher will return to the video to replay and finish it in Lesson 7.

See: “What is Supply and Demand?”
https://www.youtube.com/watch?v=2Wp-diDRVKI

Practice and Application (time: 15 minutes)
The teacher will present the students with the Gasoline Price/Supply Chart that follows on the next page (see p. 5.4.21), explaining that it is similar to the one they worked with in Lesson 5, with an important exception. Instead of numbers indicating how many millions of gallons of gas per day consumers would buy, it shows the millions of gallons per day producers would be willing to sell (supply).

Using the Line Graphs they created in Lesson 5 (see p. 5.4.18), students will graph the supply numbers into their graph templates. The students should label their first line “Demand” and the line they create in this lesson “Supply.” Students will answer these questions:

1. If prices drop from $3.50 per gallon to $2.50 per gallon, how many fewer millions of gallons of gasoline would producers be willing to sell?
2. For every 25 cents that the price goes up, how many more millions of gallons of gas are supplied?
3. If the price is $3.50, how many millions of gallons would be supplied? How many millions of gallons would be bought?
4. If the price is $2.50, how many millions of gallons would be supplied? How many millions of gallons would be bought?
5. What is the price at which both consumers and producers are satisfied? This is called the “equilibrium price.” How many millions of gallons of gasoline would be supplied and bought at this price?

Review and Assessment (time: 5 minutes)
The teacher will emphasize that in the supply line of the graph, price is affecting how much gasoline is supplied. Students will list three other factors that might affect how much gasoline is produced around the world. Answers could include wars, drilling technology, laws limiting drilling, conflicts between countries, etc.
Lesson 7
Factors of Supply and Demand

Goal
Students will brainstorm factors that would affect the supply and demand for sneakers and graph how these factors might affect supply and demand curves.

Do Now (time: 5 minutes)
Students will pair up to list factors—other than cost—that would affect their desire to buy a pair of sneakers. Answers could include color, fit, brand, celebrity endorsement, peer usage, etc.

Hook (time: 10 minutes)
The teacher will draw on the whiteboard a typical demand curve. See the example at the link below.


Students will share their answers of what factors might affect their desire to buy sneakers; collectively, this is the demand for sneakers. The teacher will ask students to suggest what might happen to the demand curve if their factors were positive. (The teacher will indicate on the whiteboard how and why the curve would move to the right). Conversely, if demand decreased, the curve would move to the left.

The teacher should then replay and show the remainder of the video about equilibrium price that was started in Lesson 6. The final section shows how supply and demand curves can change as a result of factors affecting supply and demand.

See: “What is Supply and Demand?” | https://www.youtube.com/watch?v=2Wp-diDRVKI
Presentation (time: 10 minutes)
The teacher will show a graphic representing the different factors that go into determining the price of a Nike athletic shoe and explain each of the elements of the graphic.

See: “The financial anatomy of a $100 Nike shoe”
https://images.complex.com/complex/image/upload/w_680/t_in_content_image/sneaker-cost-breakdown-nike_o7n60z.jpg

Note: “Retailer margin” is the difference between the store’s cost for acquiring the shoe from Nike and the store’s selling price of the shoe. In the graphic, the store owners sell the shoe at $100 so they can make $50 for themselves. The teacher should clarify that not all retailer margins are the same, and this is just an example.

The teacher will ask students:
If Nike wants to keep making $5 for each pair of athletic shoes but something happens to increase the price of making the shoe in the factory, what could Nike do?
(Answers could include making fewer shoes or raising the price of the shoe.)

The teacher will then draw on the whiteboard a typical supply curve. See the example below.

See: “Supply Curve”
https://www.pngkey.com/detail/u2q8u2w7w7o0w7t4_supply-curve-supply-curve-graph/

The teacher should ask students what they think would happen to the supply curve if something negatively affected the supply of sneakers (it would move left), and demonstrate this on the whiteboard.

Practice and Application (time: 20 minutes)
The teacher will instruct students that they will be creating a graph of a sneaker supply curve and a sneaker demand curve. The teacher will guide students in forming a horizontal and a vertical axis, with the horizontal axis labeled “Sneaker Totals” and the vertical axis labeled “Sneaker Prices.” The horizontal axis will be numbered from 0 to 3000 in evenly-spaced increments of 500. The vertical axis will be numbered from 0 to 70 in evenly-spaced increments of 10.

Note: The teacher may differentiate the lesson by creating the graph for some students with the axes and numerical increments prelabeled.
Using the graph templates they created, students will create demand and supply curves based on the information in the Shoe Price and Pairs Bought/Supplied Charts on the right side of page below.

Students will first create a **demand** curve using the information in Chart 1.

Students will then create a **supply** curve based on the information in Chart 2.

Students will then label each curve properly, one for “Demand” and one for “Supply.”

**Review and Assessment** *(time: 10 minutes)*

After students finish their graphs, they will complete the following questions and activities:

1. Looking at the supply and demand curves, what is the equilibrium price for the sneakers?
2. Imagine that Steph Curry has worn these sneakers in the past, but is now dropping his endorsement. Demonstrate what would most likely happen to the demand curve by moving it in the proper direction, either left or right.
   
   Use a different color to draw a new demand curve in its proper place.
3. After moving the demand curve, does the equilibrium price go up or down?
4. Imagine that factory workers who make the sneakers have gone on an extended strike. Demonstrate what would most likely happen to the supply curve by moving it in the proper direction, either left or right.
   
   Use a different color to draw a new supply curve in its proper place.
5. After moving the supply curve, does the equilibrium price go up or down?

**Extension** *(optional)*

A possible extension lesson could include a reading of critical concepts introduced by economist Adam Smith, including the division of labor, economic self-interest, the efficacy of trading among economic partners, and the “invisible hand” of the market. As the movement of supply and demand curves determine equilibrium prices at different points, these concepts add another layer to learning about how economic systems can function without government influence.

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**Chart 1: Pairs Bought**

<table>
<thead>
<tr>
<th>Price</th>
<th>Pairs BOUGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$62</td>
<td>750</td>
</tr>
<tr>
<td>$58</td>
<td>800</td>
</tr>
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<td>$45</td>
<td>850</td>
</tr>
<tr>
<td>$38</td>
<td>900</td>
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<tr>
<td>$36</td>
<td>990</td>
</tr>
<tr>
<td>$33</td>
<td>1010</td>
</tr>
<tr>
<td>$22</td>
<td>2700</td>
</tr>
</tbody>
</table>

**Chart 2: Pairs Supplied**

<table>
<thead>
<tr>
<th>Price</th>
<th>Pairs SUPPLIED</th>
</tr>
</thead>
<tbody>
<tr>
<td>$62</td>
<td>2500</td>
</tr>
<tr>
<td>$58</td>
<td>1500</td>
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<tr>
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<td>1000</td>
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<tr>
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<td>$36</td>
<td>750</td>
</tr>
<tr>
<td>$33</td>
<td>700</td>
</tr>
<tr>
<td>$22</td>
<td>550</td>
</tr>
</tbody>
</table>

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“About Adam Smith” | https://www.adamsmith.org/about-adam-smith (and related links)
Lesson 8 (2 days)

Supply and Demand in the Great Depression

Goal
Students will interpret graphs in order to apply the concepts of supply and demand to a historical example, demonstrating their relevance to real-world issues and events.

Lesson 8–DAY 1

Do Now (time: 5 minutes)
Students will observe the iconic image “Migrant Mother” and write down three things that they can see or infer from the photograph.

See: “Migrant Mother,” by Dorothea Lange
https://americanhistory.si.edu/collections/search/object/nmah_1313354

Hook (time: 10 minutes)
Students will share out their answers for discussion. The teacher will explain that this is a famous photograph of a woman in 1936, the Great Depression period of U.S. History. (Additional details: the woman was a 32-year-old migrant pea picker who had several children.) The teacher will ask students what “Great Depression” might mean. Emphasis should be placed on the 25% unemployment—one in every four Americans had no job—and that in an economic depression, there is a downturn in all economic activity (production, earnings, employment, and the like).

Presentation (time: 10 minutes)
The teacher will present the economic problem students will be examining in the lesson:

If people were so hungry during the Great Depression, why would farmers destroy their milk rather than sell it to people who needed it?

The teacher should encourage students to posit some economics-based hypotheses related to this question. To dramatize the
situation and provide context, the teacher should present text and images from “The Wisconsin Milk Strike.”

See: “The Wisconsin Milk Strike”
https://www.ancestry.com/contextux/historicalinsights/wisconsin-milk-strike#targetText=The%20Wisconsin%20Milk%20Strike,milk%20plummered%20by%2030%20percent

Practice and Application (time: Day 1—30 minutes)
The teacher will use the the 3 Situations, 3 Graphs Activity Sheets (see Supplement, pp. 5.5.6-8) to present to students three situations involving farmers in the Great Depression. Students will match each graph with an accompanying situation description and answer the questions.

Students may work individually or in pairs as the teacher circulates to provide assistance and clarification. At the end of Day 1, the teacher should lead a discussion in which students share their responses. Students will submit their activity sheets for teacher review and comment.

Lesson 8—DAY 2
Do Now (time: 10 minutes)
To review the key economic concepts that will be drawn upon for the performance task, students comfortable with reading aloud will take turns reading from the three-paragraph online text section “Supply and Demand” on page 10 of the online “Economics Handbook” from the American History textbook site (sign-in is required).

See: “Supply and Demand” (sign-in required)
https://www.hmhco.com/one/#/discover/SS_NL18E_HS_AH/search?q=economics%20handbook

The teacher will review the key concepts in the passage and point out other parts of the handbook that may be helpful in completing the performance task (depression, incentive, profit, etc.).

Review and Assessment (time: 45 minutes)
The teacher will present details about the Solving the Mystery Final Project outlined on the next page (see p. 5.4.26). In the situation described, students will role-play an economist and use the Solving the Mystery Activity Sheet (see Supplement p. 5.5.9) to answer the following question for the president of the United States:

"If people were so hungry during the Great Depression, why would farmers destroy their milk rather than sell it to people who needed it?"

Using the economic concepts they have learned during the unit, students will use a process approach to compose briefs for the president: brainstorming ideas, conferencing with peers and the teacher, drafting, and revising. Students should be encouraged to incorporate diagrams and graphs with their texts. During the last several minutes of class, the students, serving as the Council of Economic Advisers, will present their briefs to the “president” (the teacher), who may ask clarifying questions and offer comments.
Extension (optional)

The teacher may elect to add extra lessons to inform students of more features of the Great Depression (Plan 2 for long-term programs includes two days of instruction—see p. 5.3.3). Activities could include analyzing photographs and letters from the era and examining the role the stock market played in the Depression, what happened during the Dust Bowl, new government organizations designed to aid the unemployed, and the role that President Franklin D. Roosevelt played in addressing the economic crisis.

These lessons would go beyond basic supply-and-demand analysis but would have an obvious embedded economic tie-in.

### FINAL PROJECT: Solving the Mystery

**Goal:** To write a “brief” (a summary analysis) using economic vocabulary that interprets graphs and explains an economic event that happened during the Great Depression.

**Role:** You are an economic advisor to the U.S. president.

**Audience:** You are writing for the U.S. president, who must make policy decisions.

**Situation:** U.S. dairy farmers are destroying much of their milk supply at a time during the Great Depression when many people are going hungry and are without milk. You are to write a brief for the president that explains why farmers are doing this.

**Product:** You will compose a brief (a summary paragraph of analysis) that explains in economic terms why dairy farmers felt compelled to ruin the product that provided them with income and was needed by the American people.

**Standards:**
- The brief must use vocabulary words: supply, demand, and equilibrium price.
- The brief must use analysis of supply and demand graphs.
- The brief must use clear language and be free of spelling and grammatical errors.

### Notes:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
Why did most former slaves stay in the South?

1—Situation

African Americans had been enslaved in America for generations, forced to stay with their owners. But after the Civil War and the abolition of slavery, when they could have gone anywhere to seek new economic opportunities, most decided to stay in the Southern region where they had endured their hardships. Why?

Imagine the situation of newly freed African Americans in the time after the Civil War. What are their skills? They can farm food crops, cotton, tobacco, or rice. Men can ride horses and build with wood or metal. Women have experience in household chores and caring for infants. They probably don’t know how to read or write and have never travelled far from their owners’ homes or plantations. Many former slaves will die in poverty, unable to get a job and not having a place to live.

There is no internet or mass communication to learn about new opportunities. They will have to learn about these through word-of-mouth or newspapers. Racism and violence against African Americans still continue after the war. Former slaves who have been separated from other family members now want to reunite. Do they want to move to the North or West? Will they be able to travel to get there? Will they want to take their families? What new economic opportunities will they choose to try to earn a living?

Why did most former slaves stay in the South?

Below are seven examples of economic choices for former slaves.  
Pick the two that you think are the most realistic choices.

For each of the two you pick, write a three-sentence cost/benefit analysis of how the choice is possible and could help the former slave, weighed against how the decision might not be possible or could hurt the former slave.

1. Factory jobs in the North and South are advertised in newspapers, with some needing special skills. These jobs are in larger cities, and there is much competition to get them.

2. Some jobs are available for lawyers or doctors, with education and special training needed.

3. Those who have cash can make a payment to buy and run a farm, getting the rest of the money on loan.

4. The 1862 Homestead Act allows ordinary citizens to have free land in the western part of the nation if they live there for five years and can survive off the land.

5. Owners of plantations continue to need workers to help farm their land. Anyone who becomes a sharecropper can live there and grow crops on the owners’ land, giving them part of the crop for rent.

6. With special training, a person can become a skilled worker such as a gunsmith, shoemaker, or carpenter, but he or she must be able to keep their own financial records.

7. Low-paying and exhausting manual labor jobs are available. There is little chance for advancement in these positions.

Adapted from: *U.S. History: Eyes on the Economy. Volume Two: Through the 20th Century.*
DIRECTIONS: The teacher will distribute an equal number of cards to students, to be categorized into categories with the following definitions: 1) Land—All Natural Resources on Earth; 2) Labor—Provided by a Person as Physical or Mental Work; 3) Capital—Anything that Helps Provide a Product or Service (see Do Now, p. 5.4.13).

<table>
<thead>
<tr>
<th>APPLE TREE</th>
<th>STOVE</th>
<th>TRACTOR</th>
<th>SCHOOL BUILDING</th>
<th>$50 BILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>WATER</td>
<td>TEACHER</td>
<td>TATTOO ARTIST</td>
<td>SAW</td>
<td>BAKER</td>
</tr>
<tr>
<td>RESTAURANT</td>
<td>GOLD NUGGETS</td>
<td>FARMER</td>
<td>FIREMAN</td>
<td>HORSE</td>
</tr>
<tr>
<td>AIR</td>
<td>ROSEBUSH</td>
<td>MUSIC</td>
<td>LUMBER</td>
<td>BARBER</td>
</tr>
<tr>
<td>COW</td>
<td>AUTOMOBILE</td>
<td>DIME</td>
<td>HAMMER</td>
<td>COMPUTER</td>
</tr>
</tbody>
</table>
Scarcity and the Price of Whale Oil

DIRECTIONS: The sentences in the last paragraph of this reading are out of order.

After you read the first two paragraphs, look at the five sentences that follow and think about what order they should be in to make sense. Place a number (1 through 5) on the blank line next to each sentence to put them in the sequence you think is correct.

Today, much of the world is illuminated with electric lights and lamps. But before electricity was used, lamps were lit with different types of oil. One of these was whale oil, which was especially popular as fuel for lamps from 1820 to 1850. To get this fuel, whales needed to be hunted, and it took enormous effort for New England whalers to hunt the whales that would supply this lamp oil. It could take months or even years at sea with very little fresh water or food. It was brutally hard, dirty work that was risky and, at times, fatal from violent storms or disease.

So why would anyone become a whaler? It was because buyers were willing to pay high prices for whale products like whale oil. The wages for this work were attractive to men without other job prospects. Whaling was the fifth-largest U.S. industry in the 1850s, with 735 ships out of 900 in the world. But whales were a limited resource—there was not an unlimited supply of whales in the oceans to hunt. Almost 8,000 whales were killed in 1853 alone. So, after the 1850s, the use of whale oil would start to decline. Here’s what happened:

_____ But this extra effort might have been worth it if they could bring back enough whales to keep making the whale oil. However, even going to the Pacific Ocean was not enough to keep up with the demand for whale oil.

_____ So many whales were killed in the Atlantic Ocean in the 1850s that whalers now had to make long journeys to the Pacific Ocean to hunt.

_____ Because of this, ships had to go further and stay out longer. This extra travelling increased the costs to the whalers, and it made the work less attractive and less profitable.

_____ As a result, people realized that other types of fuels might be less expensive and easier to use than whale oil. The scarcity of whales drove up the price of whale oil and gave people a reason to look for a substitute. By 1870, people were using less whale oil and instead were using more natural gas, petroleum, and electricity.

_____ Without more whales, and as the number of whales decreased each year, prices for whale oil went up to the point where very few people could buy it.

Scarcity and the Price of Whale Oil

DIRECTIONS:
The graphs below give a rough idea (not exact numbers) of what happened to the amount of whale oil produced and the price of whale oil. Please look at each graph and answer the questions.

1. In what year was there the most whale oil production?

2. What happened to whale oil prices after 1850?

3. Based on the graphs and reading, write one sentence to explain why whale oil prices were so high in 1850.

SOURCE: Data approximations from History of the American Whale Fishery by A. Starbuck, 1878.
https://archive.org/details/historyofamerica00star/page/1/mode/2up
3 Situations, 3 Graphs

DIRECTIONS:

Make the best match of the graphs on this page to the three situations described on the next two pages. Each situation includes an entry from a dairy farmer’s journal and some questions.

1. Read the descriptions and farmer’s journal entries for each situation.

2. Match one graph to each situation. (Each graph should be matched to only one situation.)

3. Referring to the graphs you selected for each situation, answer all the questions that accompany each situation description.

3 Situations, 3 Graphs

**SITUATION 1:**
The growth of the economy means that more people can earn more money, which increases the demand for all products, including food and milk. Demand does not increase too much, though, because people are still remembering what it was like when the economy was not as strong. At the same time, new technologies that create less costly ways of producing milk mean that there is a very large increase in its supply.

Farmer: “Now that the war in Europe is over and the boys are back in America, everybody seems to be doing very well! Folks all over are making more money that they can spend on things. But it’s even better for me and the other dairy farmers around here. I ordered all that new farm equipment, and I can hire more workers to help me on the farm. But I wish I could charge as high a price for milk as I did a few years ago during the war so I could make more money. But things are going so well for everyone, maybe I shouldn’t complain.”

1. Which graph (A, B, or C) best fits this description? ____________________________
2. What happens to the equilibrium price in the graph? ____________________________
3. Using what you’ve read in this situation and the words “supply,” “demand,” and “equilibrium price,” describe what is going on in the graph you have chosen.

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**SITUATION 2:**
Across the country, people’s economic situations continue to improve. Incomes are higher, which increases demand even more than a few years ago. But as farms keep growing in size, the milk supply they are producing is still increasing much faster than the demand for it.

Farmer: “Well, us dairy farmers are doing our part to help our country grow! With all our new equipment, we’re saving production costs and making more milk than ever before. Now, we just have to make sure we pay back the loans that we took out to buy these machines. That’s tough right now because milk prices keep dropping. Hey, people are buying milk, but I guess it’s something you can stop buying if you have too much of it. We farmers are working harder, and we turn out more milk, but the prices just keep falling. I wonder why that’s happening.”

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3 Situations, 3 Graphs

1. Which graph (A, B, or C) best fits this description? 
   
2. What happens to the equilibrium price in the graph? 
   
3. Using what you’ve read in this situation and the words “supply,” “demand,” and “equilibrium price,” describe what is going on in the graph you have chosen.
   
SITUATION 3:
The Great Depression created an economic decline in America. Lost jobs and less income meant that demand for all products was reduced. The supply of products also declined, but not nearly as much or as quickly as demand decreased.

Farmer: “Out on the farms, we’ve been hearing about people in the cities losing their jobs, and some banks have started to close, too. But us dairy farmers have been losing money for a while now! We’re working harder than ever and we turn out more milk than we did 10 years ago, yet we’re making less money than we did right after the war in Europe. Prices keep going down more and more, and we can’t make a profit. I know farmers who’ve had to give back their machines or have even lost their whole farm to the bank.”

1. Which graph (A, B, or C) best fits this description? 
   
2. What happens to the equilibrium price in the graph? 
   
3. Using what you’ve read in this situation and the words “supply,” “demand,” and “equilibrium price,” describe what is going on in the graph you have chosen.

Adapted from: U.S. History: Eyes on the Economy, Volume Two: Through the 20th Century.
The question to answer in this lesson was:

If people were so hungry during the Great Depression, why would farmers destroy their milk rather than sell it to people who needed it?

Pretend that you are an economist during the Great Depression, and the president has asked for a “brief” (a condensed written summary or analysis) to explain this situation. Now read the final journal entry from the dairy farmer.

Farmer: “As a grown man, I try not to cry in public, but I did today. Us farmers can’t work for nothin’! We had to make a point about it, so we all drove wagonloads of milk barrels to the government building. You know, I’ve always worked hard to feed others and been proud of my good milk, and I’ve never believed in wasting anything. But now, we just started tipping over our barrels—full barrels of milk—into the ditches, and I guess that’s when I started crying. I know people need milk, but I have to think about my family, too! Prices have gone so far down, it isn’t worth it to hold onto our cows. We actually save money by throwing milk away instead of selling it … isn’t that crazy? The costs to make and ship the milk are more than the price we get. It isn’t worth it to work!”

THINK: As farmers were destroying their milk supplies, which way would the supply curve move, and what would happen to the equilibrium price of milk?

WRITE: With this information and the graphs you have analyzed, pretend that you are an economist advising the president, and write a paragraph (a “brief”) to answer the question, “If people were so hungry during the Great Depression, why would farmers destroy their milk rather than sell it to people who needed it?” Use the vocabulary words “supply,” “demand,” and “equilibrium price” in your answer.
The Great Migration and the Harlem Renaissance

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: Karen Miele
Contributor: Momodou Sarr

Introduction

In the early decades of the 1900s, northern cities in the United States saw an influx of African Americans who were migrating from the South to the North in an attempt to escape Jim Crow laws, violence, and a lack of job opportunities. The migration of over 6 million African Americans to the North was called “The Great Migration” and set the stage for communities such as Harlem to become centers of African American culture and political activism. Over the span of a couple decades, countless African American artists, musicians, and writers gained fame in a movement that encouraged pride in African American culture.

The Great Migration and the Harlem Renaissance unit focuses on one United States History II Content Standard (USII.T2):

1. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in the first two decades of the 20th century. Trends and events students might research include:

   a. the arts, entrepreneurship, and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake

   e. racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North

To engage in this standard, students will spend two weeks analyzing primary source documents such as newspaper articles, photographs, music, works of art, and literature to understand how and why the Harlem Renaissance began and to think about how African Americans worked to contribute to American culture. At the conclusion of the unit of study, students will create a Photo Story project, highlighting the work of one individual during the Harlem Renaissance in order to display that person’s contribution to the Renaissance.

“There are years that ask questions and years that answer.”

— Their Eyes Were Watching God: a novel by Zora Neale Hurston, 1937

To fully understand why the Harlem Renaissance occurred and to think about how individuals were able to contribute to the movement, students will engage in discussions and writing relating to the unit’s three Essential Questions:

- How did the government and citizens respond to new ideas about society in the modern era?
- How did historical figures of the Harlem Renaissance inspire change?
- During the Harlem Renaissance, what were African Americans fighting for and fighting against?

Teachers should post the Essential Questions in their classrooms to ensure that students are engaging with them on a daily basis as they think about how various figures of the Renaissance contributed to its flourishing and about how others may have opposed the changes that were occurring in the country.

Students will spend a great deal of time in this unit looking at primary sources from the early decades of the 1900s. In order for students to connect with the problems of the time period and to be engaged in the topic, teachers should make as many connections as possible between the 1920s and issues in society today.

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).

Unit Contents

Introduction: Topic 2 (USII.T2)
Plan Calendars: Period Overview, Content Standards, and Essential Questions
Unit Goals: Two-week short-term plan and expanded version for long-term programs and other uses
Language and Learning Objectives: Emphasized Standards, Essential Questions, and Transfer Goals
Assessment: Know, Understand, and Do
Performance Task and Summative Assessment, Formative Assessments, Pre-Assessment
Resources: Print, Websites (listed in order of appearance, by lesson), Materials, and Historical Images
Lessons: Lessons 1-9; with extensions to Lessons 1, 2, 3, 4, 5, 6, and 8 for long-term settings
Supplement: Any additional handouts not found within the lessons
Plan Calendars

Topic 2: Modernity in the United States–Ideologies and Economies (USII.T2)

This unit is designed for short-term programs. It may be expanded for long-term settings.

The Great Migration and the Harlem Renaissance unit is intended to teach students about the Great Migration and Harlem Renaissance in a two-week span, as outlined in the Plan 1 calendar below.

### Unit: The Great Migration and the Harlem Renaissance

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td>Lesson 6: Artists of the Harlem Renaissance</td>
<td>Lesson 7: Photo Story Project Introduction</td>
<td>Lesson 8: Creating The Photo Story Project</td>
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<td>Lesson 9: Project Revision and Presentation</td>
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Teachers may expand the unit into a four-week plan by adding extension activities as noted in the daily lessons and expanding the performance task to include more time for students to research and put together their Photo Story projects. Extension of the project would allow more opportunities for exploring primary sources and analyzing connections to the present.

Plan 2, below, outlines ways for teachers to extend the unit.

(Expanded) **Unit: The Great Migration and the Harlem Renaissance**

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</tr>
<tr>
<td>Lesson 7: Photo Story Project Introduction</td>
<td>Lesson 8: Creating The Photo Story Project (with additional primary source analysis, how the figure influenced U.S. culture today)</td>
<td></td>
<td></td>
<td>Lesson 9: Project Revision and Presentation</td>
<td></td>
</tr>
</tbody>
</table>

Suggestions for making connections to society today have been made in many of the unit’s lessons leading up to the summative assessment and have been included in some extension activities. Graphic organizers, notecatchers, and various modes of information (auditory, visual, print) should be presented to students to help them understand the cultural movement.
UNIT GOALS

**Emphasized Standards** (High School Level)

**U.S. History II Content Standards**

(USII.T2)

1. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in the first two decades of the 20th century. Trends and events students might research include:

   a. the arts, entrepreneurship, and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake

   e. racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North

**Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)**

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

   a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

   c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.

   d. Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

   e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

   f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How did the government and citizens respond to new ideas about society in the modern era?
- How did artists of the Harlem Renaissance inspire change in the United States?
- During the Harlem Renaissance, what were African Americans fighting for and fighting against?

Transfer Goals (How will students apply their learning to other content and contexts?)

- Students will apply their understanding of analyzing primary source documents to assess the impact that individuals have on the culture of a country.
- Students will apply their understanding of analyzing primary sources to understand a moment in history.
- Students will apply their understanding of how people in the Harlem Renaissance inspired change to evaluate how others inspire change and how they can inspire change themselves.
Learning and Language Objectives

By the end of the unit:

**Students should know...**

- The philosophies of Marcus Garvey and W. E. B. Du Bois
- The Great Migration and reasons that African Americans left the South
- Prominent activists, writers, artists, and musicians of the Harlem Renaissance: W. E. B. Du Bois, Marcus Garvey, Langston Hughes, Louis Armstrong, Zora Neale Hurston, Josephine Baker, Jacob Lawrence

**understand...**

- People often migrate because of war or violence, poor economic conditions, political conditions, and natural disasters.
- People who migrate often face struggles and hardships that they may not have anticipated.
- Art represents the culture of a time period. Art can have a lasting impact on the culture of a country.

**and be able to...**

- Compare and contrast the views of Marcus Garvey and W. E. B. Du Bois and evaluate the effectiveness of their positions.
- Analyze primary sources to determine the reasons that African Americans moved to the North during the Great Migration.
- Analyze primary sources to determine whether or not life in the North lived up to the expectations of those who migrated.
- Identify accomplishments of famous people during the Harlem Renaissance.
- Interpret and critique the works of prominent figures of the Harlem Renaissance.
- Analyze how prominent figures highlighted important values through their art.

KUDs are essential components in planning units and lessons. They provide the standards-based targets for instruction and are linked to assessment.
### Students should know...

Photo Story, Google Slides, PowerPoint, and Apple Keynote are apps that allow people to create visual presentations.

### Tier II vocabulary:
- renaissance
- migrate
- modernity
- traditionalism
- culture
- lynching

### Tier III vocabulary:
- Jim Crow laws
- Reconstruction
- sharecropping
- curate

### understand...

- Information and research needs to be presented clearly to the intended audience.
- Incorporating media can create more interesting presentations and provide a more thorough depiction of a topic.

### and be able to...

- Create a Photo Story project, incorporating music, photographs/video, and written text to showcase the significance of a historical figure on the culture or political landscape of the United States.

- Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.
- Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

- Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see pp. 5.7.25-32)

Aligning with Massachusetts standards

Lessons 7-9: Create a multimedia text showcasing and analyzing the work of a Harlem Renaissance figure.

GOAL:
To create a Photo Story project on an artist, musician, poet, or singer associated with the Harlem Renaissance.

ROLE:
You are a museum curator.

AUDIENCE:
Your audience is people visiting your museum.

SITUATION:
You are curating an exhibit at a museum to showcase important figures during the Harlem Renaissance. The museum will be presenting an interactive exhibit with Photo Story projects introducing the famous people. The exhibit will focus on the lasting impact that these figures have had on the culture of the United States and will highlight common themes that the historical figures were interested in depicting in their work. What traditional white values were they fighting against? What were some of the ways that they were able to express their ideas and culture more freely?

PRODUCT:
You will create a Photo Story project that includes writing, audio, and pictures/video of the historical figure.

STANDARDS:
- The project includes important information about the figure's life.
- The project includes pictures, audio, and writings.
- The project includes an analysis of the importance of the figure.
- The project includes an analysis of the impact the figure had on American culture.
Formative Assessments (see pp. 5.7.12-24)
Monitoring student progress through the unit

Lesson 2: Source analysis chart
Exit Ticket
Lesson 3: Diary entry from the perspective of an African American who moved to the North
Lesson 4: List of positive and negative aspects of the Cotton Club
Letter to Louis Armstrong about his music and work at the Cotton Club
Lesson 5: Chalk talk analysis of poetry
Poem about a current issue
Lesson 6: Story created with paintings

Pre-Assessment (see pp. 5.7.9-12)
Discovering student prior knowledge and experience

Lesson 1: Word splash
Four “A’s” Graphic Organizer and discussion
Exit Ticket
Unit Resources (by type, in order of appearance)

**Print**


**Websites**

**LESSON 1:**

“Riverwalk Jazz Collection”: https://riverwalkjazz.stanford.edu/song/s-wonderful

“All That is Interesting: The Harlem Renaissance: 41 Images of When New York was the Capital of Black America”: https://allthatissingesting.com/harlem-renaissance


“If You Believe the Negro Has a Soul: ‘Back to Africa’ with Marcus Garvey”: http://historymatters.gmu.edu/d/5124/


*The African Americans: Many Rivers to Cross*, Episode 4: https://www.amazon.com/The-Black-Atlantic-1500-1800/dp/B00G9U6WVG/ref=sr_1_1?crid=26DOD6LRCCFLK&keywords=african+americans+many+rivers+to+cross&qid=1578156389&sprefix=african+americans%2Caps%2C170&sr=8-1 (Watch with Amazon Prime or buy episode for $2.99)


**LESSON 2:**


“When We Worked on Shares, We Couldn’t Make Nothing”: https://historymatters.gmu.edu/d/6377/


**LESSON 3:**


“This is the Worst Voter Suppression We’ve Seen in the Modern Era”: https://www.brennancenter.org/our-work/analysis-opinion/worst-voter-suppression-weve-seen-modern-era

**LESSON 4:**

“Riverwalk Jazz Collection”: https://riverwalkjazz.stanford.edu/song/s-wonderful


“Louis Armstrong - Black and Blue”: https://www.youtube.com/watch?v=2LDPUrbXRLM


**LESSON 5:**

“America (My Country ’Tis of Thee)”: https://www.youtube.com/watch?v=s26I6vdzgts

“My Country ’Tis of Thee” (Du Bois): https://www.poetryfoundation.org/poems/43026/my-country-tis-of-thee


“I, Too”: https://www.poetryfoundation.org/poems/47558/i-too


Unit Resources, continued (by type, in order of appearance)

“Harlem”:
https://www.poetryfoundation.org/poems/46548/harlem

“If We Must Die”:
https://www.poetryfoundation.org/poems/44694/if-we-must-die

“Enslaved”:
https://www.poemhunter.com/best-poems/clade-mckay/enslaved/

“Common Dust”:
https://www.poetryfoundation.org/poems/53017/common-dust

“Interracial” (scroll down to title):
https://www.literaryladiesguide.com/classic-women-authors-poetry/10-poems-by-georgia-douglas-johnson/

“Black Lives Matter: A Roundup of Worthy Reads”:

LESSON 6:

“Harriet Tubman Series Panel #4” (1940):

“Analyze Artwork” (PDF):

“Jacob Lawrence, The Migration Series”:
https://lawrencemigration.phillipscollection.org/the-migration-series

LESSON 7:

“I, Too”:
https://www.poetryfoundation.org/poems/47558/i-too

“Book Excerpts” (from Zora Neale Hurston’s writing):

“If We Must Die”:
https://www.poetryfoundation.org/poems/44694/if-we-must-die

“Incident”:
https://www.poemhunter.com/poem/incident/

“Oriflamme”:
https://www.poets.org/poetsorg/poem/oriflamme

“Black and Blue”:
https://genius.com/Louis-armstrong-black-and-blue-lyrics

“Come Sunday lyrics”:
https://www.allthelyrics.com/lyrics/duke_ellington/come_sunday-lyrics-205220.html

“Josephine Baker - The Activist Entertainer”:

“Strange Fruit”:
https://genius.com/Billie-holiday-strange-fruit-lyrics

“Midsummer Night in Harlem”:

“Into Bondage”:
https://www.nga.gov/collection/art-object-page.166444.html

“The Ascent of Ethiopia”:
http://collection.mam.org/details.php?id=6355

“How to Use Windows Photo Story 3 for students”:
https://www.youtube.com/watch?v=kZX8fh_ZNFQ

LESSON 8:

“Document Analysis Worksheets”:
https://www.archives.gov/education/lessons/worksheets

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 1 (Practice and Application)
Activity Worksheet  pp. 5.8.1-2
Four “A’s” Graphic Organizer

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Lesson 1

Introduction to the Harlem Renaissance

Goal
Students will explore the thinking of W. E. B. Du Bois and Marcus Garvey to understand their differing views of how to help African Americans better their lives during the early decades of the 1900s. They will be introduced to the ideas of traditionalism and modernity to understand how the Harlem Renaissance was a response to traditional white racial values.

Do Now (time: 5 minutes)
The teacher will put the words “Traditional” and “Modern” on the board. The teacher will ask students to think about the words and what they mean by posing some of the following questions:

What traditions do you have with your family?
Why are they traditions? What does that word mean?
What are traditional values in our country?
How do modern ideas go against some traditions in our country? In your own life?

Students will turn and talk to a partner about the words, then share their thoughts with the class.

Hook (time: 5 minutes)
The teacher will create and present a slideshow of photographs from the Harlem Renaissance using PowerPoint or a similar presentation tool that allows music to be played in the background. Music can be found on YouTube by doing a search for music of the Harlem Renaissance, or the teacher can use the Riverwalk Jazz Collection website to find music from the 1920s.
Students will read Garvey and Du Bois’s speeches and analyze them for main arguments.

Students will fill out the Four “A’s” organizer, summarizing and analyzing the speeches.

Students will discuss their thoughts on the speeches and connect them to present-day issues.

Students will discuss the words renaissance, modernity, and traditionalism.

A range of images to use in the slideshow can be found by doing a Google image search of Harlem Renaissance photographs, or the teacher can find some photographs at the website below.

See: “The Harlem Renaissance: 41 Images of When New York was the Capital of Black America”
https://allthatsinteresting.com/harlem-renaissance

As students watch the slideshow, they will write down any words that come to mind. At the end of the slideshow, the students will create a word splash on a large poster that will hang in the room. Students will come back to this poster after the unit of study to see if their first impressions of the Harlem Renaissance were accurate.

Presentation (time: 5 minutes)
The teacher will tell students that they are going to begin studying the Harlem Renaissance and will introduce students to the word renaissance by asking students to think about the word and if they have ever heard it in a different context.

In order to understand how the Harlem Renaissance came to be, students need to understand what was happening in the United States after the Civil War and understand why African Americans left the South and moved to the North. When African Americans moved to the North and settled in areas such as Harlem, a widespread movement began that celebrated African American art, music, and writing. The teacher should bring in the vocabulary of the Do Now to talk about this time period.

The artists of this time period were fighting against traditional white racial values, and a conflict arose between these traditional values and more modern ones. The teacher will tell students that they are going to look at famous artists, musicians, and writers during the Harlem Renaissance and research and analyze the themes these artists explored and their influence on the culture of the United States. They will also want to think about how African Americans were fighting against traditional white values and how they were expressing their new ideas.

The teacher will draw students’ attention to the Essential Questions (see p. 5.7.2) that will be posted in the room so students can think about them throughout the next two weeks. The teacher will introduce the Photo Story final project (see Lessons 7, 8, and 9) so that as students progress through this unit of study, they can be thinking about an aspect of the Harlem Renaissance that they want to know more about.

The teacher will then introduce the students to two figures of the time, W. E. B. Du Bois and Marcus Garvey. The teacher will explain that they had very different views of what African Americans should do in the early 1900s to better their situations. Today, students are going to read about their views. (The teacher can refer to the American History textbook, module 17, pp. 741-742 for background information on Marcus Garvey.)
Practice and Application (time: 30 minutes)
The teacher will give students two readings, Marcus Garvey's “If You Believe the Negro Has a Soul” speech and W. E. B. Du Bois's Niagara Movement Speech. (There is an audio recording of Garvey's speech if students would prefer to listen.) Working with partners, students will read the two speeches, annotating as they read to highlight the speakers' main points. If there are any words that they don't understand, students will use resources to look up the definitions.

See:  “If You Believe the Negro Has a Soul—Back to Africa,” Marcus Garvey, 1921
      http://historymatters.gmu.edu/d/5124/ (text and audio versions)


Using the readings, students will fill out the Four “A’s” Graphic Organizer (see Supplement, pp. 5.8.1-2), thinking about what they personally agree with in each speech, what they would argue with in each speech, what assumptions each person holds, and what the readings make them aspire to as they read. Students will likely need assistance understanding “assumption” and “aspire.”

See:  “Four ‘A’s’ Text Protocol” (original protocol)
      https://schoolreforminitiative.org/doc/4_a_text.pdf

Review and Assessment (time: 10 minutes)
After students fill out the the organizer, the teacher will lead a discussion about the two men and allow the students to share their thoughts. The teacher will encourage students to think about differing views that people have today about how to help minorities access more opportunities and equality and to think about the effectiveness of those views. The teacher will encourage students to make as many connections as possible between the men's views and views that people hold today or between how their views differ and how people's views differ today about issues regarding race.

Students will write a brief reflection at the end of the discussion and turn it in as an Exit Ticket.

Extension (optional)
This lesson can be extended by showing students excerpts from *The African Americans: Many Rivers to Cross*, Episode 4. The video depicts the years 1897-1940. If the teacher shows parts of the video (53:10 total), she or he should create a notecatcher to engage students in the film. The Notice and Wonder protocol, which would allow students to take notes in a two-column T-chart, would allow students to make note of what they find interesting in the video and would also allow them to think of questions they can research in their final projects.

Note:  The series is no longer available from PBS, but it is available from Amazon Prime (free with Prime membership or $2.99 to rent).

See:  “The African Americans: Many Rivers to Cross” (Go to Episode 4: Making a Way Out of No Way, 1897-1940)
      https://www.amazon.com/The-Black-Atlantic-1500-1800/dp/B00G9U6WVG/

The teacher can also bring in the ideas of Booker T. Washington for students to compare to the ideas of Garvey and Du Bois. *Newsela* has resources on Du Bois and Washington's views that students can read.

See:  “Primary Sources: W. E. B. Du Bois’ Criticism of Booker T. Washington”

The teacher can guide students to connect problems of the Harlem Renaissance period to issues in society today to
see linkages between modern-day culture and ideas of the time. Options for exploration of primary sources include a Library of Congress list of related resources and the New York Public Library’s online exhibit, “Harlem 1900-1940.” The library exhibit offers a timeline, images organized by topic, and some resources for teachers to help students assess photographs and other primary sources.

See: “Harlem Renaissance | Related Resources” | https://guides.loc.gov/harlem-renaissance/related

“Harlem 1900-1940” (requires Adobe Flash Player, free download at https://get.adobe.com/flashplayer)
http://exhibitions.nypl.org/harlem/ (use the small ‘main menu’ at upper right to navigate between sections)

INSTRUCTIONAL LESSONS

Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments

Lesson 2

The Great Migration: Understanding Life in the South

Goal
Students will analyze primary sources to determine some of the factors that caused many African Americans to migrate to northern cities during the early 1900s.

Do Now (time: 10 minutes)
The teacher will post the following questions on the board:

Why do people migrate?
What factors could cause a large group of people to move?
Why might people move to a different neighborhood?
To a different country?

The teacher will define the word *migrate* for students. Students will respond to the questions in writing and then talk to a partner about their thoughts. After a few minutes, the teacher will lead a full group discussion about the reasons that students thought of and make a list of the reasons on the board. Students might say that people migrate because of war or violence, poor economies, natural disasters, etc. The teacher will make connections to what students are hearing in the news about migrants and why they are fleeing their countries of origin to show students that migration often occurs for similar reasons throughout history. Through this discussion, students will see that still today, as during the Harlem Renaissance, people migrate for these reasons.
HISTORY

Chapter 5—U.S. History II
Topic: Modernity in the United States—Ideologies and Economies (USII.T2)

UNIT PLAN—The Great Migration and the Harlem Renaissance

Hook (time: 5 minutes)
The teacher will project a map of the United States that shows the Great Migration.

Map by Michael Siegel, Rutgers Cartography 2005
http://www.oswego.edu/~dighe/great_migration_1916-1930.jpg

The teacher will ask students what they notice about the migration. They should notice that the migration pattern shows that people were moving from the South to the North. Students might also note that some of the places that saw an influx of people were major cities such as New York City, Boston, Philadelphia, and Baltimore.

Presentation (time: 5 minutes)
The teacher will ask students to recall what they remember about life in the South after the Civil War and during Reconstruction to build on prior knowledge before completing the activity that follows. This discussion will allow students to discuss some of the traditions of white supremacy that existed in the country.

Negro Migration in 1916-1917 gives a first-hand account of why African Americans felt they needed to leave the South. The teacher can use this source for her own background knowledge or can read it to students to give them a quick overview of why the migration occurred.

See: “An excerpt from Negro Migration in 1916-1917, a report by the U.S. Department of Labor, Division of Negro Economics, 1919”
https://dp.la/primary-source-sets/the-great-migration/sources/532

Practice and Application (time: 30 minutes)
Three stations will be set up around the room, each showcasing primary source documents about an aspect of life in the South that contributed to the Great Migration.

STATION 1: Protest Against the Burning and Lynching of Negroes
STATION 2: Sharecropping After the Civil War
STATION 3: Disenfrancisement: Louisiana Grandfather Clause

See: “A Protest Against the Burning and Lynching of Negroes”

“When We Worked on Shares, We Couldn't Make Nothing’ Henry Blake Talks About Sharecropping after the Civil War”
http://historymatters.gmu.edu/d/6377/

“Jim Crow Segregation: The Difficult and Anti-Democratic Work of White Supremacy: Louisiana Grandfather Clause (1898)”
https://teachinghistory.org/history-content/beyond-the-textbook/24693?subpage=1
Students will be divided into groups and will spend about 10 minutes at each station, learning about life in the South in the early 1900s. As students rotate through the three stations, they will fill out the Station Activity chart below to summarize what they learn at each station and to think about what traditional white supremacist views each source showcases that would cause African Americans to want to flee the South.

The teacher might choose to read one of the three readings with the class and model for the students how to fill in the chart.

Practice and Application: Lesson 2—Station Activity

<table>
<thead>
<tr>
<th>Reading</th>
<th>Who is the author and/or who is the author writing about? How does that help us understand the source?</th>
<th>Summary of source</th>
<th>Analysis of source: Why would this make African Americans want to leave the South?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“A Protest Against the Burning and Lynching of Negroes”</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>“When We Worked on Shares, We Couldn’t Make Nothing”</td>
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<td></td>
</tr>
<tr>
<td>Louisiana Grandfather Clause (1898)</td>
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</tr>
</tbody>
</table>
Review and Assessment (time: 5 minutes)
After filling out the chart, students will reflect on what they learned by answering the following questions and turning in their answers before leaving class for the day:

Based on what you learned about life in the South, what do you think African Americans were hoping for as they moved to the North? What hopes do you think they held for their new lives?

