U.S. History II

1870 to 2001

INSTRUCTIONAL GUIDE

Teaching Social Studies in Massachusetts
Department of Youth Services Schools

2011 EDITION
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INSTRUCTIONAL GUIDE
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Using the Guide’s Materials and Resources

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Dear Colleagues:

The Massachusetts Department of Youth Services, in partnership with the Commonwealth Corporation and the Collaborative for Educational Services, is working together to develop a comprehensive education and training system for the thousands of young people placed in DYS custody every year by the juvenile courts. We are expanding and enriching the continuum of options and opportunities—including high quality education and training, comprehensive case management, mentoring programs, and other services—to give youth in the care and treatment of the Massachusetts Department of Youth Services the knowledge, skills, and confidence they need to build a better future.

As teachers, you may play a primary role in helping the young people in DYS cultivate their gifts and improve their lives. Many of our students may have struggled in traditional educational settings, and many others have excelled. By affirming and attending to students’ individual learning needs and interests, you have the opportunity to help them enter a true journey of learning and achievement.

As teaching professionals in DYS, you work hard to deliver high quality, content-rich learning opportunities that address the needs of all students. To help you adapt traditional social studies curricula and textbooks for use in your classrooms, we have compiled vital information, stimulating resources, culturally responsive and positive youth development strategies, and sound pedagogical practices for teaching in detention, assessment, and treatment facilities across the state.

We hope that this guide will assist you in your important work. Many of these instructional materials have been created and adapted by teachers within the DYS system. The content of this guide is deeply rooted in the rich experiences of teachers in DYS and other facilities serving youth similar to our own, as well as in the principles and standards of both the National Council for Social Studies and the Massachusetts Department of Education’s History and Social Science Curriculum Framework.

Thank you for the hope and dedication that you bring to the young people in our care.

Sincerely,

Jane E. Tewksbury
Commissioner
Acknowledgements

This guide emphasizes teaching and learning United States History II, and is part of a series of instructional guides that focus on the content and delivery of educational services in Massachusetts Department of Youth Services (DYS) facilities across the Commonwealth. DYS Instructional Guides are one component of the Comprehensive Education Partnership’s Education Initiative, an education reform effort supported by the Commonwealth Corporation and the Collaborative for Educational Services (formerly Hampshire Educational Collaborative).

All materials in this guide are aligned with national standards from the National Council of Social Studies (NCSS) and the History and Social Science Curriculum Framework of the Massachusetts Department of Elementary and Secondary Education. There are also references to the emerging Common Core standards, as applied to social studies.

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

We especially want to recognize the Massachusetts Department of Youth Services, its students, and the teachers and program staff who work every day to bring clarity and focus to the delivery of educational services within the DYS system. We offer special thanks to Christine Kenney, Director of Educational Services and the DYS teachers who provided valuable feedback on this guide throughout its development.

The following individuals and organizations were instrumental in creating this guide:

**PROJECT COORDINATOR**
Shirley Gilfether

**PRINCIPAL CONTRIBUTORS**
Kelley Brown  
*Writer, content specialist, and reviewer*
Shirley Gilfether  
*Writer, editor, and reviewer*
Kimberly Johnson  
*Writer, editor, and reviewer*
Kathy Rho  
*Instructional guide advisor*

**EXEMPLAR AUTHORS**
Kelley Brown
Erin O’Connor-Silverman
Vincent Tringale

**PEER REVIEWERS**
William Cribben
Maureen Devlin
Erin O’Connor-Silverman
John Strouse
Vincent Tringale

**ORGANIZATIONS**
Massachusetts Department of Youth Services  
www.mass.gov
Collaborative for Educational Services  
collaborative.org
Commonwealth Corporation  
www.commcorp.org

**GRAPHIC DESIGN**
Lucia Foley, Director of Publications  
Collaborative for Educational Services
Principal Contributors

**Shirley Gilfether** is Coordinator of Professional Development, Curriculum and Instruction for the Department of Youth Services Education Initiative. Shirley, who joined the Collaborative for Educational Services in 1998, has been a public school administrator and teacher in California, Connecticut, Vermont and Massachusetts. Her areas of expertise are curriculum, instruction and assessment; she has been a consultant and trainer in differentiation, curriculum mapping, standards-based instruction, formative and summative assessment, and selecting and implementing curriculum resources. Shirley has been an active participant on the committees that have produced all of the Instructional Guides being used in institutional settings across the Commonwealth and is proud of the collaborative work that has developed these documents.

**Kelley Brown** has taught history and social studies at Easthampton High School since 2001, where she also serves as the school’s Coordinator of Professional Development. Kelley has been a consultant and trainer in differentiation, curriculum development, teacher collaboration, learning teams, social studies instruction and historical thinking skills. Kelley has been a writer and an active participant in the committees that have produced the U.S. History I and U.S. History II DYS Instructional Guides. She has worked with the Collaborative for Educational Services since 2006 to facilitate professional development for DYS and SEIS educators and has assisted in the Collaborative’s Emerging America: Teaching American History program. Kelley was a Disney Teacher of the Year recipient in 2006 and the Massachusetts “Preserve America” History Teacher of the Year in 2010.

**Kimberly Johnson** is the Department of Youth Services instructional coach for the northeast region and parts of the central region. In addition to her duties as instructional coach, Kim serves as the social studies content specialist and is an active member of the Comprehensive Education Partnership’s PYD/CRP workgroup. Prior to taking on her current role, Kim was the teaching coordinator at Somerville Transition Shelter, a revocation unit in the Northeast managed by Community Resources for Justice. Kim graduated from Bridgewater State University with a dual degree in Education and History and has taught in a variety of public school classrooms in Georgia and Massachusetts.