The teacher will review these Exit Tickets and save them for the next lesson.

Extension (optional)
This lesson can be extended into a second day with additional stations and primary source documents for students to analyze about life in the South. Photographs, short video clips, and additional written sources could be used to show students about the KKK, Jim Crow Laws, education in the South, the boll weevil epidemic, and other reasons that African Americans wanted to move to the North. Teachers could also share letters written by African Americans in the South looking for information and jobs in the North. A link to such letters can be found at “Letters of Negro Migrants of 1916-1918.”

See: “Letters of Negro Migrants of 1916-1918”
https://history.hanover.edu/courses/excerpts/260GMigration.html

The teacher could also extend this lesson by making comparisons between life in the South in the 1920s and issues that minorities in the United States are facing today. Issues might include disenfranchisement and violence against African Americans. Teachers might use the article below to expose students to ideas of modern-day disenfranchisement.

See: “This Is the Worst Voter Suppression We’ve Seen in the Modern Era”

Lesson 3
The Great Migration: Understanding Life in the North

Goal
Students will analyze primary source documents about life in the North to determine whether African Americans gained the life that they desired once they migrated to the North.

Do Now (time: 5 minutes)
The teacher will post the Exit Tickets from the last lesson around the room. Students will walk around the room, reading the hopes that they think African Americans had as they migrated to the North. After reading the Exit Tickets, students will discuss with partners whether or not they think African Americans found what they were hoping for when they moved to northern cities such as Harlem. To help students think about their responses, the teacher will ask students to reflect on the following questions:

Based on what you know about modern-day migration, do you think that people who migrate always find what they are looking for when they move?

What types of problems do migrants face when they arrive in a new place?
Hook (time: 5 minutes)
The teacher will project the following two pictures on the board.

See: “Sharecropper plowing. Montgomery County, AL, 1937”
https://www.loc.gov/item/2017775907/
(select 306.7KB jpeg in download menu on left, click Go)

“New Negro Has No Fear.” UNIA Parade, Harlem, 1924.

The teacher will ask students:

Which picture do you think was taken in the South in the early 1900s? Which was taken in the North? What makes you think that?

What do you notice about the mood of each photograph? What are people doing?

Students should note that it appears that African Americans found a sense of freedom in the North since there appears to be a parade going on. The sign, “The New Negro Has No Fear,” suggests that African Americans found a sense of empowerment when they migrated to the North.

If the teacher would like to spend more time on the Hook, she or he can introduce students to the “Analyze a Photograph” sheet that helps students think more deeply about photographs.

See: “Analyze a Photograph,” National Archives

Presentation (time: 5 minutes)
The teacher will tell students that they are only going to focus on a couple examples of what life was like in northern cities in this lesson, and for the next few days, they will focus on the celebration of African American art, music, and writing that came out of this time period. Today, they are going to focus solely on working conditions and Black communities that formed because of the migration.

Note: One purpose of this lesson is to show students that African Americans who migrated to the North during the Great Migration experienced hardships and injustice, but students should not lose sight of the fact that the Harlem Renaissance was a celebration of African American culture and that the Great Migration did afford African Americans more freedom than what they were experiencing in the South. It will be important to show a balanced vision of the time period, especially since many students assume that racism didn’t exist in the North during this time. The teacher can also discuss some of the hardships that migrants face today, exposing students to the idea that while migrants often leave for a chance at a better life, they often find many hardships in their new homes.
Practice and Application  (time: 25 minutes)

Students will divide into two groups. One group will read the overview at the first link on working conditions in the North after the Great Migration. The other group will read the second, an overview of housing and communities in the North after the Great Migration.

See: “The Great Migration: A New Industrial Landscape”
http://www.inmotionaame.org/migrations/topic.cfm?migration=8&topic=6&tab=image

“The Great Migration: Hard Life in the North”
http://www.inmotionaame.org/migrations/topic.cfm?migration=8&topic=7&tab=image

As students read each source, they will highlight in pink anything that the migrants faced that was negative. They will highlight in green anything that the migrants faced that was positive. Students will create a list of positive and negative experiences to share with the other group once they are done reading. Once the groups share what they found, students will debate whether or not the choice to move to the North was a good choice for most African Americans to make. They will need to consider what they learned in the previous lesson about the hardships that African Americans were facing in the South.

Review and Assessment  (time: 15 minutes)

Students will each write a diary entry or a letter home from the perspective of an African American who moved to the North in hopes of finding a better life. In their compositions, students will use information from this lesson and the previous lesson to discuss what they thought life was going to be like and compare it to what they found.

Extension  (optional)

The New York Public Library website on the Great Migration that was used in the Practice and Application has additional resources (charts of population growth, journal entries, articles about working conditions, interviews, chapters from books written about this time period, etc.). The teacher can use any of these resources to extend this lesson on life in the North.

See: “Schomburg Center for Research in Black Culture Presents: In Motion—The Great Migration”
http://www.inmotionaame.org/migrations/landing.cfm?migration=8
(requires Adobe Flash Player, free download at https://get.adobe.com/flashplayer)

Additional lesson extensions can be added on the Chicago Race Riots of 1919 and on W. E. B. Du Bois and the 1909 founding of the NAACP.

“From Riots to Resistance” on Chicago PBS station WWTW’s website provides information on the 1919 riots, photographs for students to view, as well as a two-minute clip of Dr. Christopher Reed speaking about the riots. Photographs and captions published by The Guardian can also be used to visually show students what occurred in the summer of 1919.

See: “From Riots to Resistance”
https://interactive.wttw.com/dusable-to-obama/1919-race-riot
Access for All Options

Multiple Means of Engagement:
- Provide options for students to select project topics.
- Conference with students to facilitate self-regulation.
- Design activities to make outcomes authentic and meaningful to students.

Multiple Means of Representation:
- Provide options that build background knowledge through real-world experiences.
- Use multiple resources for investigating available resources (text, video, web, etc.).
- Provide print or software study tools (Inspiration, Kurzweil, etc.).

Multiple Means of Action and Expression:
- Provide options for self-monitoring, goal-setting, and planning.
- Provide models for final products.
- Provide meaningful options for students to present or share their projects.

Lesson 4

Musicians of the Harlem Renaissance

Goal
Students will analyze music of the Harlem Renaissance to discover themes that musicians were interested in exploring and will weigh the positive and negative aspects of the Cotton Club.

Do Now (time: 5 minutes)
When class begins, the teacher will have jazz music from the Harlem Renaissance playing to get students interested in this lesson on music from the Harlem Renaissance. The teacher can use YouTube to find music or use the Riverwalk Jazz Collection to find music from the 1920s.

See: “The Jim Cullen Riverwalk Jazz Collection”
https://riverwalkjazz.stanford.edu/song/s-wonderful

The teacher will ask students:

If you could become famous and do something that you loved, but it came at a cost of being part of something that you were opposed to, would you do it?

Students will turn and talk with partners and then share their thoughts with the class.

Hook (time: 5 minutes)
The teacher will show pictures from the Cotton Club to students, which can be found online.

http://www.boweryboyshistory.com/2016/05/tale-cotton-club-aristocrat-harlem.html
The teacher will ask students what they notice about the audience members and what they notice about the performers. Students should note that everyone in attendance at the Cotton Club (besides those on stage/working) are white patrons. The performers are Black.

**Presentation** (time: 15 minutes)

The teacher will provide students with a brief history of the Cotton Club, telling students that it began as a whites-only establishment that employed Black workers, musicians, and entertainers to serve its white patrons. The teacher will project this short reading from the New York Historical Society and read it with the class.


After reading the piece, the teacher will ask students to brainstorm a list of positive and negative aspects of the Cotton Club. For example, it employed many African Americans and helped spark their careers, but it excluded Black patrons and was stereotypical in its depictions of Africa and African Americans. Students can connect this back to what they wrote in their Do Nows.

**Practice and Application** (time: 20 minutes)

Louis Armstrong, a musician who played at the Cotton Club and gained national fame, performed a song “Black and Blue” (1929) that spoke to the race relations in the United States in the early decades of the 1900s. The teacher will allow students to listen to the song twice. The first time, students should just listen and discuss with a partner the overall tone of the piece. When they listen a second time, students should have the lyrics to the song and follow along as they listen to it. A video recording of Armstrong playing in the 1960s can be found on YouTube, and lyrics can be found at AZ Lyrics.

See: “Louis Armstrong - Black And Blue” | https://www.youtube.com/watch?v=2LDPUfbXRLM


The teacher will give students different color highlighters and have them do a TWIST analysis of the song to identify:

**Tone, Word choice, Imagery, Style, Theme**

- Students will highlight in blue any words or lines that help them figure out the **tone** of the song, and they will make notes in the margins about what they think the tone is.
- They will highlight in pink any words that they think are particularly striking or strong (**word choice**). In the margins, they will note why the writer chose these words and how it helps to create the tone they discovered.
- In yellow, students will highlight any **imagery** that they find and make note of its effect on the song.
• Students will highlight in green anything interesting to them in the style of the song and make note of its effect in the margins.

• Once they have completed highlighting, they will look at all of their notes and try to determine an underlying theme of the song. They will write the theme at the top of their papers and share their thoughts with a partner.

If the teacher is concerned that there is not enough time for students to annotate for each letter of TWIST, the teacher can jigsaw the activity and have students share what they found. The class can then decide on a theme together based on everyone’s annotations.

Review and Assessment (time: 10 minutes)
The teacher will ask students:

Now that you have explored the Cotton Club in more detail and have listened to and read music by a famous musician of the Harlem Renaissance, have you changed your mind about your original thoughts in the Do Now?

Students will write a letter to Louis Armstrong telling him how they feel about his playing at a whites-only establishment while also commenting on his music. Students might now note that African Americans could use their music to expose problems with race relations. If they didn’t have an audience to perform in front of, they wouldn’t be able to get their message out.

Note: Teachers can connect this lesson to modern-day issues and lead a discussion about how Black Americans are still serving white audiences as entertainers in music, film, and sports.

Extension (optional)
Teachers can expose students to more music from this era and can connect it to music today that speaks to issues of race. Teachers can find lyrics to modern-day songs about race or invite students to suggest appropriate music that they can look at together. Students will compare issues that are raised in these modern-day songs to songs from the 1920s to find similarities and differences. Another music option for students to listen to is Billie Holiday’s “Strange Fruit.” Students might recognize that Kanye West has a song that uses lyrics from “Strange Fruit” and be able to talk about why he might do that.

Note: Kanye West’s song is inappropriate to play in a school setting.

Lesson 5

Writers of the Harlem Renaissance

Goal
Students will read and analyze poetry of the Harlem Renaissance to understand major themes that poets were interested in exploring during this time period.

Do Now (time: 2 minutes)
The teacher will pose the following questions to students:

Why do people write poetry? Why would we study poetry in a history class?

Students will turn and talk to a partner before sharing their ideas with the class.

Hook (time: 3 minutes)
The teacher will play Samuel Francis Smith’s song, “America” (“My Country ’Tis of Thee”) for the class. (Several recordings are available online, some with lyrics.) While listening to the song, students will call out words that come to mind to
describe it, and the teacher will record them on the board.

See: “America (My Country ’Tis Of Thee)”
https://www.youtube.com/watch?v=sN2I6vdzgts

**Presentation** (time: 10 minutes)
The teacher will tell students that music was not the only way that African Americans found a voice during the Harlem Renaissance. They also found their voice through publishing their writing. Many African Americans wrote essays, short stories, plays, novels, and poetry during the Harlem Renaissance, and their works are still celebrated today. Many writers used the power of the written word to call attention to the injustices that African Americans had faced and were still facing in the United States, and we can learn a lot about a time period by looking at the ideas writers were writing about.

The teacher will tell students that one way that writers can get their voices heard by an audience is to take a well-known piece of literature and to repurpose it to create new meaning. W. E. B. Du Bois is one such poet who did this. He took the song, “My Country ’Tis of Thee” and rewrote it to focus on the plight of African Americans.

See: “My Country ’Tis of Thee by W. E. B. Du Bois”
https://www.poetryfoundation.org/poems/43026/my-country-tis-of-thee

The teacher will read this poem with the students and will model for them how to think about major ideas and themes that Du Bois presents in the poem. The teacher will do a think-aloud, wondering why Du Bois uses some of the same lines, puts “rises” in italics, and inserts phrases such as “hate that chills,” etc.

The teacher should note the traditional white racial values that Du Bois is trying to expose. The teacher will make these notes on the poem as she or he annotates it in front of the class and will be sure to use the think-aloud to discuss the main ideas of the poem. The teacher will refer back to the original list of words that students brainstormed to compare it to some of the teacher’s annotations about Du Bois’s poem. Students will have an opportunity after the think-aloud to add their own ideas to the annotation, too.

**Practice and Application** (time: 25 minutes)
The teacher will pose the following questions to the class by posting them on the board for students to refer back to as they work through the activity that follows:
What themes were Harlem Renaissance poets interested in exploring? What do you notice in these poems?

While the first question is more specific, the second is very broad to allow students an opportunity to engage with the poems and to explore what they are interested in talking about. The teacher can give them guidance to find interesting word choices, imagery, and figurative language, but students will be encouraged to make connections, whether to other texts they’ve read, to their own lives, or to their present-day society.

To look at these questions, students will participate in a chalk talk discussion. To read more about chalk talk discussions, see the resource below.


To do this version of a chalk talk, the teacher will enlarge three poems and paste one on each of three large posters. Students will be given markers in order to engage in this silent discussion. Students will rotate around the room, reading the poems and making note of themes and other interesting ideas that they notice in the poems. Students will mark up the texts by circling words, highlighting, underlining, writing in the margins, etc.

As students rotate around the room, they will add to the annotations and comments that are already there. They can draw lines from student writing back to the text if they see more connections, add their own comments to the comments that are already there, and mark up the poem more. Once students have commented on all three poems, they will look at the comments that were added to theirs in the poem that they looked at first. The teacher will then ask the class to share out what they noticed in the silent discussion:

What new ideas came from the discussion that you did not notice the first time you read the poems?
How did reading other students’ annotations help you understand the poems better?

The teacher can decide which poems will work best for the students in her or his class, but some suggestions follow.

- **Langston Hughes:**
  “I, Too” | https://www.poetryfoundation.org/poems/47558/i-too
  “Harlem” | https://www.poetryfoundation.org/poems/46548/harlem

- **Georgia Douglas Johnson:**
  “Common Dust” | https://www.poetryfoundation.org/poems/53017/common-dust
  “Interracial” | https://www.literaryladiesguide.com/classic-women-authors-poetry/10-poems-by-georgia-douglas-johnson

- **Claude McKay:**
  “If We Must Die” | https://www.poetryfoundation.org/poems/44694/if-we-must-die

**Review and Assessment** (time: 15 minutes)
Students will take one of the poems read in class and rewrite it with problems from today in mind. Their aim will be to use the structure of the poem, but they will change words and phrases to make the poem about today instead of the early 1900s. Students can use Du Bois’s poem, “My Country ’Tis of Thee,” as inspiration for how they might change a poem to be about a theme or problem that they see in today’s society. Students will share their poems with the class and talk about any common themes that they see emerging between the poetry of the early 1900s and the poetry that they wrote today.

**Extension** (optional)

The Review and Assessment activity can be extended to allow students time to revise their poems and publish them in some fashion in the classroom. Students can also compare the poems of the Harlem Renaissance to poetry that has come out of the Black Lives Matter movement. Poetry Foundation.com has collected poems and other readings that might be used for this connection.

See: “Black Lives Matter: A Roundup of Worthy Reads”
https://www.poetryfoundation.org/poems/43026/my-country-tis-of-thee

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**Lesson 6**

**Artists of the Harlem Renaissance**

**Goal**

Students will analyze art from the Harlem Renaissance to understand themes that artists were interested in exploring during this time period.

**Do Now** (time: 5 minutes)

The teacher will project Jacob Lawrence’s painting “Harriet Tubman Series Panel #4” (1940) on the board. Students will study the picture and create a title for it based on what they see in the painting. Students will share their ideas with partners and explain what in the painting made them think of the titles that they created.

See: “Harriet Tubman Series Panel #4”

**Hook** (time: 5 minutes)

Students will draw pictures that represent how they see society viewing minorities today in the United States. The drawings can be symbolic or literal. Students will share their drawings with partners and explain what messages they were trying to depict in their art.

If the teacher is more comfortable with an alternate activity, the teacher can ask students to look back at the painting in the
Do Now and explain how the painting makes them feel. In this “second look,” students will consider the following questions:

- What does the painting make you feel, and what in the painting makes you feel that way?
- What do the colors make you feel? The images?

**Presentation** (time: 10 minutes)

The teacher will model for students how to use the National Archives worksheet for analyzing artwork.

*See: “Analyze Artwork”*  

The teacher will use the painting from the Do Now to walk students through the analysis, asking students what they see and what they notice in the painting now that they may not have noticed when they looked at it in the Do Now activity.

While students will not be filling out a worksheet for every painting that they look at in the Practice and Application, because of this presentation, students will recognize some details that they should pay attention to and will be better able to analyze paintings if they choose an artist for their Photo Story final projects (see Lessons 7, 8 and 9).

**Reading:**
- Students will analyze paintings for artists’ messages.

**Writing:**
- Students will write a story based on Jacob Lawrence’s *Migration Series*.

**Practice and Application** (time: 25 minutes)

The teacher will print out the paintings from Jacob Lawrence’s *Migration Series* for students. Students will use at least 10 of the paintings to write the story of the Great Migration, using the paintings as their guide.

*See: “Jacob Lawrence—The Migration Series”*  
https://lawrencemigration.phillipscollection.org/the-migration-series

While students might not know the exact idea behind every painting’s depiction, they can use their knowledge of the Great Migration to help analyze each painting to determine what they think is happening in the painting. If a painting is depicting a part of the Great Migration that students have not learned about, they will analyze the painting to make an educated guess about what Lawrence is trying to show through his artwork.

**Review and Assessment** (time: 10 minutes)

Students will share their stories with their classmates. The teacher can then share the panel descriptions on the website to see if students’ stories are similar to the depictions on the panels.

**Extension** (optional)

Students can create their own artwork to tell their own stories, creating at least three drawings of their own to tell stories about their culture today. Another extension could be that the teacher provides art from a movement such as the Black Lives Matter movement and has students write that story using artwork, too.
CULMINATING LESSONS

Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 7

Introduction to the Photo Story Project

Goal
Students will select historical figures from the Harlem Renaissance to research for their Photo Story final projects (Lessons 7-9), create a rubric for their projects, and learn about tools to put the projects together.

Do Now (time: 10 minutes)
The teacher will post a variety of photographs of significant figures of the Harlem Renaissance around the room with their names, brief descriptions, and snapshot samples of their works for a Gallery Walk. Some of these figures can be people that the students have already studied, and some should be historical figures that they have not studied yet.

Students will walk around the room, reading and viewing the works of these significant figures and noting three people that they are most interested in learning more about.

A list of suggested works by significant figures to include follows on the next page (see p. 5.7.26). The teacher can find photographs online of each of the these people and use brief summaries from the list to put next to the photographs. The teacher can add to this list if there are other historical figures that are of interest to the students and can use works other than the ones suggested. If possible, the teacher should print the paintings in color for the students to view.

Note: Links and descriptions for images that appear in this unit can be found in the Guide Appendix Image Credits.

Hook (time: 5 minutes)
Students will each select one significant figure from the list (see p. 5.7.26) and either write or discuss with a partner the reason that this figure is the most interesting. To help students think about the figures they want to study, the teacher will ask:

What stood out to you as you walked around the room to do the Gallery Walk?

Access for All Options

Multiple Means of Engagement:
- Provide as many choices as possible in the level of challenges, tools used, and completion of tasks.
- Invite personal response to and self-reflection on content and activities.
- Design activities so that outcomes are authentic.

Multiple Means of Representation:
- Provide resources for investigations using multimedia.
- Use multiple displays of content via media (pictures, diagrams, real objects).
- Use visual and graphic representations of key strategies.

Multiple Means of Action and Expression:
- Allow students to compose in multiple media (text, illustrations, comics, speech, etc.).
- Provide scaffolds that can be slowly withdrawn with increasing independence.
- Use tools to guide self-reflection on work quality and completeness.

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will read works by famous figures of the Harlem Renaissance.

Writing:
- Students will engage in the low-stakes writing tasks of writing questions and creating action plans.
### Significant figures and works of the Harlem Renaissance

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation, Notable Works</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Langston Hughes</strong></td>
<td>poet, social activist, novelist, and playwright</td>
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</tr>
<tr>
<td><strong>Zora Neale Hurston</strong></td>
<td>writer, anthropologist</td>
<td>Excerpts from her writing <a href="https://www.zoranealehurston.com/">https://www.zoranealehurston.com/</a></td>
</tr>
<tr>
<td><strong>Claude McKay</strong></td>
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</tr>
<tr>
<td><strong>Jessie Fauset</strong></td>
<td>poet, essayist, and editor</td>
<td>“Oriflamme” <a href="https://www.poets.org/poetsorg/poem/oriflamme">https://www.poets.org/poetsorg/poem/oriflamme</a></td>
</tr>
<tr>
<td><strong>Louis Armstrong</strong></td>
<td>jazz musician</td>
<td>“Black and Blue” <a href="https://www.genius.com/Louis-armstrong-black-and-blue-lyrics">https://www.genius.com/Louis-armstrong-black-and-blue-lyrics</a></td>
</tr>
<tr>
<td><strong>Josephine Baker</strong></td>
<td>entertainer and dancer (who performed in Paris as well)</td>
<td>“Josephine Baker–The Activist Entertainer”</td>
</tr>
<tr>
<td><strong>Billie Holiday</strong></td>
<td>jazz singer</td>
<td>“Strange Fruit” <a href="https://genius.com/Billie-holiday-strange-fruit-lyrics">https://genius.com/Billie-holiday-strange-fruit-lyrics</a></td>
</tr>
<tr>
<td><strong>Palmer Hayden</strong></td>
<td>artist</td>
<td>“Digital History: Midsummer Night in Harlem”</td>
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<td></td>
<td></td>
<td><a href="https://tinyurl.com/rqwzhgm">https://tinyurl.com/rqwzhgm</a></td>
</tr>
<tr>
<td><strong>Aaron Douglas</strong></td>
<td>artist</td>
<td>“Into Bondage” <a href="https://www.nga.gov/collection/art-object-page.166444.html">https://www.nga.gov/collection/art-object-page.166444.html</a></td>
</tr>
</tbody>
</table>

### Notes:
- [History Link]
- [Social Studies Resource]
- [Literature Selection]
- [Artwork Resource]
Each student will write three questions about the historical figure to be researched as part of the final project.

**Presentation (time: 20 minutes)**

The teacher will review the final project assignment with the class, which is outlined on the next page (see p. 5.7.28). The teacher already told students about the project in the first lesson, so this information will not be new to students.

After introducing and reviewing with students the tools they will use for creating their Photo Story projects, the teacher will ask students what they think they need to include in their projects to give the museum attendees a full picture of the influence of their historical figures and to meet the expectations of the assignment. Students’ ideas about what to include can be used to create a rubric for the project.

While students’ voices should be heard in this part of the lesson, the teacher should also guide students in their discussion of what to include in their projects. Students should include:

- photographs
- information about their subjects’ lives
- what their subjects were known for during the Harlem Renaissance
- an analysis of their subjects’ work
- images of or excerpts from their subjects’ work to analyze and showcase in their presentations

It will be important for students to include in their projects the themes that their Photo Story subjects were interested in depicting, along with an analysis of how their work influenced the culture of the time.

Students should analyze and argue how their historical figures were fighting against traditional white values in the United States, what their subjects were celebrating about their culture, and/or what racial problems in society they were attempting to draw attention to.

**Practice and Application (time: 10 minutes)**

Once students know what they will need to include in their final projects, the teacher will allow students to

**TOOLS for Creating a Photo Story**

The teacher will introduce students to the tools they will use for their Photo Story projects. Several options are available.

**Photo Story:**

Photo Story is a software program that students can use to put together their projects. If the teacher needs a review of how to use Photo Story, many tutorials can be found on YouTube. The teacher can use the tutorial for his or her own review before showing the class how to use it, or the teacher may find that showing a YouTube video to students is more useful.

The tutorial below will allow students to see what they will be able to do with Photo Story so that they can create a more accurate project rubric.

See:

“How use Windows Photo Story 3 for students”

https://www.youtube.com/watch?v=kZX8fh_ZNfQ

**Note:**

Photo Story 3 is installed on DYS desktop computers. The free Photo Story 3 software (for Windows XP) can be downloaded from the Microsoft website (an account is required) for use on machines with compatible operating systems. Mixed results have been reported on machines running the later Windows 10 OS.

See:

“Photo Story 3 for Windows XP”

*If the embedded link below does not work, copy and paste the URL into your browser search window:*


**Other Tools:**

In addition to Photo Story, there are a number of alternative tools that can be used for creating this assignment, including:

Google Slides, PowerPoint, Apple Keynote
**FINAL PROJECT: Creating a Photo Story**

**Goal:** To create a Photo Story project on an artist, musician, poet, or singer associated with the Harlem Renaissance.

**Role:** You are a museum curator.

**Audience:** Your audience is people visiting your museum.

**Situation:** You are curating an exhibit at a museum to showcase important figures during the Harlem Renaissance. The museum will be presenting an interactive exhibit with Photo Story projects introducing the famous people. The exhibit will focus on the lasting impact that these figures have had on the culture of the United States and will highlight common themes that the historical figures were interested in depicting in their work.

- What traditional white values were they fighting against?
- What were some of the ways that they were able to express their ideas and culture more freely?

**Product:** You will create a Photo Story project that includes writing, audio, and pictures/video of the historical figure.

**Standards:**
- The project includes important information about the figure’s life.
- The project includes pictures, audio, and writing.
- The project includes an analysis of the importance of the figure.
- The project includes an analysis of the impact the figure had on American culture.

**Notes:**
have some time to practice using the Photo Story software or an alternative such as Google Slides, PowerPoint, or Apple Keynote, especially if students have not used this type of tool before. The teacher can guide students through functions and give them time to explore. This way, when students begin putting their presentations together over the next two days, they will have some familiarity with the tool they will use to create their Photo Story.

**Review and Assessment** (time: 10 minutes)

Students will create a plan for the next two days based on the rubric that they co-created today. Since most of the class time in the next two days will be devoted to research, analysis, and putting together their projects, students will need to be sure to use their time wisely so that they complete their projects in the allotted time. The teacher will collect the students’ work plans and will distribute them back to students at the start of the next class.

### Lesson 8  
(2 days)

**Creating The Photo Story Project**

**Goal**

Students will research the significance of their chosen historical figures and create Photo Story presentations that showcase the figures’ importance and cultural or political impact.

**Lesson 8—DAY 1**

**Do Now** (time: 5 minutes)

The teacher will project the project expectations and the rubric that was created in the previous lesson. Students will review the rubric and project expectations and write down any questions that they have about the expectations. The teacher will answer any questions that students have.

**Hook** (time: 5 minutes)

The teacher will direct the students’ attention to the word splash that they created when they first began the Harlem Renaissance unit and ask:

Are there any words that you would no longer use to describe the Harlem Renaissance?

Are there any words that you would now add?

The word splash poster can serve as inspiration for students as they start putting together their projects.

**Presentation** (time: 10 minutes)

The teacher will show students a sample Photo Story project, preferably on a historical figure that students did not choose, but

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### Access for All Options

**Multiple Means of Engagement:**

- Allow students opportunities to co-design activities and grading rubrics.
- Ask students for their input in the final product as co-creators of their own culture of learning.

**Multiple Means of Representation:**

- Guide students’ processing of their own learning with rhymes, lyrics, chunking, or mnemonic strategies.

**Multiple Means of Action and Expression:**

- Allow students to compose in multiple media (text, illustrations, comics, speech, etc.).

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### Literacy and Numeracy Across Content Area Elements

**Reading:**

- Students will research on websites to gather information and analyze famous works by their artists.

**Writing:**

- Students will write clearly to inform their audience about the significance of their historical figures.
one that they are familiar with from the past few lessons. The teacher should create the sample project so that students can see what theirs should look like. Students will critique the project, using the rubric created in Lesson 7, and note the strengths and weaknesses of the project. The teacher should emphasize how the project shows (or doesn’t show) the impact that the historical figure had on the time period. The teacher will need to point out how the project used a primary source (art, music, literature) and analyzed the piece to highlight an important belief or ideal of the time period.

**Practice and Application** (time: Day 1—35 minutes)
Students will spend time researching their historical figures and analyzing one piece of work. Students might use the works that were listed next to their historical figures in the Gallery Walk, or they might spend some time finding another work by the person they are researching. To help students analyze the work, the teacher will make copies of the appropriate document analysis worksheets from the National Archives.

See: “Educator Resources—Document Analysis Worksheets”
https://www.archives.gov/education/lessons/worksheets

While students are researching, they will take notes of important facts about the lasting impact that their figures had on the culture of the United States, and they will think about the impact that their figures had on the Harlem Renaissance. The teacher will circulate throughout the classroom to guide students in their research and to help them find resources that will be useful to their presentations.

At the end of class, students will submit a pink, yellow, or green slip of paper to the teacher:

- If a student submits a **pink** slip of paper, he or she is stuck and needs help right away at the start of the next class. The student will write why he or she is stuck on the pink paper and what help is needed.
- If a student submits a **yellow** slip of paper, he or she is working well, but needs some clarification or a little help. The student will write what help is needed on the yellow slip of paper.
- If a student submits a **green** slip of paper, he or she feels ready to begin working independently at the start of the next class. The student will write on the green slip of paper what he or she was able to accomplish in today’s class.

The teacher will review these slips of paper to be sure that students get the help that they need at the start of the next class. The teacher will also look at the analysis worksheets that students began or completed to be sure that they are thinking deeply enough about this part of their project.

**Lesson 8—DAY 2**

**Do Now** (time: 5 minutes)
Students will review the plans that they made in Lesson 7, check off what they have already completed, and determine what they still need to complete today. The teacher will tell students that their goal is to have a draft of the Photo Story project completed today.

**Practice and Application** (time: Continued, Day 2—45 minutes)
The teacher will check in with students, being sure to start with students who need the most help. Students will spend the majority of class time finishing their research and putting their projects together. Again, the teacher will circulate around the classroom to guide students through completing their projects. As students begin putting their presentations together, the teacher might need to remind students how to put music into their presentations and how to embed photographs.
Review and Assessment (time: 5 minutes)
As on Day 1, students will take a pink, yellow, or green slip of paper to show their teacher how they feel about the project and the work that they were able to complete today.

- If a student takes a pink slip of paper, she or he does not think that the project will be ready to present the next day. The student will write on the pink slip of paper what still needs to be done and what help is needed.
- If a student takes a yellow slip of paper, she or he needs only to complete a small amount of work before being ready to revise and present the project. The student will write on the yellow slip of paper what still needs to be done.
- If a student takes a green slip of paper, she or he will be ready to present after doing some final revisions. The student will write on the slip of paper what he or she was able to complete in today’s class.

Lesson 9
Revision and Presentation of the Photo Story Project

Goal
Students will revise and edit their Photo Story presentations and present them to their classmates.

Do Now (time: 5 minutes)
The teacher will ask students to think about the most important piece of information that they learned about the person they researched.

Why is this piece of information so significant to understanding the importance of this historical figure? How does it show the person’s impact on the culture of the time?

Hook (time: 5 minutes)
Students will look through their Photo Story projects to be sure that the most important piece of information that they learned and the significance of it is clear in their presentations. They will make notes on how they might revise their projects to make this piece of information more prominent in their presentations.

Presentation (time: 5 minutes)
The teacher will review the project rubric with students and remind them of the expectations of the project and the presentation. Students will have the opportunity to ask clarifying questions. Students will score their own projects on the rubric and make plans for revising their projects to ready them for presentation.

Access for All Options

Multiple Means of Engagement:
- Conference with learners to facilitate self-regulation.
- Offer students choices about how they want to participate in the final presentation.
- Provide students with a rubric with shared expectations.

Multiple Means of Representation:
- Use multimedia to summarize research and draw conclusions.

Multiple Means of Action and Expression:
- Offer students choices about how they want to participate in the final presentation.

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will complete research on websites about their historical figures.

Writing:
- Students will revise and edit their presentations for clarity and completeness.

Speaking and Listening:
- Students will present their projects and will listen to the presentations of their classmates.
Practice and Application (time: 20 minutes)

Students will revise their projects based on the plans that they created during the Presentation. The teacher will circulate around the room to help students with the revision process. Students may realize that they need to complete more research about their historical figures in order to meet the expectations of the project. If time allows, students can share their projects with partners to receive feedback. During this sharing process, partners will ask questions about the historical figures to encourage each other to delve deeper into their significance. If needed, the teacher will give students additional time to finish their projects.

Review and Assessment (time: 20 minutes)

Students will present their projects to their classmates. If the class is large enough, the teacher can set up the class as a “museum” and have half the class showcase their work while the rest of the class walks around to the exhibits and talks to the presenters about their projects. Halfway through, the class can switch places and the other half of the class can present their exhibits while the rest of the students walk around to look at the Photo Story projects. Each exhibit will have index cards at it so that students viewing the exhibits can leave feedback for the presenters. If the class is not large enough to do this, students can present one at a time to their peers.

Extension (optional)

Teachers can extend the project to a full week’s worth of work by asking students to conduct additional research about their historical figures and to analyze more primary source documents created by their subjects in order to get a fuller picture of the significance that they had on the culture of the United States.
Four “A’s” Graphic Organizer

<table>
<thead>
<tr>
<th>What do you <strong>agree</strong> with in the texts?</th>
<th>What do you want to <strong>argue</strong> with in the texts?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Garvey:</strong></td>
<td></td>
</tr>
<tr>
<td>![Garvey Image]</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Du Bois:</strong></td>
<td></td>
</tr>
<tr>
<td>![Du Bois Image]</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the ‘Four ‘A’s’ Text Protocol” at School Reform Initiative (PDF): https://schoolreforminitiative.org/doc/4_a_text.pdf
### Four “A’s” Graphic Organizer

<table>
<thead>
<tr>
<th>What <strong>assumptions</strong> do the authors of the texts hold? How can you tell?</th>
<th>What parts of the texts do you want to <strong>aspire</strong> to? How do the texts make you want to act?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garvey:</td>
<td></td>
</tr>
<tr>
<td>Du Bois:</td>
<td></td>
</tr>
</tbody>
</table>

Communism and the Cold War

Introduction

The conclusion of World War II in 1945 seemed to bring the promise of a new era in world affairs with the eradication of Nazi power and, finally, peace to the nations of Europe and an easing of tensions around the globe. This was short-lived, however, with the growth of a challenge to the democratic and capitalistic system championed by the United States. Communism posed both real and imagined threats to the American way of life, and the resulting Cold War played on the fears of the A-bomb and Soviet aggression (Khrushchev: “We will bury you”). U.S. foreign policy strategies aimed to contain the Communist system, and domestic concerns were stoked by McCarthyism. The alarmist suspicions of the Cold War era can help students identify and understand how such fears can shape a country’s domestic and foreign policies today, even as the groups targeted as threats to the American way of life have changed.

The Communism and Cold War unit focuses on two U.S. History II Content Standards in Topic 3, along with one additional Standard in Topic 4:

9. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems.

10. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s.

You and I should not now pull on a rope in which you have tied a knot of war, because the harder you and I pull, the tighter the knot will become.”

—Nikita Khrushchev

An additional U.S. History II Content Standard in Topic applies to the unit extension:

(USII.T3)


The performance task of this unit will connect to these standards by having students see that historic examples of Cold War foreign policy can be used to guide foreign policy strategies today. To do this, students must have a knowledge of events and policies of the Cold War.

Throughout this unit, students will enhance their understanding of communism and the impact of the Cold War by focusing on three Essential Questions:

- How does democracy compare to other forms of government?
- What advantages do nations accrue when they form alliances?
- How does fear influence people, their actions, and politics?

These questions and issues form the crux of the fear-based issues and policies that sprang from the rise of communism and the A-bomb. The tensions inherent in the Cold War anticipated some of the same fears and issues that mark current foreign policy concerns in the United States and around the world.
Plan Calendars

Topic 3: Defending Democracy: Responses to Fascism and Communism (USII.T3)

This unit is designed for long-term programs. It may be condensed for short-term settings.

The Communism and Cold War unit is intended to teach students about events and issues of the Cold War in approximately a three and a half-week span, as outlined in the Plan 1 calendar below.

**Unit: Communism and the Cold War**

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Lesson 1: Fear and the Cold War</td>
<td>Lesson 2: The Basics of Communism</td>
<td>Lesson 3: The Iron Curtain</td>
<td>Lesson 4: The Arms Race</td>
<td>Lesson 5: Coping with Fear in the Cold War</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Lesson 11: Cold War Foreign Policy Strategies</td>
<td>Lesson 12: The Domino Theory—Korea &amp; Vietnam</td>
<td>Lesson 13: The Berlin Wall</td>
<td>Lesson 14: The Cuban Missile Crisis</td>
<td>Lesson 15: Primary Sources—Cuban Missile Crisis</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Lesson 16: Cold War Strategies and Contemporary Foreign Policy</td>
<td></td>
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</tr>
</tbody>
</table>

Instructors have the option of reducing the unit to two or three weeks, as outlined in Plan 2 below, which provides one possible shortened version of the unit. Five lessons have been omitted, and the shortened plan keeps lessons that build upon each other and retains focus on the unit’s Essential Questions: How does democracy compare to other forms of government? and How does fear influence people, their actions, and politics? Plan 2 also excludes the Culminating Lesson’s extension.

*(Condensed)* **Unit: Communism and the Cold War**

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Lesson 1: Fear and the Cold War</td>
<td>Lesson 2: The Basics of Communism</td>
<td>Lesson 4: The Arms Race</td>
<td>Lesson 5: Coping with Fear in the Cold War</td>
<td>Lesson 7: The Red Scare</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Lesson 8: The Dangers of McCarthyism</td>
<td>Lesson 11: Cold War Foreign Policy Strategies</td>
<td>Lesson 12: The Domino Theory—Korea &amp; Vietnam</td>
<td>Lesson 13: The Berlin Wall</td>
<td>Lesson 14: The Cuban Missile Crisis</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Lesson 16: Cold War Strategies and Contemporary Foreign Policy</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

For the final performance task, teachers are encouraged to allow students time to learn the basics of North Korea’s history of building nuclear weapons, as this will be used to make a connection between Cold War foreign policy strategies and contemporary foreign affairs situations. The teacher will also need to make sure that contemporaneous events match the performance task requirements.
UNIT GOALS

Emphasized Standards (High School Level)

U.S. History II Content Standards

(U.SII.T3)

9. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact.

10. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s. Clarification Statement: Students can research and report on conflicts in particular areas, such as Korea, Germany, China, the Middle East, Africa, Central and South America, Cuba, and Vietnam.

(U.SII.T4)

2. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare.

Additional standard for unit extension

(U.SII.T3)


Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)
1. Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.
   b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SLCA)
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 others’ ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Essential Questions (Open-ended questions that lead to deeper thinking and understanding)
- How does democracy compare to other forms of government?
- What advantages do nations accrue when they form alliances?
- How does fear influence people, their actions, and politics?

Transfer Goal (How will students apply their learning to other content and contexts?)
Students will use their understanding of Cold War fears and actions to consider present-day foreign policies of the United States, particularly as they relate to apprehensions about different cultures and people. Students will also explain how it is possible to learn from past policies and actions to shape actions today.
By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of original communist economic philosophy and political beliefs</td>
<td>Communism and capitalist democracy are in opposition to each other.</td>
<td>Compare and contrast communism with capitalist democracy.</td>
</tr>
<tr>
<td>Post-World War II countries that were communist and that were allied as capitalist democracies</td>
<td>Geography plays a role in shaping political alliances.</td>
<td>Identify and locate democratic NATO countries and communist Warsaw Pact countries on a map.</td>
</tr>
<tr>
<td>Americans feared the atomic bomb and Soviet aggression</td>
<td>Fear and apprehension results in actions and policies to ease anxieties.</td>
<td>Analyze strategies designed to control communism and protect American interests.</td>
</tr>
<tr>
<td>America and the Soviet Union increased their nuclear weapons stockpiles during the Cold War</td>
<td>Nuclear arms increased as a response to the fears and actions of opposing countries.</td>
<td>Graph the rise of nuclear arms and interpret graph information for charting numbers.</td>
</tr>
<tr>
<td>Specific foreign policy concepts related to the Cold War (see Tier III vocabulary)</td>
<td>America was looking to use specific strategies to control Soviet growth and power.</td>
<td>Role-play how leaders might use foreign policy to de-escalate tensions between countries.</td>
</tr>
<tr>
<td>Countries that the U.S. and the Soviet Union supported in the Korean and Vietnam wars</td>
<td>Foreign wars were part of efforts to contain the spread of communism around the world.</td>
<td>Explain how nations use others as proxies to engage in conflict with others.</td>
</tr>
</tbody>
</table>
| • Senator Joseph McCarthy  
  • Julius and Ethel Rosenberg | Distrust was sown through the Red Scare, resulting in Americans’ being accused of acting as Soviet spies. | Differentiate primary source newspaper headlines for media bias or sympathy. |
<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events of the Cuban Missile Crisis, including actions and reactions of the U.S. and the Soviet Union</td>
<td>The Cuban Missile Crisis was a specific example of how Cold War fears and actions came very close to resulting in nuclear war.</td>
<td>Analyze a wide range of primary sources for contextualization and close reading. Examples include speeches, maps, documents, political cartoons, and comic panels.</td>
</tr>
</tbody>
</table>

Tier II vocabulary:
- democracy
- escalate
- strategy
- foreign policy
- atomic

Tier III vocabulary:
- capitalism
- communism
- containment
- mutual deterrence
- peaceful coexistence
- arms race
- Cold War
- Domino Theory
- NATO/Warsaw Pact
- Iron Curtain
- Red Scare
- fallout shelter
- Truman Doctrine
- Marshall Plan
- Berlin Wall

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context. Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
Lesson 16: Create a slide presentation examining the question, “What Cold War foreign policy strategies can be used to help guide U.S. policy today toward foreign countries?” (Suggested example: North Korea).

GOAL:
Create a PowerPoint presentation that demonstrates understanding of selected Cold War foreign policy concepts and how they might apply to a contemporary foreign policy situation.

Note: Students may use tools such as Google Slides, PowerPoint, or Apple Keynote to create the presentations.

ROLE:
You are a military advisor to the U.S. president.

AUDIENCE:
Your audience is the U.S. president and the president’s staff of military generals and advisors.

SITUATION:
You and the president’s staff must devise a strategy for dealing with a foreign country (North Korea is suggested) that prevents a nuclear war with as few deaths as possible on both sides of the conflict.

PRODUCT:
A slide presentation of this strategy that is then given to the president and the president’s military advisors orally in a role-play scenario.

Note: Students should be instructed that they may use the “Notes” section at the bottom of each slide to make their case for the suggested course of action by the president.

STANDARDS:
• The presentation contains a minimum of three slides.
• The presentation contains a minimum of four of seven foreign policy terms and strategies, correctly used, that were learned in the unit.
• The presentation includes a Cold War historical example in which nuclear war was avoided.
• The presentation contains at least one map and as many photos as needed to explain concepts and make arguments in favor of your position.
• The oral presentation of the article is effective, including appropriate pacing, tone, and stage presence.
Formative Assessments (see pp. 5.10.12-37)

Monitoring student progress through the unit

Lesson 2: Political descriptions: Capitalism or Communism?
Summary comparison paragraph of capitalism and communism

Lesson 3: Student interpretation of Churchill’s “Iron Curtain” speech
Map exercise: NATO or the Warsaw Pact countries?

Lesson 4: Exit Ticket: North Korea has a very small number of nuclear weapons compared to the U.S.
Does that make you feel more safe? Why or why not?

Lesson 5: Write-Around: “Group paragraphs” about nuclear fears

Lesson 6: Dialogue based on a scenario of sharing a fallout shelter in an emergency

Lesson 7: Discussion of the lesson’s “Red Scare Dot Activity” and how fear and suspicion can be easily generated, as it was with McCarthyism in the Cold War

Lesson 8: Political cartoon analysis and Exit Ticket:
A specific example of anyone today who is making accusations without proof

Lesson 9: Categorizing newspaper headlines:
Anti-Communist, Pro-Communist, or Neither, with sentences explaining choices

Lesson 10: Quick write: How does the Truman Policy demonstrate containment?

Lesson 11: Matching foreign policy concepts of the lesson to current-day tweets by President Trump about North Korea

Lesson 12: Exit Ticket: Is the Domino Theory as important today, when many countries have nuclear weapons? Why or why not? Does the Domino Theory apply to North Korea today?

Lesson 13: Letter from a young person on the Communist side of the Berlin Wall to a relative on the non-Communist side

Lesson 14: Paragraph using Cuban Missile Crisis as argument support:
Is it possible to win a nuclear war?

Lesson 15: Textbook analysis about Cuban Missile Crisis:
Which is a Cuban textbook, which is a U.S. one? (with supporting evidence)

Pre-Assessment (see p. 5.10.10-11)

Discovering student prior knowledge and experience

Lesson 1: Suggestions on what a “cold war” might be, if different from a “typical” war
Listing of key words and phrases about death and destruction in Cold War song lyrics
U.S. History II—Chapter 5
Topic: Defending Democracy—Responses to Fascism and Communism (USII.T3)
UNIT PLAN—Communism and the Cold War

Unit Resources (by type, in order of appearance)

Print
Modules 21 and 25.

Websites

LESSON 1:
“Europe after World War Two” (map):
http://www.diercke.com/kartenansicht.xtp?artId=978-3-14-100790-9&seite=36&id=17472&kartennr=4


“Old Man Atom” Song:
https://no1lyrics.com/song/old-man-atom-543372
or
“Talking Atomic Blues”:
https://www.youtube.com/watch?v=d3AQ0CMDe5Q

“Let’s Read: The Butter Battle Book”:
https://www.youtube.com/watch?v=ut1CSRmVp0I

LESSON 2:
“Making History: A Guided Exploration of Historical Inquiry”:
StoryboardThat: https://www.storyboardthat.com

“Student Interactives”: http://www.readwritethink.org/classroom-resources/student-interactives/


LESSON 3:
Newsela: https://newsela.com/
“Cartoon by Illingworth on Winston Churchill’s address in Fulton concerning the iron curtain”:
https://tinyurl.com/twvbr9b

“Iron Curtain Speech” (video):
https://www.c-span.org/video/?191439-2/iron-curtain-speech
or
“Sir Winston Churchill - Sinews of Peace (Iron Curtain) Speech” (video):
https://www.youtube.com/watch?v=5QuSXZTo3Uo

“Iron Curtain Speech” (text):
https://sourcebooks.fordham.edu/mod/churchill-iron.asp

“Europe after World War II”:
http://www.phschool.com/curriculum_support/map_bank/pdfs/Europe_After_WW_II_A.pdf


LESSON 4:
MindMup: https://www.mindmup.com
StoryboardThat: https://www.storyboardthat.com

“Should More Countries Have Nuclear Weapons?”:
https://www.youtube.com/watch?v=0jf-uwwF14&t=130s

“US and USSR nuclear stockpiles” (graph):
https://commons.wikimedia.org/wiki/File:US_and_USSR_nuclear_stockpiles.png

LESSON 5:
“How Much Time Do We Have?” (Civil Defense Radio Spot):
https://tinyurl.com/vwstnqd

“Excellent Chances” (Civil Defense Radio Spot):
https://tinyurl.com/mp35w5j

“Duck And Cover (1951) Bert The Turtle” (video):
https://www.youtube.com/watch?v=IKqXu-5jw60
or
“Duck and Cover clipped” (video):
https://www.youtube.com/watch?v=89od_W8lMtA

“Photographs and Pamphlet about Nuclear Fallout”:
https://www.archives.gov/education/lessons/fallout-docs

“The Cold War Home Front”:
https://tinyurl.com/qo3rkzx

“Cold War Home Front: Civil & Home Defense”:
https://tinyurl.com/qo3rkzx

LESSON 6:
Fallout shelter ads:
Advertisement 1 image
https://tinyurl.com/srqkylr

Advertisement 2 image
https://tinyurl.com/srqkylr

Twilight Zone, “The Shelter” (purchase for $1.99):
https://www.youtube.com/watch?v=EqvEH-VN48I
Unit Resources, continued (by type, in order of appearance)

LESSON 7:
“Keep this Horror From Your Home. Invest 10 Percent in War Bonds Back Up our Battleskies”:
http://catalog.archives.gov/id/534105


“He May Be a Communist”:
https://www.youtube.com/watch?v=AWeZ5SKXvj8&feature=related

LESSON 8:
“Herblock’s History-Political Cartoons from the Crash to the Millenium”:
https://www.loc.gov/exhibits/herblocks-history/fire.html (Scroll down to “Fire,” mouseover/click to enlarge image)

“Truman’s reply to McCarthy” (telegram):
https://commons.wikimedia.org/wiki/File:Truman%27s_reply_to_McCarthy.gif

“McCarthyism: Inspired Cartoons”:
https://www.pbs.org/wgbh/amercianexperience/features/mccarthyism-inspired-cartoons/

“Enemies from Within”:
http://historymatters.gmu.edu/d/6456

“National Suicide”:
http://historymatters.gmu.edu/d/6459

Edward R. Murrow > Goodreads Quotes > Quotable Quote:
https://tinyurl.com/wxxe8ze

“McCarthy and The Red Scare”:
https://tinyurl.com/tavwpwps

“Public Opinion on the ‘4s’ Through Recent History”:

LESSON 9:
“Operation HM”:
https://tinyurl.com/sajchxx

“The February 9, 1944 cable: Klaus Fuchs and Harry Gold”:
http://www.pbs.org/wgbh/nova/venona/inte_19440209.html

“Rosenberg Case”:
https://www.youtube.com/watch?time_continue=601&v=Ih4_oxjeVWw

“Sing Sing Prison Museum—Quick Facts”:
http://www.singsingprisonmuseum.org/quick-facts.html

“Julius and Ethel Rosenberg Collection”:

“Great Headlines Speak For Themselves... The Rosenbergs Executed”:
http://blog.rarenewspapers.com/?p=7602/

“Julius and Ethel Rosenberg are executed in 1953”:

“McCarthyism and the Rosenberg Trial” (trial re-enactment materials):

LESSON 10:
“Truman Doctrine (address)”:

“European Economic Cooperation Countries Marshall Plan Payments”:

LESSON 12:
“East Asia” (map):
https://tinyurl.com/w3wgxcn

LESSON 13:
“Great Wall of China”:
https://cdn.britannica.com/82/94382-120-A775A403.jpg

“The Building of the Berlin Wall in 1961—Propaganda Documentary”:
https://www.youtube.com/watch?v=_Ycppm2cEsw&t=419s


“John F. Kennedy’s Speech at the Berlin Wall”:
https://www.youtube.com/watch?v=yBQvKXIdiuc

“John F Kennedy—Ich Bin Ein Berliner Speech”:
https://www.youtube.com/watch?v=GYK07TwM7q0

LESSON 14:
“Cuba’s Location in Relation to the United States”:
https://www.sutori.com/item/cuba-s-location-in-relation-to-the-united-states

“Cold war arm-wrestling” political cartoon by Leslie Gilbert Illingworth, 1962; The National Library of Wales:
http://hdl.handle.net/10107/4866882

“On the Brink” (Cuban Missile Crisis timeline):
Unit Resources, continued (by type, in order of appearance)

“John F. Kennedy - Cuban Missile Crisis speech”: https://www.youtube.com/watch?v=ZLxgeINIBEM

“Discovery Education—Cuban Missile Crisis”: https://app.discoveryeducation.com/learn/videos/d42e7886-9d53-4895-aa5d-6dbd75fd98ec/

LESSON 15:
Actively Learn: https://www.activelylearn.com

“CIA Cuban Missile Crisis Map of Missile Range”: https://jfkcountercoup.files.wordpress.com/2010/01/cmc_map_missile_range5b15d.jpg

“Robert F. Kennedy, Memorandum for Dean Rusk on Meeting with Anatoly F. Dobrynin”: https://digitalarchive.wilsoncenter.org/document/111553

“Letter from Chairman Khruschev to President Kennedy”: https://sheg.stanford.edu/sites/default/files/download-pdf/Cuban%20Missile%20Crisis%20Student%20Materials_5.pdf (Teacher will need to sign up for account at SHEG to access)

LESSON 16:

“The growing North Korean nuclear threat, explained”: https://www.youtube.com/watch?v=NwbYpdGpx8U


Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 2 (Presentation)
Activity Resources  pp. 5.11.1-2
Capitalist and Communist Economic Systems

Lesson 2 (Practice and Application)
Activity Sheet and Activity Resource  pp. 5.11.3-4
The Two Sides of the Cold War

Lesson 3 (Practice and Application)
Activity Resource  p. 5.11.5
Winston Churchill “Iron Curtain” Speech

Lesson 3 (Review and Assessment)
Activity Sheet and Activity Resource  pp. 5.11.6-7
NATO, Warsaw Pact, and the Iron Curtain

Lesson 8 (Presentation)
Activity Sheets  pp. 5.11.8-12
McCarthyism Primary Source Activity

Lesson 9 (Practice and Application)
Activity Resource and Activity Sheet  pp. 5.11.13-14
Judge Kaufman’s Statement on Sentencing the Rosenbergs and Historical Reading Skills Chart

Lesson 10 (Presentation/Practice and Application)
Activity Resource and Activity Sheet  pp. 5.11.15-16
Harry Truman’s “Truman Doctrine” Address to Congress and Historical Reading Skills Chart

Lesson 11 (Presentation)
Activity Resource and Activity Sheet  pp. 5.11.17-18
Allies and Enemies

Lesson 11 (Presentation)
Activity Sheet  p. 5.11.19
Cold War Foreign Policy Ideas

Lesson 11 (Review and Assessment)
Activity Sheet  p. 5.11.20
Cold War Foreign Policy Ideas in Today’s World

Lesson 13 (Review and Assessment)
Activity Resource  p. 5.11.21
John F. Kennedy Speech at the Berlin Wall

Lesson 14 (Practice and Application)
Activity Sheet  p. 5.11.22
The Cuban Missile Crisis

Lesson 15 (Presentation/Practice and Application)
Activity Resources and Activity Sheet  pp. 5.11.23-25
Cuban Missile Crisis—Documents 1 and 2 and Historical Reading Skills Chart

Lesson 15 (Review and Assessment)
Activity Sheet—2 pages  pp. 5.11.26-27
Comparing Textbooks

Note: Where applicable, sources for supplement items are detailed at the bottom of the relevant page(s).

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Outline of Lessons
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

INTRODUCTORY LESSON
Stimulate interest, assess prior knowledge, connect to new information

Lesson 1
Fear and the Cold War

Goal
Students will explain the concept of cold war and enumerate the fears that ushered in the Cold War era in America.

Do Now (time: 5 minutes)
The teacher, at the whiteboard, will solicit suggestions on what happens in a war and what weapons are used. Then, the teacher will ask for thoughts on what might be involved in something called a cold war. The teacher will list students’ ideas on the whiteboard.

Hook (time: 5 minutes)
The teacher will pose this question:

If “our side” won in World War II, why were many people in the U.S. worried?

The teacher will present pictures of the devastation of the A-bombs at Hiroshima and Nagasaki (people and landscape) as a means of review. Using a post-World War II map, the teacher will ask for suggestions on which country might be in the most competition with the U.S. and which country might be feared the most (Soviet Union, based on size).


Presentation (time: 15 minutes)
The teacher will explain to students that the U.S. entered a period after World War II called the Cold War, which did not involve using weapons, but rather threats and other actions to establish foreign policy and power in the world. Using weapons would be dangerous because of the development of nuclear bombs on both sides. This can be demonstrated with a children’s book, The Butter Battle Book by Dr. Seuss (an author familiar to many students). The teacher may use one of three means of presentation: students taking turns reading the book, the teacher reading the entire book, or students’ viewing a video presentation of the book.
U.S. History II—Chapter 5
Topic: Defending Democracy—Responses to Fascism and Communism (USII.T3)
UNIT PLAN—Communism and the Cold War

See: “Let’s Read: ‘The Butter Battle Book’”
https://www.youtube.com/watch?v=ut1C5SmVp0I

Practice and Application (time: 20 minutes)
As another example of American nuclear fears, each student will be given a copy of the lyrics to the song “Old Man Atom” (1950).


The teacher will present this song as a musical primary source of the era. The teacher or a student will read only the first stanza, explaining or clarifying that:

1. The song is from the point of view of an atom used in the atomic bomb.
2. “Hiroshima, Nagasaki, Alamogordo, and Bikini” are cities or islands where the bomb was used or tested.
3. Einstein, the famous physicist whose work explained the energy in the atomic bomb, warned President Roosevelt that the Germans were developing one. After the U.S. used its own nuclear weapons in Japan, Einstein regretted his actions.

The teacher will then play the song with students following along with their lyric sheets.

See: “Old Man Atom”
https://no1lyrics.com/song/old-man-atom-543372

Literacy and Numeracy Across Content Area Elements

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Language:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will read, analyze, and contextualize the song “Old Man Atom.”</td>
<td>• Students will discuss the term cold war.</td>
</tr>
</tbody>
</table>

After listening to the song, students will fill in a Chart of Historical Reading Skills like the one below.

Review and Assessment (time: 10 minutes)
The teacher will lead a discussion of students’ answers, with emphasis on Sourcing and Contextualization, to show how these elements help make sense of the purpose of studying the primary source. The class will then review each stanza and which words and phrases are about destruction and death, and the teacher will explain any elements that students did not understand. The teacher will pose the question:

If this is about destruction and death, why are the music and tone of the song so upbeat?

Practice and Application: Lesson 1—Chart of Historical Reading Skills

<table>
<thead>
<tr>
<th>Chart of Historical Reading Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOURCING:</strong> What is the primary source and who was meant to experience it?</td>
</tr>
<tr>
<td><strong>CONTEXTUALIZATION:</strong> What was going on in the world that connects to this primary source?</td>
</tr>
<tr>
<td><strong>CLOSE READING:</strong> Details about the primary source—What words or phrases are about destruction or death?</td>
</tr>
</tbody>
</table>

Chart adapted from one originally designed by Stanford History Education Group: https://sheg.stanford.edu/s
Lesson 2

The Basics of Communism

Objective
Students will explain the basic precepts of the original philosophy of communism, focusing on the economic application and how it contrasts with democracy and capitalism.

Do Now (time: 5 minutes)
The teacher will project a reprint of a 1938 poster about communism under Stalin. Students will write a sentence about what they believe the poster is saying about communism. The teacher will lead a short follow-up class discussion about the answers.


Hook (time: 10 minutes)
Students will turn and talk with partners and discuss for two minutes how people can (legally) make money and build up their bank accounts. They will share their answers, and the teacher will scribe them on the whiteboard. Possible responses include work a daily job, get a raise (being good at your job, have more experience, get a promotion), put in overtime hours, receive a bonus, etc. The teacher should note that these ways of making money are part of the capitalist economic system that we have in the U.S.

Presentation (time: 15 minutes)
This exercise will provide a hands-on demonstration of both capitalist and communist economic systems (it is an oversimplification, but illustrates the point). The teacher will need to print out the Capitalist and Communist Economic Systems Activity directions found in the Supplement and multiple copies of the play money on the second sheet (see pp. 5.11.1-2).

Student numbers will vary, but the play money can be distributed to students roughly as follows to demonstrate the capitalist economic system:

One student will get $100 for owning a factory (private business), one student $60 to be the factory foreman, and the remaining students $10 each. The class should discuss how the $10 workers can increase their pay and any circumstances in which one worker might get more than others.
Then, the play money should be collected and redistributed for a demonstration of the communist economic system:

The teacher is “the government” and keeps $100 for owning the factory, and all students receive $10 as workers. The teacher will explain that everyone earns the same amount, and there are no opportunities to earn more. In the communist economic system, industry is run by the government “for the benefit of all.”

The class should then discuss these questions:
Which system benefits the hardest workers?
What might be seen as good about the communist system?
Equality for all—is being equal also being fair for everyone?

Practice and Application (time: 15 minutes)
The teacher will present a comparative chart with differences between the Soviet Union/communist and democratic/capitalist systems of government. The instructor will reveal each set of differences one at a time to allow for students to fill in the Two Sides of the Cold War Activity Sheet in the Supplement (see pp. 5.11.3-4) and for the teacher to explain in more depth as needed.

Review and Assessment: Lesson 2—Capitalism or Communism?

<table>
<thead>
<tr>
<th>Capitalism or Communism?</th>
</tr>
</thead>
<tbody>
<tr>
<td>After each of the descriptions below, write next to it if it describes either COMMUNISM or CAPITALISM.</td>
</tr>
<tr>
<td>1. People choose their leaders from several political parties in a democratic vote:</td>
</tr>
<tr>
<td>2. People work for farms and factories that are run by the government:</td>
</tr>
<tr>
<td>3. There are bigger differences between the rich and the poor in this system:</td>
</tr>
<tr>
<td>4. Competition between companies can result in prices for goods going down:</td>
</tr>
<tr>
<td>5. This was the system of the Soviet Union:</td>
</tr>
<tr>
<td>6. The country is run by a dictator because there is no democratic vote:</td>
</tr>
<tr>
<td>7. Businesses are owned by private people or companies, not the government:</td>
</tr>
<tr>
<td>8. All workers get the same reward for their labor:</td>
</tr>
<tr>
<td>9. There is freedom of religion and freedom to believe in God:</td>
</tr>
<tr>
<td>10. Workers with more experience can make more money than new employees:</td>
</tr>
<tr>
<td>11. People don’t keep as much of their money because a lot of it is going to the government that runs the business:</td>
</tr>
</tbody>
</table>

Literacy and Numeracy Across Content Area Elements

Writing:
- Students will compare and contrast the capitalist democracy of the U.S. and the Communist system of the Soviet Union.

Language:
- Students will discuss the words communist and capitalist.
Lesson 3
The Iron Curtain

**Goal**
Students will explain what the phrase *Iron Curtain* refers to, who originated it, what it symbolizes, and its use on a post-World War II map of Europe.

**Do Now** (time: 5 minutes)
On the whiteboard, the teacher will write examples of metaphors that are not to be taken literally (e.g., *raining cats and dogs, kick the bucket, couch potato, loose cannon*). Students will be asked to write what they think each phrase means, with a brief discussion of each afterward (including explanation of what a *metaphor* is).

**Hook** (time: 10 minutes)
Students will make observations about an Illingsworth political cartoon, “No admittance by order Joe.”

See: Political Cartoon by Leslie Gilbert Illingsworth, 1946
University of Luxembourg | Digital Research (cvce.eu)
https://tinyurl.com/twvbr9b

**Presentation** (time: 10 minutes)
The teacher will show clips of Winston Churchill’s March 1946 speech in which he first used the phrase “Iron Curtain.” (Different length clips are available.) The teacher will ask students to describe Churchill’s tone when delivering this speech.

See: https://www.c-span.org/video/?191439-2/iron-curtain-speech
https://www.youtube.com/watch?v=5QuSXZTo3Uo

**Practice and Application** (time: 20 minutes)
Students will read a brief excerpt from Churchill’s “Iron Curtain” speech (see Supplement, p. 5.11.5), also available at this link:

See: Fordham University | Modern History Sourcebook
https://sourcebooks.fordham.edu/mod/churchill-iron.asp

Each student will be assigned a vocabulary word (underlined in the excerpt) to look up in the dictionary. Students will report the definitions back to the class. The teacher will record the definitions on the whiteboard. Students will then write a summary of the excerpt in their own words by answering these questions:

What does Churchill mean by an *iron curtain*?
Lesson 4

The Arms Race

Goal
Students will explain what an arms race is and how fear can create a weapons competition between countries seeking to have an advantage over each other should war break out.

Do Now (time: 5 minutes)
Students will quick write to the following prompt:

Are you concerned about the threat of nuclear war?
Why or why not?
If not, what issues are you more concerned about?

Hook (time: 10 minutes)
Students will pair up and share their answers. After two minutes, the teacher will list answers on the whiteboard in the form of a T-chart (Yes: Why concerned; No: Why not concerned). As part of the discussion, the teacher should check student knowledge of any potential threat posed by North Korea (or any other relevant country).

Presentation (time: 15 minutes)
Students will watch the following video to the 5:16 mark.

See: “Should More Countries Have Nuclear Weapons?”
https://www.youtube.com/watch?v=0jfv-uvwF14&itag=130

This video from KQED Learn covers the basics of nuclear weapons and why some countries have nuclear weapons and others don't.

Review and Assessment (time: 10 minutes)
The teacher will project a map that includes the countries of Europe during the Cold War, to be used as a model for the following activity:

https://www.fasttrackteaching.com/ffap/Unit_11_Cold_War/U11_Cold_War_Maps.html

Students will complete a map exercise that will introduce the NATO and Warsaw pacts, which were created as organizations of allied non-Communist countries and allied Communist countries, respectively. The map exercise asks students to color the specific countries that formed NATO and the Warsaw Pact and subsequently label the barrier between them as the Iron Curtain (see Supplement, pp. 5.11.6-7).

What is Churchill warning that the Soviet Union might do?
How does Churchill suggest a future war could be stopped?
What specific examples does the text provide to support your answers?
Students will answer the questions in the Nuclear Weapons Graphic Organizer below. (The teacher can stop the video at the listed points to allow students time to answer.)

**Practice and Application** (time: 20 minutes)
The teacher will ask for a summary of Dr. Seuss’s *The Butter Battle Book* (Lesson 1) and what it was trying to teach. The teacher will then present a graph depicting U.S. and Soviet arms stockpiles, with questions to answer based on the graph.


Students will use the graph to answer the Nuclear Stockpile Questions and fill in the Nuclear Stockpile Data Table (see p. 5.10.17 for both items) to show the numbers of U.S. and Soviet weapons through the years of the Cold War. (Suggested questions and the size of the table can be modified by the teacher depending upon the students’ abilities.)

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read a graph depicting U.S. and Soviet arms development and answer questions based on the graph.

**Speaking and Listening:**
- Students will discuss their fears of nuclear war.

**Numeracy:**
- Students will interpret data from a graph to complete a data table.

**Presentation:** Lesson 4—Nuclear Weapons Graphic Organizer

<table>
<thead>
<tr>
<th>Time Stop</th>
<th>Nuclear Weapons Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:11</td>
<td>What happens in a fission bomb? What about a fusion bomb? Which is more destructive?</td>
</tr>
<tr>
<td>2:55</td>
<td>Describe the ways nuclear weapons are destructive.</td>
</tr>
<tr>
<td>3:53</td>
<td>Why did only five countries have nuclear weapons in the 1950s?</td>
</tr>
<tr>
<td>4:20</td>
<td>What was the 1968 Treaty on the Non-Proliferation of Nuclear Weapons (NPT)?</td>
</tr>
<tr>
<td>4:56</td>
<td>How did the NPT affect the spread and number of nuclear weapons in the world?</td>
</tr>
</tbody>
</table>
**Suggested Questions for Nuclear Stockpile Data Table**

1. In (about) what year did the U.S. first make nuclear weapons?  
2. In (about) what year did the Soviet Union first make nuclear weapons?  
3. In what year did the Soviet Union pass the U.S. in number of nuclear weapons?  
4. In what year was there the biggest gap between the U.S. and the Soviet Union nuclear stockpiles?  
5. In what year did the U.S. nuclear stockpile first start to go down?  
6. In what year did the Soviet Union’s nuclear stockpile first start to go down?  
7. How would you describe the U.S. nuclear stockpile between the years 1992-2005?  
8. In 1958, why do you think the U.S. would fear the Soviet Union even though our nuclear weapons greatly outnumbered theirs?  

### Nuclear Stockpile Data Table

<table>
<thead>
<tr>
<th>Year</th>
<th>U.S.</th>
<th>SOVIET UNION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>1955</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1957</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>24,000</td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1968</td>
<td></td>
<td>9,000</td>
</tr>
<tr>
<td>1970</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1975</td>
<td></td>
<td>20,000</td>
</tr>
<tr>
<td>1980</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1985</td>
<td>24,000</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 5

Coping with Fear in the Cold War

Goal
Students will explain how the U.S. government tried to allay citizens’ fears of Cold War aggression and nuclear war and describe the role of Civil Defense in this era.

Do Now (time: 5 minutes)
Students will write down five things that happen, in order, when a school fire drill is called. A brief class discussion will review these steps as an example of being prepared in an emergency.

Hook (time: 10 minutes)
The teacher will play an audio clip from a 1946 Public Service Announcement (PSA) and guide class discussion of the purpose of the PSA (reinforcing fears) and what Civil Defense might mean.


The teacher will follow up by playing another PSA, and the subsequent discussion should stress the goal of giving citizens a sense of control and the ability to counteract their nuclear fears.

See: History on the Net, “Civil Defense Radio Spot 2” https://tinyurl.com/tp35w5j

Presentation (time: 20 minutes)
The teacher will explain that children were also instructed on how to act and react in a nuclear emergency (much like today’s fire drills). The teacher will play the famous government instruction video “Duck and Cover” (either the full nine-minute version or a three-minute version, depending on time considerations or class attention span).

See: “Duck and Cover (1951) Bert the Turtle” | https://www.youtube.com/watch?v=1KqXu-5jw60 (9:14)
“Duck and Cover clipped” | https://www.youtube.com/watch?v=89od_W81MtA (2.51)

Before playing the video, the teacher will ask students to consider:

How might Japanese children who survived A-bomb attacks in World War II react to this?
(The teacher can also stop the video at points to allow relevant discussion.)
At the conclusion of the video, students will discuss:

If this is an unrealistic way to react to a nuclear bomb, why do you think this video was shown?
(Again, it gives children a sense that they could control their situation in an emergency and counteract their fears.)

The teacher will then show images of different types of fallout shelters, continuing with discussion of what their purpose might be and how they gave people a sense of control of their fears. Suggested sources for images include:

“The Cold War Home Front: Civil and Home Defense”

Practice and Application (time: 15 minutes)
Students will participate in a write-around to compose “group paragraphs” about nuclear fears. Each student will be given a piece of paper with one sentence and a word bank at the top of the page. Suggested sentences to start each page:

In the 1950s, the Soviet Union and the U.S. each had nuclear weapons.
In the 1950s, Americans were afraid of the Soviet Union.
In the 1950s, some Americans were building their own fallout shelters.

Suggested words/phrases for the word banks include A-bombs, fallout shelters, Civil Defense, Duck and Cover, shelter supplies, warning system, and nuclear fears.

The goal is for each student to contribute to “group paragraphs” that describe nuclear fears and how Americans dealt with those fears. Students will each have 60 seconds to write one sentence after the sentence given that would continue the paragraph, using a vocabulary word or phrase from a word bank. After they have written their sentences and the 60 seconds are finished, students will pass their papers to the student next to them, and the exercise will continue in the same way, with another 60-second period of students’ adding a relevant sentence with a vocabulary word to the others on the page. The exercise continues until all students have added a sentence to each paper.

When finished, there should be several completed “group paragraphs” about Americans’ nuclear fears and how they were dealt with. The teacher should use her or his discretion on the time used for this exercise. As an alternative exercise, the “group” element can be removed, and students will create their own paragraphs using the key words and phrases.

Review and Assessment (time: 5 minutes)
Students will share out the different “group paragraphs” that were created and vote on the one that best describes fears during the Cold War.

Extension (optional)
Students can research examples of Cold War primary source artifacts available at Authentic History Center to create a slide presentation with a minimum number of five slides with at least five photos of Cold War artifacts and explanations of their significance and relevance to the fears of the Cold War.

See: “The Cold War Home Front: Civil and Home Defense”
Lesson 6

Fallout Shelters

Goal
Students will address moral issues surrounding a family’s use of a fallout shelter and how it can exclude others.

Do Now (time: 3 minutes)
Building upon the prior lesson, the teacher will project or distribute pictures of two family fallout shelters, along with advertisements for shelters at the links below. (Others are available by searching “fallout shelter ads.”)

See: Advertisement #1 (image) | https://tinyurl.com/srqkylr
Advertisement #2 (image) | https://tinyurl.com/roygjn8

The teacher will solicit choices from all students:
Which fallout shelter would you rather have? Why?

Hook (time: 2 minutes)
The teacher will ask students:
Why does advertisement #1 say “Complete Secrecy”?

The teacher will then explain that some people didn’t want others to know they were building a shelter so they wouldn’t be pressured to share it with others. This will be the theme of the Presentation video.

Presentation (time: 25 minutes)
The teacher will show an episode from the early TV series The Twilight Zone entitled “The Shelter,” about a family under attack by their neighbors for refusing to share their fallout shelter.

Note: The episode, part of The Twilight Zone Season 3, is available on Netflix or may be purchased from CBS for $1.99.

See: Twilight Zone, “The Shelter” | https://www.youtube.com/watch?v=EqvEH-VN48I

Practice and Application (time: 15 minutes)
Students will pair off and write a dialogue based on the following scenario:

STUDENT 1:
You are an adult of the Smith family of four (two parents, two children) that has a one-room fallout shelter, built underground and apart from your house. Neighbors do not yet know that you have this shelter. It is the size of this classroom and has one toilet and no electricity. The room has been comfortably stocked for 4 people.
STUDENT 2:
You are a visiting adult neighbor, Jones, who has a spouse and two-year-old child at your own home next door, which does not have a shelter. An air-raid siren sounds. One of the Smith children somewhere in the house screams, “We have to get to our fallout shelter”

What would the rest of the conversation between Smith and Jones be like?

The teacher should check in with all groups to ensure understanding of what a dialogue is and be prepared with a written example, as well as with possible dialogue starters as examples. The teacher will present these scaffolds before breaking the students into pairs if students are unfamiliar with writing dialogue.

Review and Assessment (time: 10 minutes)
Students will share their dialogues with the class and provide reasons for each character’s actions.
### Presentation: Lesson 7—Comparison Chart

<table>
<thead>
<tr>
<th>Ways the video tries to create fear of Communism</th>
<th>Ways the video tries to make the viewers support anti-Communism</th>
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</table>
The teacher will ask:

In each war, how could you identify the enemy?

(Physical characteristics of the enemy in World War II are not present in the Cold War, so the enemy could be anywhere!)

Presentation (time: 15 minutes)

The teacher will introduce vocabulary words and phrases on the whiteboard to provide base knowledge for the activities: Red (meaning Communist), Red Menace, Red Scare, hysteria, witch hunt, Fifth Amendment. After establishing this vocabulary base, the teacher will play the video, “He May Be a Communist.”

See: “He May Be a Communist,” Armed Forces Information Film https://www.youtube.com/watch?v=AWeZ5SKXvj8

Students will fill out the Comparison Chart on the preceding page (see p. 5.10.22) as they watch the video. The teacher can stop the video at key points to allow students time to answer.

RED SCARE DOT ACTIVITY—Directions to Students

Object of the Game

To begin the game, you will receive a slip of paper. Secretly check to see whether the paper is blank or has a red dot. Then, hide it in your pocket and do not show it to anyone during the game. Non-Dots win the game by forming the largest group of students who are all Non-Dots. Dots win the game by being the only dot in a group. Only at the end of the game do you need to be truthful about whether you are a Dot or a Non-Dot.

Procedure

Once the game starts, you will have approximately seven minutes to form groups. You can ask other players whether they are Dots or Non-Dots to see their reaction (everyone will likely deny being a Dot). You do not have to join a group, but you cannot win the game unless you are in a group of at least two people. You can be a part of a group only if that group agrees that you are a member. If you suspect that someone is a Dot, report your suspicion to the teacher, who will write the names of suspected Dot students on the whiteboard for all to see.

Tips on Strategy

During the game, you will have to ask classmates whether they are Dots. Because everyone will deny being a Dot, look for classmates who act suspiciously. If you are a Dot, try to draw suspicion away from yourself and onto others.
Practice and Application (time: 20 minutes)
The teacher will explain who Joseph McCarthy was with a class reading from the American History textbook, Module 21, pp. 937-939. Then, students will organize for a Red Scare Dot Activity exercise.

Print the Red Scare Dot Activity Directions to Students that appears on the preceding page (see p. 5.10.23) and distribute for all to read.

The teacher should adjust game rules to account for different numbers of students in the class. For each class, there should only be a small number of Dots passed out so that there will always be more Non-Dots than Dots.

Review and Assessment (time: 10 minutes)
After the game and revelation of Dot and Non-Dot students, the teacher will lead a discussion of what was learned in the course of playing the Dot Game and use the activity and this discussion to make historical connections. Possible questions are listed below, and the teacher can record student responses on chart paper if desired.

Possible questions to ask include:

Who was accused of being a Dot? How did that make you feel?
How did you convince people you were not a Dot? Did you accuse anyone of being a Dot?
On what evidence did you accuse that person? How did the behavior of people in the class change during the game?
What connections can you make between this game and the Red Scare era?

Possible student responses include the following:

Dot Game

• Some students were Dots. Most students were Non-Dots.
• Students accused others of being Dots even though they never saw other students’ slips of paper.
• Students were to report suspected Dots to the teacher. These students were often excluded from groups.
• Anxiety increased as students lost trust in one another.

Historical Connection

• Some Americans during the Cold War were Communist Party members or Soviet spies.
• Most Americans were not Communist Party members or Soviet spies.
• Joseph McCarthy, and others made accusations—often based only on suspicion—against Americans thought to be Communists or Communist sympathizers. Accusing individuals without evidence became known as McCarthyism.
• Americans were encouraged to report suspected Communist activities.
• Anxieties were raised during the Cold War as Americans were concerned about the spread of communism and the possibility of a nuclear attack by the Soviet Union.
Lesson 8

The Dangers of McCarthyism

Goal
This lesson directly builds on the prior knowledge from the previous lesson. Students will consider what happens to democracy and American values when false accusations of Communism are made without proof.

Do Now (time: 5 minutes)
The teacher will show the Herblock political cartoon “Fire!” and ask students to write their own captions to describe the cartoon. The teacher may need to clarify the purpose of the Statue of Liberty in the cartoon. Discussion should center on how suspicions and hysteria against Communism can affect freedoms.

See: Herblock’s History-Political Cartoons from the Crash to the Millenium” (Scroll down to “Fire,” mouseover/click image) https://www.loc.gov/exhibits/herblocks-history/fire.html

Hook (time: 5 minutes)
At the whiteboard, a student volunteer will write down class suggestions on this topic:

What types of evidence can be used to prove that someone is guilty of a crime?

The teacher will guide the discussion to distinguish between accusations that are without evidence and the evidence used to back up accusations.

Presentation (time: 35 minutes)
The teacher will distribute McCarthyism Primary Source Activity Sheets (see Supplement pp. 5.11.8-12). Sheets 1-4 contain primary source excerpts with questions for students to answer and Sheet 5 shows some polling data with a final question.

Practice and Application (time: 5 minutes)
The teacher will display another political cartoon by Herblock focused on Senator McCarthy.

See: “‘McCarthyism’ Inspired Cartoons: ‘I have here in my hand...May 7, 1954’”
1954 Herblock Cartoon, © The Herb Block Foundation
https://www.pbs.org/wgbh/americahistory/features/mccarthyism-inspired-cartoons/
Students will interpret the cartoon by answering these questions:

What objects are in the cartoon? Who is being shown in the cartoon?
What is the person making accusations about? What point is the cartoonist trying to make?

**Review and Assessment** (time: 5 minutes)
Exit Ticket: Students will respond to the following question:

Give at least one specific example of anyone today who is making accusations without proof, and explain why it is important to recognize when someone is accusing without evidence.

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**Lesson 9**

**Spies Among Us—The Rosenbergs**

**Goal**

Students will interpret the story of two people of the Cold War era who were convicted for spying, Julius and Ethel Rosenberg, and the media attention given to the case. Students will explain that their death sentences were meant to discourage other potential Soviet spies.

**Do Now** (time: 5 minutes)

The teacher will show students the first panel of “Operation H.M.” in the 1950’s Avon Publications “Atomic Spy Cases” comic:

See: “Atomic Spy Cases No. 1”
https://tinyurl.com/sajchxx

Students will then answer a quick write question:

Based on this drawing and its caption, what did Americans fear that “foreign powers” would do?
(The teacher may need to explain the word vigilance.)

**Hook** (time: 10 minutes)

The teacher will show a primary source, a short cable sent to Moscow (deciphered by the Venona Project) that showed communication between spies Emil Klaus and Harry Gold. The teacher should be prepared to direct the discussion to show that the cable tells Moscow the broad strokes of how the work of the U.S. Energy Commission is being conducted. The cable shows that there were indeed spies working for the Soviet Union against the United States. Another person involved in this spy ring was Julius Rosenberg.

See: “Venona Intercepts—The February 9, 1944 cable: Klaus Fuchs and Harry Gold”
https://www.pbs.org/wgbh/nova/venona/inte_19440209.html

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**Access for All Options**

**Multiple Means of Engagement:**
- Connect discussion to relevant topic(s) in students’ experiences.
- Design activities so that outcomes are authentic and can be meaningful to the students.

**Multiple Means of Representation:**
- Use role-playing or simulations to build comprehension of others’ perspectives.
- Provide varied displays of content via media (pictures, videos, etc.).

**Multiple Means of Action and Expression:**
- Provide options for students to compose in multiple media such as text or drawing.
- Give students a chance to practice with scaffolds and supports (visuals, graphic organizers, teacher modeling).
Presentation (time: 20 minutes)
Students should read about the Rosenberg case in the American History textbook, Module 21, pp. 935 and 937. Afterward, the teacher will play this 10-minute video, which provides general information about the case of Julius and Ethel Rosenberg and their ultimate sentence of death for spying for the Soviet Union.

See: “Rosenberg Case”
https://www.youtube.com/watch?time_continue=60&v=IH4_ojjeVVw

The video also raises the question of the role of the media in creating hysteria against the Rosenbergs. The teacher should explain what is meant by the video’s use of the words and phrases context (Cold War fears), political and cultural values (anti-Communism), and propaganda (materials used to influence a point of view). The teacher can stop the video at key points to allow for explanations as needed.

Practice and Application (time: 15 minutes)
Students will be given a copy of excerpts from “Judge Kaufman’s Statement upon Sentencing the Rosenbergs” found in the Supplement (see p. 5.11.13). After reading the excerpts, students will fill in the Historical Reading Skills Chart for the Kaufman Statement, also in the Supplement (see p. 5.11.14).

Review and Assessment (time: 5 minutes)
The teacher will project copies of several newspaper headlines reporting the Rosenbergs’ trial and the sentence.

See: “Sing Sing Prison Museum—Quick Facts” (Scroll down for “Rosenbergs Die in Chair” newspaper headline)
http://www.singsingprisonmuseum.org/quick-facts.html

“Julius and Ethel Rosenberg Collection” (Scroll down for “We Die Innocent” newspaper headline)

“Great Headlines Speak For Themselves… The Rosenbergs Executed”
http://blog.rarenewspapers.com/?p=7602/

“Julius and Ethel Rosenberg are executed in 1953”
(Scroll down to newspaper headline gallery block and arrow right for “Rosenbergs Dead at Sundown”) https://www.nydailynews.com/news/crime/rosenbergs-executed-1951-article-1.2259786

For each newspaper headline, students will write what point of view is being expressed by the newspaper, adding a sentence for each explaining why they made their choices:

- Anti-Communist
- Pro-Communist
- Neither

Extension (optional)
The teacher can provide materials for students to do a trial re-enactment by studying the people of the trial and role-playing. Trial materials can be found at the website below.

See: “McCarthyism and the Rosenberg Trial”
Lesson 10

The Truman Doctrine and The Marshall Plan

Goal
Students will develop an understanding of a key Cold War policy, the Truman Doctrine, and an economic policy to enact it, the Marshall Plan. They will discuss the reasoning behind these policies as they relate to the concept of containment of Communism on the world stage.

Do Now (time: 5 minutes)
Students will quick write to the following prompt:

If you want someone to do things for you, is it more effective to use threats or money? Why?

Hook (time: 10 minutes)
Students will discuss their answers as the teacher uses a T-chart on the whiteboard to distinguish between the two ways of influencing people. The teacher will expand the discussion to include methods of influencing people’s actions and their beliefs for both short and long periods of time.

Presentation (time: 15 minutes)
The teacher will distribute excerpts from President Harry Truman’s address before Congress on March 12, 1947 (see Supplement, p. 5.11.15), in which he expresses the principles and reasoning behind what would come to be known as the Truman Doctrine.

A facsimile of the full document is available at:
See: “Truman Doctrine (1947)”

Truman recommends economic assistance for countries that would otherwise be susceptible to Communist influence because of their weakness. Poorer countries would be vulnerable to takeover by stronger Communist nations, specifically the Soviet Union. The teacher and students will read the Truman speech excerpts.

Practice and Application (time: 20 minutes)
After reading the excerpts of Truman’s speech, students will fill in a Historical Reading Skills Chart on the Truman Doctrine and the Marshall Plan (see the Activity sheet on p. 5.11.16 of the Supplement). After completing their charts, students will share out answers.
Practice and Application:
Lesson 10—
Chart of Monetary Help

<table>
<thead>
<tr>
<th>Country</th>
<th>Total Marshall Plan Assistance (in millions of dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>677.8</td>
</tr>
<tr>
<td>France</td>
<td>2,713.6</td>
</tr>
<tr>
<td>Germany, West</td>
<td>1,390.6</td>
</tr>
<tr>
<td>Greece</td>
<td>706.7</td>
</tr>
<tr>
<td>Italy</td>
<td>1,508.8</td>
</tr>
<tr>
<td>Netherlands</td>
<td>1,083.5</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>3,189.8</td>
</tr>
</tbody>
</table>

SOURCE:

Practice and Application:
Lesson 10—Map of Europe

SOURCE:
Adapted from “map1-Europe” by Tony Dowler, licensed under CC BY-NC-SA 2.0—NonCommercial-ShareAlike 2.0 Generic
https://www.flickr.com/photos/37996594214@N01/255394495 |
https://www.flickr.com/photos/37996594214@N01
The teacher will then present the Chart of Monetary Help on the preceding page (see p. 5.10.29), showing financial assistance provided to other countries. This aid was the substance of the Marshall Plan, which was a vast program of economic aid to Europe in order to rebuild the economies that had been devastated by the war.

The teacher can choose to have students: (a) color the top five countries receiving aid on an outline map of Europe (available on the preceding page; see p. 5.10.29) or (b) create a bar or line graph based on these countries’ aid totals.

**Review and Assessment** (time: 5 minutes)
The teacher will provide a definition for a concept to be used in the next lesson:

*Containment*—preventing another country from expanding its power and influence over others

The students will quick write a response to this question:

How does the Truman Doctrine demonstrate containment?

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**Lesson 11**

**Cold War Foreign Policy Strategies**

**Goal**

Students will role-play to understand different foreign policy concepts and strategies that were undertaken during the Cold War.

**Do Now** (time: 5 minutes)

The teacher will present a world map and point out the location of North Korea. The teacher will ask students to imagine that they are President of the United States and write what they would do if they found out that North Korea had a nuclear bomb that they were going to use against the U.S.

**Hook** (time: 5 minutes)

Students will each state their solution to the problem presented in the Do Now. Students will gauge which solutions would potentially have the most human casualties and which might have the least casualties.

**Presentation/Practice and Application** (time: 35 minutes)

This part of the lesson will weave instructor presentation of foreign policy concepts of the Cold War with student role-playing as they visualize these concepts “in action” in potential scenarios that make use of geography. The Allies and Enemies activity will also introduce these concepts’ definitions and connect the definitions with the scenarios.
UNIT PLAN—Communism and the Cold War

The teacher will project or distribute an Allies and Enemies Scenario Map (see Supplement, p. 5.11.17) that is marked with the letters A through G. These letters are spaced to guide students to potential answers based on geography as they role-play different scenarios involving nuclear weapons.

The teacher will then distribute the Allies and Enemies Activity Sheet (see Supplement, p. 5.11.18) with three scenarios and descriptions that imagine each student as the leader of Country A on the Scenario Map. After each scenario is read aloud by the teacher, students will write their suggested solutions, then share their answers and discuss what the possible results would be if those suggestions were enacted. Solutions should not be judged on which is “better,” but on what the potential consequences might be.

After each scenario, the teacher will present the name and definition of the Cold War foreign policy demonstrated in the scenario:

- **containment** (first scenario);
- **arms race** (second scenario);
- **massive retaliation** (third scenario)

After presenting **massive retaliation**, the teacher will share the definitions of:

- **mutual deterrence** and **peaceful coexistence** (concepts that flow directly from **massive retaliation**)

Students will receive a Cold War Foreign Policy Ideas Activity Sheet for definitions and write each definition as it is presented by the teacher (see Supplement, p. 5.11.19).

**Review and Assessment** (time: 10 minutes)

The Cold War Foreign Policy Ideas in Today’s World Activity Sheet (see Supplement, p. 5.11.20) shows five contemporary tweets from President Trump, directed toward North Korean leader Kim Jong Un. Students will write down which of the five terms learned in this lesson match up with each tweet.