**Kathy Rho** is an education specialist who served as Program Manager for Commonwealth Corporation, a partner in the Comprehensive Education Partnership. Her work has focused on supporting training for positive youth development and culturally responsive teaching, and developing mentoring programs. Prior to her work on the DYS initiative, Kathy was an Education Specialist serving programs and initiatives in the Boston area. Before joining Commonwealth Corporation, she taught high school science in Houston, Texas.
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Introduction

This U.S. History II Instructional Guide is the fifth in a series of Instructional Guides prepared for teachers. The guides focus on major content areas—English language arts, math, science, and social studies. These instructional guides complement the extensive program of professional development, training, and coaching provided by the Collaborative for Educational Services in partnership with the Commonwealth Corporation. The materials and resources in this guide are intended to be used by and shared among teachers.

All of the Instructional Guides are aligned with both the Massachusetts Curriculum Frameworks and the goals and principles of the Massachusetts Department of Youth Services (DYS) education system, and share the same general outline and instructions for use. Together, the guides provide the required curriculum scope and sequence for all educational programs.

Although the development of these guides was commissioned and funded by the Massachusetts Department of Youth Services, they are also being used successfully with students in other Massachusetts juvenile and young adult institutional settings, such as Department of Mental Health, Department of Public Health, and County Houses of Correction.
Education philosophy

DYS is committed to providing an education for all students in the DYS system that is in compliance with the Massachusetts State curriculum standards. The Instructional Guides that frame the instruction and assessment are organized around key themes and essential learning outcomes that are modified for the various student placements (detention, assessment, and treatment). All DYS education is delivered with an understanding of the diversity of the student population. All curriculum, instruction and assessment planning includes components of differentiation, respect for cultural diversity, and a commitment to enhance students’ overall literacy skills.

Student population

The DYS population is demographically diverse by race, ethnicity, language, culture, age, and economics. Students are educationally diverse, too, with respect to their background knowledge, interests, aspirations, learning styles, multiple intelligences, social-emotional strengths and challenges, and personal histories.

Some 3,000 students per year are served by the DYS system. Youth are between 10 and 19 years old, with an average age of approximately 17 years. DYS students in the committed population are 34% white, 30% African American, 28% Latino, 3% Asian, and 5% “other.”

Every day, the Department of Youth Services provides educational services to more than 1,500 young people in 58 residential and community programs across Massachusetts. In addition, 27 area programs serve youth transitioning back into the community who are residing with parents, with guardians, or in independent living programs.
Meeting the needs of diverse youth

Data and statistics do not begin to tell the stories of who our students really are, but they do illuminate some of the differences between the backgrounds of students in our settings. Some of our youth have done well in school and will use our classes to build and expand their success as learners. Others have not done well and may have been challenged or frustrated academically in the past. Many of our students learn best when actively engaged and able to make connections to their own real-world experiences and contexts.

All DYS education and services focus on preparing youth to re-integrate successfully into their communities and make successful transitions to public schools, alternative education programs, GED preparation, college and other post-secondary education, job skills training, or employment.

We have unique opportunities in our programs to build authentic teaching and learning practices. When educators are attuned to the attributes their students bring with them, and sensitive to issues and opportunities related to diversity, they are better able to foster environments where differences are valued as useful tools for teaching, learning, and engaging all students. By examining their own backgrounds, affirming the students by building on their strengths, interests and enthusiasms, reinforcing their efforts, and recognizing their growth, teachers can impact student learning even in a short period of time. As educators, we have the chance to offer our students successful experiences—often for the first time in their lives!

Education programs

Programs operate under contract with DYS, and are run by numerous vendors and community-based organizations. Accountability standards have been put in place to ensure greater standardization of the educational program across the system.

While size, type, location, security levels, and other factors vary a great deal among DYS programs across the Commonwealth, all DYS settings are united by shared principles, guidelines, professional development, curricular materials, and coaching. Educational programming operates on a 12-month school year, with a minimum of 27.5 hours of instructional services per week.

DYS educational services strive to meet all Massachusetts education standards, policies and procedures, including requirements for time and learning and highly-qualified educator licensure.
Massachusetts Department of Youth Services Education

**DYS students receive educational services in these types of programs:**

**Pre-Trial Detention Units**
These programs primarily house youth that have been charged with a criminal offense and are being held on bail awaiting court action. These units may also house juveniles who are committed and are awaiting placement in another facility or program, or who are in the process of revocation from a community placement.

**Assessment Units**
These programs are designed to evaluate the needs of newly committed youth. The Department administers several risk/need assessments in the areas of mental health and substance abuse, and educational testing. This information, as well as information about the juvenile's family and any prior contact in the juvenile justice system or in the social service system and the youth's offense history, helps to inform the placement decision. The typical length of stay in an assessment program is 30-45 days.

**Long Term Treatment**
The Department's assessment may determine that the most appropriate placement for supervision and treatment is a long-term treatment unit. The average length of stay is 8-12 months, although some youth may stay longer.

**Short Term Treatment**
The Department's assessment may determine that the most appropriate placement for supervision and treatment is a short-term treatment unit. The average length of stay in this type of program is 90 days, but placement may be extended to 180 days.

**Revocation Units**
These programs serve youth who have been released from a DYS treatment program and are having difficulty adjusting to the community. They have broken the terms of their earlier release and are therefore returned to a DYS setting. The average length of stay in this type of program varies based on individual circumstances. In some cases, revoked youth are assigned to detention or treatment units in their region.
Massachusetts Department of Youth Services Education

Education programs include the following services:

- Standards-based academic offerings in the core content of mathematics, English language arts, social studies, and science. In addition, all students participate in a comprehensive curriculum of life skills and career development to establish goals and identify education and employment pathways to help youth plan for their futures upon return to their communities.

- GED preparation, vocational education, and/or post-secondary education services are provided as appropriate for clients.

- Education Liaisons provide educational guidance to DYS students and programs, and support the re-entry of students into local schools.

- Special education services are provided through the Massachusetts Department of Elementary and Secondary Education's Special Education in Institutional Settings (SEIS) organization. These services include Evaluation Team Liaisons who collaborate with all service components, including the student's public school district, to ensure appropriate delivery of special education services.

- Title I supplemental services are provided through federal entitlement funds.

- A range of vocational and work-based learning programs for clients are referred to as the Bridging the Opportunity Gap (BOG) Job Readiness and Employability Initiative. The BOG program provides career development and workplace learning experiences for youth through partnerships with vocational-technical high schools, workforce investment boards, and community based organizations. DYS Community Re-entry staff also provide support and guidance to youth to link them with additional education, workforce and social service supports. (Students participating in the BOG initiative are usually transitioning to the community from residential settings, though there are some programs operating in long-term residential settings.)
Effective Teaching Practices in DYS Settings

Defining terms

Every field of endeavor has specialized vocabulary or jargon. This kind of terminology can be very useful, enabling practitioners to use a kind of “insider shorthand” to communicate with others in the field. It is essential, however, that terms be defined, so that the same words mean the same things to all who use and hear them.

The table at right shows some of the most frequently used terms in the field of education.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>The techniques and strategies used to measure the degree to which students are learning or have learned the prescribed curriculum. This includes pre-assessment, formative assessment and final or summative unit assessment.</td>
</tr>
<tr>
<td>Access for All</td>
<td>This includes all processes used to make learning accessible to students. Teachers achieve this by establishing a classroom environment conducive to positive youth development and cultural responsiveness. They can also support student learning through differentiation and related accommodations and modifications.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Ideas, skills, processes, and content that educators identify as important for students to learn in each subject area; curriculum is the “what” of education. This is clarified in the Instructional Guide.</td>
</tr>
<tr>
<td>Emphasized Standards</td>
<td>Standards in the content area that have been found to occur most frequently in assessments such as MCAS and GED.</td>
</tr>
<tr>
<td>Essential Questions</td>
<td>These questions are open-ended, broad and conceptual in nature. Through the use of essential questions, students develop understandings that can transfer from one topic to another. (Example: What are the essential elements of all revolutions? Students can apply the understanding from this essential question to any revolution they study throughout history.)</td>
</tr>
<tr>
<td>Frameworks</td>
<td>Curriculum frameworks in each content area are consistent throughout Massachusetts and contain the required state standards organized by strands.</td>
</tr>
<tr>
<td>Instruction</td>
<td>Interaction between teacher and student, or the actual activities that communicate and review knowledge, understanding, or skill; instruction is the “how” of education.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Statements of learning outcomes categorized as basic knowledge and facts (what the student should Know), conceptual understandings or big ideas (what the student should Understand), and examples of student learning (what the student should be able to Do as a result of their knowledge and understanding) These objectives are written as KUDs.</td>
</tr>
<tr>
<td>Literacy Across the Content Areas</td>
<td>Literacy is defined as reading, writing, listening and speaking. Content area teachers can support students in these areas by assuring that these skills are incorporated in instruction on a regular basis and are emphasized in the DO portion of the KUDs.</td>
</tr>
<tr>
<td>Strands</td>
<td>The major organizing principles for learning in each content area.</td>
</tr>
<tr>
<td>Student Progress Monitoring</td>
<td>The use of various forms of assessment to track the learning of a student with regard to the targeted learning objectives. As data are collected and reviewed the teacher can make instructional modifications and accommodations to support student success.</td>
</tr>
</tbody>
</table>
Effective Teaching Practices in DYS Settings

Curriculum planning

Good curriculum translates broad, overarching frameworks, strands, and standards into mini-units, concrete lessons, daily activities, and assessments. These provide the means through which teachers engage their students and lead them through activities that will result in students’ meeting the learning objectives.

In every classroom, teachers build their curricular programs by:

• Assessing current levels of knowledge, understanding, and skill among all students in the classroom prior to planning instruction

• Creating learning objectives based on the frameworks, standards, and topics as outlined in the scope and sequence of the Instructional Guide

• Planning activities and selecting materials that will support the learning objectives and are differentiated for diverse learners

• Implementing activities and using materials that are appropriate to the needs, interests, backgrounds, and experiences of their students

• Gathering on-going assessment data to inform instruction

• Making necessary accommodations or modifications as required for student learning

• Assessing the degree to which students have achieved the learning objectives and designing future curricular units based on this data

In DYS Settings...

Instruction needs to be especially interactive and engaging. The challenge for teachers is to stress academic rigor while simultaneously differentiating instruction in response to the variety of backgrounds, abilities, interests, and learning styles among a diverse and highly mobile student population.
Effective Teaching Practices in DYS Settings

DYS youth as learners

The nature and purpose of detention, assessment, treatment, and revocation programs for youth in DYS custody contributes to extremely high levels of student mobility. High mobility, as well as students’ diverse ages, varied academic skills, learning styles, and special education and English language learning needs, pose unique challenges and opportunities in all DYS educational programs. We have, therefore, developed a set of teaching practices that are shared among all settings. These practices, noted at right, are drawn from extensive research on successful practices for youth who are placed at-risk by social, economic, or environmental stressors.

Instructional practices

• Learning objectives for each lesson are developed with an understanding of the diverse needs of the learners, and are in alignment with the state curriculum frameworks’ standards and the scope and sequence of the Instructional Guides. The objectives are visibly and orally shared with students.

• High-quality curriculum and instruction are built around real-life situations that are culturally responsive to the diverse youth in our programs.

• Differences in students’ learning profiles, interests, cultural and linguistic backgrounds, prior knowledge, and experiences are used to adjust curriculum and instruction to address learners’ needs and increase their interest and engagement with the content.

• A can-do attitude, driven by high expectations, is established and maintained in every classroom. This aligns with the overarching goal for professional development that all youth will learn and succeed upon re-entry.