**Lesson 12**

The Domino Theory and the Korean and Vietnam Conflicts

**Goal**

Students will explain the concept of the Domino Theory as it relates to international policy, why it was used as a reason for U.S. involvement in the Korean and Vietnam Wars, and how geography can influence leadership decisions.

**Do Now** (time: 5 minutes)

Students will respond briefly to the following prompt:

Write down three reasons that countries and people might decide to go to war.

**Hook** (time: 5 minutes)

Using a large-scale world map for visualization, the teacher will ask students why the U.S. might want to fight a war on the other side of the world (specifically in Korea and Vietnam):
Do any of the reasons for war created in the Do Now exercise have possible relevance to this question?

If not, the teacher will facilitate a discussion of other possible reasons: allies in the area; desiring not to appear weak; U.S. influence in that area; stopping an enemy from spreading its influence; the prestige of “winning.” The teacher will use the opportunity to remind students of the containment scenario demonstrated in the previous lesson.

**Presentation** (time: 20 minutes)
On the whiteboard, the teacher will write, with separation, the letters “A B C D E” and ask:

If these were countries, which ones would find it easier to attack E?

What is the shortest distance that can be used for country A to attack country E?

These questions can be used to explain the Domino Theory for students, also using the visual cue of what happens to dominos that are lined up and knocked over. Then, the class will read from the American History textbook, Module 21 (p. 926, “Korean War”) and Module 25 (p. 1122, “Vietnam War”). The reading will be brief, just enough to define the Domino Theory and establish that the U.S. feared Communist takeovers of South Korea and South Vietnam.

If those countries became Communist, it was feared, the countries adjacent to them would be the next to turn Communist, and others would follow. The U.S. and the Soviet Union supported different sides of the conflicts in those regions, even though the U.S. and the Soviet Union were not fighting each other directly.

**Note:** The teacher may also use the opportunity to explain what a proxy war is, although this may distract from the main goal for some students.

**Practice and Application** (time: 15 minutes)
The teacher will use a projection of East and Southeast Asia as they were in the 1950s to show students the delineations between South and North Korea and South and North Vietnam.

**See:** Time Maps, “East Asia” | https://tinyurl.com/w3vgx

The teacher should make sure that students discern the surrounding countries’ names. Using the map(s), students will answer the following questions:

What country borders North Vietnam to the north? What two countries border South Vietnam?

What country borders North Korea to the north? What country is near South Korea?
According to the Domino Theory, what countries might later become Communist if South Vietnam lost to North Vietnam in a war or South Korea lost to North Korea in a war? Why?

Review and Assessment (time: 10 minutes)
Exit Ticket: Students will respond to these questions:
- Is the Domino Theory important today, when many countries have nuclear weapons? Why or why not?
- Does the Domino Theory still apply to North Korea today?

Discussion of students’ responses can include a review of the previous lesson’s tweets from President Trump about North Korea’s nuclear weapons.

Lesson 13
The Berlin Wall

Goal
Students will explain the purpose and symbolic meaning of the Berlin Wall, then role-play a citizen living on the Communist side of the wall.

Do Now (time: 5 minutes)
Students will respond to the following prompt in a quick write:
Where and why did President Trump propose to build a wall? Do you agree or disagree with his plan?
(Students should be instructed to use appropriate language and told that they do not have to share their opinion in the class.)

Hook (time: 5 minutes)
Students who are willing can share out their answers. The teacher should clarify that President Trump proposed the wall to keep people out of the U.S. The teacher will project an image of the Great Wall of China and ask students to give possible reasons for building this wall (to keep invading armies out).

See: Encyclopedia Britannica Media
https://cdn.britannica.com/82/94382-120-A775A403.jpg

Presentation (time: 20 minutes)
The class will read about the Berlin Wall, its location, and its purpose (to keep people in) from the American History textbook, Module 21, pp. 956-957. Then, the teacher will show a nine-minute 1962 propaganda video about the wall.

https://www.youtube.com/watch?v=_Ycppm2cEsw&t=419s (9:19)
Practice and Application (time: 15 minutes)
Students will role-play a young person on the Communist side of the Berlin Wall, writing a letter to a relative on the non-Communist side. Potential letter topics could include feelings about being away from others, feelings about freedoms, attempts to escape, and so on. Students will share their letters with partners.

Review and Assessment (time: 10 minutes)
The teacher will show a short video of John F. Kennedy’s June 1963 speech at the Berlin Wall. The speech and transcript are available at the first two links below. A shorter clip may be viewed at the third link.

See: “John F. Kennedy’s Speech at the Berlin Wall”
https://www.youtube.com/watch?v=yBQvKXIDIuc


“John F Kennedy—Ich Bin Ein Berliner Speech”  |  https://www.youtube.com/watch?v=GK907TwM7q0

The teacher will provide students a two-paragraph transcript of the John F. Kennedy Speech at the Berlin Wall found in the Supplement (see p. 5.11.21). Students will answer these questions:

What does Kennedy call the Berlin Wall?
(A demonstration of failures of the Communist system and an offense to history and humanity)

His last sentence means “I am a Berliner.” What do you think Kennedy means by saying this?

Lesson 14
The Cuban Missile Crisis

Goal
Students will list key events of the Cuban Missile Crisis and explain how Cold War fears came close to being realized in this period of history.

Do Now (time: 5 minutes)
The teacher will use a pull-down map or project a map to show Cuba’s geographic relationship to the U.S. Students will respond orally or in writing to this question:

Since Cuba is not a large country, how could it become a threat to the U.S.?

See: “Map of Cuba’s location in relation to the United States” (© David Burns, www.fasttrackteaching.com)
https://www.sutori.com/item/cuba-s-location-in-relation-to-the-united-states

Hook (time: 5 minutes)
The teacher will expand discussion of the Do Now question by showing the 1962 political cartoon “Cold war arm-wrestling,” from The National Library of Wales by Leslie Gilbert Illingsworth.
Students will now suggest additional answers to the Do Now question, leading to the conclusion that Cuba’s geographic proximity would make it a threat to the U.S. if it were a Communist country or under Soviet influence.

**Presentation** (time: 15 minutes)
The teacher will present a timeline of the events that precipitated and occurred during the Cuban Missile Crisis, which ended on October 28, 1962. Students can take turns reading the short explanations listed for each date. The teacher may need to provide explanations for concepts such as *blockade* and *quarantine*.

See: “Cuban Missile Crisis Interactive Timeline”

With this timeline as an introduction to the topic, students will watch a three-minute video of President Kennedy’s October 22, 1962, speech to the U.S. and the world. The teacher can stop the video at several points to allow students time to answer the questions below.

See: “John F. Kennedy—Cuban Missile Crisis Speech”
https://www.youtube.com/watch?v=ZLxgeINIBEM

While viewing, students will write down their reactions to Kennedy’s speech:
- What does Kennedy say the Soviet Union’s reason is for putting nuclear weapons in Cuba?
- What is his emotional tone in speaking to the nation?
- How would you feel if you heard that a close-by nation could use nuclear weapons against the U.S.?
- Would you trust that Kennedy could make the right decision to avoid nuclear war? Why or why not?

**Practice and Application** (time: 20 minutes)
The teacher will distribute a Cuban Missile Crisis Activity Sheet (see Supplement, p. 5.11.22) for students to use in conjunction with a *Discovery Education* video about the crisis. (The teacher should contact the Instructional Technology Coach to create an account for *Discovery Education* to view the video.)
The questions are designed to guide students in understanding that both the U.S. and the Soviet Union gained and lost something as a result of the Cuban Missile Crisis. They should understand that “winning” a nuclear war may not be a feasible overall goal.

**Review and Assessment** (time: 10 minutes)
Students will write a short paragraph on this topic:

Is it possible to win a nuclear war?
Use the example of the events and results of the Cuban Missile Crisis to support your answer.

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**Lesson 15**

**Primary Sources on the Cuban Missile Crisis**

**Goal**
Students will use primary source documents to build background knowledge on the Cuban Missile Crisis, understanding that primary sources provide access to records of the period and were produced by people who lived through that period. They will also articulate how point-of-view shapes history textbooks.

**Do Now** (time: 5 minutes)
The teacher will explain that in this lesson, students will be working with primary sources about the Cuban Missile Crisis and present the definition of a primary source:

*A primary source provides direct or firsthand evidence about an event and was created at the time of the event.*

Students will write down at least three examples of artifacts that could be considered primary sources.

**Hook** (time: 10 minutes)
Students will share out examples of primary sources. One example is a map from CIA files showing the range of Soviet missiles in Cuba.

See: “CIA Cuban Missile Crisis Map of Missile Range”
https://jfkcountercoup.files.wordpress.com/2010/01/cmc_map_missile_range5b15d.jpg

The teacher will lead a discussion of these questions:
HISTORY
U.S. History II—Chapter 5
Topic: Defending Democracy–Responses to Fascism and Communism (USII.T3)
UNIT PLAN—Communism and the Cold War

What is this map showing?
Why was it Top Secret (now crossed out)?
What is the importance of this primary source document map?

Presentation/Practice and Application (time: 20 minutes)
Students will examine two primary Cuban Missile Crisis source documents (see Supplement, pp. 5.11.23-24): A memo from the U.S. Attorney General to the Secretary of State and a letter from Soviet leader Khrushchev to President Kennedy. The teacher will introduce these documents and ask students to read them independently (providing scaffolding and assistance as needed).

After reading the documents, students will fill in a Historical Reading Skills Chart about the Cuban Missile Crisis readings found in the Supplement (see p. 5.11.25).

Review and Assessment (time: 20 minutes)
Students will assess how point of view influences textbooks and how the history of an event is interpreted. The teacher will distribute the two-page Comparing Textbooks Activity Sheet found in the Supplement (see pp. 5.11.26-27) which includes two textbook excerpts about the Cuban Missile Crisis.

For each excerpt, students will write an answer to the question:
Do you think this is a Cuban school textbook or a U.S one?
Use at least two quotations from the passage to support your answer.

CULMINATING LESSON
Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 16 (2 days)
Cold War Strategies and Contemporary Foreign Policy

Note: This lesson uses North Korea as a model. The specific country involved may be changed to suit current events.

Goal
Students will apply concepts learned in the unit to a contemporary foreign affairs situation.
Goal: Create a slide presentation that demonstrates understanding of selected Cold War foreign policy concepts and how they might apply to a contemporary foreign policy situation.

Note: Students may use tools such as Google Slides, PowerPoint, or Apple Keynote to create the presentations.

Role: You are a military advisor to the U.S. president.

Audience: Your audience is the U.S. president and the president's staff of military generals and advisors.

Situation: You and the president's staff must devise a strategy for dealing with a foreign country (North Korea is suggested) that prevents a nuclear war with as few deaths as possible on both sides of the conflict.

Product: You will create a slide presentation of this strategy that is then given to the president and the president's military advisors orally in a role-play scenario.

Note: You may use the “Notes” section at the bottom of each slide to make your case for the suggested course of action by the president.

Standards:

- The presentation contains a minimum of three slides.
- The presentation contains a minimum of four of seven foreign policy terms and strategies, correctly used, that were learned in the unit.
- The presentation includes a Cold War historical example in which nuclear war was avoided.
- The presentation contains at least one map and as many photos as needed to explain concepts and make arguments in favor of your position.
- The oral presentation of the article is effective, including appropriate pacing, tone, and stage presence.
### Matching Exercise

<table>
<thead>
<tr>
<th>Foreign Policy Concepts</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. peaceful co-existence</td>
<td>a. Prevention of another country from expanding its power and influence over others</td>
</tr>
<tr>
<td>2. containment</td>
<td>b. The threat of responding with a huge number of weapons if a country is attacked</td>
</tr>
<tr>
<td>3. arms race</td>
<td>c. Two countries’ fear of attacking each other because the damage from massive retaliation by the other country would be too much</td>
</tr>
<tr>
<td>4. Truman Doctrine</td>
<td>d. The balance created when two countries are stopped from going to war because of mutual deterrence</td>
</tr>
<tr>
<td>5. massive retaliation</td>
<td>e. A competition to create and make more and more powerful weapons</td>
</tr>
<tr>
<td>6. mutual deterrence</td>
<td>f. The idea that if one country falls to an enemy, others nearby will fall, one after another</td>
</tr>
<tr>
<td>7. Domino Theory</td>
<td>g. Economic assistance for countries that would otherwise be susceptible to Communist influence because of their weakness</td>
</tr>
</tbody>
</table>
Lesson 16—DAY 1

Do Now (time: 10 minutes)
Students will review key terms of the unit related to foreign policy strategies during the Cold War by completing the Foreign Policy Concepts and Definitions Matching Exercise on the preceding page (see p. 5.10.39), followed by a teacher-led review.

Hook (time: 15 minutes)
The teacher will show a Vox video about the North Korean nuclear threat. The teacher can stop the video at key points to allow students time to answer.

See: “The growing North Korean nuclear threat, explained” https://www.youtube.com/watch?v=NwbYpdGpx8U

Students will use the Nuclear Weapons Notecatcher on the next page to answer questions about and discuss the video (see p. 5.10.41).

Presentation (time: 15 minutes)
The students and teacher will read together a BBC News summary, “North Korea Crisis in 300 Words.”


Then, using the Final Project handout on the preceding page (see p. 5.10.38), the teacher will present the unit’s performance task, noting that students will be applying Cold War concepts learned in the unit to current events in North Korea.

The teacher will explain the assignment as follows:

As an advisor to the president, you are to make a convincing argument for a set of actions you believe would prevent a nuclear war with as few deaths as possible. As a historic example, you will explain why nuclear war did not happen in the Cold War.

You will be creating a brief slide presentation (minimum of 3 slides) using at least four of the seven foreign policy terms and strategies reviewed in the Do Now. You can use as many pictures as you need, and you must use at least one map in your presentation.

The teacher should remind students that they may use the “Notes” section at the bottom of each slide to make their case for the suggested course of action by the president.

Practice and Application (time: Day 1—15 minutes)
Students will use this time to research and design their slide presentations. Students should be provided the opportunity to rewatch the video from the Hook.

See: “The growing North Korean nuclear threat, explained” | https://www.youtube.com/watch?v=NwbYpdGpx8U
### Nuclear Weapons Notecatcher

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICBM stands for Intercontinental Ballistic Missile. Why is an ICBM important in nuclear war?</td>
<td></td>
</tr>
<tr>
<td>What did Presidents Clinton, Bush and Obama do to try to stop North Korea from making ICBM weapons?</td>
<td></td>
</tr>
<tr>
<td>Why does North Korea feel that it needs nuclear weapons?</td>
<td></td>
</tr>
<tr>
<td>Why does North Korea like to test nuclear weapons?</td>
<td></td>
</tr>
<tr>
<td>Why doesn’t North Korea attack South Korea or Japan?</td>
<td></td>
</tr>
</tbody>
</table>
They should also review the resources provided in Lesson 11. At the end of Day 1, students will submit a draft storyboard of their slides for teacher review.

**Lesson 16—DAY 2**

**Do Now** (time: 5 minutes)
Students will review teacher feedback on their draft storyboards and ask clarifying questions.

**Practice and Application** (time: Continued, Day 2—35 minutes)
Students will continue working on their slides, adding images and text and inserting explanations in the Notes section of each slide. They should also rehearse their presentations of the slides.

**Review and Assessment** (time: 15 minutes)
Students will role-play that they are at a secret meeting of the president and her or his military advisors. The students should take turns presenting their slide presentations to convince the officials to adopt their proposed strategies.

After the presentations, the teacher should lead a debrief of the unit in which students reflect on what they have learned about foreign relations.

**Extension** (optional)
Extending the performance task by one day would allow more time for the Do Now review, for research (Hook and Presentation), for creation of the slide presentation, and for presentation to peers.

---

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will research information for a role-playing activity.

**Writing:**
- Students will create slide presentations with presentation notes to accompany the role-playing activity.

**Speaking and Listening:**
- Students will role-play a policy presentation to a meeting of the president with her or his military advisors about how to prevent a nuclear war.

**Language:**
- Students will review key terms of the unit related to foreign policy strategies during the Cold War by completing a matching exercise.
- Students will use key terms in the performance task.
Capitalist and Communist Economic Systems

This is a hands-on demonstration of capitalist and communist economic systems. The teacher will make copies of the play money on the next page for students to use in the activity.

**ACTIVITY DIRECTIONS**

For a capitalist economic system, play money will be distributed to students as follows:

- One student will get $100 for owning a factory (private business).
- One student will get $60 to be the factory foreman.
- The remaining students will get $10 each.

The class will discuss how the $10 workers can increase their pay and any circumstances in which one worker might get more than others.

*Then, the play money will be collected to use for the next demonstration.*

For a communist economic system, play money will be distributed to students as follows:

- The teacher is “the government” and keeps $100 for owning the factory.
- All students will receive $10 as workers.

The teacher will explain that everyone earns the same amount, and there are no opportunities to earn more. In the communist economic system, industry is run by the government “for the benefit of all.”

The class will then discuss these questions:

- Which system benefits the hardest workers?
- What might be seen as good about the communist system?
- Equality for all—is being equal also being fair for everyone?
Hands On: Capitalist and Communist Economic Systems

The Two Sides of the Cold War

The teacher will show a chart comparing differences between the Soviet Union/Communist and democratic/capitalist systems of government. Students will fill in their blank charts during class discussion.

<table>
<thead>
<tr>
<th>CAPITALISM</th>
<th>COMMUNISM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
ANSWER KEY:
The Two Sides of the Cold War

<table>
<thead>
<tr>
<th>CAPITALISM</th>
<th>COMMUNISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>All business should be owned by private people or companies. Competition between companies will drive prices down.</td>
<td>Every business belongs to the government for the good of the people. This creates a classless society where everyone earns similar wages.</td>
</tr>
<tr>
<td>People earn profit as a reward for hard work.</td>
<td>All business should be owned by private people or companies. Competition between companies will drive prices down.</td>
</tr>
<tr>
<td>Economic opportunity for all</td>
<td>Economic fairness and equality for all</td>
</tr>
<tr>
<td>Average lifestyle higher than for communism, but big differences between rich and poor</td>
<td>Lower average lifestyle than under capitalism, but everyone should be equal</td>
</tr>
<tr>
<td>Democracy:&lt;br&gt; People choose their leaders from several political parties.</td>
<td>Dictatorship:&lt;br&gt; Only one political party to vote for, so no choices</td>
</tr>
<tr>
<td>There is freedom of religion and freedom to believe in God.</td>
<td>“Godless”</td>
</tr>
</tbody>
</table>
“Iron Curtain” Speech (Modified)
Winston Churchill, Prime Minister of England
March 5, 1946

The United States stands at this time at the pinnacle of world power. It is a solemn moment for American democracy. … It is my duty, however, to place before you certain facts about the present position in Europe. An iron curtain has descended across the Continent. … Famous cities and their populations around them are in the Soviet sphere, and all are exposed, not only to Soviet influence but to a very high control from Moscow. The safety of the world, ladies and gentlemen, requires a unity in Europe. …

It is because I am sure … that we hold the power to save the future, that I feel the duty to speak out …

I do not believe that Soviet Russia desires war. What they desire is the results of war and the expansion of their power. But what we have to consider here today is the total prevention of war and the establishment of conditions of freedom and democracy as quickly as possible in all countries. Our difficulties and dangers will not be removed by closing our eyes to them. They will not be removed by mere waiting to see what happens …

NATO, the Warsaw Pact, and the Iron Curtain

DIRECTIONS: Label and color each of the countries on the map as indicated.

BLUE: Belgium, Denmark, France, Greece, Italy, Luxembourg, Netherlands, Norway, Portugal, Turkey, United Kingdom, West Germany

RED: Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, Soviet Union

BLUE countries were allied non-Communist nations and part of the North Atlantic Treaty Organization (NATO).

RED countries were Communist and part of the Warsaw Pact.

Now draw a dark line that follows the border between the Communist Warsaw Pact countries and the non-Communist NATO countries. This line is the imaginary IRON CURTAIN that separated the European Communist and non-Communist countries.
MAP KEY:
NATO, the Warsaw Pact, and the Iron Curtain

**BLUE** (NATO) countries are shown in regular type.
**RED** (Warsaw Pact) countries are shown in italicized type.

SOURCE: Adapted from "map1-Europe" by Tony Dowler, licensed under CC BY-NC-SA 2.0—NonCommercial-ShareAlike 2.0 Generic  https://www.flickr.com/photos/37996594214@N01/255394495 | https://www.flickr.com/photos/37996594214@N01
As one of our outstanding historical figures once said, “When a great democracy is destroyed, it will not be from enemies from without, but rather because of enemies from within.” … The reason why we find ourselves in a position of impotency is not because our only powerful potential enemy has sent men to invade our shores … but rather because of the traitorous actions of those who have been treated so well by this Nation. It has not been the less fortunate, or members of minority groups who have been traitorous to this Nation, but rather those who have had all the benefits that the wealthiest Nation on earth has had to offer … the finest homes, the finest college education and the finest jobs in government we can give. This is glaringly true in the State Department. There the bright young men who are born with silver spoons in their mouths are the ones who have been most traitorous. … I have here in my hand a list of 205 … a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department. …

See: “Enemies from Within: Senator Joseph R. McCarthy’s Accusations of Disloyalty” http://historymatters.gmu.edu/d/6456

Questions:

1. Despite the threat posed by the Soviet Union, who should Americans really fear according to McCarthy? Why?

2. How does McCarthy describe the “traitors”? Where are they located within the U.S. government?

3. What proof does McCarthy offer to back up his claims of Communists in the U.S. government?

4. Is this credible proof that should be believed without researching?
2. Response of Seven U.S. Senators, 1950

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech, but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism—

The right to criticize;
The right to hold unpopular beliefs;
The right to protest;
The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us doesn’t? ...

See: “National Suicide': Margaret Chase Smith and Six Republican Senators Speak Out Against Joseph McCarthy's Attack on 'Individual Freedom.”’ | http://historymatters.gmu.edu/d/6459

Questions:

1. What do you think is the purpose of the senators making this statement?

2. What do you think the senators are in favor of?
McCarthyism Primary Source Activity (3)

3. Statement by broadcaster Edward R. Murrow

*We must not confuse dissent with disloyalty. We must remember always that accusation is not proof and that conviction depends upon evidence and due process of law. We will not walk in fear, one of another. We will not be driven by fear into an age of unreason.* …

See: “Edward R. Murrow > Quotes > Quotable Quote” | https://tinyurl.com/wx8x8ze

Questions:

1. Is Murrow for or against what McCarthy says?

2. How do you know?
McCarthyism Primary Source Activity (4)

4. President Harry S. Truman’s reply to a telegram from Sen. McCarthy

Draft

My dear Senator:

I read your telegram of February eleventh from Reno, Nevada with a great deal of interest and this is the first time in my experience, and I was ten years in the Senate, that I ever heard of a Senator trying to discredit his own Government before the world. You know that isn’t done by honest public officials. Your telegram is not only not true and an insolent approach to a situation that should have been worked out between man and man but it shows conclusively that you are not even fit to have hand in the operation of the Government of the United States.

I am very sure that the people of Wisconsin are extremely sorry that they are represented by a person who has as little sense of responsibility as you have.

Sincerely yours,

[HST]

See: “Telegram from Senator Joseph McCarthy to President Harry S. Truman”
https://www.archives.gov/education/lessons/mccarthy-telegram
(image of draft Truman reply)

Question:

1. What is President Truman’s tone in this message?
McCarthyism Primary Source Activity (5)

### McCarthy’s Support in Gallup Polls

<table>
<thead>
<tr>
<th>Date</th>
<th>Favorable</th>
<th>No Opinion</th>
<th>Unfavorable</th>
<th>Net Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1952 August</td>
<td>15</td>
<td>63</td>
<td>22</td>
<td>-7</td>
</tr>
<tr>
<td>1953 April</td>
<td>19</td>
<td>59</td>
<td>22</td>
<td>-3</td>
</tr>
<tr>
<td>1953 June</td>
<td>35</td>
<td>35</td>
<td>30</td>
<td>+5</td>
</tr>
<tr>
<td>1953 August</td>
<td>34</td>
<td>24</td>
<td>42</td>
<td>-8</td>
</tr>
<tr>
<td>1954 January</td>
<td>50</td>
<td>21</td>
<td>29</td>
<td>+21</td>
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<tr>
<td>1954 March</td>
<td>46</td>
<td>18</td>
<td>36</td>
<td>+10</td>
</tr>
<tr>
<td>1954 April</td>
<td>38</td>
<td>16</td>
<td>46</td>
<td>-8</td>
</tr>
<tr>
<td>1954 May</td>
<td>35</td>
<td>16</td>
<td>49</td>
<td>-14</td>
</tr>
<tr>
<td>1954 June</td>
<td>34</td>
<td>21</td>
<td>45</td>
<td>-11</td>
</tr>
<tr>
<td>1954 August</td>
<td>36</td>
<td>13</td>
<td>51</td>
<td>-15</td>
</tr>
<tr>
<td>1954 November</td>
<td>35</td>
<td>19</td>
<td>46</td>
<td>-11</td>
</tr>
</tbody>
</table>

**See:** “Good Night and Good Luck—McCarthy and the Red Scare” | https://tinyurl.com/tavwprs
PUBLIC OPINION ON THE ‘40S THROUGH RECENT HISTORY

**Question:**

1. Were the American people more or less favorable to McCarthy as a result of his attacks?
Judge Kaufman’s Statement upon Sentencing the Rosenbergs

I consider your crime worse than murder. In committing the act of murder, the criminal kills only his victim. The immediate family is brought to grief and when justice is handed out the case is closed. But in your case, I believe your conduct in putting into the hands of the Russians the A-bomb has already caused casualties exceeding 50,000 and who knows but that millions more of innocent people may pay the price of your treason. Indeed, by your betrayal you undoubtedly have changed the course of history to the disadvantage of our country.

We live in a constant state of tension. We have evidence of your treason all around us every day—for the civilian defense activities throughout the nation are aimed at preparing us for an atom bomb attack. The defendants entered into this most serious conspiracy against their country with full realization of its consequences …

I have previously stated my view that the verdict of guilty was justified by the evidence. Because of this, I feel that I must pass such sentence upon you in this diabolical conspiracy to destroy this nation, which will demonstrate without doubt that this nation’s security must remain undamaged … that trading in military secrets must end.

The evidence indicated quite clearly that Julius Rosenberg was the prime culprit in this conspiracy. However, let no mistake be made about the role which his wife, Ethel Rosenberg, played. Instead of discouraging him, she encouraged and assisted the Communist cause. She was a mature woman—almost three years older than her husband. She was a full-fledged partner in this crime.

Indeed the defendants Julius and Ethel Rosenberg placed their support for Communism above their own personal safety and were aware that they were sacrificing their own children, should their crimes be discovered—all of which did not stop them. Love for the Communist cause dominated their lives—it was even greater than their love for their children.

### Historical Reading Skills Chart: Judge Kaufman’s Statement Upon Sentencing the Rosenbergs (2)

<table>
<thead>
<tr>
<th>Historical Reading Skills—The Rosenbergs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOURCING</strong></td>
</tr>
<tr>
<td>What is the primary source, and who was meant to experience it?</td>
</tr>
<tr>
<td><strong>CONTEXT</strong></td>
</tr>
<tr>
<td>What was going on in the world that connects to this source?</td>
</tr>
<tr>
<td><strong>CLOSE READING</strong></td>
</tr>
<tr>
<td>Details about the primary source:</td>
</tr>
<tr>
<td>• Why did the judge feel the Rosenbergs’ spying was “worse than murder”?</td>
</tr>
<tr>
<td>• Which of the judge’s sentences shows the need to set an example for other spies?</td>
</tr>
<tr>
<td>• Why was the judge upset with Julius’s wife Ethel?</td>
</tr>
<tr>
<td>• What do you think was the purpose of the last paragraph—what point do you think the judge was trying to make?</td>
</tr>
</tbody>
</table>
“Truman Doctrine” Address (Excerpts)
President Harry S. Truman
Delivered to Congress on March 12, 1947

The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the Government’s authority. … Meanwhile, the Greek Government is unable to cope with the situation.

Greece must have assistance if it is to become a self-supporting and self-respecting democracy. The United States must supply that assistance. We have already extended to Greece certain types of relief and economic aid but these are inadequate. There is no other country to which democratic Greece can turn.

Greece’s neighbor, Turkey, also deserves our attention. As in the case of Greece, if Turkey is to have the assistance it needs, the United States must supply it. We are the only country able to provide that help.

One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion [force from others].

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, and guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression. I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [domination] by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes. ...

The seeds of dictatorships are encouraged by misery and want [poverty]. They spread and grow in the evil soil of poverty. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

The free peoples of the world look to us for support in keeping their freedoms. If we fail in our leadership, we may endanger the peace of the world and we shall surely endanger the welfare of our own nation.

### Historical Reading Skills—Truman Doctrine and the Marshall Plan

<table>
<thead>
<tr>
<th>Historical Reading Skills—Truman Doctrine and the Marshall Plan</th>
</tr>
</thead>
</table>
| **SOURCING**  
What is the primary source, and who was meant to experience it? |
| **CONTEXT**  
What was going on in the world that connects to this source? |
| **CLOSE READING**  
Details about the primary source: |
| – What two countries does President Truman say need U.S. help? |
| – What does Truman say is one of the “primary objectives” of U.S. foreign policy? |
| – How does Truman say we should help countries to remain democratic and not become Communist? |
| – How do “evil” (Communist) nations take root to plant their “seeds” in a country? |

Originally designed by the Stanford History Education Group
Allies and Enemies

Scenario Map

SOURCE: Adapted from U.S. Geological Survey map, topo view
https://ngmdb.usgs.gov/topoview/viewer/#13/41.5384/-112.0572
Allies and Enemies (2)

The Scenario Map divides sections of an area into groups A through G. Each section is controlled and run by a different group of people. You are the new leader of Group A. In the past several years, Group A has been involved in several fights with Group F in which you have lost some people.

Each of these questions sets up a different situation that you have to make a decision about. LOOK AT THE MAP to help you figure out which groups are nearest to you. Make sure you explain your decisions.

1. The leader of Group F has announced that, in the future, his country would like to take over Groups G, C, and B. Why might you be against this? What could you do to stop this from happening without fighting with Group F?

2. Both you and Group F have discovered a powerful new weapon, the Destructo Bomb. Your spies tell you that Group F has made 100 of these bombs and they could be used against you. Your country has only 5 Destructo Bombs. Do you think this is OK? Why or why not? What do you think you should do now?

3. You are now friends with Groups B and C. Group F is friends with Groups D and E. You and Group F now each have 1,000 bombs. The Group F leader threatens to use them against you and Groups B and C. What is your next move? Why?
Cold War Foreign Policy Ideas

Students will write a definition for each concept as it is presented by the teacher.

<table>
<thead>
<tr>
<th>Cold War Policy Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Containment</td>
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<tr>
<td>Arms Race</td>
</tr>
<tr>
<td>Massive Retaliation</td>
</tr>
<tr>
<td>Mutual Deterrence</td>
</tr>
<tr>
<td>Peaceful Co-existence</td>
</tr>
</tbody>
</table>

**ANSWER KEY:**

<table>
<thead>
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<tbody>
<tr>
<td>Containment</td>
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</tr>
<tr>
<td>Mutual Deterrence</td>
</tr>
<tr>
<td>Peaceful Co-existence</td>
</tr>
</tbody>
</table>

- **Containment**: Preventing another country from expanding its power and influence over others.
- **Arms Race**: A competition [race] to create and make more and more powerful weapons [arms].
- **Massive Retaliation**: The threat of retaliation with a huge number of weapons if a country is attacked.
- **Mutual Deterrence**: When two countries [mutual] won’t attack each other because they fear that the damage from massive retaliation by the other country would be too much. In this way, war is stopped [deterrence].
- **Peaceful Co-existence**: If each side is stopped from going to war because it fears massive retaliation from the enemy, there is mutual deterrence that results in peaceful co-existence.
Cold War Policy Ideas in Today’s World

Draw a line from each tweet by President Trump to the Cold War foreign policy idea that it matches best. Briefly explain your choices.

**Containment**

**Arms Race**

**Massive Retaliation**

**Mutual Deterrence**

**Peaceful Co-existence**

---

SOURCE: twitter.com, @realDonaldTrump | https://twitter.com/realDonaldTrump/status/895970429734711298, .../status/948355557022420992, .../status/904377075049656322, .../status/987532088302886913, .../status/897784898865553409
John F. Kennedy Speech at the Berlin Wall

President John F. Kennedy
June 26, 1963

There are many people in the world who really don’t understand, or say they don’t, what is the great issue between the free world and the Communist world. Let them come to Berlin. There are some who say that communism is the wave of the future. Let them come to Berlin. And there are some who say in Europe and elsewhere we can work with the Communists. Let them come to Berlin. And there are even a few who say that it is true that communism is an evil system, but it permits us to make economic progress. Lass’ sie nach Berlin kommen. Let them come to Berlin.

Freedom has many difficulties, and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us. … While the wall is the most obvious and vivid demonstration of the failures of the Communist system, for all the world to see, we take no satisfaction in it, for it is, as your Mayor has said, an offense not only against history but an offense against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together. …

Freedom is indivisible, and when one man is enslaved all are not free. …

All free men, wherever they may live, are citizens of Berlin. And therefore, as a free man, I take pride in the words, “Ich bin ein Berliner.”

SOURCE: John F. Kennedy Presidential Library and Museum, Boston MA
The Cuban Missile Crisis

1. If one side “wins” a fight and the other side is embarrassed and called a “loser,” is the fight ended forever? Why or why not?

2. If one side (U.S. or Cuba/Soviet Union) fired nuclear weapons first, would that side “win” the war? Why or why not?

<table>
<thead>
<tr>
<th>United States</th>
<th>Soviet Union/Cuba</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did this side gain as a result of the Cuban Missile Crisis?</td>
<td></td>
</tr>
<tr>
<td>What did this side lose as a result of the Cuban Missile Crisis?</td>
<td></td>
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</tbody>
</table>

3. Which side, if any, would you say “won” the Cuban Missile Crisis, and why?
Cuban Missile Crisis: DOCUMENT 1

Memorandum for the Secretary of State from the Attorney General
October 30, 1962

TOP SECRET

At the request of Secretary Rusk, I telephoned Ambassador Dobrynin at approximately 7:15 p.m. on Saturday, October 27th. I asked him if he would come to the Justice Department at a quarter of eight.

We met in my office. I told him first that we understood that the work was continuing on the Soviet missile bases in Cuba. Further, I explained to him that in the last two hours we had found that our planes flying over Cuba had been fired upon and that one of our U-2’s had been shot down and the pilot killed. I said these men were flying unarmed planes.

I told him that this was an extremely serious turn in events. We would have to make certain decisions within the next 12 or possibly 24 hours. There was a very little time left. If the Cubans were shooting at our planes, then we were going to shoot back. This could not help but bring on further incidents and that he had better understand the full implications of this matter.

He raised the point that the argument the Cubans were making was that we were violating Cuban air space. I replied that if we had not been violating Cuban air space then we would still be believing what he and Khrushchev had said—that there were no long-range missiles in Cuba. In any case I said that this matter was far more serious than the air space over Cuba and involved peoples all over the world.

I said that he had better understand the situation and he had better communicate that understanding to Mr. Khrushchev. Mr. Khrushchev and he had misled us. The Soviet Union had secretly established missile bases in Cuba while at the same time proclaiming, privately and publicly, that this would never be done. I said those missile bases had to go and they had to go right away. We had to have a commitment by at least tomorrow that those bases would be removed. This was not an ultimatum, I said, but just a statement of fact. He should understand that if they did not remove those bases then we would remove them. His country might take retaliatory actions but he should understand that before this was over, while there might be dead Americans there would also be dead Russians. …

Cuban Missile Crisis: DOCUMENT 2

Letter from Chairman Khrushchev to President Kennedy (Modified)

Moscow, October 27, 1962

Dear Mr. President, …

I understand your concern for the security of the United States, Mr. President, because this is the primary duty of a President. …

You wish to ensure the security of your country, and this is understandable. But Cuba, too, wants the same thing; all countries want to maintain their security. But how are we, the Soviet Union, our Government, to [understand] the fact that you have surrounded the Soviet Union with military bases; surrounded our allies with military bases; placed military bases literally around our country; and stationed your missile armaments there? This is no secret. … Your missiles are located in Britain, are located in Italy, and are aimed against us. Your missiles are located in Turkey.

You are disturbed over Cuba. You say that this disturbs you because it is 90 miles by sea from the coast of the United States of America. But … [y]ou have placed destructive missile weapons, which you call offensive, in Turkey, literally next to us. …

I therefore make this proposal: We are willing to remove from Cuba the [missiles] which you regard as offensive. … Your representatives will make a declaration to the effect that the United States, for its part, … will remove its [missiles] from Turkey. …

We, in making this pledge, … [promise] not to invade Turkey. …

The United States Government will [promise] … not to invade Cuba …

The greatest joy for all peoples would be the announcement of our agreement …

These are my proposals, Mr. President.

Respectfully yours,

N. Khrushchev

SOURCE: U.S. Department of State | https://history.state.gov/historicaldocuments/frus1961-63v06/d66
### Historical Reading Skills Chart: Cuban Missile Crisis

<table>
<thead>
<tr>
<th>Historical Reading Skills—Cuban Missile Crisis</th>
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<tbody>
<tr>
<td><strong>SOURCING</strong></td>
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<tr>
<td>What is the primary source, and who was meant to experience it?</td>
</tr>
</tbody>
</table>

| **CONTEXT** |
| What was going on in the world that connects to this source? |

| **CLOSE READING** |
| Details about the primary source: |

  - What does the writer want to happen? What is he asking for? |
  - What does the writer say could happen if things go wrong? |
  - What is the writer’s emotional tone? |
Comparing Textbooks

**DIRECTIONS:**
Different countries looked at and interpreted the Cuban Missile Crisis and the events leading up to it in different ways. Read these school textbook selections and decide which countries you think they came from, the United States or Cuba.

1. The defeat of the American [forces] at Bay of Pigs made the U.S. think that the only way of crushing the Cuban Revolution was through a direct military strike. The U.S. immediately [began] its preparation.

   As part of their hostile plans, the U.S. [engaged in] constant provocations: ... Marines shooting toward Cuban territory, sometimes for several hours; the murder of a Cuban fisherman.

   The number of violations of Cuba’s airspace and territorial waters increased. In one single day—July 9th, 1962—U.S. planes flew over Cuban territory 12 times. On another occasion they launched rockets against eastern Cuba territory. U.S. pirate boats attacked units of the Cuban Revolutionary Navy; three Cubans died during one of those attacks; 17 others were lost in another one.

   Meanwhile, Washington stepped up its pressures on Latin American governments so they would support U.S. plans against Cuba. It [used] bribes: an assistance program for Latin America. [Because of this,] in late 1961, Venezuela and Columbia broke diplomatic relations with Cuba. ...

**Do you think this is a Cuban school textbook or a U.S. one?**
Use at least two quotations from the passage to support your answer.
2. In October 1962, the United States and the Soviet Union went eyeball-to-eyeball and were on the brink of nuclear war. Photographs taken by a U-2 spy plane over Cuba revealed that the Soviet Union was installing [nuclear] missiles. Once operational, in about 10 days, the missiles would need only five minutes to reach Washington, D.C.

President Kennedy decided to impose a naval blockade. Soviet freighters were steaming toward Cuba. The president realized that if the ships were boarded and their cargos seized, the Soviet Union might regard this as an act of war.

Soviet Premier Khrushchev sent a signal that he might be willing to negotiate. In exchange for the Soviets agreeing to remove the missiles, the United States publicly pledged not to invade Cuba and secretly agreed to remove its aging missiles from Turkey.

After the Cuban Missile Crisis, Cold War tensions eased. In July 1963, the United States, the Soviet Union, and Britain approved a treaty to halt the testing of nuclear weapons in the atmosphere, in outer space, and underwater. The following month, the United States and Soviet Union established a hotline providing a direct communication link between the White House and the [Soviet Premier].

Do you think this is a Cuban school textbook or a U.S. one?
Use at least two quotations from the passage to support your answer.
Introduction

The *Plessy v. Ferguson* ruling in 1896 legalized racial segregation of public facilities and schools. This ruling stood for over five decades until the 1954 Supreme Court ruling in *Brown v. Board of Education*. The *Brown* decision ended decades of legalized segregation in schools, thus beginning an era of integration of public schools and public facilities. Despite legal rulings on the constitutionality of desegregation and the changing of a segregated, divided America into a multiracial society, integration did not come without intense backlash. This resistance bred counter-resistance and the movement known as civil rights.

Despite a united military force abroad, the domestic division and fight for racial equality was a challenging time for America, with deep roots in the previous century, the era of slavery, Civil War, Reconstruction, Jim Crow discrimination, and racial violence. Students will explore this complex history in the Integration and Resistance unit.

Integration and Resistance

**Topic 4: Defending Democracy: The Cold War and Civil Rights at Home (USII.T4)**

This unit is designed for long-term programs. It may be adapted for short-term settings.

Unit Designer: ‘Akesa Mafi and Karen Miele
Contributor: Momodou Sarr

“*Our constitution is colorblind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law.*”

— Associate Justice John Marshall Harlan
Dissenting opinion, *Plessy v. Ferguson*


A line of African American boys walking through a crowd of white boys during a period of violence related to school integration in Clinton, TN. Thomas O’Halloran, photographer. 1966.


The Integration and Resistance unit focuses on two U.S. History II Content Standards (USII.T4):

4. Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.

5. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.

To engage with these standards, students will develop or enhance their understanding of how segregation came to be by first examining the historical context of race discrimination in schools and public facilities.
relations in the United States. Students will study primary source documents supporting and resisting integration and use those documents to create a futuristic narrative imagining what society would look like if there had been no resistance to integration.

To work toward these goals and to prepare for the summative assessment, students will participate in discussions and complete short writings about the unit’s two Essential Questions:

- How should the U.S. government respond to challenges to freedom at home?
- How and why do people create change?

Teachers should post these questions in their classrooms to ensure that students are thinking about them on a daily basis. Whenever possible, teachers should refer students back to these questions and engage students in quick writes or turn-and-talk activities that allow them to apply new understandings of how and why people create change and the challenges to those changes and freedom at home.

As students read some of the texts in this unit, they will encounter unfamiliar vocabulary words that will need to be pre-taught or defined in the moment or in the text. Racial integration did not come without violent backlash and hate. There may be instances in this unit where the physical violence described could be a trigger for some students, so the teacher should connect with clinical staff about this unit prior to teaching it. The teacher should preview all materials before teaching them and decide whether or not they are appropriate to use with the class. Some primary sources include derogatory language that was used to demean, control, and hurt African Americans.

**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).
Plan Calendars

**Topic 4: Defending Democracy: The Cold War and Civil Rights at Home (USII.T4)**

This unit is designed for long-term programs. It may be condensed for short-term settings.

The Integration and Resistance unit is intended to teach students about the struggle for racial integration and the resistance to it in an approximately three-week span, as outlined in the Plan 1 calendar below.

### Unit: Integration and Resistance

<table>
<thead>
<tr>
<th>Plan 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>Lesson 1:</strong> Historical Eras, African American Rights, and White Resistance</td>
<td><strong>Lesson 2:</strong> The Jim Crow Era and Legalized Segregation</td>
<td><strong>Lesson 3:</strong> The Supreme Court's Role in Maintaining Segregation</td>
<td><strong>Lesson 4:</strong> Black Resistance to Jim Crow</td>
<td><strong>Lesson 5:</strong> White Terror and Resistance in the Jim Crow Era</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td><strong>Lesson 6:</strong> White Terror and Resistance in the Civil Rights Era</td>
<td><strong>Lesson 7:</strong> The Montgomery Bus Boycott</td>
<td><strong>Lesson 8:</strong> The Supreme Court's Changing Role</td>
<td><strong>Lesson 9:</strong> The Resistance of School Segregationists</td>
<td><strong>Lesson 10:</strong> School Integration: Cruelty and Courage</td>
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<td><strong>Week 3</strong></td>
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<td><strong>Lesson 11:</strong> The Black Power Movement Controversy</td>
<td><strong>Lesson 12:</strong> School Segregation Today</td>
<td><strong>Lesson 13:</strong> Exploring the “What Ifs”</td>
<td><strong>Lesson 14:</strong> Writing Alternate History Narratives</td>
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</table>

Teachers in short-term programs have the option of shortening the unit by eliminating Lesson 4 (Black Resistance to Jim Crow), Lesson 7 (The Montgomery Bus Boycott), Lesson 8 (The Supreme Court’s Changing Role), Lesson 11 (The Black Power Movement Controversy), and Lesson 12 (School Segregation Today), focusing solely on white resistance to integration.