• Instruction is planned and delivered to build on students’ strengths, interests, and prior knowledge, and to reinforce their efforts through encouragement, praise and motivation.

• Teachers strive to be “the guide on the side,” not “the sage on the stage,” by treating students as active learners, not as passive recipients of instruction. This is one way teachers strive to provide an environment conducive to positive youth development.

• Instruction is focused on key themes that allow the students to see connections across topics, and reinforce understanding by involving students in meaningful and authentic tasks.

• Literacy and numeracy are integrated into lessons in all content areas, with emphasis on increased vocabulary, enhanced comprehension, writing, and improved qualitative skills.

• Teachers use a variety of instructional strategies and resources—particularly hands-on, project oriented, cooperative, visual, and contextual learning—to engage the diverse student population. The use of a variety of technology hardware and software also contribute to the instructional repertoire.

• Instruction is planned with the final assessment in mind. Different levels and types of questions are used throughout the learning process to assess on-going knowledge and understanding, and instruction is regularly adjusted based on this formative assessment data to prepare students for the final summative unit assessment.
Mini-Unit Plan Template

Using this guide to plan U.S. History II Mini-Units

1. See Chapter 6: Focusing on Content, Units 1-6
2. See Chapter 6: Focusing on Content, Units 1-6 'Corresponding Themes' blocks
3. See Chapter 3: Emphasized Standards
4. See Chapter 9: Assessment
5. See Chapter 4: Organizing Instruction, Using Themes in the Planning Process
6. See Chapter 6: Focusing on Content, Units 1-6 'Emphasized Standards' sections
7. See Chapter 7: Exemplars
8. See Chapter 2: Access for All
9. See Chapter 8: Curriculum Resources

This diagram shows the correlation between the components of the mini-unit planning tool and the chapters of this Instructional Guide. By following the scope and sequence with emphasized standards, you are able to plan units that are appropriate for students and provide curricular consistency across the DYS system as students move from one program type to another.

Other chapters in the guide support you as you plan for differentiation, inclusion of literacy techniques and assessment.

(U.S. HISTORY II: INSTRUCTIONAL GUIDE)
Professional Development System

Providing educators with needed tools and skills

Professional development provides educators with the skills and tools necessary to meet the varied needs of students in our institutional settings. The Collaborative for Educational Services (CES) in partnership with the Commonwealth Corporation and in cooperation with the Massachusetts Department of Youth Services and the Massachusetts Department of Elementary and Secondary Education, provides high-quality professional development for all members of our education staff. This includes teachers, teaching coordinators, special educators, education liaisons, evaluation team liaisons, regional education coordinators, and host agency coordinators.

Consistent practices, sustained focus

A professional development system—common release days, opportunities for professional development in regional trainings and meetings, coaching, and courses—supports staff in learning about and implementing practices effective in institutional settings. Professional development is standards-based and is driven by a commitment to meet the diverse needs of the student population. Using data from student performance, educators design instruction that challenges and supports students to make academic progress.

The professional development system operates on a student-centered basis with a goal of improved student achievement and self-efficacy so all youth can succeed upon re-entry. The focus areas for the professional development system are curriculum, instruction, and assessment. Each area has sub-topics that are woven into all of the training components, such as differentiation, positive youth development, culturally responsive teaching, and instructional and assessment strategies. Educational practices are aligned with national and state standards, current research, and are driven by the instructional guides in each major content area.

Our professional development is enhanced by program-based learning teams that promote cooperation and collaboration between general educators and special educators. In weekly team meetings educators discuss students’ strengths and needs, plan appropriate units of instruction, and review student work as evidence of learning. This venue allows educators to share what they have learned in professional development as well as practices they have found to be successful with their students.

Other aspects of our professional development work that help our teachers meet the needs of our diverse student population include: the integration of the arts as an approach to teaching required standards; the use of technology hardware and software as instructional tools; the implementation of positive youth development and culturally responsive practices; and the understanding of our students’ social and emotional needs.
Improve student achievement and self-efficacy so all youth can succeed upon re-entry.

**Instruction**
- Differentiation
- Readiness, interest, learning profile
- Positive Youth Development (PYD)
- Culturally Responsive Teaching (CRT)
- Literacy and Numeracy
- Instructional Technology
- Integrated Service Delivery

**Curriculum**
- Massachusetts History and Social Science Curriculum Framework
- MCAS Alternate Assessment: Resource Guide to the MA Curriculum Frameworks for Students with Disabilities
- Massachusetts Common Core Standards
- Instructional Guides

**Assessment**
- Pre-Assessment (prior knowledge)
- Formative Assessment (check for understanding)
- Summative Assessment (final assessment)
- Standardized Tests (MCAS, TABE)

Professional Development System
Understanding Culturally Responsive Teaching (CRT) in the DYS history and social science classroom

As educators teaching youth in the DYS system, we have the opportunity to make a real difference in the lives of students, particularly at a time when they deeply need someone to invest in them. A basic premise of being a teacher is that we engage in meaningful interactions with students and create a learning environment in which every student participates and succeeds. How we prepare, the content we teach, and how we interact all have powerful effects on how students learn and see themselves as learners. Our interactions with students constantly inform not just their mastery of content, but also the ways they self-identify as learners and their academic self-esteem.

Culturally responsive teaching involves reflecting on the ways in which we interact with our students, and they interact with one another, to form positive and affirming experiences. The student population in DYS represents a broad range of ages, varied learning styles, multiple intelligences, diverse learning strengths, and wide-ranging cultural and educational backgrounds. The amount of time in which students are in the care and treatment of the Massachusetts Department of Youth Services also varies greatly, and can range from days to years, with students sometimes moving between more than one facility.