(Condensed) **Unit: Integration and Resistance**

<table>
<thead>
<tr>
<th>Plan 2</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<td><strong>Week 1</strong></td>
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<td><strong>Lesson 14:</strong> Writing Alternate History Narratives</td>
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</table>

Note: Some of the lessons in this unit depict historical incidents of violence and hate, and some primary sources include demeaning language. The Teaching Difficult Topics section of Chapter 2 (see p. 2.2.1) provides numerous resources for facilitating study of difficult topics.
UNIT GOALS

**Emphasized Standards** (High School Level)

**U.S. History II Content Standards**

(USII.T4)

4. Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality.

5. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights.
   a. the 1954 Supreme Court decision in *Brown v. Board of Education*
   b. the 1955-1956 Montgomery bus boycott, the 1957-1958 Little Rock School Crisis and Eisenhower’s civil rights record
   c. King’s philosophy of nonviolent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s
   d. the 1963 civil rights protest in Birmingham and the March on Washington
   e. 1965 civil rights protest in Selma
   f. the 1968 assassination of Martin Luther King, Jr.

**Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)**

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Grades 11-12 Speaking and Listening Standards for Literacy in the Content Areas (SCLA)

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 others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
   d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

- How should the U.S. government respond to challenges to freedom at home?
- How and why do people create change?

Transfer Goals (How will students apply their learning to other content and contexts?)

- Students will apply their skills in analyzing primary source documents to assessing the impact that individuals have on the culture of a country.
- Students will apply their skills in analyzing primary sources to understanding moments in history.
- Students will apply their skills of analyzing how racial integration resistance created counter-resistance efforts to evaluating the dynamics of current social justice movements.
## Learning and Language Objectives

By the end of the unit:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
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<tbody>
<tr>
<td>Historical events by era that have led to expansion or suppression of rights for African Americans:</td>
<td>Historically, whenever there has been advancement toward equality for African Americans, there has been white backlash against that progress; and whenever there has been renewed oppression of African Americans, civil rights activists have agitated for liberation.</td>
<td>Explain how resistance to racial integration and equality has consistently occurred throughout history and how African Americans and their allies have stood up to oppression and advocated for civil rights.</td>
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<tr>
<td>• chattel slavery</td>
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<td>• human rights</td>
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<td>• Civil War</td>
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<td>• Emancipation Proclamation</td>
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<td>• Reconstruction</td>
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<td>• 13th Amendment</td>
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<td>• 15th Amendment</td>
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<td>• Ku Klux Klan</td>
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<td>• KKK Act</td>
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<td>• 1875 Civil Rights Act</td>
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<td>• Black Codes</td>
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<td>• vagrancy laws</td>
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<td>• “separate but equal”</td>
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<td>• civil rights organizations</td>
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<tr>
<td>• <em>Brown v. Board of Education</em></td>
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<td>• 1964 Civil Rights Act</td>
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<td>• 1965 Voting Rights Act</td>
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<td>• War on Drugs</td>
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<td>• mass incarceration</td>
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<tr>
<td><em>Plessy v. Ferguson</em> case</td>
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<td>Jim Crow laws</td>
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</table>

**White resistance to the reforms of the Reconstruction era took the form of Jim Crow laws, which sought to create division and roadblocks to equality.**

**Analyze how Jim Crow laws and legalized segregation were forms of white resistance to reforms of the Reconstruction era.**
**Students should know...**

- Civil Rights Act of 1875
- Court cases that challenged the Civil Rights Act of 1875
- The Supreme Court’s decision in the consolidated cases and the precedent set
- Application of the 14th Amendment to private businesses and discrimination

**Ways that African Americans resisted legalized segregation during the Jim Crow era:**
- self-defense and call to arms
- civil rights organizations
- embracing segregation and building strong Black communities
- newspaper reporting
- nonviolent protests

- “race creed”
- racial terror lynching
- prejudice
- racism

- “racial bribe”
- Emmett Till murder
- bombings
- white mob violence
- police violence
- sexual violence

- Montgomery bus boycott, including events leading up to it, reasons for and demands of it, the call to boycott, the backlash, and the results

**understand...**

- The Supreme Court’s decision not to apply the equal protection clause of the 14th Amendment to private businesses created and maintained racial discrimination and segregation.

- African Americans organized, resisted, and fought against legalized racial segregation.

- Lynchings and other forms of racial terror were used as tools to oppress and control African Americans after Emancipation.

- During the civil rights era, various forms of white violence were used to prevent racial integration through fear and intimidation.

- Normal citizens used their collective power to fight racial oppression and make change.

**and be able to...**

- Explain how the court’s decision not to involve government in enforcing equal protection maintained racial discrimination and perpetuated the Jim Crow era.

- Analyze ways that African Americans resisted legalized segregation and determine the most effective methods based on evidence.

- Analyze the different reasons white people gave to justify lynching African Americans.

- Explain how the deeply entrenched racial hate of white Southerners led to acts of violence, including murder.

- Analyze the effectiveness of the strategy of the Montgomery bus boycott in creating change.
### Students should know...

The legal strategy and cases used by Charles Hamilton Houston to end segregation:
- *Murray v. Maryland*, 1936
- *Missouri ex.rel. Gaines v. Canada*, 1938
- *Sipuel v. Oklahoma State Regents*, 1948
- *McLaurin v. Oklahoma*, 1950
- *Sweatt v. Painter*, 1950

### understand...

Charles Hamilton Houston slowly built precedents leading to the overturning of legal segregation in public schools.

### and be able to...

Describe how Charles Hamilton Houston used a legal strategy that set precedents for the *Brown v. Board of Education* case.

### Senator Harry Byrd’s rationale for segregation: fear of integration

White resistance to integration was based in fear, hatred, and racism.

### and be able to...

Analyze and critique Senator Harry Byrd’s rationale against integration.

### • Little Rock Nine
- Daisy Bates
- physical and mental violence
- desegregation

The resilience of Daisy Bates and the Little Rock Nine in integrating a formerly segregated school paved the way for desegregation in other public spheres to happen.

### and be able to...

Explain the racism that the Little Rock Nine faced during the integration of a previously all-white school and how they persisted in asserting their rights.

### • Black Power movement
- SNCC

The complexities of structural racism led to strategy debates within the civil rights movement about how to effect change.

### and be able to...

Defend one perspective on the Black Power movement using evidence from close reading of two primary source texts.
### Students should know...
- busing as a tool to desegregate neighborhood schools
- resegregation
- school secession
- alternate history
- point of divergence

#### Tier II vocabulary:
- oppression
- liberation
- segregation
- integration
- intermarriage
- consolidated
- resistance
- disfranchisement
- creed
- interracial
- social transgressions
- spectacle
- allegations
- deliberate
- boycott
- zoning
- backlash

#### Tier III vocabulary:
- miscegenation
- mulatto
- amendment
- Equal Protection Clause
- constitutional
- racial discrimination
- involuntary servitude
- legal precedent

### understand...
School integration has not progressed very much since the 1954 *Brown v. Board of Education* decision.

Alternate history is the exercise of looking at the past and asking “what if?” certain events had happened differently.

Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context.

Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area.

### and be able to...
Write a recommendation for reducing school segregation today based on analysis of how resegregation is occurring.

Create an alternative narrative of what U.S. society would look like today if there had not been resistance to integration.

Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations.
Performance Task and Summative Assessment (see pp. 5.13.42-48)
Aligning with Massachusetts standards

Lessons 13-14: Students will write alternative history narratives on what society would look like today if there had been no resistance to integration.

GOAL:
To create an alternative narrative of what U.S. society would look like today if there had not been resistance to integration.

ROLE:
You are a writer of alternate history fiction with a background in U.S. history.

AUDIENCE:
You are writing for people who are interested in reading about history from a social justice perspective.

SITUATION:
Using evidence from the unit, imagine what our society would look like now if there had been no resistance to integration. Without the need to fight, to boycott, and protest discrimination, where would we be today? If white people had initially accepted and embraced integration, what would society look like?

PRODUCT:
You will compose an alternative history narrative that uses details from history related to integration resistance.

STANDARDS:

• The project reflects evidence of the consequences of resistance to integration.
• The project includes analysis of the impact of racism on integration efforts.
• The project includes description of how society might be different today using evidence from the past.
• The project is well organized, clearly written, and carefully edited.
Formative Assessments (see pp. 5.13.17-44)

Monitoring student progress through the unit

Lesson 2: Summaries of Jim Crow laws and Exit Ticket on Jim Crow as a form of white resistance
Lesson 3: Equal Protection Clause case applicability graphic organizer and discussion questions
Lesson 4: Pro/con graphic organizer on African Americans’ Jim Crow resistance strategies
Lesson 5: Racial terror lynching graphic organizer and discussion
Lesson 6: Photo analysis graphic organizer and written analysis of white violence as a tool to control and oppress African Americans
Lesson 7: Montgomery bus boycott graphic organizer and discussion
Lesson 8: Court case graphic organizer and analysis of two court cases as precedents for overturning segregation
Lesson 9: Question the author activity and letter responding to Senator Harry Byrd’s statement
Lesson 10: Letter to newspaper editor about events at Little Rock High School
Lesson 11: Graphic organizer and discussion on argument for or against the Black Power movement
Lesson 12: Comprehension questions and recommendation for how to desegregate schools
Lesson 13: “What If” chart on turning points in the history of white resistance to integration and equality

Pre-Assessment (see pp. 5.13.13-16)

Discovering student prior knowledge and experience

Lesson 1: Historical eras and key events graphic organizer and Exit Ticket on historical trends
Unit Resources (by type, in order of appearance)

**Print**

Module 10, Lesson 4; Module 14, Lesson 3; Module 24, Lessons 1, 3.

*American History Guided Reading Workbook.*
Houghton Mifflin Harcourt, n.d.


**Websites**

**LESSON 1:**

“Sebastian Lelio Quotes”:
https://www.brainyquote.com/authors/sebastian-lelio-quotes

“Segregation in the United States”:
https://www.history.com/topics/black-history/segmentation-united-states

“Integration”:
https://legal-dictionary.thefreedictionary.com/Integration

Slave picking cotton image: https://cdn.britannica.com/s:700x500/30/138730-050-312CBBAF/Slaves-cotton-Georgia.jpg

“Major Abolitionists of the Civil War Era”:
https://image.slidesharecdn.com/abolitionists-140428193030-phpapp01/95/abolitionists-4-638.jpg?cb=1398713466

“Storming Fort Wagner” (54th Massachusetts Regiment):
https://upload.wikimedia.org/wikipedia/commons/8/86/The_Storming_of_Ft_Wagner-lithograph_by_Kurz_and_Allison_1890.jpg


“To Thine Own Self Be True” (Civil Rights Act of 1875):

“Worse Than Slavery” (Nast cartoon):


“John Hartfield Will Be Lynched” (newspaper headline):
https://dailyhistory.org/images/7/76/16307509620_d1ab60ba6b.jpg

“All That Was Left of His Home After the Tulsa Race Riot, 6-1-1921” (click side arrows to scroll through image gallery)
https://www.tulsahistory.org/exhibit/1921-tulsa-race-massacre/photos/#gallery/79ff4159cc1ef156d2a5822449c9e5/1348

“Eddikashun qualifukashun” (literacy test cartoon):
https://en.wikipedia.org/wiki/Literacy_test#/media/File:The_color_line_still_exists%E2%80%94in_this_case_cph.3b29638.jpg
Unit Resources, continued (by type, in order of appearance)

“Organizations of the Civil Rights Movement”:
https://www.thoughtco.com/organizations-of-the-civil-rights-movement-45363

*Brown v. Board of Education* image:

Civil Rights Act of 1964 image:

Drug-related crime statistics (graphs):
https://www.hamiltonproject.org/ee-ce-image/made/assets/img/uploads/charts/rates_drug_use_sale_1080_737_80.jpg

**LESSON 2:**

“Reconstruction Brings White Resistance”:
https://www.pbslearningmedia.org/resource/bf09.socst.us.const.backlash/reconstruction-brings-white-resistance/

“Plessy v. Ferguson”:
https://www.britannica.com/event/Plessy-v-Ferguson-1896#ref1077313

“Plessy v. Ferguson: Who Was Plessy?”:
https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/plessy-v-ferguson-who-was-plessy/

“EXAMPLES OF 'JIM CROW' LAWS”:
https://www.laguardia.edu/havingoursay/examples%20of%20Jim%20Crow.htm

“Jim Crow Laws”:
https://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html

**LESSON 3:**

“Landmark Legislation: Civil Rights Act of 1875”:
https://www.senate.gov/artandhistory/history/common/generic/CivilRightsAct1875.htm

“The Supreme Court: The Civil Rights Cases”:
https://www.pbslearningmedia.org/resource/bf09.socst.us.const.civilrights/the-civil-rights-cases/

“The Civil Rights Cases”:
https://www.oyez.org/cases/1850-1900/109us3

“About the Civil Rights Cases of 1883”:
https://www.thoughtco.com/1883-civil-rights-cases-4134310

**LESSON 4:**

“The Teacher Toolkit”:

“Platform Adopted by the National Negro Committee, 1909”:
https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/platform

“The Rise and Fall of Jim Crow | Isaiah Montgomery Founds Mound Bayou”:
https://mass.pbslearningmedia.org/resource/bf10.socst.us.indust.bayou/

“Lynch Law in Georgia,” June 20, 1899”:

“Jim Crow and Pessy v. Ferguson”:
https://www.pbs.org/tpt/slavery-by-another-name/themes/jim-crow/

“Montgomery Bus Boycott”:
https://www.history.com/topics/black-history/montgomery-bus-boycott

“The Rise and Fall of Jim Crow: Ida B. Wells”:
https://www.thirteen.org/wnet/jimcrow/stories_people_wells.html

“Sit-ins”:
https://kinginstitute.stanford.edu/encyclopedia/sit-ins

“March on Washington”:
https://www.history.com/topics/black-history/march-on-washington

“Selma to Montgomery March”:
https://www.history.com/topics/black-history/selma-montgomery-march

**LESSON 5:**

“Understanding the 15 Religious Creeds of White Supremacy”:

“Lynching in America: What is a Racial Terror Lynching?”:
https://youtu.be/Q0gtnt96CruQ

“Terror Lynching in America”:
https://youtu.be/aS61QFzk2tI

“Lynching in America: Confronting the Legacy of Racial Terror”:

“1921 Tulsa Race Massacre”:
https://www.tulsahistory.org/exhibit/1921-tulsa-race-massacre/
**Unit Resources**, continued (by type, in order of appearance)

**LESSON 6:**

**LESSON 7:**
- "Letter from Robinson to The Mayor": [http://historicalthinkingmatters.org/rosaparks/0/inquiry/](http://historicalthinkingmatters.org/rosaparks/0/inquiry/)
- "Rosa Parks Remembers": [PDF pp. 20-21](https://www.facinghistory.org/sites/default/files/publications/Eyes_on_the_Prize_0.pdf)
- "Montgomery Bus Boycott": [https://kinginstitute.stanford.edu/encyclopedia/montgomery-bus-boycott](https://kinginstitute.stanford.edu/encyclopedia/montgomery-bus-boycott)

**LESSON 8:**
- "The Power of Precedent": [https://americanhistory.si.edu/brown/history/3-organized/power-of-precedent.html](https://americanhistory.si.edu/brown/history/3-organized/power-of-precedent.html)

**LESSON 9:**
- "Question the Author": [http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html](http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html)

**LESSON 10:**
- "Interview with Elizabeth Eckford, one of the Little Rock Nine": [https://www.youtube.com/watch?v=b2vTr_HRHvE](https://www.youtube.com/watch?v=b2vTr_HRHvE)
- "Daisy Bates": [https://www.womenshistory.org/education-resources/biographies/daisy-bates](https://www.womenshistory.org/education-resources/biographies/daisy-bates)
- "The Little Rock Nine Attend Classes": [https://www.nps.gov/media/video/view.htm?id=4586A9D0-E06D-12C0-51E06C46D04518](https://www.nps.gov/media/video/view.htm?id=4586A9D0-E06D-12C0-51E06C46D04518)
Unit Resources, continued (by type, in order of appearance)

LESSON 11:
“Say It Loud It Loud—I’m Black & I’m Proud”: https://www.youtube.com/watch?v=9bJA6W9CqvE


“Black Power”: http://wcadadatadashboard.iac.gatech.edu/library/files/original/2d33e635abe2e20e614ff8ef077ec05b.pdf


LESSON 12:


LESSON 13:
“What If Martin Luther King Jr. Wasn’t Assassinated?”: https://youtu.be/0aIJeVkFxMM


LESSON 14:
“What If Project”: https://theoryofknowledge.edublogs.org/2012/04/28/what-if-project/

“What is Fist to Five Strategy?”: https://k12teacherstaffdevelopment.com/tlb/what-is-fist-to-five-strategy/

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:


Lesson 2 (Practice and Application) Activity Resource pp. 5.14.3-5 Jim Crow Laws

Lesson 3 (Practice and Application) Activity Worksheet pp. 5.14.6-7 Civil Rights Act Cases

Lesson 3 (Practice and Application) Activity Worksheet p. 5.14.8 Supreme Court Civil Rights Decision Cards

Lesson 4 (Practice and Application) Activity Resource pp. 5.14.9-12 Black Resistance to Jim Crow

Lesson 5 (Practice and Application) Activity Resource p. 5.14.13 Montgomery Bus Boycott

Lesson 13 (Practice and Application) Activity Resource pp. 5.14.14-17 Exploring the What Ifs

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Lesson 1

Historical Eras, African American Rights, and White Resistance

Goal

Students will explain that there has been resistance to equal rights for African Americans throughout U.S. history and distinguish the historical eras of oppression and white resistance from the eras of liberation and restoration of African American rights.

Do Now (time: 5 minutes)

The teacher will post a quotation from Sebastián Lelio, a Chilean director and producer, and students will write down two thoughts related to it:

"This idea of walls, segregation, labels, and “You against us” and “We are superior and you are inferior.” Which people are legitimate? Which relationships are legitimate or not? Who declares that under which authority? These are things that are hugely important."

— Sebastián Lelio

SOURCE: https://www.brainyquote.com/authors/sebastian-lelio-quotes

Hook (time: 5 minutes)

Students will respond to questions related to the Do Now, first writing their answers and then sharing with the class:

1. Do you believe that it is ever okay to separate human beings based on ethnic background, nation of origin, or race? Explain your answer.
2. Do you believe that one race is superior to another? Explain your answer.

Presentation (time: 10 minutes)

The teacher will tell students that they will be spending the next three weeks exploring racial segregation and white resistance to integration both in schools and in society in general. The final project of this unit will be to engage in rewriting...
history through narratives about where our society would be now if there had been no resistance to racial integration.

The teacher will review the term *racial segregation* with the class by asking students to look at the definition and then brainstorm ways that U.S. society is racially segregated. The teacher will then ask students to brainstorm ways that U.S. society is racially integrated today. As students are brainstorming, the teacher will write a list of students’ ideas on chart paper or the whiteboard. The teacher may use the first link below for a definition of *racial segregation* and the second for a definition of *racial integration*.

See: “Segregation in the United States”
https://www.history.com/topics/black-history/ segregation-united-states
“Integration”
https://legal-dictionary.thefreedictionary.com/Integration

**Practice and Application** (time: 30 minutes)

The teacher will distribute a Cycles of Oppression and Liberation in African American History table for six historical eras, along with an activity sheet listing key events and terms (see Supplement, pp. 5.14.1-2). The teacher will explain that U.S. history has been marked by cycles of *oppression*, when African Americans’ rights were denied or taken away, and *liberation*, when some rights were restored. These cycles have been driven by African Americans’ (and their allies’) *resistance* to oppression and white racist *backlash* against liberation. The teacher should trace these cycles through the table (see Supplement p. 5.14.1), inviting students to share their knowledge of items they are familiar with, ask questions about items they do not recognize, and comment on how they view the current period.

Note: An enlarged version of this table should be posted in the classroom for reference throughout the unit.

Next, the teacher should lead a discussion of some key events and terms from the table that are listed on the Key Events and Terms Activity Sheet (see Supplement p. 5.14.2) to reactivate or build students’ background knowledge in preparation for the lessons that follow. The teacher should be prepared to share descriptions and pictures of the topics in the Key Events and Terms information on the next two pages (see pp. 5.13.15-16). As the class discusses the items, students should write brief descriptions in their own words on their handouts.

Note: The teacher should caution students that some items in this list are upsetting, but they represent history that must be faced. The teacher should preview images and connect with clinical staff, as the content in this lesson could be a trigger for students.

**Review and Assessment** (time: 5 minutes)

In an *Exit Ticket*, students will write about historical trends that they notice going from era to era, citing examples from the table and the list of key events and terms. The goal is that students understand that in every era when African American rights were expanded, there was a backlash from the white majority, and that in every era when rights were curtailed, there was resistance from African Americans.

**Extension** (optional)

Based on the trends of the historical eras, students could engage in an extended discussion about the racial climate of the current era and what rights will be restored or denied in the next era.
1. **Chattel slavery:**
   A system of forced, unpaid labor in which people were considered property and could be bought, sold, traded, or inherited. Under chattel slavery, enslaved people were owned forever, and their children were automatically enslaved, too.
   
   Image: https://cdn.britannica.com/s:700x500/30/138730-050-312CBBAF/Slaves-cotton-Georgia.jpg

2. **Abolitionist movement:**
   An anti-slavery effort organized by whites such as William Lloyd Garrison and John Brown and Blacks such as Frederick Douglass, Harriet Tubman, and Sojourner Truth. Though abolitionists had a common goal, they differed, sometimes sharply, on how to achieve it.
   
   Image: https://image.slidesharecdn.com/abolitionists-140428193030-phpapp01/95/abolitionists-4-638.jpg?cb=1398713466

3. **Civil War:**
   The war that was fought from 1861 to 1865 between the Union (Northern, Western, and border states) and the Confederacy (Southern states that seceded from the Union) over the question of whether or not to continue and expand slavery in the United States. In 1863, President Lincoln issued the Emancipation Proclamation, an order that freed enslaved people in the Confederate states.
   
   Image: https://upload.wikimedia.org/wikipedia/commons/8/86/The_Storming_of_Ft_Wagner-lithograph_by_Kurz_and_Allison_1890.jpg

4. **13th, 14th, and 15th Amendments:**
   The Reconstruction Amendments to the Constitution abolished slavery except as a punishment for crime (13th), guaranteed equal protection of the laws (14th), and granted all citizens the right to vote regardless of “race, color, or previous condition of servitude” (15th).
   

5. **KKK Act and 1875 Civil Rights Act:**
   Federal Reconstruction acts that protected African Americans when voting from white violence, terror, and bribery; and that guaranteed all citizens, regardless of color, access to accommodations, theaters, public schools, churches, and cemeteries. The Civil Rights Act also forbade barring any person from jury service on account of race.
   

6. **Black Codes:**
   Laws passed by Southern states after the Civil War that were meant to keep Black men submissive to white men and produce free labor. Blacks were arrested for vagrancy and other “crimes.”
   

7. **Convict leasing:**
   A system in which Southern states “rented” prisoners to private railways, mines, and large plantations. Prisons were paid for the laborers, and businesses got cheap labor, but the prisoners did not get paid for their work.
   
8. **Lynching:**
The killing of someone by a mob, usually publicly, for an offense for which that person has not been convicted. Lynching was often used historically to intimidate and control Black people.
  
  ![Image](https://dailyhistory.org/images/7/76/16307509620_d1ab80ba6b.jpg)

9. **Tulsa Race Massacre:**
A 1921 white attack on Greenwood, Tulsa’s affluent African American community, destroyed the thriving business district and residential area known, as “Black Wall Street.” Historians now believe that as many as 300 people may have died.
  
  ![Image](https://www.tulsahistory.org/exhibit/1921-tulsa-race-massacre/photos/#gallery/79ff4159cc1ef156d2a88222449c2e5/1348)

10. **Poll taxes and literacy tests:**
Taxes or tests that new voters (primarily African American) had to pay or pass in order to vote. White voters were often excused from paying taxes or taking literacy tests under various “grandfather” clauses that were written into the laws.
  
  ![Image](https://en.wikipedia.org/wiki/Literacy_test#/media/File:The_color_line_still_exists%E2%80%94in_this_case_cph.3b29638.jpg)

11. **CORE, SCLC, NAACP, SNCC:**
Organizations of the 20th-century civil rights movement: the Congress of Racial Equality, the Southern Christian Leadership Conference, the National Association for the Advancement of Colored People, and the Student Nonviolent Coordinating Committee.
  
  ![Image](https://www.thoughtco.com/organizations-of-the-civil-rights-movement-45363)

12. **Brown v. Board of Education:**
The landmark 1954 civil rights case in which the Supreme Court ruled that racial segregation in public schools is unconstitutional even if the schools are equal in quality. This decision overturned the 1896 *Plessy v. Ferguson* “separate but equal” decision.
  
  ![Image](https://thefederalist.com/wp-content/uploads/2018/03/Untitled.jpg)

13. **Civil Rights Act, Voting Rights Act:**
Laws passed in 1964 and 1965, respectively. The first made discrimination based on race, color, religion, sex, or national origin illegal and ended racial segregation in schools, workplaces, and places that served the public (movie theaters, buses and trains, hospitals, etc.). The second made racial discrimination in voting illegal, counteracting poll taxes and literacy tests.
  

14. **War on Drugs:**
A series of U.S. and state government actions, laws, and policies aimed at ending the sale, purchase, and use of illegal drugs. With other “tough on crime” measures such as “three strikes” laws, the War on Drugs has resulted in mass incarceration of African Americans and Latinos.
  
  ![Image](https://www.hamiltonproject.org/ee-ce-image/made/assets/img/uploads/charts/rates_drug_use_sale_1080_737_80.jpg)
Lesson 2

The Jim Crow Era and Legalized Segregation

**Goal**
Students will analyze Jim Crow laws and legalized segregation as examples of white resistance to Reconstruction era reforms and explain the importance of the *Plessy v. Ferguson* Supreme Court decision.

**Do Now** (time: 5 minutes)
Students will use their eras graphic organizer to answer the following question in writing:

*What events from the Jim Crow era do you know about? Explain what you know about them.*

Students will then share out what they know about the events in the Jim Crow era.

**Hook** (time: 5 minutes)
The teacher will tell students that they are going to learn about the Jim Crow era and its role in white resistance that led to legalized segregation for almost 80 years. The teacher will show the PBS video “Reconstruction Brings White Resistance” and ask students to write down some of the ways that white resistance to integration showed up as a response to Reconstruction. Students will share their answers.

*See: “Reconstruction Brings White Resistance” (01:56)*
https://mass.pbslearningmedia.org/resource/bf09.socst.us.const.backlash/reconstruction-brings-white-resistance/

**Presentation** (time: 10 minutes)
The teacher will introduce the case of *Plessy v. Ferguson*, in which Homer Plessy, a light-skinned Black man who presented as white, was removed from the “white car” and put into the “colored” car in Louisiana after identifying himself as a Black man. He sued and brought his case all the way up to the Supreme Court, but lost. This 1896 decision led to 80 years of legalized segregation. The teacher will use the following sites that contain the points listed below to create a presentation for the class.

**Access for All Options**

**Multiple Means of Engagement:**
- Offer students choices of readings so they can remain invested and motivated.
- Provide opportunities for students to tell their own stories about segregation (housing, schools, etc).

**Multiple Means of Representation:**
- Offer a variety of ways to access information (audio, digital, and visual materials).
- Model comprehension strategies such as note-taking, highlighting, and asking questions.
- Display information in a variety of ways to help students identify critical features across documents.

**Multiple Means of Action and Expression:**
- Use multimedia (graphic organizers, templates, online tools) to help students organize information.
- Use the Think-Pair-Share strategy: pose a question; allow thinking time; have students pair up, discuss, and share out.

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read and interpret various Jim Crow laws.

**Writing:**
- Students will explain, in writing, how Jim Crow laws were a form of white resistance to integration.
See: “Plessy v. Ferguson”
https://www.britannica.com/event/Plessy-v-Ferguson-1896#ref1077313

“‘Plessy v. Ferguson’: Who Was Plessy?”
https://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/plessy-v-ferguson-who-was-plessy/
The teacher will explain the following points in this case:

• Plessy was a 30-year-old shoemaker who belonged to the group Comité des Citoyens of New Orleans, which organized for Black rights after Reconstruction in New Orleans.

• Comité des Citoyens of New Orleans organized Plessy’s protest of segregation on the train car, choosing Plessy to be on the train because of his light skin.

• Plessy was 7/8th white and 1/8th Black and presented as a white man.

• There was a “one-drop” rule that stated that if a person had one drop of “Black blood,” she or he was considered Black. This rule was argued in court, as different states determined blackness using different quantities.

• Many Southern states had racial segregation laws. Louisiana had the Separate Car Act, which stated that separate but equal train cars were required for “whites” and “colored races.”

• Plessy refused to move after identifying his race to the conductor and was arrested.

• His case went all the way to the Supreme Court, where Plessy’s lawyers argued that his 14th Amendment due process rights were violated.

• Seven justices out of eight voted that separate facilities were not unconstitutional as long as they were equal. The lone dissenting opinion was from Associate Justice John Marshall Harlan of Kentucky (a one-time slave owner), who said that the effect of the law was to interfere with the personal freedom of movement with both African Americans and whites and therefore legally violated the 14th Amendment.

Practice and Application (time: 30 minutes)
The teacher will distribute the Jim Crow Laws Activity Resource found in the Supplement (see pp. 5.14.3-5) or prepare a similar one using the sources below. Students will read and then summarize the laws in their own words. Depending on the size of the class, the teacher may give students the whole handout or give each student or pair of students one page to complete as a jigsaw activity. Students will share and discuss their paraphrases of the laws.

See: “Examples of ‘Jim Crow’ Laws”
https://www.laguardia.edu/havingoursay/examples%20of%20Jim%20Crow.htm

“Jim Crow Laws”
https://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html

Review and Assessment (time: 5 minutes)
The teacher will ask students to connect Jim Crow laws to white resistance to integration by writing on this prompt, which will serve as an Exit Ticket:

Judging from the laws that you examined today, how were Jim Crow laws a form of white resistance to integration?
Lesson 3

The Supreme Court’s Role in Maintaining Segregation

**Goal**
Students will explain how state courts and federal courts maintained segregation by analyzing evidence from various cases decided during the Jim Crow era.

**Do Now** (time: 5 minutes)
Students will read a part of the Civil Rights Act of 1875 and write in their own words what it says. The following excerpt should be posted in the room and/or distributed to students:

(A)ll persons within the jurisdiction of the United States shall be entitled to the full and equal enjoyment of the accommodations, advantages, facilities, and privileges of inns, public conveyances on land or water, theaters, and other places of public amusement; subject only to the conditions and limitations established by law, and applicable alike to citizens of every race and color, regardless of any previous condition of servitude.

Additional information about the Civil Rights Act of 1875 and the excerpt above can be found on the United States Senate website below.

See: “Landmark Legislation: Civil Rights Act of 1875”
https://www.senate.gov/artandhistory/history/common/generic/CivilRightsAct1875.htm

**Hook** (time: 5 minutes)
Students will share their interpretations of the law. The teacher will write what they say on the board or chart paper, not repeating similar interpretations, just new insights. The class will discuss these notes to clarify the intent of the law.

**Presentation** (time: 10 minutes)
The teacher will explain to students that the Civil Rights Act of 1875 was one of the last Reconstruction laws passed. It essentially criminalized private business owners’ restricting access to their facilities because of race. This meant that hotels, restaurants, barbers, trains, buses, etc., could not deny service to someone because of skin color. This act was challenged and eventually reviewed by the
Supreme Court in 1883. Today’s lesson will look into the Supreme Court’s decision and its implications for civil rights for decades to come. The teacher will play the clip below from PBS Learning Media to introduce students to the cases.

See: “The Supreme Court: The Civil Rights Cases”:
https://ny.pbslearningmedia.org/resource/bf09.socst.us.const.civilrts/the-civil-rights-cases/

**Practice and Application** (time: 30 minutes)
Students will read about five Civil Rights Act cases brought before the Supreme Court interpreting the applicability of the Equal Protection Clause of the 14th Amendment to private businesses. Students will read summaries of the five cases in the Civil Rights Act Cases Activity Sheet (see Supplement pp. 5.14.6-7) and make their own judgments about whether the Equal Protection Clause applied. They will answer the questions that the Supreme Court addressed and then compare their decisions with the Court’s.

When students have finished reviewing the cases, the teacher will distribute Supreme Court Civil Rights Decision Cards (see Supplement p. 5.14.8) to four students and ask them to read the excerpts from the decision aloud. When one student is reading, the others will take notes in the appropriate section of the handout. The sources below can provide the teacher with additional information about the cases discussed in this lesson.

See: “The Civil Rights Cases” | https://www.oyez.org/cases/1850-1900/109us3
“About the Civil Rights Cases of 1883” | https://www.thoughtco.com/1883-civil-rights-cases-4134310f

**Review and Assessment** (time: 5 minutes)
Students will reflect on the impact of the Supreme Court’s Civil Rights Act decision on equal rights by discussing the following questions on private businesses’ being able to discriminate based on race:

1. How do you think the Supreme Court’s decision on the Civil Rights Act cases affected equal rights?
2. How would the future have been altered if the Supreme Court had protected African Americans from racial discrimination by private businesses?
3. How did the Supreme Court’s decision support white resistance to racial integration?

**Lesson 4**

**Black Resistance to Jim Crow**

**Goal**
Students will explain the various forms of African American resistance to Jim Crow laws after analyzing multiple examples.

**Do Now** (time: 5 minutes)
Students will read the following statement by W. E. B. Du Bois on the dualism felt by African Americans, underline or copy two phrases that resonate with them, and briefly write why they find these phrases powerful:

One ever feels his twoness—an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder. … He simply wishes to make it possible for a man to be both a Negro and an American, without being cursed and spit upon by his fellows, without having the doors of Opportunity closed roughly in his face. (“Of Our Spiritual Strivings,” *The Souls of Black Folk*, 1903)
Hook (time: 5 minutes)
Students will share and discuss their responses on what phrases were powerful for them and why.

Presentation (time: 5 minutes)
The teacher will explain that throughout the legalized segregation of the Jim Crow era, African Americans resisted and fought against the oppressive system in many ways. Some people founded civil rights organizations; some advocated for self-defense; some formed segregated Black communities. Today’s lesson will look at early resistance by African Americans to Jim Crow through analysis of various leaders’ thoughts and actions on resistance to racial oppression and the effectiveness of those actions.

Practice and Application (time: 25 minutes)
Students will use the Black Resistance to Jim Crow Activity Resource in the Supplement (see pp. 5.14.3-5) to analyze various materials on African American resistance movements during the Jim Crow era. Each student will complete one row of a Movement Strengths and Weaknesses graphic organizer like the one that follows on the next page (see p. 5.13.22) on the pros and cons of strategies used in the resistance movement.

Access for All Options

Multiple Means of Engagement:
- Start with KWL-type questions.
- Follow KWL questions with a provocative question or quotation.
- Design activities that provide access to scaffolds such as charts and templates.

Multiple Means of Representation:
- Model for students how to approach analyzing multiple documents. (Focus on how information is conveyed.)
- Provide graphic organizers, videos, and manipulatives as alternatives to display information.

Multiple Means of Action and Expression:
- Provide multiple options for students to share their work (comic strips, storyboards, etc.).
- Allow students time for interaction and response in their presentations.
- Provide discussion guides that facilitate student planning and participation.

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will read excerpts from primary source documents and summaries of resistance movements to determine the pros and cons of each movement.

Writing:
- Students will complete a graphic organizer that lists the pros and cons of each resistance movement.

Speaking and Listening:
- Students will discuss in small groups the pros and cons of various resistance movements.
### Practice and Application: Lesson 4—Movement Strengths and Weaknesses

<table>
<thead>
<tr>
<th>MOVEMENT</th>
<th>Strengths of the movement (based on details from the document)</th>
<th>Weaknesses of the movement (based on details from the document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Self-defense and the call to arms</td>
<td></td>
<td></td>
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<tr>
<td>2. Civil rights organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Embracing segregation to build strong Black communities</td>
<td></td>
<td></td>
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<tr>
<td>4. Newspaper reporting</td>
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<td></td>
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<tr>
<td>5. Nonviolent resistance</td>
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</tbody>
</table>
their classmates share. After all students have shared, the class will debate what the most effective strategies of the movement were using evidence from their graphic organizers.

**Extension (optional)**
The teacher may choose to have students look at African American resistance movements today (Black Lives Matter, Moral Mondays, Ethnic Studies Now, etc.) and compare them with movements of the past, noting similarities and differences.

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### Lesson 5

#### White Terror and Resistance in the Jim Crow Era

**Goal**

Students will analyze the violent backlash to equality that occurred when African Americans began practicing their Constitutional freedoms.

**Do Now (time: 5 minutes)**

Students will read Southern educator Thomas Bailey’s “race creed,” which was embraced by many white Southerners during the Jim Crow era.

1. Blood will tell.
2. The white race must dominate.
3. The Teutonic peoples stand for race purity.
4. The negro is inferior and will remain so.
5. “This is a white man’s country.”
6. No social equality.
7. No political equality.
8. In matters of civil rights and legal adjustments, give the white man, as opposed to the colored man, the benefit of the doubt; and under no circumstances interfere with the prestige of the white man.
9. In educational policy let the Negro have the crumbs that fall from the white man’s table.
10. Let there be such industrial education of the Negro as will best fit him to serve the white man.
11. Only [white] Southerners understand the Negro question.
12. Let the South settle the Negro question.
13. The status of peasantry is all the Negro may hope for, if the races are to live together in peace.
14. Let the lowest white man count for more than the highest Negro.
15. The above statements indicate the leadings of Providence.
The source below provides additional information about the creed.

See: “Understanding the 15 Religious Creeds of White Supremacy”

Hook (time: 5 minutes)
Students will respond to the race creed above by discussing the following questions:

1. What was your reaction to reading this creed?
2. Was there a certain number that you reacted to more than to others? Explain your answer.
3. During the early 1900s, in the South, this creed was considered the “normal” attitude of white Southerners. Based on this creed, what do you think life in the South was like for African Americans?
4. Most racial violence in the South was committed to maintain a racial hierarchy (order). Based on the creed, what do you think that hierarchy looked like? Who was at the top? Who was at the bottom?

Presentation (time: 5 minutes)
The teacher will explain to students that this creed is just one glimpse into the attitudes, prejudices, and racism of Southern whites who perpetrated violence against African Americans in the South. These racial attitudes fueled a campaign of terror against African Americans during the Jim Crow era in direct response to the rights that African Americans had gained under Reconstruction. The lesson today will delve into the violence that African Americans endured at the hands of resistant racist white Southerners.

The teacher should forewarn students that the lesson includes upsetting information and images.

Note: Because this lesson contains material that could be a trigger for students, the teacher will need to preview videos and other resources before using them with students and should confer with clinical staff about the content.

Practice and Application (time: 30 minutes)
Students will read and view various materials on violence against Black people in the South, particularly the lynchings that occurred, in order to understand what a racial lynching is, the various reasons African Americans were lynched, and how lynching was a form of terror used to control African Americans.

First, students will watch the Equal Justice Initiative video explaining racial terror lynching. After students watch the video, they will define racial terror lynching in their own words in a Racial Terror Lynching graphic organizer like the one that follows on the next page (see p. 5.13.25). The second video may also be used to provide additional historical context. The teacher should watch both videos before showing them to students (see note above).

See: “Lynching in America: What is a Racial Terror Lynching?” (1.31) | https://youtu.be/Q0gtn96CruQ

Note: Because this lesson contains material that could be a trigger for students, the teacher will need to preview videos and other resources before using them with students and should confer with clinical staff about the content.
## Practice and Application: Lesson 5—Racial Terror Lynching

<table>
<thead>
<tr>
<th>Definition of racial terror lynching (in your own words)</th>
<th>Reasons why African Americans were lynched (from Lynching in America)</th>
<th>Quotation from the text that illustrates the severity of this type of lynching</th>
<th>Quotation analysis that explains how violence was used to control African Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lynchings based on fear of interracial sex (page 30)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lynchings based on minor social transgressions (page 31)</td>
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<tr>
<td></td>
<td>Lynchings based on allegations of crime (page 32)</td>
<td></td>
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<tr>
<td></td>
<td>Public spectacle Lynchings (page 33)</td>
<td></td>
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<tr>
<td></td>
<td>Lynchings targeting the entire African American community (page 38)</td>
<td></td>
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<tr>
<td></td>
<td>Lynchings of Black people resisting mistreatment (page 38)</td>
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</tbody>
</table>
Next, students will read printed and projected excerpts from the Equal Justice Initiative report *Lynching in America* to learn about the different reasons African Americans were lynched. Students will find quotations that illustrate the severity of these types of lynching in the text, and then they will analyze how the quotations show that violence was used to control African Americans. The teacher should direct students to the pages listed on the graphic organizer and may wish to limit the reading in each section to two or three paragraphs. Alternatively, the teacher may pair students up, with one reading the first three sections and the other the last three and then sharing findings.

Again, the teacher will need to preview the sections and connect with clinical staff about possible triggers for students.

See: “Lynching in America: Confronting the Legacy of Racial Terror”

**Review and Assessment** (time: 10 minutes)
The teacher will ask students to share the results of their research and analysis and lead a discussion of how the violence was a means to control African Americans.

**Extension** (optional)
The teacher may extend students’ study of white terror in the Jim Crow period by developing a lesson on the 1921 Tulsa Race Massacre. This attack on “Black Wall Street,” which destroyed a whole community and killed as many as 300, is a notorious example of white resistance to Black success.


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### Lesson 6

**White Terror and Resistance in the Civil Rights Era**

**Goal**
Students will analyze the violent backlash that occurred when African Americans practiced their Constitutional freedoms during the civil rights era.

**Do Now** (time: 5 minutes)
Students will answer the following questions in writing:
1. Why do you think so many white Southerners were against people of different races interacting?
2. In your own words, write a definition of *racial segregation*.

The teacher will ask students to share their answers and, if needed, review the definition of *racial segregation*.

**Hook** (time: 10 minutes)
The teacher will distribute copies of the following paragraph for students to read and annotate:

Segregation laws were proposed as part of a deliberate effort to drive a wedge between poor whites and African Americans. These discriminatory barriers were designed to encourage lower-class whites to retain a sense of superiority over blacks, making it far less likely that they would sustain interracial political alliances aimed at toppling the white elite. The laws were, in effect, another racial bribe. As William Julius Wilson has noted, “As long as poor whites directed their hatred and frustration against the black competitor, the planters were relieved of class hostility directed against them.” Indeed, in order to overcome the well-founded suspicions of poor and illiterate whites that they, as well as blacks, were in danger of losing the right to vote, the leaders of the movement pursued an aggressive
campaign of white supremacy in every state prior to black disenfranchisement.

—Michelle Alexander, *The New Jim Crow*  
(excerpted in *Teaching Tolerance*)

The teacher will read the paragraph aloud to the class, and students will highlight and annotate its main points. After reading, the teacher will lead a discussion of key points about segregation:

- Segregation was intentional racial division meant to divide and conquer.
- A multiracial alliance of poor whites and African Americans could topple the white elite.
- A “racial bribe” was offered to poor whites, convincing them that they were better than African Americans, and therefore, segregation was necessary.

The teacher can use the link below to read the full excerpt from *The New Jim Crow* and get more information.

See: “The Rebirth of Caste”  
https://www.tolerance.org/sites/default/files/general/Jim%20Crow%20as%20a%20Form%20of%20Racialized%20Social%20Control.pdf

**Presentation** (time: 10 minutes)

The teacher will explain that this lesson will examine how the racial bribe was accepted and practiced by poor whites for almost a century and how the idea of integration led to tremendous amounts of resistance and violence against African Americans. To provide historical context and reactivate or build students’ background knowledge of the civil rights era, the teacher will show the following video and answer students’ questions about its content.

See: “History of the Civil Rights Movement” (5:52)  
https://youtu.be/URxwe6LPvkM

**Practice and Application** (time: 20 minutes)

The teacher will post various images of violent white resistance to integration at stations around the room. (This activity can also be done at desks with each student having access to a set of photos or a slide show.) Students will move around the room, observe each photo, and read the story of the photo. Using an Integration Resistance Photographs graphic organizer like the one on the next page (see p. 5.13.28), they will note one reaction to each photo and a question they have to deepen their understanding of the story.

Note: The teacher will want to preview the photographs and connect with clinical staff about possible triggers in this lesson.
### Practice and Application: Lesson 6—Integration Resistance Photographs

<table>
<thead>
<tr>
<th>Photograph Title</th>
<th>Reaction to Photograph and Story</th>
<th>Question for Deeper Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.loc.gov/pictures/related/?fi=subject&amp;q=Till%2C%20Emmett%2C--1941-1955.">Link</a> (item 9)</td>
<td></td>
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</tr>
</tbody>
</table>

Photographs and topics may include any or all of the following:

- **The Emmett Till Murder, Money, Mississippi, August 28, 1955**
  - “Till, Emmett,—1941-1955.”
  - [Link](http://www.loc.gov/pictures/related/?fi=subject&q=Till%2C%20Emmett%2C--1941-1955.) (item 9)

- **The 16th Street Baptist Church Bombing, Birmingham Alabama, September 15, 1963**
  - “1963 Birmingham Church Bombing Fast Facts”

- **Police Violence: Fire Hoses Used at Birmingham, Alabama Protests**
  - Mob Violence: Freedom Rider and Lunch Counter Attacks
  - Sexual Violence: Against African American Women
  - “Beyond Brown: Opposition Intensifies”
    - [Link](https://segregationinamerica.eji.org/report/beyond-brown.html) (scroll down)
  - “A forgotten battleground: Women’s bodies and the civil rights movement”
    - [Link](http://www.womensmediacenter.com/womens-under-siege/a-forgotten-battleground-womens-bodies-and-the-civil-rights-movement)
Review and Assessment (time: 10 minutes)
Students will use the responses in their graphic organizers to write an analysis of how white violence was used during the civil rights era to control and oppress African Americans. In their analysis, they should include examples from the photos and make connections to the violence used during the Jim Crow era:

What were the similarities? What were the differences?

Lesson 7
The Montgomery Bus Boycott

Goal
Students will analyze events occurring before, during, and after the Montgomery bus boycott and evaluate its influence on the civil rights movement.

Do Now (time: 5 minutes)
Students will read the Montgomery City Code on the separation of races and summarize the code in their own words.

See: “Montgomery City Code”
https://archives.alabama.gov/teacher/rights/lesson1/doc1.html

Hook (time: 5 minutes)
Students will share out their summaries and discuss items that surprised them, racial terminology that is no longer used, and what they would like to know more about.

Presentation (time: 5 minutes)
The teacher will explain that today’s lesson will delve into the ways that everyday citizens used their power to change the laws through various forms of protest. Students will look at one of the earliest protests of the civil rights movement, the Montgomery bus boycott, that inspired many movements for racial equality to follow.

Practice and Application (time: 30 minutes)
Students will read various texts from the Montgomery bus boycott. As they are reading and listening, they will complete a Text Readings graphic organizer like the one on the next page (see p. 5.13.30), taking note of why the boycott was called, the protests it inspired, and its impact. The teacher may choose to organize this activity in stations or a whole-class format. A Montgomery bus boycott text resource list can be found on p. 5.13.31.

Access for All Options

Multiple Means of Engagement:
- Provide opportunities for cooperative learning with scaffolded roles and responsibilities.
- Provide tools for mastery feedback and self-regulation.
- Connect discussion with current topics and events relevant to students’ experiences.

Multiple Means of Representation:
- Use multimedia to offer real-world scenarios (video, text, graphic organizers, etc.).
- Build vocabulary skills by offering word banks, glossaries, and dual-language dictionaries.

Multiple Means of Action and Expression:
- Offer students models and examples of final projects.
- Offer meaningful ways students can share or present their work.

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will read the Montgomery City Code on the separation of races and summarize the code in their own words.
- Students will read various texts from the Montgomery bus boycott to determine how the event created change.

Speaking and Listening:
- Students will discuss how the events of the Montgomery bus boycott led to change.
<table>
<thead>
<tr>
<th>Excerpted Texts</th>
<th>Quotations from the Documents</th>
<th>How the Events Created Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events leading up to the boycott</td>
<td></td>
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<tr>
<td>(Texts 1 and 2)</td>
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<tr>
<td>Reasons for the boycott</td>
<td></td>
<td></td>
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<tr>
<td>(Text 3)</td>
<td></td>
<td></td>
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<tr>
<td>The call to boycott</td>
<td></td>
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<tr>
<td>(Text 4)</td>
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<tr>
<td>Backlash to the boycott</td>
<td></td>
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<tr>
<td>(Text 5)</td>
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<tr>
<td>Results of the boycott</td>
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<tr>
<td>(Text 6)</td>
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</tbody>
</table>
Lesson 8

The Supreme Court’s Changing Role

Goal
Students will analyze how precedents leading to Brown v. Board of Education were established by Charles Hamilton Houston’s legal strategy.

Do Now (time: 5 minutes)
Students will watch a short video on Charles Hamilton Houston and write down one insight that they gained about how his work challenged segregation.

See: “Charles Hamilton Houston: Laying the Groundwork for Integration” (2:19)
https://www.pbslearningmedia.org/resource/bf09.socst.us.prosp.houston/charles-hamilton-houston-laying-the-groundwork-for-integration/#.XjWS0C-ZPVo

Montgomery bus boycott text resource list:

• Text 1: “A Timeline of the Montgomery Bus Boycott”
  https://www.beaconbroadside.com/broadside/2013/12/a-timeline-of-the-montgomery-bus-boycott.html

• Text 2: Letter from Jo Ann Robinson, President of The Women’s Political Council, to the Mayor
  http://historicalthinkingmatters.org/rosaparks/0/inquiry/

• Text 3: “Rosa Parks Remembers”
  https://www.facinghistory.org/sites/default/files/publications/Eyes_on_the_Prize_0.pdf (pages 20-21)

• Text 4: “MIA Mass Meeting at Holt Street Baptist Church” (Resolution presented by Reverend Abernathy)
  Document pp. 76-78: “Whereas, there are thousands of Negroes … with the proper authorities.”
  This website also includes audio of a 15-minute speech by Dr. Martin Luther King, Jr., portions of which could be played if time allows.

• Text 5: The Backlash to Boycott
  Montgomery Bus Boycott Activity Resource (see Supplement p. 5.14.13)

• Text 6: The Results of the Boycott
  Montgomery Bus Boycott Activity Resource (see Supplement p. 5.14.13)

Review and Assessment (time: 10 minutes)
Students will discuss their graphic organizer responses. They should be able to show their knowledge and understanding of the immense amount of energy and organizing that went into the boycott as well as the effectiveness of the protest in creating change.

Lesson 8

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https://www.pbslearningmedia.org/resource/bf09.socst.us.prosp.houston/charles-hamilton-houston-laying-the-groundwork-for-integration/#.XjWS0C-ZPVo

Access for All Options

Multiple Means of Engagement:
• Allow students to share their own experiences with the school system.
• Adjust levels of challenge according to students’ needs.

Multiple Means of Representation:
• Provide transcripts or closed captions for videos.
• Offer note-taking strategies and guided questions.

Multiple Means of Action and Expression:
• Provide options for students to compose in multimedia (storyboard, text, audio).
• Provide alternative ways of participating, including assistive technology.
Hook (time: 5 minutes)
The teacher will lead a student brainstorm on this question:

How would your life be different if segregation were still legal today?

The teacher should encourage students to explain their answers and share their own experiences with segregation or integration.

Presentation (time: 5 minutes)
The teacher will explain to students that desegregation of schools was an intentional fight focused in the courts. Several cases set precedents that paved the way for the Supreme Court’s Brown v. Board of Education decision, which ruled that school segregation is unconstitutional, to be successful. The teacher will explain that a precedent is a legal decision that influences how future

Practice and Application: Lesson 6—Five Major Court Cases

<table>
<thead>
<tr>
<th>Case</th>
<th>Main Arguments</th>
<th>Decision</th>
<th>Precedent Set</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murray v. Maryland</td>
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<tr>
<td>Missouri ex.rel. Gaines v. Canada</td>
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<tr>
<td>Sipuel v. Oklahoma State Regents</td>
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<tr>
<td>McLaurin v. Oklahoma</td>
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<tr>
<td>Sweatt v. Painter</td>
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</tbody>
</table>

Literacy and Numeracy Across Content Area Elements

Reading:
- Students will read and analyze five major Supreme Court cases, determining the main arguments in each case, the decisions, and the precedents that were set.

Writing:
- Students will summarize, in writing, how the five cases studied in this lesson changed how the Supreme Court thought about and ruled on segregation.
decisions are made. *Plessy v. Ferguson*, which students learned about in Lesson 2, established the precedent that “separate but equal” was constitutional. These cases leading up to *Brown v. Board of Education* were deliberately chosen as part of the legal strategy of Charles Hamilton Houston, an African American lawyer and Howard University professor, who wanted to set new precedents. Students will study some of these cases to understand how small victories led to a bigger one. If students are unfamiliar with the *Brown* decision, the teacher may show the video below to provide background knowledge.

**See:** “Brown v. Board of Education” (2:21)
https://www.history.com/topics/black-history/separate-but-not-equal-video

**Practice and Application** (time: 30 minutes)
Using a Five Major Court Cases graphic organizer like the one on the preceding page (see p. 5.13.32), students will study each of the five cases that led to *Brown v. Board of Education*, noting the main arguments, how the court ruled, and the precedents that were set by the cases. The teacher may pair students to complete the graphic organizer. Students should use the Smithsonian website as the main source for the summaries but the U.S. Courts site for *Murray v. Maryland*.


**See**: “The Power of Precedent”
https://americanhistory.si.edu/brown/history/3-organized/power-of-precedent.html

https://www.uscourts.gov/educational-resources/educational-activities/history-brown-v-board-education-re-enactment

**Review and Assessment** (time: 10 minutes)
Students will each pick two of the five cases and write about how they changed the Supreme Court’s thinking and rulings on segregation. In their writing, students should include how the argument that eventually led to desegregation—that “separate is not equal”—was built into the cases.

### Lesson 9

**The Resistance of School Segregationists**

**Goal**
Students will analyze a speech by Henry Byrd in favor of keeping schools segregated and determine the reasons that he gives in favor of segregation.

**Do Now** (time: 5 minutes)
The teacher will project a political cartoon about school desegregation. Students will study the cartoon, talk with partners about what they think the cartoon is trying to depict, and then share their ideas with the class.

**See**: “Now What”
**Hook** (time: 5 minutes)

Students will watch a video on the massive resistance to desegregation of schools and the closing of schools in an attempt to block it. As students watch the video, they will think about the following questions:

Which schools were closed in Virginia? Why?
Which remained open? Why?

(Resource 5—Massive Resistance Laws Enforced)

**Presentation** (time: 10 minutes)

The teacher will introduce Senator Harry Byrd, Sr., explaining that he was a U.S. Senator from Virginia who opposed desegregation. He was the leader of “massive resistance,” which was a campaign against the Supreme Court’s *Brown v. Board of Education* decision. The teacher will tell students that they are going to read a statement that he wrote in May of 1954, right after the Supreme Court ruled on *Brown v. Board of Education*. The teacher will also introduce the Question the Author reading strategy for students to use as they read Byrd’s statement with partners.

“Question the Author” [http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html](http://www.readwritethink.org/professional-development/strategy-guides/question-author-30761.html)

The teacher will model the strategy for students by projecting Byrd’s statement and reading the first paragraph aloud. After reading the paragraph, the teacher will ask one of the questions provided in the strategy, such as:

What do you think the author is attempting to say here?

The teacher will think aloud a response to the question. The teacher will then model another question from the strategy, such as:

Why do you think the author chose to use this phrase or wording in this specific spot?

Then, the teacher will refer to the phrase “bring implications and dangers of the greatest consequence.” The teacher will think...
aloud about the words “danger” and “consequence” and infer that Byrd is trying to evoke fear in his readers.

**Practice and Application** (time: 20 minutes)
The teacher will distribute copies of the May 17, 1954, “Statement by Harry F. Byrd” in which he argues that abolishing segregation will have dire consequences, as well as copies of the Question the Author strategy (see the website references in the Presentation). Working with partners, students will read the statement and determine the reasons that Byrd gives in favor of segregation. While they are reading the statement, students will use the process that the teacher modeled in the Presentation, using the questions provided in the strategy and others the teacher may wish to create. The teacher will monitor discussions and prompt students with additional questions if they are not talking enough. As students pause to discuss the speech, they will take notes and annotate the speech with ideas from their discussions.

**Review and Assessment** (time: 15 minutes)
Students will write letters in response to Harry Byrd’s May 17, 1954, statement. In their letters, students can explain to him why his statement does not contain sufficient evidence in favor of segregation or why he is wrong in believing that schools should not be desegregated. Students will use details from the text and from their discussions in the letter.

### Lesson 10

**School Integration: Cruelty and Courage**

**Goal**
Students will analyze primary source documents from the integration of Little Rock Central High School to understand the racism that the students faced as the first Black students in the newly integrated high school.

**Do Now** (time: 5 minutes)
Students will view the iconic photograph of Elizabeth Eckford entering Little Rock Central High School for her first day of school there and create word splashes with whatever comes to mind when they look at the picture.

See: “The Story Behind the Famous Little Rock Nine ‘Scream Image’”

**Hook** (time: 10 minutes)
The teacher will explain that the photograph was taken on September 4, 1957, three years after the Supreme Court ruled in *Brown v. Board of Education* that segregated schools were unconstitutional. The teacher will tell students that many white people came out to protest the integration, as they can see in the photograph. Students will share what they wrote in their word splashes and explain why they thought of

**Multiple Means of Engagement:**
- Offer students choices of documents to increase their engagement.
- Model highlighting critical features in documents to build student recognition skills of key ideas.

**Multiple Means of Representation:**
- Build background knowledge through real-world problems meaningful to students.
- Use multimedia to summarize new material and help students identify similarities and differences.

**Multiple Means of Action and Expression:**
- Offer alternatives for verbal or auditory information for full participation by all students.
- Allow students to construct and illustrate mental models using a variety of media.
those words when they looked at the picture. The teacher will then show students a clip of Elizabeth Eckford explaining what it was like to go to Little Rock Central High School amid the resistance to integration. Here, she speaks about going to school on September 25, when the 101st Airborne escorted the students into the school.

See: “Interview with Elizabeth Eckford, one of the Little Rock Nine” (1:35)
https://www.youtube.com/watch?v=b2vTr_HRVvE

The teacher will then lead a discussion about how the Little Rock Nine felt when they entered school for the first time and ask students what they think the students encountered during the school day in the midst of the challenge to integration that they were facing.

Presentation (time: 5 minutes)
Using the History Channel website cited in the Do Now as a source, the teacher will provide students with background information on the integration of Little Rock Central High School so that they will understand the context of the documents they will read in the Practice and Application section. The teacher will also introduce students to Daisy Bates, who was president of the Arkansas branch of the NAACP and who fought for the right of nine Black students to attend Little Rock Central High School. She faced death threats as a result of her work, but she continued to fight against segregationists despite these threats. Background information on Daisy Bates is available on the National Women’s History Museum website.

See: “Daisy Bates”
https://www.womenshistory.org/education-resources/biographies/daisy-bates

Practice and Application (time: 25 minutes)
The teacher will give students copies of a letter that Bates wrote to Roy Wilkins, Executive Secretary of the NAACP, in December of 1957 that details some of the experiences of the Little Rock Nine.

See: “The Paper That’s Published For Its Readers”

Students will read the letter with partners, highlighting in one color the racism that students were facing and in another the response of administrators at the school to what was happening. When students finish reading the letter, they will watch a National Park Service video that includes interviews with the Little Rock Nine about their first year of school. As students watch the video, they will list examples of the racism that students faced. They will also make note of how teachers created a safe or hostile environment for the students.

See: “The Little Rock Nine Attend Classes”
https://www.nps.gov/media/video/view.htm?id=4586A9D0-E06D-12C0-51E0E06C46D04518

After watching the video, the teacher will lead a discussion using these prompts: “How did teachers create a safe or hostile environment for the students? What were some examples of racism that the students faced?” Students will respond to the questions and share their reactions to what they heard in the video.
Lesson 11

The Black Power Movement Controversy

Goal
Students will explain the controversy surrounding the Black Power movement’s advocacy of a more confrontational approach to resisting segregationists and fighting for civil rights.

Do Now (time: 5 minutes)
The teacher will introduce and students will listen to James Brown’s song, “Say It Loud, I’m Black and I’m Proud,” as the lyrics are projected.

See: “Say It Loud It Loud—I’m Black & I’m Proud” (4:43)
https://www.youtube.com/watch?v=9bJA6W9CqvE
“James Brown Lyrics”
https://www.azlyrics.com/lyrics/jamesbrown/sayitloudimblackandimproud.html

Hook (time: 5 minutes)
Students will discuss the messages that they believe James Brown is singing about in his song. The teacher will ask students why those messages were important given what was happening in history at the time it was released (1968).

Presentation (time: 5 minutes)
The teacher will explain that after much backlash from whites during the civil rights movement, calls for new strategies to combat oppression emerged. The Black Power movement became the basis for a new strategy used by various organizations, including the Student Nonviolent Coordinating Committee (SNCC). SNCC’s position on Black Power
was controversial because it did not advocate multiracial, nonviolent means to change. In contrast, Bayard Rustin, a civil rights leader and advisor to Dr. Martin Luther King, Jr., did advocate for a multiracial, nonviolent strategy. In this lesson students will read both positions, analyzing their reasoning and then deciding which strategy they think would be most effective.

**Practice and Application** (time: 30 minutes)
The teacher will distribute excerpts from two different African American perspectives on the Black Power movement. The first group of excerpts will highlight arguments from SNCC’s position paper “Black Power,” and the second will highlight arguments from “Black Power and Coalition Politics” by Bayard Rustin. Because the documents are lengthy, the teacher may wish to copy and paste the relevant sections listed below and copy them.

**SNCC position paper:**
- Preface, paragraphs 3-4: “The inability of whites …” (introducing SNCC’s viewpoint)
- Section I, pages 2-3, five paragraphs: “If we are to proceed …” through “… being all Black.” (explaining SNCC’s position and responding to the charge of “Black racism”)
- Section III, page 7, last four paragraphs: “A thorough re-examination …” (concluding statement)

**Bayard Rustin article:**
- PDF page 2, paragraphs 1-2: “There are two Americas …” (introducing Rustin’s position)
- PDF page 3, two paragraphs: “In some quarters …” through “… education” (defending nonviolence)
- PDF page 7, last two paragraphs: “We must see …” (concluding statement challenging liberals)

Students will compare and analyze the two pieces’ arguments for or against a racially integrated, nonviolent civil rights movement and record their reflections on the arguments in a Black Power Readings graphic organizer like the one on the next page (see p. 5.13.39).

**Review and Assessment** (time: 10 minutes)
Students will participate in a discussion, stating which of the arguments they agree with and citing evidence from the readings to support their points. The teacher may prompt the discussion with the following questions:

1. Which arguments do you agree with the most? Explain your reasoning.
2. Which strategy do you think would be most effective in making change? Why?
### Practice and Application: Lesson 11—Black Power Readings

<table>
<thead>
<tr>
<th>Readings and excerpts</th>
<th>Arguments for or against a racially integrated, nonviolent movement</th>
<th>Personal reflections on the authors’ arguments</th>
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<tr>
<td>“Black Power” by SNCC</td>
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<td><strong>Page 2</strong>, paragraphs 1-2:</td>
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<td>“There are two Americas …”</td>
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<td>through “… education”</td>
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<td><strong>Page 7</strong>, last two paragraphs:</td>
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<tr>
<td>“We must see …”</td>
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Lesson 12

School Segregation Today

Goal

Students will explain the effectiveness of busing in enforcing desegregation policies and the present-day consequences of discontinuing the program and allowing school secession.

Do Now (time: 5 minutes)

Students will read a quotation about the segregation of schools today: “... more than half of the nation's schoolchildren are in racially concentrated districts, where over 75 percent of students are either white or nonwhite.” (The 2019 article this quotation is from can be found at the link below.) The teacher will ask what is surprising, what is intriguing, and what is troubling about the quotation, and students will share their answers aloud.


Hook (time: 5 minutes)

Students will answer the following questions about school segregation:

1. Does going to school with people from different racial backgrounds matter?
2. What effects do you think having less racially diverse schools has on students?
3. What were the racial demographics at your school?
4. If Brown v. Board of Education ended legal segregation of schools in 1954, why do you think schools have not made much progress in integration since then?

Students will share out their answers to the questions, and the teacher will encourage a group brainstorm about question 4. The teacher will write the results of students' brainstorming on the board or chart paper.

Presentation (time: 5 minutes)

The teacher will explain that this lesson will focus on what has happened since the Supreme Court mandated that schools desegregate in 1954. According to Dennis D. Parker, an "abundance of research shows that integration is still one of..."
the most effective tools that we have for achieving racial equity,” and yet schools today are almost as segregated now as they were under legalized segregation. The teacher will tell students that they will look at why, even though so much has changed since 1954, desegregation of schools remains stagnant. The teacher may refer to the article link below for more information.

See: “Linda Brown and the Unfinished Work of School Integration”

Practice and Application: Lesson 12—Busing / Resegregation Questions and Responses

<table>
<thead>
<tr>
<th>“The Battle for Busing” Questions and Responses</th>
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</thead>
<tbody>
<tr>
<td>1. Why was Charlotte a model for the country in desegregation?</td>
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<tr>
<td>2. What were the benefits of busing? What were the disadvantages?</td>
</tr>
<tr>
<td>3. Why did busing stop, and what were the consequences?</td>
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<table>
<thead>
<tr>
<th>“The Resegregation of Jefferson County” Questions and Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is school secession? What are the arguments in favor of it?</td>
</tr>
<tr>
<td>2. How was secession used to resegregate Jefferson County schools?</td>
</tr>
<tr>
<td>3. How does the author connect school secession to historical discrimination?</td>
</tr>
</tbody>
</table>
Practice and Application (time: 30 minutes)

As students study the resources in this activity, they will answer questions related to factors that contribute to school segregation (or resegregation) today, including abandoning busing as a strategy and allowing school secession. The teacher should give students a Busing / Resegregation Questions and Responses graphic organizer like the one on the preceding page (see p. 5.13.41) to record their answers.

First, the teacher will play the 10-minute video, “The Battle for Busing” which focuses on the resegregation of Charlotte, North Carolina, after the elimination of busing. The teacher will pause the video periodically to allow students to discuss its content and answer questions.


Next, students will read excerpts from the article below about the resegregation of Jefferson County, Alabama, schools due to secession. The first 10 paragraphs (through “... They were wrong.”) outline the situation in Jefferson County and explain what school succession is. The final three paragraphs of the article (beginning “When the Supreme Court ...”) ties in the history with racism and white resistance to desegregated schools. Students can work in pairs to read and discuss the excerpts and answer questions.

See: “The Resegregation of Jefferson County”:

At the conclusion of the activity, the teacher should note that abandonment of busing and school secession are not the only enrollment policies that have led to resegregation of schools. Programs such as rezoning school districts and creating magnet schools, even when well-intentioned, have sometimes led to increased rather than decreased segregation due to “white flight,” unequal access to information about school choice options, ineffective “lottery” systems, and other factors. The result has been continued concentration of students of color in under-resourced, lower-performing schools.

Review and Assessment (time: 10 minutes)

Students will write recommendations for how to desegregate schools again. Students should integrate evidence from the video and the readings to support their recommendations.

CULMINATING LESSONS

Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 13

Exploring the “What Ifs”

Goal

Students will explain what an alternate history narrative is and review various events on which to write one.

Do Now (time: 5 minutes)

Students will brainstorm, in writing, possible answers to the question:

What would have happened if Martin Luther King, Jr., had not been assassinated?

The teacher will call on students to share their answers.
Hook (time: 5 minutes)
Students will watch a video exploring the Do Now question. The teacher will ask students to compare the video’s alternate history to their brainstorms.

See: “What If Martin Luther King Jr. Wasn’t Assassinated?”
https://youtu.be/0aIJeVkFxMM (3:26)

Presentation (time: 10 minutes)
The teacher will distribute a Final Project handout like the one on the next page (see p. 5.13.44) and explain that the final project of the unit will be to write an alternate history narrative focused on what U.S. society would look like today if resistance to racial integration never had happened. An alternate history narrative, according to the Alternate History Wiki, is “the exercise of looking at the past and asking ‘what if?’ What if some major historical event had gone differently? How might the world have been changed immediately, and in the long term?”

The teacher will explain that the purpose of this lesson is to explore the “what ifs” of resistance to racial integration never having occurred in preparation for the final project, in which students will each choose one historical event as the basis for an alternate history narrative.

See: “Alternate History FAQ”

Practice and Application (time: 30 minutes)
Students will use the events listed on the Exploring the What Ifs chart found in the Supplement (see pp. 5.14.16-17)—or a similar one created by the teacher—to review their learning in the unit, consider other historical events, and answer “what if” questions. The chart will be used to select a topic for the alternate history narrative.

The teacher may consult with (and possibly share with students) the following article, which includes alternate history scenarios.

See: “What If Reconstruction Hadn’t Failed?”

Review and Assessment (time: 5 minutes)
Students will each pick one event as the focus for an alternate history narrative and share their choices with the class, explaining why they made their selections.
FINAL PROJECT: Alternate History Narrative

Goal: To create an alternative narrative of what U.S. society would look like today if there had not been resistance to integration.

Role: You are a writer of alternate history fiction with a background in U.S. history.

Audience: You are writing for people who are interested in reading about history from a social justice perspective.

Situation: Using evidence from the unit, imagine what our society would look like now if there had been no resistance to integration.

Without the need to fight, to boycott, and protest discrimination, where would we be today?
If white people had initially accepted and embraced integration, what would society look like?

Product: You will compose an alternative history narrative that uses details from history related to integration resistance.

Standards:
- The project reflects evidence of the consequences of resistance to integration.
- The project includes analysis of the impact of racism on integration efforts.
- The project includes description of how society might be different today using evidence from the past.
- The project is well organized, clearly written, and carefully edited.

Notes:

________________________________________________________________________

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Lesson 14 (2 days)

Writing Alternate History Narratives

Goal
Students will write alternate history narratives based on historical instances of white resistance to integration.

Lesson 14—DAY 1

Do Now (time: 5 minutes)
Students will read the opening passages from essays in Antony Beevor and Robert Cowley’s What Ifs? of American History: Eminent Historians Imagine What Might Have Been (Berkeley Books, 2016) speculating on how history might have changed course if a major event had happened differently. The teacher may choose to assign one or both of the What Ifs of American History excerpts on the next page (see p. 5.13.46). As students are reading, they should note how the essays begin in order to get ideas for how to start their own alternate history narratives.

Hook (time: 5 minutes)
Students will use ideas from the excerpts to write opening sentences for their narratives. Students will share their sentences with the group after they are done.

Presentation (time: 5 minutes)
The teacher will explain that students will spend the next two days writing, revising, and sharing their alternate history narratives. The teacher will remind students that their narratives will be based on the events that they have studied and brainstormed about but written with a different outcome. In alternate history writing there is a point of divergence where history stops following the real timeline and the alternate narrative begins. For example, if the event were Dr. Martin Luther King, Jr.’s assassination, the point of divergence would be the assassination. The alternate narrative would start from there and rewrite history as if Dr. King had never been murdered. If the event were school integration, a point of divergence might be when the Little Rock Nine, the African American students, enrolled in the all-white high school. Instead of the white mobs’ threatening them physically and verbally, the alternate history might be that they supported the new students.

Practice and Application (time: Day 1—40 minutes)
Students will use the Alternate History Narrative graphic organizer that follows (see p. 5.13.47) to plan their writing before they begin drafting. Consulting the sources and lessons from the unit related to their chosen events, they will each need to identify a point of divergence and develop three new events logically resulting from it. After completing their graphic organizers, they may begin writing their narratives. At the end of the class period, the teacher will ask students to share what they have accomplished so far.
Excerpt 1: What if Vice President Andrew Johnson had also been assassinated by John Wilkes Booth?

FINALLY, the moment of maximum peril for the North seemed to be over. It had been a long time coming.

At several points during the war, it looked as if the Confederacy could, or even would, win, or at least wouldn’t lose, which amounted to the same thing. The dark days of 1864 were the worst: as U.S. Grant lost a horrific 52,000 men in the six-week Wilderness campaign (a stunning 7,000 to 8,000 in one hour alone at Cold Harbor, a far higher toll than at Pickett’s charge at Gettysburg the year before) and then settled down to a maddening siege, a pall of gloom had settled over the union psyche. Surveying the carnage and the stalemate, Abraham Lincoln himself, head bowed and pacing the halls of the White House, morosely declared the “heavens are hung in black.” Northern Democrats agreed, glumly proclaiming that “patriotism is all played out” and deriding Grant as little more than a “butcher” (129).

Excerpt 2: What if William Henry Harrison had not died after one month in office in 1841?

In that non-event, Texas probably would not have been brought into the Union as soon as it actually was, in 1845. Its accession might not have been accomplished before gold was discovered in California in 1849—in which case Mexico might not have been willing to give up what would have become her richest territory. As it was, she yielded California (along with Nevada, Utah, most of New Mexico and Arizona, and parts of Colorado and Wyoming) only after being defeated in the Mexican War—but that conflict might not have happened at all, had not Texas been annexed to the Union when and how it was. And that might not have happened as it did, had William Henry Harrison served out his term, rather than dying on April 4, 1841.

Lesson 14—DAY 2

Do Now (time: 5 minutes)

Students will look at their graphic organizers from the previous day and complete a fist-to-five self-assessment of how confident they are about turning their graphic organizers into narratives today. If students rate themselves at three or below, the teacher will conference with them before they continue work on their stories.

See: “What is Fist to Five Strategy?”
https://k12teacherstaffdevelopment.com/tlb/what-is-fist-to-five-strategy/
**Practice and Application:** Lesson 14—Alternate History Narrative Graphic Organizer

<table>
<thead>
<tr>
<th>Alternate History Topic:</th>
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<tbody>
<tr>
<td><strong>Point of Divergence:</strong></td>
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<tr>
<td><strong>New Events Resulting from the Point of Divergence:</strong></td>
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<tr>
<td>Approximate date of event:</td>
<td>Approximate date of event:</td>
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<tr>
<td>Describe the event:</td>
<td>Describe the event:</td>
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<tr>
<td>Evidence that this event would have been a logical outcome:</td>
<td>Evidence that this event would have been a logical outcome:</td>
</tr>
<tr>
<td>Source (lesson or document):</td>
<td>Source (lesson or document):</td>
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</tbody>
</table>

**What would the U.S. be like today as a result of the Point of Divergence you created?**

Adapted from: [https://theoryofknowledge.edublogs.org/2012/04/28/what-if-project/](https://theoryofknowledge.edublogs.org/2012/04/28/what-if-project/)
Practice and Application (time: Continued, Day 2—45 minutes)
The teacher will check in with students, starting with students who rated themselves three or below during the fist-to-five activity. Students will spend the majority of the class writing and revising their alternate history narratives. The teacher will circulate to guide students through completing their narratives.

Review and Assessment (time: 5 minutes)
The teacher will facilitate a sharing session in which students state briefly what events they chose to write about and why, being sure to note how U.S. society would be different today if their narratives were true.

Extension (optional)
The teacher may choose to add a day of deep revision in order for students to deepen their knowledge of writing in this genre. If there is additional time, students can read their narratives aloud to the class.
### Cycles of OPPRESSION and LIBERATION in African American History

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<tr>
<th>Era</th>
<th>Oppression</th>
<th>Liberation</th>
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<tbody>
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<td>Oppression 1619-1865</td>
<td>Liberation 1863-1877</td>
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<td><strong>Reconstruction</strong></td>
<td>Emancipation Proclamation</td>
<td>Freedmen’s Bureau</td>
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<td><strong>Jim Crow Era</strong></td>
<td>Sharecropping</td>
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<td>1863-1950s</td>
<td>Convict leasing</td>
<td>Lynching</td>
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<td>1865-1950s</td>
<td>Lynching</td>
<td>Tulsa Race Massacre</td>
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<td>Poll taxes and literacy tests</td>
<td>“Separate but equal” doctrine</td>
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<td>1940s-1960s</td>
<td>1954 <em>Brown v. Board</em> case</td>
<td>Mass marches</td>
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<td>1964 Civil Rights Act</td>
<td>War on Drugs</td>
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<td></td>
<td>1965 Voting Rights Act</td>
<td>3 strikes, mass incarceration</td>
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<td></td>
<td>Integration</td>
<td>Racial profiling</td>
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<td>Black Power</td>
<td>Police killings of Black males</td>
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<td><strong>New Jim Crow</strong></td>
<td>Nixon, Reagan “Southern Strategy”</td>
<td>Suppression of Black vote</td>
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<td>1960s-2010s</td>
<td>1875 Civil Rights Act</td>
<td>School closing and secession</td>
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<td>1964 Civil Rights Act</td>
<td>Innocence Project, SPLC</td>
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<td></td>
<td>1965 Voting Rights Act</td>
<td>Criminal justice reform</td>
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### Resistance vs. Backlash

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<thead>
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<th>Resistance</th>
<th>Backlash</th>
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<tbody>
<tr>
<td>Abolition movement</td>
<td>Ku Klux Klan</td>
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<tr>
<td>Slave rebellions</td>
<td>1883, 1896 civil rights court cases</td>
</tr>
<tr>
<td>Anti-lynching campaign</td>
<td>CORE, SCLC, NAACP, SNCC</td>
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<tr>
<td>Police and mob violence</td>
<td>School closing and secession</td>
</tr>
<tr>
<td>Innocence Project, SPLC</td>
<td>Criminal justice reform</td>
</tr>
<tr>
<td>Donald Trump presidency</td>
<td>Suppression of Black vote</td>
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Key Events and Terms: Write a brief description of each item in your own words. Use the back if needed.

1. Chattel slavery: 

2. Abolitionist movement: 

3. Civil War: 

4. 13th, 14th, 15th Amendments: 

5. KKK Act, 1875 Civil Rights Act: 

6. Black Codes: 

7. Convict leasing: 

8. Lynching: 

9. Tulsa Race Massacre: 

10. Poll taxes and literacy tests: 

11. CORE, SCLC, NAACP, SNCC: 

12. Brown v. Board of Education: 

13. Civil Rights Act, Voting Rights Act: 

14. War on Drugs: 
Jim Crow Laws (1)

In the space below each set of laws, summarize them in your own words.

**Interracial Marriage**

1. “The marriage of a person of Caucasian blood with a negro, Mongolian, Malay, or Hindu shall be null and void.” (Arizona)
2. “All marriages between a white person and a negro, or between a white person and a person of negro descent to the fourth generation inclusive, are hereby forever prohibited.” (Florida)
3. “Any white woman who shall suffer or permit herself to be got with child by a negro or mulatto … shall be sentenced to the penitentiary for not less than eighteen months.” (Maryland, 1924)
4. “Marriages are void when one party is a white person and the other is possessed of one-eighth or more negro, Japanese, or Chinese blood.” (Nebraska, 1911)
5. “The marriage of a white person with a negro or mulatto or person who shall have one-eighth or more of negro blood, shall be unlawful and void.” (Mississippi)

**Transportation**

1. **Buses:** “All passenger stations in this state operated by any motor transportation company shall have separate waiting rooms or space and separate ticket windows for the white and colored races.” (Alabama)
2. **Trains:** “All railroads carrying passengers in the state (other than street railroads) shall provide equal but separate accommodations for the white and colored races, by providing two or more passenger cars for each passenger train, or by dividing the cars by a partition, so as to secure separate accommodations.” (Tennessee, 1891)
3. **Trains:** “All railway companies [are to] provide equal but separate accommodations for the white, and colored races. Any passenger insisting on going into a coach or compartment to which by race he does not belong, shall be liable to a fine of twenty-five dollars, or in lieu thereof to imprisonment for a period of not more than twenty days in the parish prison.” (Louisiana Separate Car Act)

**Medical/Burial**

1. “No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which Negro men are placed.” (Alabama)
2. “The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons.” (Georgia)

Summary:

__________________________

__________________________

__________________________
Restaurants

1. "It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment." (Alabama)

2. "No persons, firms, or corporations, who or which furnish meals to passengers at station restaurants or station eating houses, in times limited by common carriers of said passengers, shall furnish said meals to white and colored passengers in the same room, or at the same table, or at the same counter." (South Carolina)

Summary:

Public Facilities

1. **Telephones**: "The Corporate Commission is hereby vested with power to require telephone companies in the State of Oklahoma to maintain separate booths for white and colored patrons when there is a demand for such separate booths." (Oklahoma, 1915)

2. **Barbers**: "No colored barber shall serve as a barber to white women or girls." (Atlanta, Georgia, 1926)

3. **Toilets**: "Every employer of white or negro males shall provide for such white or negro males reasonably accessible and separate toilet facilities." (Alabama)

4. **Libraries**: "The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals." (North Carolina)

5. **Prisons**: "It shall be unlawful for any white prisoner to be handcuffed or otherwise chained or tied to a negro prisoner." (Arkansas, 1903)

Summary:

Education and Child Custody

1. "The schools for white children and the schools for negro children shall be conducted separately." (Florida)

2. "Separate free schools shall be established for the education of children of African descent; and it shall be unlawful for any colored child to attend any white school, or any white child to attend a colored school." (Missouri, 1929)

3. "It shall be unlawful for any parent, relative, or other white person in this state, having the control or custody of any white child, by right of guardianship, natural or acquired, or otherwise, to dispose of, give or surrender such white child permanently into the custody, control, maintenance, or support, of a negro." (South Carolina)

Summary:
Jim Crow Laws (3)

Entertainment and Sports

1. Amateur Baseball: “It shall be unlawful for any amateur white baseball team to play baseball on any vacant lot or baseball diamond within two blocks of a playground devoted to the Negro race, and it shall be unlawful for any amateur colored baseball team to play baseball in any vacant lot or baseball diamond within two blocks of any playground devoted to the white race.” (Georgia)

2. Parks: “It shall be unlawful for colored people to frequent any park owned or maintained by the city for the benefit, use and enjoyment of white persons … and unlawful for any white person to frequent any park owned or maintained by the city for the use and benefit of colored persons.” (Georgia)

3. Tickets: “All circuses, shows, and tent exhibitions, to which the attendance of more than one race is invited or expected to attend shall provide for the convenience of its patrons not less than two ticket offices with individual ticket sellers, and not less than two entrances to the said performance, with individual ticket takers and receivers, and in the case of outside or tent performances, the said ticket offices shall not be less than twenty-five (25) feet apart.” (Louisiana)

4. Games: “It shall be unlawful for a negro and white person to play together or in company with each other in any game of cards or dice, dominoes or checkers.” (Birmingham, Alabama, 1930)

Summary:

Promotion of Equality

1. “Any person … presenting for public acceptance or general information, arguments or suggestions in favor of social equality or of intermarriage between whites and negroes, shall be guilty of a misdemeanor and subject to a fine not exceeding five hundred dollars or imprisonment not exceeding six months or both fine and imprisonment in the discretion of the court.” (Mississippi, 1920)

Summary:

Please respond to this question: Judging from the laws that you examined today, how were Jim Crow laws a form of white resistance to integration?

“Jim Crow Laws”: https://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html
Civil Rights Act Cases (1)

A Constitutional Question

Five cases were consolidated into one case because of the similarity of the details. The five cases were filed by African American citizens who claimed that they had been denied equal access to private businesses such as restaurants, hotels, theaters, and trains, thus violating the Civil Rights Act of 1875. These five cases were appealed from lower federal courts to the Supreme Court. The Supreme Court was tasked with deciding whether or not the Civil Rights Act of 1875 agreed with the Constitution, particularly the Equal Protection Clause of the 14th Amendment (“... nor shall any State ... deny to any person within its jurisdiction the equal protection of the laws”). Read about the cases and decide whether or not the 14th Amendment clause applied.


Stanley and Nichols were denied accommodations and privileges as persons of color at inns or hotels.

In your opinion, did the Equal Protection Clause of the 14th Amendment apply to the day-to-day operations of privately-owned inns or hotels? Explain your answer.

Did the 14th Amendment, which prohibits state governments from practicing racial discrimination, also ban private individuals from discriminating under their right to “freedom of choice”? In other words, was “private racial segregation,” like denying accommodations to persons of color, legal? Explain your answer.

CASES 3 and 4: United States v. Ryan and United States v. Singleton

Ryan was refused a seat in the dress circle of Maguire’s Theater in San Francisco, and Singleton was denied full enjoyment of the accommodations of the theater known as the Grand Opera House in New York.

In your opinion, did the Equal Protection Clause of the 14th Amendment apply to the day-to-day operations of privately-owned theaters? Explain your answer.

Did the 14th Amendment, which prohibits state governments from practicing racial discrimination, also ban private individuals from discriminating under their right to “freedom of choice”? In other words, was “private racial segregation,” like designating “Coloreds Only” and “Whites Only” areas, legal? Explain your answer.
**Civil Rights Act Cases (2)**

**CASE 5: Robinson v. Memphis and Charleston Railroad**

Robinson and his wife sued the Memphis and Charleston Railroad Company to recover the $500 penalty they had paid when the conductor refused to allow the wife to ride in the ladies’ car because she was of African descent while the husband passed and was assumed to be white.

In your opinion, did the Equal Protection Clause of the 14th Amendment apply to the day-to-day operations of privately-owned railroads? Explain your answer.

Did the 14th Amendment, which prohibits state governments from practicing racial discrimination, also ban private individuals from discriminating under their right to “freedom of choice”? In other words, was “private racial segregation,” like separate “Colored” and “White” railroad cars, legal? Explain your answer.

**Supreme Court Decision**

According to the Supreme Court majority, did the Equal Protection Clause of the 14th Amendment apply in these cases of racial discrimination? What reasons did the majority give for its decision?

What did Justice Harlan argue in his dissent to the majority opinion?

**SOURCES:** “The Civil Rights Cases.” Oyez.
http://www.oyez.org/cases/1850-1900/109us3
Longley, Robert. “About the Civil Rights Cases of 1883,” ThoughtCo, Feb. 11, 2020,
https://www.thoughtco.com/1883-civil-rights-cases-4134310
**Supreme Court Civil Rights Decision Cards**

This page can be printed out and cut into four cards to be distributed to different students, who should take turns reading the cards aloud while other students take notes on the Supreme Court’s arguments in the case.

<table>
<thead>
<tr>
<th>Decision Card #1</th>
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<tbody>
<tr>
<td>The Supreme Court (composed only of white men) decided by a vote of 8-1 that the federal government has <strong>no power to control private businesses</strong> when they discriminate based on race and that the <strong>Civil Rights Act of 1875 was unconstitutional</strong>.</td>
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<td>The <strong>majority opinion</strong> was issued by Joseph P. Bradley, who said, “Unlike acts of the state, <strong>private acts of racial discrimination are private wrongs</strong> that the national government is powerless to correct by means of civil rights legislation.”</td>
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<th>Decision Card #2</th>
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<td>Justice Bradley also claimed that neither the <strong>13th nor the 14th Amendment</strong> gave Congress the power to enact laws that dealt with racial discrimination by private citizens or businesses. On the 13th, he said:</td>
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<td>“The 13th Amendment relates to slavery and involuntary servitude (which it abolishes); ... yet such <strong>legislative power extends only to the subject of slavery</strong> and its incidents; and the denial of equal accommodations in inns, public conveyances and places of public amusement (which is forbidden by the sections in question), imposes no badge of slavery or involuntary servitude upon the party, but at most, infringes rights which are protected from State aggression by the 14th Amendment.”</td>
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<th>Decision Card #3</th>
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<td>On the 14th Amendment, Justice Bradley said the following:</td>
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<td>“The 14th Amendment is prohibitory upon the States only, and the legislation authorized to be adopted by Congress for enforcing it is not direct legislation on the matters respecting which the States are prohibited from making or enforcing certain laws, or doing certain acts, but it is corrective legislation, such as may be necessary or proper for counteracting and redressing the effect of such laws or acts.”</td>
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<th>Decision Card #4</th>
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<td>The lone <strong>Dissenting Opinion</strong> came from Justice Harlan, who said that the majority’s interpretation of the 13th and 14th Amendments were “narrow and artificial” and that the **13th and 14th Amendments and the Civil Rights Act of 1875 gave the federal government the power and responsibility to protect citizens from any act of private racial discrimination that would “permit the badges and incidents of slavery” to remain. He said:</td>
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<td>“I cannot resist the conclusion that the substance and spirit of the recent amendments of the Constitution have been sacrificed by a subtle and ingenious verbal criticism.”</td>
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</table>
Black Resistance to Jim Crow (1)

Document 1—Self-Defense and the Call to Arms

Read the following excerpts from the book Trouble in Mind by Leon F. Litwack on generational differences in the African American and white populations during the African American movement for self-defense in response to increased white violence against African Americans.

- **Excerpt 1**: “The student newspaper at Fisk University singled out in 1889 a new generation of whites, ‘who are even more hostile and bitter than the older ones,’ comparing them with a new generation of blacks, a generation ‘ignorant of the so-called instinctive fear of their fathers,’ ‘prone to brood in bitterness and suppressed rage over their wrongs,’ and ‘more sensitive to injustice and quick to resent.’ … ‘We are not the Negro from whom the chains of slavery fell a quarter of a century ago, most assuredly not’” (421-2).