Relationships are crucial to effective teaching. Learning about our students is critical to building relationships. While certain factors may limit our students’ opportunities to engage in sustained study with a cohort of peers and build relationships with their teachers, we can build strong relationships with the young people in our classrooms.

In 1992, a research study demonstrated that juvenile treatment centers that employ effective teachers have lower recidivism rates than other treatment centers (Bortner & Williams, 1992). In that study, “effective” was defined in much the same way that we define “culturally responsive.” Culturally responsive teaching holds the promise of making a real difference in the lives of all our students.

Fostering meaningful connections, and teaching curriculum that strengthens our students’ abilities to engage with the world and become successful in their lives, requires us as educators to participate in ongoing reflection (see the illustration below).

Culturally responsive teaching holds the promise of making a real difference in the lives of all our students.
What is Culturally Responsive Teaching?

Culturally responsive teaching involves linking curriculum to our students’ lives in authentic and meaningful ways for the purpose of helping students achieve success.

To be culturally responsive educators means getting to know our students, and learning how our students’ experiences and identities have shaped the way they see the world. It involves developing an awareness of how we view our own world and how this influences our way of teaching. When we build connections between our students’ worlds and our own and use these connections to inform our teaching, our students can see themselves as active and valued participants in the learning community (Nieto, 2004).

Cultural responsiveness means examining our own cultural norms and how these affect our teaching. Responsive teaching requires that we have an understanding of how our personal, academic and cultural experiences are different from those of our students (Melnick & Zeichner, 1998; Zeichner, 1992). Much of what we do and say has been formed by the political and social context in which we live and work (Nieto, 2004). If left unexamined, these differences can lead to a mismatch between our students’ prior experiences and the classroom experience we offer. Culturally responsive teaching involves learning about specific elements of our students’ lives, and using what we learn to guide curriculum and instruction.

Cultural responsiveness depends on examining...

- The prior experiences, backgrounds and cultural norms of our students
- Ways to understand and use students’ experiences as important and highly valuable resources
- How students from diverse backgrounds learn best
- How our own experiences, backgrounds and cultural norms (in and out of the classroom) influence or impact our work with youth

Taking time to reflect on these elements allows us to understand perspectives and ways of being that differ from our own. When teachers are aware of cultural differences, we have the potential to make a meaningful difference in our students’ lives, even if a student is with us for only a short time. Cultural responsiveness expands our capacity to make learning meaningful and successful for every learner every day. It affirms our belief in our students’ potential and possibilities, as well as our roles in shaping students’ identities as learners.

And ultimately, culturally responsive teaching, when employed comprehensively, not as a stand-alone strategy, is transformative and emancipatory. For example, when the dynamic structures of African-American English (also known as Black English) are valued, classrooms transform into vibrant communities where African-American learners feel free to express and learn in ways that reflect their cultural values. Other cultural groups may prefer smaller group, individualized instruction. It is the acknowledgement of these various and sometimes competing cultural priorities that transforms teachers and students alike into engaged participants in the learning process. Geneva Gay states, “The validation, information, and pride it generates are both psychologically and intellectually liberating.”
Preparing, Connecting, Interacting

WE CAN PREPARE TO TEACH BY:
• Thinking about the language objectives for the lesson and then determining what kind of supports might be needed for English Language Learners
• Reflecting on ourselves and how our own cultural norms affect the ways we teach and interact with students
• Learning about and valuing our students’ previous experiences and cultural backgrounds
• Acknowledging what we do and don’t know about our students and their lives
• Increasing our awareness of assumptions we make about our students and how they influence our interactions
• Becoming purposeful about the verbal and non-verbal messages we send to students
• Investigating the experiences and contributions of students’ cultural groups throughout history in ways that highlight the engagement of and agency (or power) of people to impact their own lives and futures, not solely their oppression
• Researching how to match instruction with students’ cultural norms, or participating in site-based inquiry groups around matching instruction with students’ cultural norms

WE CAN CONNECT CONTENT TO OUR STUDENTS’ LIVES BY:
• Working from students’ prior knowledge
• Employing themes that will help students understand their own histories and see themselves in the curriculum
• Addressing cultural diversity, power, privilege and racism in society
• Working to meet students’ diverse cultural and academic learning styles
• Remaining flexible, creative, organized, and enthusiastic
• Challenging students through a rigorous curriculum and promoting their critical thinking
• Applying social studies skills, knowledge, and analysis to life outside the classroom

WE CAN INTERACT EFFECTIVELY WITH OUR STUDENTS BY:
• Building relationships based on mutual respect
• Respecting students’ life experiences and cultural norms
• Creating a safe and welcoming atmosphere
• Implementing firm, consistent, high expectations for behavior and academic achievement
• Seeing each student as an important member of the classroom community with strength and knowledge to contribute
• Creating opportunities for all students to participate and bring their strengths to classroom activities
How we prepare and design our teaching begins with the most basic question:

**WHO AM I?**

In preparing to teach students, we must first know ourselves. Whatever our personal, cultural, or academic backgrounds are, every one of us has norms and practices that we express through the ways we talk, what we know and value, and how we behave and teach. How can we understand the practices and beliefs of our students without understanding the practices and beliefs that we embrace ourselves? Becoming aware of our own beliefs and behaviors is essential to understanding how they affect our students.

Consider, for example, how a teacher may see a particular circumstance differently than a student because of their respective cultural lenses. Linguistic anthropologist Shirley Brice Heath’s ethnographic research published in *Ways with Words* takes a deeper look at how children’s language development is affected by the cultural communities they grow up in (Brice Heath, 1993). In the 1970s, she compared the two working class communities of Roadville and Trackton in the Piedmont Carolinas. Roadville was a predominantly White community and Trackton was predominantly African-American. One of the things she found was that the language expectations of schools and teachers differed from the values and expectations of the home communities. She also noticed that teachers had to change the style of directions they gave to their students in order to accommodate children who did not seem to “pick up” on subtle pragmatic cues, and therefore needed to be told explicitly what was expected of them. When looking at classroom management issues, she contrasted the communities’ conception of time. Students from Trackton, who were brought up in a community that fed them when they were hungry, and let them sleep when they were tired, were not accustomed to a regimented schedule. This proved to be quite frustrating for teachers, and many found themselves changing their approaches in order to communicate with their students. This example of taking the time to understand the multiple ways in which daily activities can be viewed demonstrates the implications of this research.

Deepening our understanding of the practices and beliefs we practice, and how they are similar and different to those of our students, allows us to begin to look at the tensions that might arise in our classrooms with a more informed lens.
CULTURAL ‘ICEBERG’

Many times we limit our understanding of culture to the things we can see, taste, and touch. But more often than not, when there is a cultural conflict, it is rooted in the unseen priorities of a culture.

For example, one culture’s notion of “fair” may come in direct opposition to another’s. The concept of an iceberg—a large mass that is simultaneously visible and invisible—is useful in illustrating how certain aspects of culture are primarily in awareness, while other significant aspects of culture are primarily out of awareness.

The ‘cultural iceberg’ illustration at left was adapted from Gary Weaver (In Paige [Ed.], 2008).

Nine-tenths of an iceberg is out of sight

In this analogy, parts of the iceberg are external; they are conscious, explicitly learned, and easily changed. We can see, hear, and touch these aspects of culture. Other aspects of culture are internal; they are unconscious, implicitly learned, and difficult to change. Many of these internal components, such as beliefs, values, thought patterns, and myths, are especially powerful aspects of culture.

To learn more about the iceberg analogy of culture, see (Weaver [Ed.], 1997).
1. What experiences did I have as a student in school? Were they positive, negative, or varied?

2. What made them positive or negative?

3. What experiences did I have with teachers in school?

4. Is there a pattern or trend?

5. What does “learning” mean to me?

6. At what points in my life has learning been most interesting? At what points has it felt like a chore?


8. What was family life like for me as an adolescent?

9. How did I relate to my peers? How did I relate to adults?

10. What have my experiences been with the police? Courts? The criminal justice system?

11. How often does my race, culture, or gender affect my daily life?

12. When I was an adolescent, how often did I think about race, culture, or gender?

13. What relationships do I have with people whose race or culture are different from my own?
WHO ARE MY STUDENTS?

After working with young people for a period of time, sometimes we think we know them. But as educators, it is important that we continually reflect on ourselves and the young people we teach. The more we understand who our individual students are, the better we can help them build on their own strengths to meet their needs.

In DYS settings, there are limits to the subjects we can discuss with students. While the circumstances of our students’ detention is not an area for us to explore, we can ask our students about their personal interests, talents, and backgrounds. How much do we know about the talents they bring to the classroom and the interests that motivate them? Do we know the cultural, racial, and ethnic backgrounds of our students? Are we familiar with their communities? Having this knowledge can help teachers develop lessons that build on students’ prior knowledge, experiences, and cultural learning or communication styles. As students make connections to their own lives, they become better able to transfer concepts for future learning.

Before we can identify how to teach our students, we must learn more about who they are. While this can be a challenge in DYS settings, with a transient and geographically diverse student body, it is essential that we are creative and resourceful in collecting information that will help us understand and teach our students. A teacher at a detention program, for example, may find the use of prompts to be useful even if the student only stays for one day; a teacher at a treatment center, on the other hand, may use more involved techniques including informal surveys or conferences with students. Making the effort to learn more about our students and their communities helps us prepare ourselves and become better teachers.

If we are to link the curriculum to our students’ lives in authentic and meaningful ways, we must acknowledge and address what we do—and do not—know about the individual learners in our classrooms.

1. How do I use prompts and other activities to gain an understanding about students’ home culture and life experiences? What else could I do?

2. When new students come into my classroom, what information or resources do I use to resist making assumptions about them?

3. How do I ask my students about their previous experiences in school? What else could I do?

4. How do I research my students’ ethnic, racial or cultural backgrounds using a variety of resources (e.g., written texts, conversations or presentations by members of their communities, etc.)? What else could I do to learn more?
HOW CAN I GET TO KNOW MY STUDENTS?

While maintaining appropriate boundaries, teachers and students can get to know one another in ways that support effective learning and meaningful connections. Teachers may offer students opportunities to explore the following questions in several ways, including in a personal journal, in a letter to the teacher or another adult, in pairs within the classroom, through oral presentations, or in any other manner that is appropriate in a particular setting. Teachers can then use these insights to tailor instruction and assessment to respond to students’ interests.

When students enter our classrooms, these questions can help determine their prior knowledge in history and social science:

- Before coming to this facility, what were you learning about in history and social science class?
- What did you like about history and social science? What did you find interesting?
- We will be studying ________________. What do you know about this already?
- What have you studied about this in school before? What did you find particularly interesting?
- What do you want to know about this or other topics in history and social science?

These questions may be used or adapted to help us begin to know our students as individuals:

- What TV shows do you like?
- What music do you like?
- Who is your favorite musical artist or group? Why?
- What are your favorite sports or hobbies?
- What is your favorite time of year or holiday? Why?
- How do you spend your spare time?
- What are you proud of?
- What is one dream you have?
- Is there anything else that you want people to know about you?

These additional questions can help us recognize students’ language needs and backgrounds:

- What language(s) do you speak?
- If you speak more than one language, what language is spoken in your home?
- What language(s) do you read and write?

This question is only for students who are English Language Learners:

- Of all your experiences learning English, what helped you learn the best?
As teachers, many of us have had the opportunity to explore the history of cultural diversity and racism in the United States, but there is always room for continued learning. To engage in culturally responsive teaching, we must understand how culture affects behavior, communication and interaction. Some of us may see race or ethnicity as identities that students and teachers should “leave at the door.” We may believe that race is not as important as nationality, or that race is divisive and may cause conflict. However, research has shown that our students’ identities are essential parts of who they are as learners. These identities shape how they see the world and how they interact with new information.