- **Excerpt 2**: “THE BLACK WOMAN contemplated her next move. Some white men had seized and killed her husband. Determined to avenge his murder, she took a shotgun, wrapped it in a sheet, and proceeded to the place where he had been shot. The white assailants were still there. She humbly pleaded with them that she be permitted to recover her husband’s body for burial. After they agreed, she knelt by the side of her husband and prayed. The white men, silent and armed, watched her. Before they realized what was happening, she unwrapped the sheet and, shooting from her knees, killed four of them instantly” (422).

- **Excerpt 3**: “When whites in Lonoke, Arkansas, tried to expel the town’s black population in 1898, a black resident admonished his people to defend themselves. ‘The law is in the hands of the men who perpetrate these crimes. Arm yourselves and protect your lives and your homes. When the Negroes of Lonoke County kill about twenty-five of these lawless white men, the outrages against the Negro race will stop, and not until then’” (423).

- **Excerpt 4**: Calls to arms in newspapers:
  
  “The black editor of the Weekly News suggested that blacks ‘die like men [and] … take two or three white devils along … and stop being shot up and killed … like dogs!’” (423).

  “The Richmond Planet, among the leading black newspapers in the South, itemized black lynchings in each issue and called on blacks to defend their homes and women” (423).

  “Ida B. Wells, fearing for her life, began to carry a gun soon after the lynching of her friend. ‘I had already determined to sell my life as dearly as possible if attacked. I felt if I could take one lyncher with me, this would even up the score a little bit’” (424).

  She also wrote: “The only times an Afro-American who was assaulted got away has been when he had a gun and used it in self-defense. … When the white man who is always the aggressor knows he runs as great [a] risk of biting the dust every time his Afro-American victim does, he will have greater respect for Afro-American life. The more the Afro-American yields and cringes and begs, the more he has to do so, the more he is insulted, outraged and lynched” (424).

- **Excerpt 5**: “In what came to be known as the Darien ‘insurrection,’ blacks in McIntosh County, Georgia, mobilized in 1899 to protect Henry Delgale, a prominent black resident who had been arrested on a highly dubious rape charge. Fearing Delegale would be lynched, armed blacks surrounded the jail to prevent the sheriff (or anyone else) from removing the prisoner” (425).

Read the following platform statements from civil rights organizations.

**Niagara Movement (1905-1910)**
Started as a call to the leaders of the Black community from W. E. B. Du Bois to come together and organize a movement that opposed the assimilation of Black people into white culture in order to achieve equality:

> We claim for ourselves every single right that belongs to a freeborn American, political, civil and social; and until we get these rights we will never cease to protest and assail the ears of America. The battle we wage is not for ourselves alone but for all true Americans. It is a fight for ideals, lest this, our common fatherland, false to its founding, become in truth the land of the thief and the home of the slave—a byword and a hissing among the nations for its sounding pretensions and pitiful accomplishment.

**National Association for the Advancement of Colored People (1909-present day)**
Built on the failed Niagara movement, with a call for civil rights activists to come together and fight for Black rights and an end to racial discrimination:

> Platform Adopted by the National Negro Committee, 1909
We denounce the ever-growing oppression of our 10,000,000 colored fellow citizens as the greatest menace that threatens the country. Often plundered of their just share of the public funds, robbed of nearly all part in the government, segregated by common carriers, some murdered with impunity, and all treated with open contempt by officials, they are held in some States in practical slavery to the white community. The systematic persecution of law-abiding citizens and their disfranchisement on account of their race alone is a crime that will ultimately drag down to an infamous end any nation that allows it to be practiced, and it bears most heavily on those poor white farmers and laborers whose economic position is most similar to that of the persecuted race.

As first and immediate steps toward remedying these national wrongs, so full of peril for the whites as well as the blacks of all sections, we demand of Congress and the Executive:

1. That the Constitution be strictly enforced and the civil rights guaranteed under the Fourteenth Amendment be secured impartially to all.
2. That there be equal educational opportunities for all and in all the States, and that public school expenditure be the same for the Negro and white child.
3. That in accordance with the Fifteenth Amendment the right of the Negro to the ballot on the same terms as other citizens be recognized in every part of the country.

SOURCE: https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/platform

**Document 3—Embracing Segregation to Build Strong Black Communities**
Watch a video about the establishment of the Mound Bayou community, an independent Black colony:

“The Rise and Fall of Jim Crow | Isaiah Montgomery Founds Mound Bayou”
https://mass.pbslearningmedia.org/resource/bf10.socst.us.indust.bayou/

Support materials at the website include a background essay and discussion questions.

Note: Students should be forewarned that the video quotes a Mississippi legislator’s use of a racial slur.
Black Resistance to Jim Crow (3)

Document 4—Newspaper Reporting

Read excerpts from two of the few major publications that exposed the violence under Jim Crow and gave voice to African Americans experiences.

**The Crisis** was the newspaper of the NAACP. It became a voice for Black civil rights, attacking lynchings and racial discrimination. W. E. B. Du Bois, the first editor of the paper, claimed his intentions for it, saying:

> The object of this publication is to set forth those facts and arguments which show the danger of race prejudice, particularly as manifested today toward colored people. It takes its name from the fact that the editors believe that this is a critical time in the history of the advancement of men. ... Finally, its editorial page will stand for the rights of men, irrespective of color or race, for the highest ideals of American democracy, and for reasonable but earnest and persistent attempts to gain these rights and realize these ideals. (*The Crisis*, November 1910, 10)

**Ida B. Wells** was a journalist and founding member of the NAACP, who documented and exposed the violence in the South. She is well known for her book, *Southern Horrors: Lynch Law in All Its Phases*. For speaking out, Wells received multiple death threats, had her publishing company burned to the ground, and was forced to move from Memphis to Chicago.

**Excerpts from “Lynch Law in Georgia” by Ida B. Wells**

During six weeks of the months of March and April just past, twelve colored men were lynched in Georgia. The real purpose of these savage demonstrations is to teach the Negro that in the South he has no rights that the law will enforce. Samuel Hose was burned to teach the Negroes that no matter what a white man does to them, they must not resist. Hose, a servant, had killed Cranford, his employer. An example must be made. Ordinary punishment was deemed inadequate. This Negro must be burned alive. To make the burning a certainty the charge of outrage was invented, and added to the charge of murder. The daily press offered reward for the capture of Hose and then openly incited the people to burn him as soon as caught. The mob carried out the plan in every savage detail.

The Southern press champions burning men alive, and says, “Consider the facts.” The colored people join issues and also say, “Consider the facts.” The colored people of Chicago employed a detective to go to Georgia, and his report in this pamphlet gives the facts. We give here the details of the lynching as they were reported in the Southern papers, then follows the report of the true facts as to the cause of the lynchings, as learned by the investigation. We submit all to the sober judgment of the Nation, confident that, in this cause, as well as all others, “Truth is mighty and will prevail.”

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**SOURCES:** https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/lynch-law
Black Resistance to Jim Crow (4)

Read about African Americans’ resistance to Jim Crow laws through various forms of nonviolent action such as failing to comply with segregation and using the court system to make change.

Transportation
Many African Americans have refused to move to segregated seats as a form of nonviolent resistance.

Ida B. Wells was kicked off the train when she refused to move to the Jim Crow (African American) section. She had purchased a first-class ticket, but there were no first-class Jim Crow cars. She sued the train company and won, but she lost when the company appealed the decision.

Homer Plessy, a light-skinned Black man, was purposely chosen to fight segregation in rail cars in Louisiana. Plessy self-identified as a Black man after settling in the white section car and was arrested and kicked off the train. His case, Plessy v. Ferguson, lost in the Supreme Court with a majority decision that legalized segregation and “separate but equal” facilities based on race.

Montgomery Bus Boycotts (1955-56): Following the arrest of two Black women for refusing to move to the back of the bus, the Black community put out a call for the boycott of all buses until the segregated seats were deemed unconstitutional. The case was appealed to the Supreme Court, which upheld previous decisions that bus segregation was unconstitutional.

Sit-Ins
Beginning in February 1960, four Black college freshmen sat down at a segregated lunch counter in Greensboro, North Carolina, and asked to be served. They were ignored and returned the next day with more students. This became a civil disobedience movement, with over 50,000 students joining in by April 1960.

Marches
African American civil rights leaders organized mass marches to call attention to social injustices and rally support for anti-discrimination legislation.

March on Washington, August 28, 1963
In response to the resistance of white Southern lawmakers to President Kennedy’s civil rights bill, which proposed to end segregation of public facilities and employment discrimination, civil rights leaders called for a massive march on Washington, D.C. People from all over the country traveled to listen to the words of civil rights leaders including Dr. Martin Luther King, Jr., who gave his famous “I Have a Dream” speech.

Selma to Montgomery Marches, March 7, 1965 – March 21, 1965
As a response to the suppression of Black voter registration drives by racist Alabama whites, Dr. King called for a march from Selma to the capital, Montgomery. Marchers were met with violence by the state police, which was televised and shocked the nation, spurring passage of the 1965 Voting Rights Act.

SOURCES:
“Montgomery Bus Boycott”: https://www.history.com/topics/black-history/montgomery-bus-boycott
“Sit-ins”: https://kinginstitute.stanford.edu/encyclopedia/sit-ins
“March on Washington”: https://www.history.com/topics/black-history/march-on-washington
“Selma to Montgomery March”: https://www.history.com/topics/black-history/selma-montgomery-march
Montgomery Bus Boycott

Text 5—The Backlash to Boycott

From *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s Through the 1980s*:

“White opponents were not retreating. To show where they stood, Mayor W. A. “Tacky” Gayle and the entire Montgomery City Commission joined the White Citizens’ Council. Shortly thereafter, on January 26, Dr. King was arrested and briefly jailed on trumped-up speeding charges. Four days later his house was bombed.” (28)

“Every black person would get a traffic ticket two and three times a week. Everybody had been told, ‘Drive carefully, don’t speed. Stop.’ One time, I stopped at the corner, right above the college where I lived, and a policeman drove up and said, ‘Well, you stayed there too long that time.’ And the next day or two I’d come up, ‘Well you didn’t stay quite long enough this time.’ There was no need in arguing, we just took them. We just paid them. I got thirty tickets, and there were other people who got I don’t know how many. When the busses were finally put out of business, and the bus drivers were out of work, they were employed as policemen. So they had a continuation of income. And many of those policemen would just give hundreds and hundreds of tickets every day to black people who were not violating any traffic laws, but they were doing it to help raise the salaries they had lost.” (30-31)

“After the boycott was settled, riders still faced harassment—even if harassment was no longer sanctioned by the law. Buses were shot at; Ralph Abernathy’s home and his church were bombed, as well as homes and churches of several other ministers.” (33)

Text 6—The Results of Boycott

From *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s Through the 1980s*:

“By February 1, 1956, downtown merchants claimed losses over $1 million. The bus company estimated it had lost 65 percent of its income. By late April, Montgomery City Lines announced it would no longer enforce segregation. The city countered with a threat to arrest bus drivers who did not abide by Jim Crow laws, and followed through with a court order restraining the company from desegregating its buses.

In June the U.S. District Court ruled for the Montgomery Improvement Association in its suit against bus segregation. The city of Montgomery immediately appealed to the U.S. Supreme Court. In mid-November, the Supreme Court reaffirmed the district court’s decision and declared segregation on Alabama’s buses unconstitutional.” (31-32)

SOURCES: Hampton, Henry, et al.
### Exploring the What Ifs (1)

<table>
<thead>
<tr>
<th>Timeline of White Resistance to Racial Integration and Equality</th>
<th>What If?</th>
<th>Alternate History Possibilities</th>
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</table>
| **The Civil War (1861-1865)**  
Southern states wanted to establish their own separate nation where slavery persisted and fought Northern states to do so. The war lasted four years, and 1.5 million people died, including over 20% (620,000) of the white Southern male population. | What if the Southern states had agreed that slavery was oppressive and abolished it without fighting a war?  
What if plantations had been given to the enslaved people who had worked on them? | |
| **State constitutions’ discrimination against African Americans**  
“Every state admitted to the Union since 1819, starting with Maine, embedded in their constitutions discrimination against blacks, especially the denial of the right to vote. In addition, only Massachusetts did not exclude African Americans from juries; and many states, from California to Ohio, prohibited blacks from testifying in court against someone who was white” (Anderson 29). | What if state constitutions had protected African Americans’ right to vote, serve on juries, and testify against whites? | |
| **President Johnson’s giving power back to Confederate leaders in the South, unleashing white violence on Southern African Americans**  
“White Southerners, it was obvious, had unleashed a reign of terror and anti-black violence that had reached ‘staggering proportions’” (Anderson 35).  
“Like a hydra, white supremacist regimes sprang out of Mississippi, Alabama, Georgia, and the other states of a newly resurgent South. As they drafted their new constitutions, the delegates were defiant, dismissive of any supposed federal authority, and ready to reassert and reimpose white supremacy as if the abolition of slavery and the Civil War had never happened” (Anderson 36). | What if President Johnson had prosecuted the white Confederate leaders for their roles in the Civil War instead of giving them power over African Americans? | |
Exploring the What Ifs (2)

<table>
<thead>
<tr>
<th>Timeline of White Resistance to Racial Integration and Equality</th>
<th>What If?</th>
<th>Alternate History Possibilities</th>
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<tbody>
<tr>
<td>Mississippi Black Codes (1865)</td>
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<tr>
<td>Mississippi led the way for Southern states targeting African Americans’ freedom. One particular set of laws, known as vagrancy laws, forced African Americans to sign contracts with plantations, mines, or mills. If proof of employment could not be shown, African Americans could be put on the auction block and sold. They were also banned from fishing and hunting or working independently and arrested for “insulting behavior” and inappropriate gestures. Nine other Southern states followed Mississippi Black Codes.</td>
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<td>Racial terror lynchings (1877-1950)</td>
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<td>An estimated 4,000 people were killed in racial terror lynchings, and even more families and neighbors were directly impacted by the campaign of racial terror in the South. Lynching and racial terror impacted generations of Black people.</td>
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<td>The Supreme Court’s overturning of Civil Rights Act of 1875 (1883)</td>
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<tr>
<td>The Supreme Court (all white men), in an 8-1 decision, ruled that the national government is powerless to correct private businesses when they discriminate based on race and that the Civil Rights Act of 1875 was unconstitutional.</td>
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<tr>
<td>What if the Black Codes had never been enacted?</td>
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<td>What if the laws had protected African Americans instead of targeting them?</td>
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<tr>
<td>What if white people who lynched African Americans had been prosecuted for murder?</td>
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<td></td>
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<tr>
<td>What if racial terror lynchings had never happened?</td>
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<tr>
<td>What if the Civil Rights Act of 1875, which prohibited racial discrimination in public places and facilities, had never been overturned?</td>
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<td>What if the Civil Rights Act had been enforced?</td>
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</table>
### Exploring the What Ifs (3)

<table>
<thead>
<tr>
<th>Timeline of White Resistance to Racial Integration and Equality</th>
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<th>Alternate History Possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plessy v. Ferguson</strong> (1896)</td>
<td>What if the court had ruled that racial segregation was inherently unequal?</td>
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<tr>
<td>The Supreme Court legalized racial segregation through a “separate but equal” facilities ruling. As long as there were separate but equal facilities for white people and Black people, the 14th Amendment was not violated.</td>
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<td><strong>Williams v. Mississippi</strong> (1898)</td>
<td>What if the Supreme Court had made charging taxes for voting illegal?</td>
<td>What if more African Americans had been able to vote in 1898?</td>
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<tr>
<td>The Supreme Court ruled that states could require citizens to pay a tax to vote. These taxes targeted African Americans but also affected poor whites who did not have the means to pay the tax.</td>
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<tr>
<td><strong>Southern states’ preventing African Americans from leaving the South to work in North, 1919</strong></td>
<td>What if African Americans had been allowed to leave the South?</td>
<td>What if the police and politicians in the South had protected African Americans as they left the South?</td>
</tr>
<tr>
<td>“In Albany, Georgia, the police ripped up the tickets of black passengers who were on the platform waiting to board. Jacksonville mayor J.E.T. Bowden was upset that there were so many black men near the recruiting station and trying to board trains that he had the police chief arrest them for vagrancy and told the nearly five hundred men that they would not be allowed to leave the city for better jobs. Memphis police inspector Early Barnard seized twenty-six northbound African Americans, charged them with vagrancy, and then routed them to a plantation in Arkansas” (Anderson 81).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Exploring the What Ifs (4)

<table>
<thead>
<tr>
<th>Timeline of White Resistance to Racial Integration and Equality</th>
<th>What If?</th>
<th>Alternate History Possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Northern race riots (1917-1920s)</strong>&lt;br&gt;“Beginning in 1917 and going into the 1920s, so-called race riots, which were essentially lynchings on a grander scale, erupted in East St. Louis, Chicago, Washington, D.C., and numerous other cities. Though labeled ‘riots,’ these outbursts were more like rampages, where whites went hunting for African Americans to pummel, burn and torture” (Anderson 86).</td>
<td>What if Northern whites had welcomed African Americans migrating from the South into their neighborhoods?&lt;br&gt;What if Northern whites shared employment opportunities with African Americans migrating from the South?</td>
<td></td>
</tr>
<tr>
<td><strong>Resistance to school integration (1954 and following years)</strong>&lt;br&gt;Southern lawmakers, including governors, refused to follow the Brown v. Board of Education ruling. White mobs committed violence against African American students who tried to integrate schools.</td>
<td>What if Southern lawmakers had supported school integration?&lt;br&gt;What if white people in the South had welcomed school integration?</td>
<td></td>
</tr>
<tr>
<td><strong>Elimination of busing programs (1970s)</strong>&lt;br&gt;States declared schools desegregated, ending busing programs. Schools went back to having the racially segregated populations that existed before Brown.</td>
<td>What if busing programs had never been eliminated?</td>
<td></td>
</tr>
<tr>
<td><strong>Secession (2000s)</strong>&lt;br&gt;Schools sought to break away from districts where racial demographics changed from majority white to majority African American.</td>
<td>What if schools in majority white communities had not been allowed to secede from larger districts?</td>
<td></td>
</tr>
</tbody>
</table>

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The Federal Government’s Response to Terrorism

Topic 5: United States and Globalization (USII.T5)

This unit is designed for short-term programs. It may be adapted for long-term settings.

Unit Designer: ‘Akesa Mafi
Contributor: Momodou Sarr

Introduction

September 11, 2001, was a date that changed the course of United States history and foreign policy forever. The consequences of this event have helped define the world that we live in today, including ongoing military campaigns, tougher security measures, Islamophobia and anti-Muslim sentiment, and the impact on our first responders.

Other countries that have also had terrorist attacks have responded differently from the United States. In analyzing various nations’ responses to terrorism, including the United States’, students will be able to compare and contrast them and evaluate their effectiveness. A broad goal of the unit is that students will walk away with a vision of how a country might develop and improve its response to terrorism by analyzing existing responses.

The Federal Government’s Response to Terrorism unit focuses on one United States History II Content Standard (USII.T5):

6. Evaluate the effectiveness of the federal government’s response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City, the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

To engage in this standard, students will spend two weeks analyzing primary source documents such as newspaper articles to understand the effectiveness of the federal government’s response to international terrorism. At the conclusion of this unit of study, students will write an op-ed piece based on their analysis of various governments’ responses.

To fully understand the federal government’s response to international terrorism, students will engage in
discussions and writing tasks related to the unit’s two Essential Questions:

- What constitutional questions arise from the federal response to terrorism?
- How do events, actions, and policies from the past influence current and future events?

Teachers should post the Essential Questions in their classrooms to ensure that students are engaging with them on a daily basis as they think about how events, actions, and policies connect to the Constitution as well as influence future events.

Students will spend a great deal of time looking at nonfiction sources to gather evidence. In order for students to connect with the sources and be engaged in the topic, teachers should make as many connections as possible between history and current events.

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).
Plan Calendars

Topic 5: United States and Globalization (USII.T5)

This unit is designed for short-term programs. It may be expanded for long-term settings.

The Federal Government’s Response to Terrorism unit is intended to teach students about the federal response to terrorism in approximately a two-week span, as outlined in the Plan 1 calendar below.

### Plan 1

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
</table>

| Week 2 | Lesson 6: Other Countries’ Responses to Terrorism | Lesson 7: Analyzing the Structure of an Op-Ed | Lesson 8: Writing, Revising, and Sharing an Op-Ed on the U.S. Response to Terrorism |

Teachers who would like to expand the unit into a three-week plan can add extension activities as noted in the daily lessons. The extension of the project would allow students to understand the different ways domestic and international terrorism are prosecuted, to conduct more research on other countries’ responses as well as the United States’ response to terrorism, and to look at cause-and-effect relationships of these events.

Plan 2, below, outlines a possible way for teachers to extend the unit.

### Plan 2 (Expanded)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
</table>

| Week 2 | Lesson 4: Transforming Islamophobia | Lesson 5 and L-5 Extension: The United States’ Response to Terrorism | Lesson 6 and L-6 Extension: Other Countries’ Responses to Terrorism |

| Week 3 | Lesson 7: Analyzing the Structure of an Op-Ed | Lesson 8 and L-8 Extension: Writing, Revising, and Sharing an Op-Ed on the U.S. Response to Terrorism |

Graphic organizers, notecatchers, and presentation of information in various modes (auditory, visual, print) should be utilized to help students understand and analyze evidence. Depending on students’ backgrounds, their families might have experienced 9/11 in different ways. It is important for the teacher to understand these differences and support students as needed.
UNIT GOALS

Emphasized Standards  (High School Level)

U.S. History II Content Standards  
(USII.T5)

6. Evaluate the effectiveness of the federal government’s response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars.

Grades 11-12 Reading Standards for Literacy in the Content Areas (RCA-H)

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Grades 11-12 Writing Standards for Literacy in the Content Areas (WCA)

1. Write arguments focused on discipline-specific content.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence.
   b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
   d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from or supports the argument presented.
Essential Questions (Open-ended questions that lead to deeper thinking and understanding)

• What constitutional questions arise from the federal response to terrorism?
• How do events, actions, and policies from the past influence current and future events?

Transfer Goals (How will students apply their learning to other content and contexts?)

• Students will apply their understanding of the response to terrorism to evaluate other government policies.
• Students will apply their understanding of analyzing primary sources to understand a moment in history.
• Students will recognize and explain how the media can perpetuate stereotypes.
**Learning and Language Objectives**

By the end of the unit:

**Students should know...**

- Domestic terrorism
- International terrorism
- Events of 9/11
- Stereotypes of Muslims as terrorists
- Phrases and methods for interrupting Islamophobia
- Debates surrounding the U.S. military operations in Afghanistan

**understand...**

- Terrorism is the systematic use of violence and fear to bring about a particular political objective.
- Domestic terrorism (acts done within one's own country) and international terrorism (acts done in another country) are different.
- 9/11 changed the course of history.
- Terrorism is often unfairly generalized and blamed on one group of people.
- Stereotyping and labeling Muslims as terrorists has consequences, including Islamophobia.
- America's decision to go to war in Afghanistan was controversial.

**and be able to...**

- Create a definition of terrorism.
- Differentiate domestic and international terrorism.
- Analyze various sources for evidence of the impact of 9/11.
- Examine biases in labeling groups of people.
- Implement strategies for interrupting Islamophobia.
- Interpret and explain different perspectives on the War on Terror.
<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other countries’ responses to terrorism</td>
<td>Effective anti-terror strategies have been implemented in the most-attacked countries in the world.</td>
<td>Read and analyze informational texts for evidence of the effectiveness of anti-terror strategies.</td>
</tr>
<tr>
<td>Structure of an op-ed</td>
<td>An effective op-ed includes an introduction with a hook and a claim, presentation of evidence, counterclaims and rebuttals, and a conclusion with judgment related to the claim and a call to action.</td>
<td>Dissect an op-ed to understand its structure. Provide effective peer feedback. Revise writing in response to feedback.</td>
</tr>
</tbody>
</table>
| Tier II vocabulary:  
  • highjacking  
  • human rights  
  • enforcement  
  • parliament  
  • extortion  
  • rebuttal  
  • op-ed  
  • anecdote  
  • counter argument  
  • thesis  
  • stereotyping | Conceptual words (Tier II vocabulary) are used across disciplines, but their meanings vary depending on the context. Discipline-specific words (Tier III vocabulary) have precise meanings referring to core ideas, facts, events, or processes in a particular subject area. | Use general and discipline-specific vocabulary appropriately in writing, discussions, and formal oral presentations. |
| Tier III vocabulary:  
  • domestic terrorism  
  • international terrorism  
  • Islamophobia  
  • Twin Towers  
  • United Nations  
  • Islamist extremism  
  • Al-Qaeda  
  • Pentagon  
  • acquittal rates  
  • extrajudicial  
  • Afghanistan  
  • Pakistan  
  • India  
  • arms trafficking  
  • ISIS  
  • insurgencies  
  • sectarian violence  
  • Taliban  
  • Osama Bin Laden | | |
ASSESSMENT  (Based on established Know, Understand, and Do (KUD) learning objectives)

Performance Task and Summative Assessment (see pp. 5.16.25-34)
Aligning with Massachusetts standards

Lessons 7-10: Compose an op-ed piece supporting or critiquing the federal government’s response to international terrorism, using textual evidence to reinforce your claims.

GOAL:
To write an op-ed piece analyzing and evaluating the federal government’s response to international terrorism.

ROLE:
You are a researcher and analyst for a newspaper.

AUDIENCE:
You are writing for youth who were not alive at the time of 9/11.

SITUATION:
Your editor has asked you to look back at how the federal government responded to the terrorist attacks of 9/11 in order to inform current foreign policy decisions.

PRODUCT:
You will compose an op-ed that takes an informed stance on how the federal government responded to 9/11, including an introductory paragraph with a hook and thesis; at least two body paragraphs with a counter-argument, rebuttal, and evidence to support the thesis; and a concluding paragraph that revisits the thesis and offers a final thought about broader implications and why the analysis matters.

STANDARDS:
• The op-ed will take a clear stance.
• The op-ed will include textual evidence to support the claim.
• The op-ed will include a counterclaim with rebuttal.
• The op-ed will present a conclusion that ties in the thesis and provides a final thought about the broader implications of the issue.
Formative Assessments (see pp. 5.16.13-25)

Monitoring student progress through the unit

Lesson 2: KWL chart on 9/11
Lesson 3: Class discussion on the impact of hearing young Muslims’ stories
Lesson 4: Role-play participation on being a bystander to Islamophobia
Exit Ticket explaining how a Martin Luther King, Jr., quotation applies to the lesson
Lesson 5: Graphic organizer of various perspectives on the United States’ going to war in Afghanistan
Opinion paragraph on the effectiveness of the War in Afghanistan on terrorism
Lesson 6: Case study analysis on the effectiveness of global anti-terrorism (responses to study questions)
Lesson 7: Op-ed elements graphic organizer and final comment
Lesson 8: Work in progress on op-ed graphic organizer
Reflection on op-ed draft and planned improvements

Pre-Assessment (see p. 5.16.10-12)

Discovering student prior knowledge and experience

Lesson 1: Definition of terrorism
Unit Resources (by type, in order of appearance)

Print

Module 28, Lesson 1

American History Guided Reading Workbook.
Houghton Mifflin Harcourt, n.d.

Websites

LESSON 1:
“Sorting People”: https://www.pbs.org/race/002_SortingPeople/002_00-home.htm
“Lowkey - Terrorist? (With Full Lyrics)”: https://youtu.be/Vb2z0XwMItH8

LESSON 2:
“September 11 Attack Timeline”: https://timeline.911memorial.org/#Timeline/2
“9/11 FAQs”: https://www.911memorial.org/911-faqs

LESSON 3:
StoryboardThat: https://www.storyboardthat.com/
CAST UDL BookBuilder: http://bookbuilder.cast.org/
Storybird: https://www.storybird.com
“INCREDIBLE spoken word piece against Islamophobia”: https://youtu.be/2OMh4CYqmYY (beginning to 3:40)
“2016 NPS Finals—San Diego - 'Islamophobia' by Rudy Francisco, Natasha Hooper, and Amen Ra”: https://youtu.be/8Qf9onCjdUA
“Middle Eastern and Muslim Stereotypes in Media: Eefa Shehzad at TEDxYouth@ISBangkok” https://youtu.be/YRZQiwxB8lE
“Young Muslim Voices”: https://www.morningsidecenter.org/sites/default/files/files/Muslim%20Voices%20PDF.pdf
“How do media portrayals of ISIS promote misconceptions about the Middle East?”: https://www.choices.edu/video/media-portrayals-isis-promote-misconceptions-middle-east/

LESSON 4:
“The Bystander Effect”: https://youtu.be/OSSpPbup0ac
“Teaching ‘different is OK’ to combat Islamaphobia in schools”: http://www.pbs.org/newshour/bb/teaching-different-is-okay-to-combat-islamaphobia-in-u-s-schools/
“What to do if you are witnessing Islamaphobic harassment”: http://maeril.tumblr.com/post/149669302551/hi-everyone-this-is-an-illustrated-guide-i-made

LESSON 5:
Quizlet: https://quizlet.com/
Thinglink: https://www.thinglink.com/
“MyStudyBar”: https://www.callscotland.org.uk/mystudybar/
“A timeline since the Afghanistan war broke out”: https://youtu.be/oWPuyyGxtHo
Unit Resources, continued (by type, in order of appearance)


“Afghan Civilians” (Watson Institute): https://watson.brown.edu/costofwar/costs/human/civilians/afghan

“Obama’s War” (Frontline video): https://www.pbs.org/video/frontline-obamas-war/


“Surveillance under the USA/PATRIOT Act”: https://www.aclu.org/other/surveillance-under-usapatriot-act


“The Foreign Intelligence Surveillance Act of 1978 (FISA)”: https://it.ojp.gov/PrivacyLiberty/authorities/statutes/1286

“Measuring the Effectiveness of America’s War on Terror”: https://publications.armywarcollege.edu/pubs/3323.pdf


LESSON 6:


“Terrorism is a major threat to International Peace and Security”: https://youtu.be/ee2aSLqA9Sw


LESSON 7:

“Trump is harming the dream of America more than any foreign adversary ever could”: https://www.washingtonpost.com/opinions/trump-is-harming-the-dream-of-america-more-than-any-foreign-adversary-ever-could/2018/09/10/662e21a4-b52e-11e8-a2c5-3187f427e253_story.html


“Celebrated Author, Journalist Thomas Friedman Guest Lectures at NPS”: https://www.dvidshub.net/news/printable/202695


“A Timeline of the U.S.-Led War on Terror”: https://www.history.com/topics/21st-century/war-on-terror-timeline

“OK Go - This Too Shall Pass - Rube Goldberg Machine - Official Video”: https://youtu.be/qybUFnY7Y8wo

LESSON 8:


“Advice on Writing From The Atlantic’s Ta-Nehisi Coates”: https://www.theatlantic.com/video/index/280025/advice-on-writing-from-i-the-atlantic-i-s-ta-nehisi-coates/

“It takes humility to seek feedback. It takes wisdom to understand it, analyze it and appropriately act on it.”: https://www.azquotes.com/quote/808475
Chapter 5—U.S. History II
Topic: United States and Globalization (USII.T5)

UNIT PLAN—The Federal Government’s Response to Terrorism

Unit Resources (by type, in order of appearance)

Materials (Teacher-created or in the Supplement)

SUPPLEMENT CONTENTS:

Lesson 2 (Practice and Application)
Activity Worksheet pp. 5.17.1-2
9/11 Learning Stations
Graphic Organizer

Lesson 6 (Practice and Application)
Activity Resource pp. 5.17.3-6
Case Studies
of Attacked Countries

Lesson 8 (Practice and Application)
Activity Worksheet pp. 5.17.7-8
Op-Ed Outline and
Sentence Starter
Graphic Organizer

Historical Images

Most historical images in this Guide are from the Library of Congress. Additional sources include the National Archives and Smithsonian Museums. Details about images used in this publication can be found in the Guide Appendix.

Library of Congress, Washington D.C.
https://www.loc.gov/

Library of Congress, Prints and Photographs Online Catalog
https://www.loc.gov/pictures
Outline of Lessons
Introductory, Instructional, and Culminating tasks and activities to support achievement of learning objectives

INTRODUCTORY LESSON
Stimulate interest, assess prior knowledge, connect to new information

Lesson 1
What Is Terrorism?

Goal
Students will explore the multiple meanings of terrorism, explain how this word has helped to define major events of the 21st century, differentiate between domestic and international terrorism, and give examples of how bias in reporting of who is a terrorist leads to misconceptions and profiling.

Do Now (time: 10 minutes)
The teacher will distribute on a handout or project pictures of at least 10 different people, and students will write down whether or not they think that each person displayed would be labeled a terrorist by the majority of Americans. Some images may be obtained from the PBS “Sorting People” site.

See: “Sorting People”
https://www.pbs.org/race/002_SortingPeople/002_00-home.htm (requires free Adobe Flash player)

The pictures should include people who are typically stereotyped as terrorists, such as Middle Eastern men with long beards or women wearing hijabs, as well as actual terrorists who don’t fit the stereotypes, such as Timothy McVeigh or Anders Behring Breivik. After viewing the pictures, students will share what they wrote down as the teacher reviews the pictures, pausing to ask students to note characteristics of the people in the pictures that they thought would be labeled terrorists. As students share the characteristics they noticed, the teacher will write their answers on the whiteboard or chart paper.

Next, the teacher will ask students what pictures they draw in their minds when they hear the word terrorist. The teacher should follow up by asking students to dig into their assumptions by exploring why they painted those pictures in their minds. Finally, the teacher will ask students if they or anyone they know has ever been labeled by another person in a way that is not true to who they are. If students share personal stories, the teacher should ask them how it made them feel to be mislabeled.
UNIT PLAN—The Federal Government’s Response to Terrorism

Hook (time: 10 minutes)

Students will listen to a song by hip hop artist Lowkey called “Terrorist?” The teacher should print and distribute copies of the lyrics, which can be found online.

See: “Lowkey—Terrorist?”
https://youtu.be/Vb2z0XwMtH8
“Lowkey Lyrics | Terrorist?”
https://www.azlyrics.com/lyrics/lowkey/terrorist.html

Students will follow along while the teacher plays the song. After the song has been played, the teacher will ask students what this man was rapping about:

Who gets labeled a terrorist? Why?

Note: The teacher will need to explain many of the historical allusions in the song.

Presentation (time: 5 minutes)

The teacher will explain that today’s lesson is the introduction to a unit focused on understanding the U.S. government’s response to terrorism. In order to develop that understanding, students must have a solid definition of what terrorism is. In the beginning of this lesson, students were exposed to how implicit bias and mislabeling have influenced people’s understanding of terrorism. It is now time for students to create their own working definitions of this word. The teacher should explain that a working definition is one that can be altered and improved upon with new information.

Practice and Application (time: 25 minutes)

The teacher will divide students into pairs or small groups. (If the total number of students is small, this activity can be done with the whole group.) Each group will receive a piece of chart paper divided into two parts. The upper part should say “Brainstorm” and the lower section should say “Definition.” The teacher will give students five minutes to brainstorm:

Students will write down all the words they associate with terrorism on the chart paper.

If the brainstorming goes slowly, the teacher can prompt the groups with words such as fear and hate. The teacher will then give students (individually) time to pick the three words that they believe best represent terrorism and circle them on the paper. Then students will discuss their choices and decide as a group which three they will choose. The teacher may suggest that students vote on, offer alternatives to, or debate certain words.

Then, the teacher will instruct students to take the top three words and use them to form a definition of terrorism. The teacher may give an example of how a definition can be formed out of three chosen words. When the groups have completed their definitions, they should share them with the whole class. Then, the teacher will lead a debrief of the activity by asking the following questions:

How was this activity for you?
Are you happy with your definition? Why or why not?
Now that you have seen others’ definitions, would you change your definition?

If students say they would revise their definitions, the teacher should allow them a few minutes to do so and remind them that a working definition is one that can evolve with new learning.
Once students have settled their definitions, the teacher will ask them to compare their work with the following published definition:

**terrorism**: the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature

https://www.thefreedictionary.com/terrorism

The teacher will ask students to look at their definitions once more and make any changes they wish now that they have seen this version.

Next, the teacher will introduce definitions of **domestic** and **international terrorism** and see if students can name examples of each:

**domestic terrorism**: terrorism practiced in your own country against your own people

**international terrorism**: terrorism practiced in a foreign country by terrorists who are not native to that country

https://www.thefreedictionary.com/terrorism

**Review and Assessment** (time: 5 minutes)

Students will write responses to the following question:

Reflect on your Do Now, where you judged pictures of people as terrorist or not.

Using your definition of terrorism, would you now say that the majority of terrorism cases are domestic terrorism or international terrorism? Explain your answer.

**Extension** (optional)

This lesson can be extended by having students examine why domestic terrorism is not prosecuted the same way as international terrorism. CBS News did a story on domestic terrorism and the law, and there are additional articles online about this issue including those listed below.

See:  “Why no legal definition of ‘domestic terrorism’ is on the books”  
“It’s Time for Congress to Make Domestic Terrorism a Federal Crime”  
“The law needs to catch up with the reality of domestic terrorism”  

As students review these resources or others on the same subject chosen by the teacher, they should be thinking about why international terrorism is prosecuted differently than domestic terrorism and how freedom of speech might affect the prosecution of hate group crimes as terrorism. Students should gather evidence from sources to answer the questions.
INSTRUCTIONAL LESSONS

Build upon background knowledge, make meaning of content, incorporate ongoing Formative Assessments

Lesson 2

The History of 9/11

Goal
Students will analyze various sources of information about September 11, 2001, recount the main events, and explain their significance.

Do Now (time: 10 minutes)
Students will fill in the Know section of a KWL chart on 9/11 (e.g., “The Twin Towers in New York City were hit by airplanes.”). Then the students will write their questions about 9/11 in the Want to Know section, such as:

Were there survivors?
Why would people want to do this?

The teacher will explain that they will complete the Learned column of the KWL chart at the end of the lesson.

Hook (time: 5 minutes)
Students will respond to the following questions in writing:

Choose an experience or event (not related to your current circumstances) that you have learned from in your life. Make sure that it is one that you feel comfortable discussing.

What happened? What would your life be like if that event hadn’t happened?

After three minutes, the teacher will ask students to share their answers with partners or the class as a whole.

Presentation (time: 5 minutes)
The teacher will explain that today’s lesson is the introduction to understanding a huge event. On September 11, 2001, the course of United States history changed. Attacks on the United States claimed many American lives and propelled the United States into war. This lesson focuses on understanding the events of this day and how they led to foreign policy decisions. At the end of the unit, there will be a performance task in which students will

Access for All Options

Multiple Means of Engagement:
• Adjust levels of challenge where appropriate.
• Break discussions into shorter segments and allow peer-to-peer discussion.
• Find materials such as videos with personal value and relevance to students.

Multiple Means of Representation:
• Clarify abstract language with visual or authentic examples.
• Build background knowledge through real-world experiences when possible.

Multiple Means of Action and Expression:
• Provide alternatives for verbal/auditory information to allow for full participation.
• Offer options for students to focus on a problem to explore to avoid open-ended discussions.
• Allow students to make narrated slideshows with digital audio options.

Literacy and Numeracy Across Content Area Elements

Reading:
• Students will read and answer questions about primary sources.

Writing:
• Students will write responses to questions about 9/11 and complete a KWL chart.
write an op-ed on the effectiveness of the federal government’s response to terrorism. The teacher will instruct students that they should be recording evidence throughout the next several lessons to help them write their op-ed pieces.

The teacher should explain that the subject matter is upsetting and that students will encounter some disturbing images. The teacher should offer an opt-out if students are triggered.

**Practice and Application** (time: 30 minutes)

Students will rotate among four stations (seven minutes per station) in order to gather information about the events leading up to and occurring on 9/11. The teacher will divide students into four groups and assign them a station to start at. At each station there will be materials that students will use to answer questions on the 9/11 Learning Stations Graphic Organizer found in the Supplement (see pp. 5.17.1-2).

**STATION 1: 9/11 Memorial—September 11 Attack Timeline**

Students will need one or more computers for this activity. Starting from the first slide, they will answer the questions as they scroll through.

**STATION 2: 9/11 Memorial—FAQs about 9/11**

Students will read the first 2.5 pages of this resource (printed out), answering the questions as they read.

**STATION 3: United States v. Zacarias Moussaoui—Last Night Letter**

Students will skim through this document, write down a summary of what is being asked of the participants in the 9/11 attacks, and answer the questions.

**STATION 4: Statement by President George W. Bush in His Address to the Nation**

Students will read the speech and respond to the questions.

See: “9/11 Memorial—September 11 Attack Timeline”

https://timeline.911memorial.org/#Timeline/2


“9/11 Memorial—September 11 Statement by President Bush in His Address to the Nation”

https://tinyurl.com/w8lt6ak (PDF)

or


**Review and Assessment** (time: 5 minutes)

Students will go back to the Learned column of their KWL charts and write down what they learned about 9/11 from the lesson.

**Extension** (optional)

This lesson can be extended by adding another station:

**STATION 5: How 9/11 Changed America: Four Major Lasting Impacts**

After reading the article, students will answer the question:

How did 9/11 change America?

See: “How 9/11 Changed America: Four Major Lasting Impacts (with Lesson Plan)”

https://www.kqed.org/lowdown/14066/13-years-later-four-major-lasting-impacts-of-911
Lesson 3

Consequences of Stereotyping and Islamophobia

**Goal**

Students will analyze stereotypes connected to who is labeled a terrorist and explain how those labels produce Islamophobia.

**Do Now** (time: 10 minutes)

Students will read the quotation below and answer the questions that follow in writing:

“I consider it part of my responsibility as president of the United States to fight against negative stereotypes of Islam wherever they appear.”

—President Barack Obama

1. Think about a time in your life when someone stereotyped you or someone you know. What happened? How did it make you feel?
2. Have you ever stereotyped a group of people unintentionally? What happened?
3. Why do you think people stereotype each other?

After students have answered the questions, the teacher will lead a whole-class share out, encouraging students to think deeply about the impact of stereotypes on people.

**Hook** (time: 5 minutes)

The teacher will present a video of a spoken-word poem on Islamophobia such as the ones below. Students will share their reactions to the poem.

See: “Spoken Word on Islamophobia” (beginning to 3:40) https://youtu.be/2OMh4CYqmYY

“Islamophobia” by Rudy Francisco, Natasha Hooper, and Amen Ra https://youtu.be/8Qf9onCjdUA

**Access for All Options**

**Multiple Means of Engagement:**

- Offer options that invite personal response to and self-reflection about shared materials.
- Offer activities with authentic outcomes that relate to real-life audiences.
- Activate prior knowledge with provocative questions or quotations.
- Share personal stories relevant to students’ lived experiences in class.

**Multiple Means of Representation:**

- Offer word banks and glossaries to build vocabulary skills.
- Use story webs or storyboard apps such as StoryboardThat to present content and scenarios.
  See: https://www.storyboardthat.com/
- Access CAST UDL BookBuilder for multimedia presentations of content.
  See: http://bookbuilder.cast.org/

**Multiple Means of Action and Expression:**

- Offer students meaningful ways to present or share their understandings.
- Pair content with music and art when possible.
- Have students illustrate and make mental models and visualizations by using a variety of media (e.g., drawing, text, mobile apps, Storybird).
  See: https://storybird.com
Presentation (time: 10 minutes)

The teacher will explain that the consequences of the 9/11 attacks affected not only those who lost somebody but also those who were racially and religiously profiled as terrorists. The stereotyping of Muslim populations in America as all being terrorists led to horrible injustices.

The media played a big role in perpetuating stereotypes, and those stereotypes had real consequences, including death, for people who were targeted. This lesson will dig into some of the consequences of stereotyping all believers and followers of Islam as terrorists, starting with how the media affect our perceptions and then studying some stories of lived experiences of being stereotyped from young Muslims.

The teacher will show a video of a young woman talking about Muslim stereotypes in media.

See: “Middle Eastern and Muslim Stereotypes in Media : Eefa Shehzad at TEDxYouth@ISBangkok”
https://youtu.be/YRZQiwxB81E

The teacher will ask students their reactions to the video and then ask:

How might normalizing stereotypes create a culture of racial profiling?

Practice and Application (time: 25 minutes)

The teacher will explain that in this lesson students will read various young Muslim voices from media reports during and after the 2016 presidential campaign to understand their perspectives on and experiences with Islamaphobia. The teacher will print out the resource below and cut it into cards, giving one or more to each student. Students will take turns reading the cards aloud.

See: “Young Muslim Voices” (6-page PDF)
https://www.morningsidecenter.org/sites/default/files/files/Muslim%20Voices%20PDF.pdf

The teacher will then facilitate a whole-group discussion, after which students will answer the following questions:

• How did it feel to listen to these young Muslim voices? Explain your answer.
• Which voice had the greatest impact on you? Why?
• What are the effects of Islamophobia and stereotyping on these young people?
• If you could say anything to these students after hearing their experiences, what would it be? Explain your answer.

Review and Assessment (time: 5 minutes)

The teacher will read the following statement by Nelson Mandela aloud:

“People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.”
—Nelson Mandela

In a whip-round, students will share their reflections on this quotation and explain how it relates to what they learned today.
Extension (optional)

The teacher will explain that students will watch a video to understand how the media promotes misconceptions about the Middle East.

See: “How do media portrayals of ISIS promote misconceptions about the Middle East?”
https://www.choices.edu/video/media-portrayals-isis-promote-misconceptions-middle-east/

The teacher will lead a discussion about misconceptions of the Middle East that students heard in the video and ask students to connect the misconceptions to stereotypes. Next, the teacher will explain that Islamophobia has led to a lot of violence against Muslims, not only in America but also around the world.

On March 15, 2019, an Australian white supremacist gunman opened fire on two mosques in New Zealand during Friday prayer; 51 people were killed, and another 50 were injured. The gunman wrote a manifesto filled with anti-immigrant sentiment, including hate speech against migrants, white supremacist rhetoric, and calls for removal of non-European immigrants. There were also neo-Nazi symbols throughout the manifesto. New Zealand’s Prime Minister, Jacinda Ardern, classified the attack as terrorism. Students will watch video news anchor Waleed Aly's response to the New Zealand mosque shooting. The teacher should ask students for their responses and link the discussion back to the question of who is stereotyped as a terrorist and who is not.

See: “Waleed Aly’s Powerful and Real Reaction to Christchurch Terrorist Attack”
https://youtu.be/WIyBtmi7448

Lesson 4

Transforming Islamophobia

Goal

Students will create and practice phrases and other methods for interrupting Islamophobia when they see it.

Do Now (time: 5 minutes)

The teacher will project or distribute the following poem by Martin Niemöller and ask students for their reactions and if they can relate to any parts of it. If so, how?

First they came for the socialists, and I did not speak out—
Because I was not a socialist.
Then they came for the trade unionists, and I did not speak out—
Because I was not a trade unionist.
Then they came for the Jews, and I did not speak out—
Because I was not a Jew.
Then they came for me—and there was no one left to speak for me.

See: “Martin Niemöller: First they came for the Socialists...”
https://encyclopedia.ushmm.org/content/en/article/martin-niemoeller-first-they-came-for-the-socialists

Hook (time: 5 minutes)

The teacher will show a video on the bystander effect and ask students if they believe that they would do the same as the people in the video:
Are there certain situations when you would intervene?
If so, what situations?

Are there certain situations when you would not intervene?
Why not?

See: “The Bystander Effect”
https://youtu.be/OSsPfbup0ac

Presentation (time: 15 minutes)
The teacher will explain that this lesson is a follow-up to the previous one, in which they learned about misconceptions of Islam and Islamophobia. In this lesson, students will be thinking up and practicing words, phrases, and actions that they can use if they witness Islamophobia happening.

The teacher will show the following 7:45-minute clip from PBS NewsHour. The teacher should introduce the clip as a story of how a group of young people in St. Cloud, Minnesota, have been working to combat Islamophobia in their school.

See: “Different is Okay”
http://www.pbs.org/newshour/bb/teaching-different-is-okay-to-combat-islamophobia-in-u-s-schools/

Note: Alternatively or supplementally, the teacher may use the transcript provided to have students read out the different parts as a group.

After watching the video, the students will engage in a discussion focusing on the following questions:

1. What resonated with you from this video clip?
   How did it make you feel?

2. In one part of the video students say, “United we stand, divided we fall.” How does this phrase address what the students are organizing for and protesting against?

3. What is one thing that students in St. Cloud did to interrupt bias at school that you think was useful?

4. What does the video say about what it means to be American?

Practice and Application (time: 25 minutes)
In the PBS NewsHour video, the reporter asks a student what has changed a year after the walkout. One of the students responds that other students are speaking out if something hateful is spoken to one of the Somali students. The teacher will lead a group brainstorm with students on chart paper or the whiteboard, listing other words or behaviors that could be used to interrupt slurs and other harmful or hateful language. The teacher may give examples or start the list if students are unable to come up with ideas.

The teacher may show students the following graphic about how to interrupt Islamophobia.
See: “What to do if you are witnessing Islamophobic harassment”

After compiling the list, the teacher will start a group discussion with students about whether they see themselves being able to do one of the interruptions mentioned.

The teacher will explain that having language to choose from (the list created by the class) and applying it in a role-play can help students be better allies and upstanders when they hear offensive or threatening language. Students will build on the previous activity in this lesson by practicing taking action if they are bystanders. The goal is to get more comfortable with interrupting harmful language (including body language) by discussing different scenarios and then practicing them through a role-play.

The teacher will count students off by twos. Those numbered one will face those numbered two to create pairs that will work with the different scenarios below. The teacher will introduce the first scenario and invite students in their pairs to discuss the following:

What are your feelings about this scenario?
What is harmful about it (specific language, gestures, etc.)?

The teacher will then tell students to look at the language on the chart and practice with their partners the lines that they think would be most effective in responding to each behavior. The teacher will ask students what other actions they might take to support the person in the scenario who is being harassed. The teacher and students should continue to work on the different scenarios (possibly discussing only two or three) and then debrief after every scenario. The teacher will record especially helpful ideas students come up with.

Possible scenarios:

• While walking in the hallway at school, a Muslim student is confronted by another student who calls her a “terrorist.”
• In class, several students are asking only a Muslim classmate to answer questions about Islam and terrorism, making him feel surrounded and uncomfortable.
• A student turns away from a Muslim classmate and jokes that he is related to Saddam Hussein because he has a similar last name.
• A student is teased by classmates because she is wearing a hijab.
• A Muslim student’s good friend stopped talking to her at school when she began wearing a hijab.
• As a Muslim student is heading home, a younger classmate pulls off her hijab.
• Two Muslim women are speaking Somali on a bus. A non-Muslim rider yells at them, telling them to speak English because they are in America and that terrorists are not welcome in America.
Review and Assessment (time: 5 minutes)
The teacher will read this quotation by Dr. Martin Luther King, Jr., aloud and ask students to write an Exit Ticket explaining how it connects to what they learned today:

“In the end, we will remember not the words of our enemies, but the silence of our friends.”
—Dr. Martin Luther King, Jr.

The teacher should ask students to share one thing they might start doing, stop doing, or continue doing as a result of today’s activity.

Lesson 5
The United States’ Response to Terrorism

Goal
Students will analyze different perspectives on the U.S. invasion of Afghanistan after 9/11 and debate U.S. policy.

Do Now (time: 5 minutes)
The teacher will have students write responses to the following questions and share their answers:
When is it justifiable to go to war? What are the consequences of going to war?

Hook (time: 5 minutes)
The teacher will explain that after 9/11 happened, the United States declared the War on Terrorism, sending troops into Afghanistan to dismantle al-Qaeda, the terrorist group that claimed responsibility for the attacks. The war in Afghanistan has become the longest military conflict in U.S. history. The teacher will ask students to give an opinion, based on their Do Now answers and background knowledge of 9/11, on whether the U.S. was justified in going to war in Afghanistan.

Presentation (time: 5 minutes)
Beginning with the short video below, the teacher will provide background information on the war in Afghanistan, emphasizing the following points:

• After 9/11, Osama Bin Laden, the leader of al-Qaeda, took responsibility for the attacks. The international community pressured the Taliban government of Afghanistan to hand him over. The Taliban refused to hand over Bin Laden without evidence that he was involved in the attacks.

• In October 2001, the United States, along with other countries including the United Kingdom, began a bombing campaign that led to a prolonged ground war.

• In 2011, Bin Laden was found, shot, and killed (in Pakistan).

• In 2014, NATO countries vowed to pull out and leave the war.

• In 2016, presidential candidate Donald Trump vowed to pull out all U.S. troops, but changed his mind as president.

• According to the Brown University Watson Institute, “As of August 2016, an estimated 31,000 civilians have died violent deaths as a result of the war, many Afghans do not have access to hospitals and clinics because of the fighting, and the war has strengthened the effects of poverty, malnutrition, poor sanitation, lack of access to healthcare, and environmental degradation.” Over 111,000 Afghans, including civilians, soldiers, and militants, are
estimated to have been killed in the conflict. (SOURCE: https://en.m.wikipedia.org/wiki/Civilian_casualties_in_the_war_in_Afghanistan_(2001%E2%80%93present)

See: “CCTV News—A timeline since the Afghanistan war broke out”
https://youtu.be/oWPuyyGxtHos

Practice and Application (time: 30 minutes)
Students will gather evidence about the U.S. invasion of Afghanistan after the 9/11 terrorist attacks. They will use this evidence to outline arguments about whether or not the invasion was successful in meeting the goal of preventing future attacks and promoting democracy in the Middle East. Students should use the Afghanistan Invasion Evidence Catcher on the next page (see p. 5.16.22) or something similar.

The teacher will instruct students to use various sources to gather at least two arguments with rebuttals.

Possible sources include the following documents from the Library of Congress, the National Archives, and the Watson Institute.

- “2018 Country Brief: Afghanistan”
  https://www.thirdway.org/primer/2018-country-brief-afghanistan

- “Experiencing War—Afghanistan & Iraq”
  https://www.loc.gov/vets/stories/ex-war-afghanistaniraq.html

- “Country Profile: Afghanistan” (Word document)
  https://www.loc.gov/rr/frd/cs/profiles/Word/Afghanistan.doc

- “Archives Library Information Center—Afghanistan”

- “Costs of War—Afghan Civilians”
  https://watson.brown.edu/costofwar/costs/human/civilians/afghan

- “Measuring the Effectiveness of America’s War on Terror”
  https://publications.armywarcollege.edu/pubs/3323.pdf

- “U.S. Department of State Archive—White House Counterterrorism Reports”

- “Middle East Institute—Up for Debate: US Afghanistan policy”
  https://www.mei.edu/debate-us-afghanistan-policy

Multiple Means of Engagement:
- Begin class with a KWL to spur interest in the topic.
- Break sessions into shorter segments followed by pause-and-reflect opportunities.
- Begin the lesson with provocative questions, quotations, or points of information.
- Provide models, prompts, and feedback for full student participation when possible.

Multiple Means of Representation:
- Provide background knowledge with real-world scenarios.
- Use visual or authentic experiences to clarify abstract language.
- Use varied displays of content via media (pictures, diagrams, etc.). Also try apps such as Quizlet and Thinglink. See: https://quizlet.com/ https://www.thinglink.com/

Multiple Means of Action and Expression:
- Provide access to assistive technology to encourage full participation by all students.
- Offer options for students to record data and observations in journals.
- Allow students to use physical responses during pause-and-reflect opportunities (show of hands, fist-to-five, slides, notecards, etc.).
- Offer students a choice of tools for composing, such as MyStudyBar. See: https://www.callscotland.org.uk/mystudybar/
**Review and Assessment** (time: 10 minutes)
Students will use evidence from their research to write a paragraph that analyzes whether or not the war in Afghanistan was successful in stopping terrorism.

**Extension** (optional)
Students will watch portions of the *PBS Frontline* documentary “Obama’s War” (55:32 minutes) and add more evidence to their Afghanistan Invasion Evidence Catchers (see below).

See: “Obama’s War”
https://www.pbs.org/video/frontline-obamas-war

Alternatively, or in addition, students may research the domestic aspects of the War on Terror, including passage of the Patriot Act.

**Practice and Application:** Lesson 5—Afghanistan Invasion Evidence Catcher

<table>
<thead>
<tr>
<th>VIEWPOINT 1</th>
<th>VIEWPOINT 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The invasion was successful in preventing future attacks and promoting democracy.</td>
<td>The invasion was not successful in preventing future attacks and promoting democracy.</td>
</tr>
</tbody>
</table>

| | First Argument |
| | Rebuttal (opposing viewpoint) |
| | Second Argument |
| | Rebuttal (opposing viewpoint) |

**Literacy and Numeracy Across Content Area Elements**

**Reading:**
- Students will read and analyze various sources to decide whether the war in Afghanistan was successful in preventing future attacks and promoting democracy.

**Writing:**
- Students will write a paragraph that analyzes whether or not the war in Afghanistan was successful in stopping terrorism.
Lesson 6

Other Countries’ Responses to Terrorism

Goal

Students will read and analyze informational texts for evidence of the effectiveness of anti-terror strategies.

Do Now (time: 5 minutes)

The teacher will post this quotation from The United Nations Office of Counter-Terrorism for students to read:

“When we protect human rights, we are tackling the root causes of terrorism. For the power of human rights to bond is stronger than the power of terrorism to divide.”

The teacher will ask students to group brainstorm what a human right is and how protecting human rights might help to stop terrorism.

Hook (time: 5 minutes)

The teacher will show a video from the United Nations Office of Counter-Terrorism (UNOC). The teacher will ask students to write down one suggestion from the UNOC on how to combat terrorism as the video is playing.

See: “Terrorism is a major threat to International Peace and Security”
https://youtu.be/ei2aSLqA9Sw

Note: If playing the video is not an option, the teacher may post the five suggestions that follow and have students discuss which method(s) they think will be the most effective.

Five suggestions from the video to combat terrorism are:

Act (2001) and the Homeland Security Act (2002), as well as the anti-terrorism applications of the Foreign Intelligence Surveillance Act (1978):

- “Measuring the Effectiveness of America’s War on Terror” | https://publications.armywarcollege.edu/pubs/3323.pdf
- “The Foreign Intelligence Surveillance Act of 1978 (FISA)” | https://it.ojp.gov/PrivacyLiberty/authorities/statutes/1286
1. To share critical information about terrorists.
2. To engage with the youth to prevent them being exploited by terrorist groups.
3. To work with the private sector to prevent the misuse of new technologies.
4. To support and learn from survivors.
5. To build resilient societies with youth and women as essential partners.

Presentation (time: 5 minutes)
The teacher will explain that the United Nations is a global group composed of 193 member nations. These nations come together to maintain world peace and security; cooperate to solve economic, social, cultural, and humanitarian problems; develop relationships among nations; and uphold international law. The United Nations has an assembly that works specifically to combat terrorism with its member nations. In addition to an international effort, individual nations are also working to combat terrorism.

The teacher will explain that according to Human Rights Watch, since 9/11, “more than 140 governments have passed counterterrorism legislation.” To better understand how other countries have responded to terrorism, students will be looking at some of the legislation that has been passed. The teacher will display a graphic showing the ten countries most impacted by terrorism since 9/11. The teacher should point out, if students do not notice, that the U.S. is not on the list.

See: Global Terrorism Index 2019 (Table 1.1, page 18)
“Deaths from terrorism, 2002 to 2017”

Practice and Application (time: 30 minutes)
The teacher will divide students into groups. Each group will read a different case study of how a government has responded to terrorism. Students will read the Case Studies of Attacked Countries (see Supplement pp. 5.17.3-6) and portions of the linked sources and answer the following questions in writing:

• Were the measures the country used to fight terror acceptable and justifiable?
• Were the actions effective in stopping terrorism?
• Were human rights violated in the effort to combat terrorism?
• Do you agree or disagree with the actions of the country? Explain the reasons for your position.

The case studies students will look at include three of the four most attacked countries after 9/11. The teacher should make handouts with basic information about each country (see Supplement pp. 5.17.3-6).

Review and Assessment (time: 10 minutes)
The teacher will ask students to imagine they are the leader of a country that just had a terrorist attack similar to 9/11 and to discuss what actions they would take based on what they have learned other countries have done. Students will explain their answers with support from their classwork.
Extension (optional)
The teacher can prepare case studies for other countries or regions such as Northern Ireland, Chechnya, and Mexico. Students will answer the questions above for the new case studies.

See: “Case Studies: Revolutionaries or Terrorists?”

CULMINATING LESSONS
Includes the Performance Task (Summative Assessment)—measuring the achievement of learning objectives

Lesson 7
Analyzing the Structure of an Op-Ed

Goal
Students will analyze the structure of an op-ed in preparation for writing one of their own.

Do Now (time: 5 minutes)
The teacher will distribute copies of the Washington Post op-ed “Trump is harming the dream of America more than any foreign adversary ever could” by Joe Scarborough (or another opinion piece related to the War on Terror) and read the first two paragraphs aloud.

After unpacking the complex vocabulary in the first paragraph (phrases such as “Cataclysmic events,” “long-established norms,” “historical aftershocks,” and “epochal changes”), the teacher will ask students to identify as many of the historical allusions in the second paragraph as they can: Lee Harvey Oswald, Vietnam, Martin Luther King, Jr., Bobby Kennedy, race riots, Chicago, Kent State, Watergate, postindustrial rot. If the students are not familiar with any of the events, the teacher should offer explanations.

See: “Opinions: Trump is harming the dream of America more than any foreign adversary ever could” https://www.washingtonpost.com/opinions/trump-is-harming-the-dream-of-america-more-than-any-foreign-adversary-ever-could/2018/09/10/662e21a4-b52e-11e8-a2c5-3187f427e253_story.html

Note: Other op-eds related to terrorism that may be used to complement or replace the Scarborough piece include the following articles.
“Terrorism Has No Religion”
http://www.teenink.com/opinion/current_events_politics/article/839955/Terrorism-Has-No-Religion

“The Roots of the Christchurch Massacre”

“Hatred Lives in New Zealand”

**Hook** (time: 5 minutes)
Next, the teacher will read aloud the third and fourth paragraphs of the Scarborough op-ed, emphasizing the phrases “avalanche of strategic blunders” and “the tragic lessons of that time are still lost on our leaders.” The teacher will ask students to speculate on what they think this article is about and what the writer’s opinion is.

**Presentation** (time: 15 minutes)
The teacher will explain that this article is an op-ed, an opinion piece typically found opposite the editorial page in a print newspaper. In today's lesson, students will learn the structure of an op-ed piece by examining the parts that make up the whole. First, they need to understand the purpose of an op-ed.

*Note:* The teacher may wish to bring in a current newspaper to point out the op-ed articles.

Thomas Friedman, a three-time Pulitzer Prize winner who writes a weekly column for the New York Times, says that opinion writing is meant to provoke:

“I am either stoking up an emotion inside of you or illuminating something for you, and if I do it right, I do both together. I create heat or light. I create a reaction.”

Friedman goes on to say that producing a reaction requires

“... a combination of personal values, an understanding of the forces that shape people and events, ... and insight into how those forces affect the peoples and the cultures that interact with them.”

The teacher will tell students that with this big picture in mind, they will examine the specific parts of a typical op-ed and practice identifying them in a published sample before they write their own. The teacher will explain the op-ed elements outlined in the first column of the Op-Ed Elements Graphic Organizer on the next page (see p. 5.16.27).

**Practice and Application** (time: 15 minutes)
Working in pairs, students will analyze the Scarborough op-ed (or a similar opinion piece), identifying the elements listed in the graphic organizer (see p. 5.16.27) and color-coding them with markers. The teacher may find it helpful to model the process by asking the whole group to identify the parts of the op-ed already read. The teacher should also emphasize that there is no set formula for op-eds; each one is different, so the elements may be hard to match exactly.

**Background Resources:**

“Celebrated Author, Journalist Thomas Friedman Guest Lectures at NPS”
https://www.dvidshub.net/news/printable/202695

“Thomas Friedman Explains How to Write an Op-Ed for the New York Times”
https://youtu.be/kD3eHClpnI0
## Practice and Application, Presentation: Lesson 7—Op-Ed Elements Graphic Organizer

<table>
<thead>
<tr>
<th>Typical Op-Ed Elements</th>
<th>Examples from Sample Op-Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Hook</td>
<td></td>
</tr>
<tr>
<td>• Anecdote, shocking statistic/fact, or recent event</td>
<td></td>
</tr>
<tr>
<td><strong>Introduction:</strong> Claim</td>
<td></td>
</tr>
<tr>
<td>• Clear position statement on the topic</td>
<td></td>
</tr>
<tr>
<td><strong>Body:</strong> Supporting Evidence</td>
<td></td>
</tr>
<tr>
<td>• Factual information to justify claim</td>
<td></td>
</tr>
<tr>
<td>• Reasoning to show how evidence proves claim</td>
<td></td>
</tr>
<tr>
<td><strong>Body:</strong> Counterclaim and Rebuttal</td>
<td></td>
</tr>
<tr>
<td>• Opposing argument(s) and/or contrary evidence</td>
<td></td>
</tr>
<tr>
<td>• Refutation of opposing argument(s) or evidence</td>
<td></td>
</tr>
<tr>
<td><strong>Body:</strong> Supporting Evidence</td>
<td></td>
</tr>
<tr>
<td>• Additional factual information and reasoning</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Judgment Related to Claim</td>
<td></td>
</tr>
<tr>
<td>• Deduction based on evidence and reasoning</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Call to Action or Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>• Final comments designed to motivate readers</td>
<td></td>
</tr>
</tbody>
</table>
### Typical Op-Ed Elements

<table>
<thead>
<tr>
<th><strong>Introduction:</strong> Hook</th>
<th>Examples from Sample Op-Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anecdote, shocking statistic/fact, or recent event</td>
<td>Shocking events have unexpected impacts. The assassination of JFK led to cultural chaos in the U.S.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Introduction:</strong> Claim</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear position statement on the topic</td>
<td>9/11 led to strategic blunders by past U.S. leaders, and the current ones still have not learned their lessons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Body:</strong> Supporting Evidence</th>
<th>Pre-9/11, the U.S. had the strongest economy and military in the world. Now we are deep in debt, and China’s economy is stronger than ours. The Iraq War was a huge error.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Factual information to justify claim</td>
<td></td>
</tr>
<tr>
<td>• Reasoning to show how evidence proves claim</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Body:</strong> Counterclaim and Rebuttal</th>
<th>Most politicians and the American public agreed with Bush’s Iraq War, but they were wrong. The war had a terrible cost in lives, money, and American prestige.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Opposing argument(s) and/or contrary evidence</td>
<td></td>
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<tr>
<td>• Refutation of opposing argument(s) or evidence</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Body:</strong> Supporting Evidence</th>
<th>Obama’s retreat from world problems was wrong. Now, Trump is acting recklessly in foreign affairs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Additional factual information and reasoning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conclusion:</strong> Judgment Related to Claim</th>
<th>The biggest threat Trump poses is that he will damage America’s image. Democracy and law are what the U.S. represents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deduction based on evidence and reasoning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conclusion:</strong> Call to Action or Critical Thinking</th>
<th>Voters have to decide whether they will continue to support a politician who is worse than a foreign enemy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Final comments designed to motivate readers</td>
<td></td>
</tr>
</tbody>
</table>
A possible analysis of the Scarborough op-ed is the following:

- **Hook:** Paragraphs 1-2 (“Cataclysmic events … these events?”)
- **Claim:** Paragraphs 3-4 (“And could … our leaders.”)
- **Supporting Evidence:** Paragraphs 5-8, sentence 1 (“On Sept. 10, 2001 … 2001 attacks.”)
- **Counterclaim and Rebuttal:** Paragraph 8, sentences 2-4 (“Even a majority … across the globe.”)
- **Supporting Evidence:** Paragraphs 9-10 (“The excesses … across the globe.”)
- **Judgment Relates to Claim:** Paragraphs 11-12, sentences 1-2 (“For those … ash heap of history.”)
- **Call to Action:** Paragraph 12, sentence 3 (“The question … ever could.”)

Students might have difficulty identifying the implied counterclaim in paragraph 8, which is the idea that the Iraq War was a reasonable policy because most Americans went along with it at the time. The rebuttal is “we were wrong.” Similarly, the call to action in the final paragraph is not stated directly but as a rhetorical question.

Another challenge may be that students are unfamiliar with the post-9/11 events alluded to in the article. The teacher may find it helpful to post some events extracted from “A Timeline of the U.S.-Led War on Terror.”

See: “A Timeline of the U.S.-Led War on Terror”
https://www.history.com/topics/21st-century/war-on-terror-timeline

**Review and Assessment** (time: 15 minutes)

The teacher will lead a discussion of the op-ed, asking students to present the findings of their analyses. As the class reviews each part, students will record examples on their own copies of the Op-Ed Elements Graphic Organizer, which, when completed, could look something like the Op-Ed Graphic Organizer with Sample Findings on the preceding page (see p. 5.16.28).

Finally, before students submit their graphic organizers, they should write comments on the back of the sheet in response to these questions:

Do you think that Joe Scarborough made an effective argument in his op-ed?
What were the strongest elements in the piece? What elements could be improved, and how?

**Extension** (optional)

To help students think about how systems work, the teacher can show the OK Go music video “This Too Shall Pass.”

The teacher can lead a discussion of the video using these prompts:

Each part of the machine connected to another. What would happen if one part failed?
Why is it important to understand how individual parts contribute to a whole?
How might this systems thinking apply to how we understand historical events?

See: “This Too Shall Pass”
https://youtu.be/qybUFnY7Y8wo
Lesson 8  (3 days)

Writing, Revising, and Sharing an Op-Ed on the U.S. Response to Terrorism

**Goal**
Students will plan, draft, and, after receiving peer feedback, revise and share op-ed articles evaluating the U.S. response to terrorism.

**Lesson 8–DAY 1**

**Do Now** (time: 5 minutes)
To review the previous lesson and prepare for the performance task, students will list and briefly explain key elements of an op-ed:

- **Hook**, claim, supporting evidence, counterclaim and rebuttal,
- judgment related to claim and call to action or critical thinking

The teacher will conduct a brief discussion to clarify these terms as needed.

**Hook** (time: 10 minutes)
The teacher will project or distribute copies of the map “Current United States Counterterror War Locations” and explain that the U.S. War on Terror not only continues in Afghanistan but also has spread in various forms to many other places—39% of the world’s countries as of 2017. Students will study the map and accompanying graphs and discuss their views on whether expansion of the War on Terror represents a legitimate response to global security threats or the kind of “strategic blunders” that Joe Scarborough discussed in his op-ed.

See: “Current United States Counterterror War Locations”
http://www.tomdispatch.com/images/managed/costofwar_projectmap_large1.jpg

**Presentation** (time: 10 minutes)
The teacher will explain that students will be writing their own op-ed articles supporting or critiquing the U.S. government’s response to international terrorism using evidence gathered throughout the unit, including the graphic organizers from Lessons 6 and 7, and additional research as needed. The teacher will provide a handout of the Final Project information (see p. 5.16.31) with details of the assignment and lead a discussion of the expectations.

The teacher should emphasize the importance of the audience: the op-ed will have to include clear and sufficient background information to help readers understand the argument. Students should also examine the standards and give their views of what a successful product will look like. The teacher can capture these ideas to include in a rubric.
FINAL PROJECT: U.S. Government Response to Terrorism Op-Ed

Goal: Write an op-ed piece analyzing and evaluating the federal government’s response to international terrorism.

Role: You are a researcher and analyst for a newspaper.

Audience: You are writing for youth who were not alive at the time of 9/11.

Situation: Your editor has asked you to look back at how the federal government responded to the terrorist attacks of 9/11 in order to inform current foreign policy decisions.

Product: You will compose an op-ed that takes an informed stance on how the federal government responded to 9/11, including an introductory paragraph with a hook and thesis; at least two body paragraphs with a counter-argument, rebuttal, and evidence to support the thesis; and a concluding paragraph that revisits the thesis and offers a final thought about broader implications and why the analysis matters.

Standards:
- The op-ed will take a clear stance.
- The op-ed will include textual evidence to support the claim.
- The op-ed will include a counterclaim with rebuttal.
- The op-ed will present a conclusion that ties in the thesis and provides a final thought about the broader implications of the issue.

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Practice and Application (time: Day 1—30 minutes)

Students will begin the process of writing their op-eds with a series of freewriting exercises. The teacher will explain that freewriting is a great way to get the brain into writing mode. It helps writers generate ideas that can then be turned into sentences and paragraphs.

The class will do three five-minute freewrites. These will be guided by prompts, but students should feel free to express all their thoughts on paper. Some students may find it helpful to supplement their writing with diagrams or drawings. The teacher will set a timer for each prompt and write with the students. The questions should be posted so that students can see them and refer back to them while they are writing:

- **Prompt 1:**
  What are your feelings about the U.S. response to terrorism? What do you know about the topic that others your age don’t? What ideas would you like to share with them about the topic?

- **Prompt 2:**
  What claim do you want to make about the U.S. response to terrorism, in the past or going forward? What evidence supports your view? What else do you need to know?

- **Prompt 3:**
  How might others argue against your view? How would you refute their counterclaims?

After the freewrites, the teacher will instruct students to read through their writing, underlining key ideas. Students can also share insights from their writing and discuss their planned approaches to the assignment.

Next, the teacher will distribute copies of the Op-Ed Outline and Sentence Starters Graphic Organizer found in the Supplement (see pp. 5.17.7-8) or a similar one to aid students in organizing their ideas if they need such scaffolding. Students may also use this form later to check their drafts for completeness. This organizer includes a suggested outline of the op-ed and sample sentence starters for each element of the op-ed, but students may modify the order and generate their own sentences. Students should use the remaining class time to plan as much of the op-ed as they can, drawing on their freewriting and other materials from the unit. They should submit their work in progress as an Exit Ticket at the end of Day 1.

Lesson 8–DAY 2

Do Now (time: 5 minutes)

Ta-Nehisi Coates, a famous Black journalist who grew up in Baltimore, discusses the writing process in the video “Advice on Writing From The Atlantic’s Ta-Nehisi Coates.” The teacher will play some or all of the video and ask students:

What resonates with you? What advice does Coates give on writing?

See: “Advice on Writing From The Atlantic’s Ta-Nehisi Coates”
Practice and Application (time: Continued, Day 2—50 minutes)
During the first part of this lesson, students will complete their graphic organizers (or other planning sheets) and determine whether they need to do additional research to develop an effective argument. If they do, the teacher should help them develop search criteria and/or find additional sources to review. Then students should draft their op-eds with support from peers and the teacher as they assemble claims and evidence.

When students have completed their drafts (or substantial partial drafts), the teacher will guide students to ask themselves the following questions as they read over their op-eds:

• Is my purpose clear? Have I stated a claim and defended it with evidence?
• Have I included all the typical parts of an op-ed, including a counterclaim and rebuttal?
• Have I included anything that doesn’t add to the point I am making and could take out?
• Have I used the most effective phrases and words? Is my writing interesting?

At the end of Day 2, students will submit an Exit Ticket reflecting on their progress so far and improvements they want to make to their drafts.

Lesson 8—DAY 3

Do Now (time: 5 minutes)
The teacher will post the following quotation from Stephen Covey where students can see it. The teacher will ask students to read the quotation aloud and reflect on how it applies to the writing process:

“It takes humility to seek feedback.
It takes wisdom to understand it, analyze it, and appropriately act on it.”

https://www.azquotes.com/quote/808475/

Review and Assessment (time: 50 minutes)
The teacher will explain that today’s lesson is focused on revising and sharing their op-eds. First they will seek peer response and use that feedback to make final revisions. Students will choose partners (or the teacher will assign them) and exchange papers with them. The teacher will provide a Peer Feedback Checklist such as the one that follows (see p. 5.16.34) to prompt peer response, and students will tell their partners what specific kinds of feedback they need.

After receiving peer feedback, students may ask their partners clarifying questions and then proceed to revise their op-eds. The teacher will circulate and offer assistance as needed.

During the last 15 minutes of class, students will share their finished products by reading them aloud in front of the class or in a circle. After each reading, students may ask questions and/or offer comments on the op-eds. The teacher should lead a final discussion in which students reflect on what they have learned about the U.S. response to terrorism and what they think should happen in the future.

Extension (optional)
The final sharing of op-eds could be transformed into a full-class “policy forum” in which students present their papers to the class and invited guests. After the presentations, all participants could engage in a discussion of terrorism policy and generate a list of recommendations.
### Peer Feedback Checklist

**Review and Assessment:** Lesson 8 (Day 3)

1. All parts of the introduction are included (**hook** and **claim**).
   
   **Praise and suggestions:** _________________________________

2. Sufficient **evidence** and **reasoning** to back up the claim are presented.
   
   **Praise and suggestions:** _________________________________

3. A **counterclaim** is included, and a **rebuttal** strengthens the claim.
   
   **Praise and suggestions:** _________________________________

4. All parts of the conclusion are included
   (**judgment related to claim, call to action or critical thinking**).
   
   **Praise and suggestions:** _________________________________

5. The **organization, style, and word choice** of the op-ed are clear, effective, and interesting.
   
   **Praise and suggestions:** _________________________________

6. **Specific feedback requested:** _________________________________

   _________________________________

   **Praise and suggestions:** _________________________________
### 9/11 Learning Stations Graphic Organizer

<table>
<thead>
<tr>
<th>STATION 1</th>
<th>STATION 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many terrorists were involved in the highjacking the morning of 9/11?</td>
<td>What was the World Trade Center?</td>
</tr>
<tr>
<td>What time was the first report of the attacks?</td>
<td>What were the Twin Towers?</td>
</tr>
<tr>
<td>The North Tower was hit at 8:46 a.m. Listen to the recordings of people</td>
<td>What is Islam?</td>
</tr>
<tr>
<td>talking about this experience and write down something that surprised</td>
<td></td>
</tr>
<tr>
<td>you and something that you want to know more about.</td>
<td></td>
</tr>
<tr>
<td>Listen to the recordings from after the South Tower was attacked. What</td>
<td>What is Islamist extremism?</td>
</tr>
<tr>
<td>were your thoughts/feelings?</td>
<td></td>
</tr>
<tr>
<td>Listen to the recordings about the Pentagon attack. What were your</td>
<td>What is Al-Qaeda?</td>
</tr>
<tr>
<td>reactions as you were listening?</td>
<td></td>
</tr>
<tr>
<td>After seeing the video of the collapse of the South Tower, write down</td>
<td>Why did the terrorists attack the World Trade</td>
</tr>
<tr>
<td>three details about what happened on 9/11.</td>
<td>Center and the Pentagon?</td>
</tr>
<tr>
<td></td>
<td>What countries did the terrorists come from?</td>
</tr>
</tbody>
</table>
9/11 Learning Stations Graphic Organizer

<table>
<thead>
<tr>
<th>STATION 3</th>
<th>STATION 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skim through this document and write a summary of what is being asked of the participants in the 9/11 attack. Also record one thing that surprises you and one thing that troubles you after reading this letter.</td>
<td>How soon after the attacks did President Bush make his public address?</td>
</tr>
<tr>
<td></td>
<td>According to President Bush, why was the United States targeted?</td>
</tr>
<tr>
<td></td>
<td>Write down the adjectives that Bush uses to describe the attack. Do you agree with them as descriptions of the attack? Would you add any others?</td>
</tr>
<tr>
<td></td>
<td>President Bush quotes Psalm 23 in his speech. Where does this scripture come from? Do you think that the passage was a good choice given the context of the speech?</td>
</tr>
</tbody>
</table>
Case Studies of Attacked Countries

1—Iraq

Background:
ISIS (Islamic State of Iraq and Syria) insurgencies intensified after the U.S. invasion of Iraq in 2003 in response to 9/11. Previous to the Iraq war, according to Atlantic magazine, “From 1998 to 2002 there were 65 deaths from terrorism in Iraq. With the commencement of the Iraq war in 2004 there were nearly five times as many deaths than in the previous five years” (Friedman). From 2001 to 2008, after 9/11 occurred and the U.S. declared war, Iraq accounted for a quarter of the world’s terrorist attacks. In 2014, a third of the world’s terrorism deaths occurred in Iraq, making Baghdad the world’s deadliest city. There were 9,929 terrorism-related deaths that year, which was the highest annual number of any country. In 2018, Iraq had one of the greatest declines in terrorist attacks in the world (Global Terrorism Index 2019).

What the country has done to fight terrorism:
In 2005, the Iraqi Parliament approved the use of the death penalty for those convicted of acts of terrorism, including those who incite, plan, aid or abet (before or after the fact), or finance terrorism (Report 9). Pregnant women (within four months of giving birth) and minors (including those aged 18-21) are exempt from the death penalty but may face life imprisonment” (10). The law defines terrorism as “every criminal act committed by an individual or an organized group that targeted an individual or a group of individuals or groups or official or unofficial institutions and caused damage to public or private properties, with the aim to disturb the peace, stability, and national unity or to bring about horror and fear among people and to create chaos to achieve terrorist goals” (9). The government defends the death penalty as necessary to deter terrorist violence. According to a report by the United Nations Assistance Mission for Iraq, the criminal justice system in Iraq is weak, and there is a consistent failure of due process and fair trial standards. The monitoring group also mentions concerns about interrogation of accused people without presence of lawyers, using torture to force confessions, lack of evidence and use of confessions by courts to sentence accused persons to death, and corruption by officials in the department of justice. Arrests under the anti-terrorism act do not require a warrant, and oftentimes warrants are obtained after the arrest” (2, 11-12).

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>11</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>2006</td>
<td>52</td>
<td>2</td>
<td>54</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
<td>-</td>
<td>41</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>120</td>
<td>4</td>
<td>124</td>
</tr>
<tr>
<td>2010</td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>2011</td>
<td>64</td>
<td>3</td>
<td>67</td>
</tr>
<tr>
<td>2012</td>
<td>118</td>
<td>5</td>
<td>123</td>
</tr>
<tr>
<td>2013</td>
<td>174</td>
<td>3</td>
<td>177</td>
</tr>
<tr>
<td>2014</td>
<td>60</td>
<td>-</td>
<td>60</td>
</tr>
</tbody>
</table>

Table: Use of the death penalty since its reintroduction in 2004.

---

Case Studies of Attacked Countries

Has the law stopped terrorism?
According to United Nations Assistance Mission for Iraq (UNAMI), the death penalty has had no effect on lessening terrorist violence. The group points to the fact that even with the rise in executions of those convicted of terrorist acts, there has also been a rise in the number of civilians dying from actions of terrorist groups. Others claim that the misapplication of justice toward those convicted of terrorism without fair trial is becoming a breeding ground for a new terrorist group (26).


Global Terrorism Index 2019: Measuring the Impact of Terrorism. Institute for Economics and Peace, 2019

Background:
India has experienced multiple assassinations of political figures, the loss of 250 Indian citizens in the World Trade Center, and continued fighting against insurgents in Kashmir as well as Islamic radicals from Pakistan and Afghanistan.

What the country has done to fight terrorism:
After 9/11, the Indian government passed the Prevention of Terrorism Act (POTA). This act allowed state law enforcement comprehensive powers to investigate, detain, and prosecute based on terrorist-related offenses such as incitement, supporting, abetting, harboring, concealing, or benefitting from terrorism. The law allowed for 180-day detention of suspects without charge, presumption of guilt, faulty review procedures, and abuse by officials. After passage of the law, many human rights groups observed the abuses of the law such as indefinite detainment without charge of political rivals and disenfranchised minorities without representation. POTA defined terrorism as any violence “with intent to threaten the unity, security or sovereignty of India or to strike terror in the people or any section of the people.” The law imposed a minimum five-year sentence on those who conspire in, attempt to commit, advocate, abet, advise, or incite a terrorist act. For certain acts such as waging war and murder, the death penalty is allowable. Lack of evidence and coerced confessions plague those accused under POTA, which was repealed in 2004 after criticism of human rights violations and the misuse of prosecutions by government forces during counterterrorism, including random arrests, torture, illegal killings, and disappearances (Gagné). In 2008, after attacks in the city of Mumbai, new laws and amendments to old statues were created. The state Anti-Terrorism Squad was created to handle “rapid, first-responder duties.” Other national agencies created to combat terrorism include the National Investigation Agency and the National Security Guard. They counter the finance of terrorism by investigating money laundering as well as working to pass legislation to confiscate assets and prosecute third-party transactions. India increased its cooperation with the United States to combat terrorism in 2017 (Country Reports).

Has the law stopped terrorism?
Coordination across federal intelligence agencies as well as partnerships on information sharing with other countries have been difficult due to the unwillingness of intelligence agencies to share information. India has increased arrests and prosecutions of terrorist leaders and financiers and increased international cooperation (Country Reports). Cross-border terrorism, especially from Pakistan, remains a challenge.

See: Gagné, Christopher. “POTA: Lessons Learned from India’s Anti-Terror Act”

Country Reports on Terrorism 2017. United States Department of State (India, 19 September 2018)
https://www.refworld.org/docid/5bcf1fa3a.html
Background:
Pakistan has been struggling with internal organization and unity since gaining independence from Britain and separating from India in 1947. Many different groups have been fighting for power, including different terrorist organizations such as the Taliban Movement of Pakistan. In 2008 an enormous increase in extremist violence, mostly in the form of bombings, occurred and has continued at the same or greater levels during the following 10 years. There are no places safe from bombings, and extremist groups frequently target schools, places of worship, public transportation, and other public areas. The recruitment of teenagers as suicide bombers has increased in recent years. Pakistan is criticized around the world for not doing enough to combat terrorism and for harboring extremist groups.

What the country has done to fight terrorism:
Pakistan has militarized its counter-terrorism operations, leading to less court transparency, extrajudicial killings, and torture of terrorism suspects. The ban on the death penalty was lifted as well (Revisiting). Historically, anti-terrorism measures were used to suppress dissent. The Anti-Terrorism Act, passed and amended over 20 years, has expanded the definition of terrorism to include arms trafficking, kidnapping, abduction, extortion, sectarian violence, targeted political killings, rape, and other “heinous acts.” This has led to an overabundance of trials for accused perpetrators and limited court resources to try these cases in a fair and timely manner. Acquittal rates of those accused are high due to bribery and corrupt officials (Parvez and Rani 2-5).

Has the anti-terror action stopped terrorism?
The global community does not see Pakistan’s anti-terrorism efforts as successful. Although Pakistan is working on many anti-terrorism measures, extremist violence is a huge threat, the economy is struggling, and the infrastructure for a stable government, including court systems, is failing (Revisiting).

## Op-Ed Outline and Sentence Starters Graphic Organizer (1)

<table>
<thead>
<tr>
<th>Op-Ed Elements</th>
<th>Possible Sentence Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hook</strong></td>
<td><strong>Sentence starter:</strong> Americans today tend to believe ____________________________, but ...</td>
</tr>
<tr>
<td><strong>Claim</strong></td>
<td><strong>Sentence starter:</strong> The wisest policy (or a better policy) for __________________________ is ...</td>
</tr>
<tr>
<td><strong>First Body Paragraph</strong></td>
<td><strong>Overall Focus of Paragraph 1:</strong></td>
</tr>
<tr>
<td><strong>First Point</strong></td>
<td><strong>Sentence starter:</strong> The most obvious reason for doing ____________________________ is ...</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td><strong>Sentence starter:</strong> ____________________________ , an expert in ____________________________ , says ...</td>
</tr>
<tr>
<td><strong>Second Point</strong></td>
<td><strong>Sentence starter:</strong> Similarly, ____________________________ shows that ...</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td><strong>Sentence starter:</strong> According to ____________________________ statistics, ...</td>
</tr>
<tr>
<td><strong>Reasoning</strong></td>
<td><strong>Sentence starter:</strong> In other words (or as a result), ____________________________ is ...</td>
</tr>
</tbody>
</table>
**Op-Ed Outline and Sentence Starters Graphic Organizer (2)**

<table>
<thead>
<tr>
<th>Op-Ed Elements</th>
<th>Possible Sentence Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Body Paragraph</strong></td>
<td><strong>Overall Focus of Paragraph 2:</strong></td>
</tr>
<tr>
<td>Counterclaim</td>
<td><strong>Sentence starter:</strong></td>
</tr>
<tr>
<td>What the other side says about the topic</td>
<td>________________ claims ________________, arguing that …</td>
</tr>
<tr>
<td>Rebuttal</td>
<td><strong>Sentence starter:</strong></td>
</tr>
<tr>
<td>Why you believe the counterclaim is wrong</td>
<td>However, ________________ is mistaken because …</td>
</tr>
<tr>
<td>Additional Evidence</td>
<td><strong>Sentence starter:</strong></td>
</tr>
<tr>
<td>Facts or statistics that support your rebuttal</td>
<td>Moreover, a careful analysis of the data reveals ________________ …</td>
</tr>
<tr>
<td>Reasoning</td>
<td><strong>Sentence starter:</strong></td>
</tr>
<tr>
<td>Explanation of why the evidence is relevant</td>
<td>To put it another way (or this matters because) ________________ …</td>
</tr>
<tr>
<td>Final Judgment</td>
<td><strong>Sentence starter:</strong></td>
</tr>
<tr>
<td>Related to Claim</td>
<td>It is clear that ________________ is the best policy because …</td>
</tr>
<tr>
<td>Deduction from evidence</td>
<td><strong>Sentence starter:</strong></td>
</tr>
<tr>
<td>Call to Action</td>
<td>We should all ________________ because …</td>
</tr>
</tbody>
</table>