If we attempt “not to see race” and do not invite it into the classroom, we miss an essential part of what makes students who they are. As teachers, we don’t want to miss an opportunity to help our students engage and achieve in school. However, we also want to be conscious that all people come with varying degrees of racial consciousness and are politicized around this consciousness differently. For example, simply because someone is Latino does not mean that they are engaged in anti-racism activities. However, we should open up the space for race, culture and ethnicity to be acknowledged in our classrooms and through the curriculum, we should be careful to pay attention to how our students are responding. Some may become angry at the institutionalized oppression and others may be indifferent, while still others may feel motivated to make an impact. Our commitment should be to move students along the continuum so that their reactions become productive, making an impact on their own life and on those around them.

Paulo Freire was a researcher and an educator who found that by building literacy skills in the hope of becoming more literate, people felt empowered to change the course of their own lives. Freire’s research talks about the importance of praxis (or the application of learned knowledge) in the teaching and learning process. He saw education as a force of liberation, emphasizing that it is only through praxis that the learner becomes empowered to take their knowledge and impact their world (Kutz & Roskelly, 1991). When students use their knowledge and apply it by changing habits, making connections or re-envisioning their future, they have engaged in liberatory education and are able to truly feel that they have power to impact their own lives.
1. How do I try to educate myself about my students’ home cultures and their experiences and contributions throughout history?

2. How am I learning specific or complex details about the national or ethnic backgrounds of my students, instead of grouping all Asians, all Latinos, or all Blacks together?

3. How have I researched the role of race in American history and in its educational systems?

4. How do I reflect on my own cultural norms and school experiences, and how these inform my teaching?

5. How do I investigate how stereotypes and discrimination play a role in my own life and in my students’ lives?

6. How will I use this information and knowledge to empower my students?
How we connect to the content we teach is the second of three key elements of culturally responsive teaching. This element offers opportunities to make learning tangible and accessible to students, and to help them locate themselves within themes and details of United States history. In the context of history and social science, being a culturally responsive teacher means helping our student analyze the history of people with whom they can identify. We can help students see the ways in which individuals and groups have worked to improve their lives and the lives of those around them.

The content we teach must meet many criteria. As teachers, we align our teaching with the Massachusetts Curriculum Frameworks while we accommodate for a constantly changing student body and create lessons and units that will support students with a variety of skill levels and learning styles.

As we develop our mini-units from the frameworks, we can use culturally relevant themes and content to connect our students to the curriculum, remembering that we are not just teaching facts and dates, but are also teaching students to think critically about the world around them.

Tips for connecting content

Developing questions that students can answer from their own experience confirms students’ prior knowledge and awakens their curiosity about finding parallels in new history and social science content.

- Provide students with opportunities to learn about topics that relate to their own cultural background from multiple points of view, including studying historical figures who share their racial and ethnic identities.
- Use Daily Prompts to help students give voice to their own experiences.
- In class discussions, offer respectful encouragement for students to integrate their own experiences.
- Do not assume that because students come from a particular cultural or ethnic background, they will have a firm understanding of the history or culture of their ancestors. Young people may not have full information about their backgrounds, or may be at different points in developing their own racial or ethnic identities. We should not expect a single person to represent an entire racial or ethnic group in any class discussion or debate.
Questions about point of view

Students should also understand that stories in history are re-creations of events, and always depend on the point of view of the author. Even textbooks that are designed to avoid bias are shaped by a particular set of cultural lenses, as authors and editors must decide what content will be highlighted, downplayed, included, or excluded. As educators, it’s important that we teach our students to identify point of view and read critically. We are not just teaching factual information; we are also teaching students to think critically about the world around them.

- What is the author's background?
- Are several perspectives represented?
- Which perspectives are absent or under-represented?
- How would an author from a different perspective have chosen to tell the same story?

What kinds of connections make content more meaningful?

Fundamentally, teaching becomes more culturally responsive when we build our lessons and units on students’ prior knowledge—including the knowledge that is related to their backgrounds, interests, and experiences.

These techniques help identify students’ prior knowledge and interests:

- Surveys for students to fill out upon entering your class
- Quick evaluations after each lesson or mini-unit
- KWL (Know, Want to know, Learned) charts and inventories
- Providing time, encouragement, and emotional safety in the classroom so that students can connect the learning with their own experiences
- Various methods for pre- and post-testing with each mini-unit

When curriculum is connected to students’ interests, strengths and experiences outside of the classroom, students are more engaged and successful in school. In the book, The Skin That We Speak: Thoughts on Language and Culture in the Classroom, Lisa Delpit suggests building upon tangible interests, such as hairstyles and sports, as well as more complex topics such as discrimination (Delpit & Dowdy [Eds.], 2002). It is equally important to consider and value a student’s home language in the classroom, and we can legitimize a student’s home language in many ways. Students’ experiences are legitimized when they are made part of the curriculum, and we can build upon the students’ existing knowledge to teach more difficult skills that are necessary for success.

Meaningful teaching helps students understand the world as it is and then equips them to change it for the better. When students or their families suffer discrimination because of race, language, or class they need to understand the root causes of discrimination. Then they need to be equipped with ways to respond: to resist stereotypes and work against oppression in constructive and successful ways. Through the curriculum, students can come to understand how power has operated throughout history and familiarize themselves with systems of power and the rules that go along with that power.

These techniques help us make content more relevant to our students’ lives:

- Use Daily Prompts to connect the curriculum to students’ prior knowledge
- Explore themes in the chapter on organizing history and social science content for examples of overarching concepts that relate to students’ lives and prior knowledge
- Establish protocols that use history and social science concepts to develop life skills; for example, host Socratic dialogue sessions or create a multi-step process for problem solving in the classroom
- Publishing or displaying student work, with permission, in the program and other settings so that students see themselves as meaningful participants in both the classroom and the larger learning community

Always secure student permission to display work, and follow guidelines with regard to use of name. For example, use first name and last initial.
TEACHER REFLECTION

Considering these questions can help us make culturally responsive connections to content.

1. Does my lesson or mini-unit build on my students’ prior knowledge?
2. How does the content I am teaching relate to my students’ ethnic, racial, and cultural backgrounds?
3. How can my students identify with the experiences of the people we are learning about? Am I helping them draw connections?
4. How am I helping the students in my class to identify oppression? Am I empowering them to see positive and successful ways to address oppression and other problems throughout the history we are learning?
5. How does the theme I am teaching relate to the experiences of my students? (For example, can I use “Rights and Responsibilities” as a theme in the curriculum to help them explore rights and responsibilities in their own lives?)
6. How do I help students learn about their own histories in ways that help them identify and understand their current situations?
7. How am I demonstrating to students how they can link classroom skills to real-life applications?
8. How do I help students access information that helps them learn more about their cultural, ethnic, or racial backgrounds?
9. How am I helping students learn about other cultures so they can see and value both commonalities and diversity among groups?
10. Am I helping students think critically, conduct research, and solve problems?
11. How do I seek and find ways for students to publish and find real audiences for their work?
How We Interact with Our Students

Operating from a belief
that all students are capable
of success....

How we interact with our students, the third element of culturally responsive teaching, recognizes that mutual respect is the foundation for student motivation, engagement, and success. We create a “climate of success” in our classrooms by reinforcing, on a daily basis, the belief that all students are capable of success.

As culturally responsive educators, we acknowledge and use students’ prior knowledge and cultural backgrounds to help us prepare our lessons and connect to content in meaningful ways. Through interaction, we also acknowledge the academic and personal strengths that our students bring to our classroom. Explicit classroom norms should emphasize the importance of respectful interaction, while predictable routines engage active participation and help students build on their skills and abilities.

EMOTIONAL SAFETY AND MUTUAL RESPECT

An emotionally safe classroom employs explicit classroom rules based on mutual respect. While the rules in a DYS classroom must always be aligned with program rules, teachers can tailor their classroom rules with knowledge of the students’ own definitions of respect.

To help reinforce emotional safety and mutual respect, remember that:

- Students may need support in meeting classroom and program norms because they may differ from what is reflected in their homes, or they may refuse to comply with a school culture that has previously disrespected their home culture
- Some students may act out because they may not know how to operate effectively in a dominant culture that differs from their own

MODELS OF SUCCESS

Students are more successful when teachers affirm their cultural identities and link their home cultures to success in school. Marcos Pizarro, in his study of diverse students of Mexican descent, found that the most successful students had teachers or other role models who saw their identity in a positive way and connected their culture with success in learning (Nieto & Bode, 2008). An illustration of this positive association is provided by the Garfield High School math teacher made famous by the film, Stand and Deliver.

In this film, Jaime Escalante emphatically told his students, most of whom were Latino, that they had no choice but to succeed:

“You have math in your blood.
The Mayans invented zero!”

As culturally responsive teachers, we must see students’ culture and language as strengths and show examples of people who share our students’ ethnic identities and have achieved academic success.
HIGH EXPECTATIONS

The message should be clear that students are intelligent and bring positive assets to the classroom, even if they have struggled with academics in the past. When teachers hold high expectations for all students, and provide them with support to accomplish challenging tasks, students will rise to the challenge.

Asa Hilliard III, co-author of Young, Gifted and Black, noted that teachers consistently give better instruction to students that they consider to be intelligent (Hilliard, Perry & Steele, 2004). When teachers believed that a particular student was intelligent, they not only showed more “benefit of the doubt” when grading assignments, they demonstrated their high expectations by:

- Providing longer waiting time after asking a question
- Offering better clues if the student was experiencing difficulty
- Giving students more feedback and attention

CARING AND CONFIRMING—WITHOUT COMPROMISING STANDARDS

If a student does not meet an academic or behavioral standard, that should be communicated to the student immediately. Assignments and work products can be adjusted to suit each students’ background and preparedness, but interactions must be consistent and fair to all students.

- In conversation with students, communicate your belief that they can meet the expectations and that you care and want to help them to succeed.
- Learn about and practice accountable talk which clarifies expectations and builds a sense of accomplishment. This can be as simple as beginning a question with “Can I?” rather than “How can I?”

Try to ascertain why the student did not succeed, and then:

- If the assignment was too difficult, scaffold your lessons, building in more visuals and graphic organizers, and outlining the concepts. Break tasks into discrete steps, with clear instructions, support, and feedback at each step.
- If the assignment was not too difficult, try to increase motivation through communicating that you expect better performance, and by linking the work more closely to the student’s interests, goals, and background.
- If the assignment was too easy, speak individually with students to let them know you see that they are ready for more significant challenges. Provide students with alternative readings and writing tasks that focus on the same topic as the rest of the class and better match their learning levels; this enables all students to participate in class discussions and share their knowledge with other students.

HOW CAN I CREATE A CLIMATE OF SUCCESS?

Learning occurs when students perceive that they are valued as members of the learning community, that teachers believe in them, and that they are expected to succeed. To be effective, teachers must encourage student engagement. We need to build caring relationships that are informed by knowledge of the students’ cultural background, previous experiences and personal strengths. For students to invest in learning and participate, they must experience positive affirming interactions with their teachers and classmates on a consistent basis. This precept is basic to culturally responsive teaching, but it is far from new. In fact, it mirrors the age-old adage that:

“Students don’t care how much you know, until they know how much you care.”

Care and respect are conveyed in a number of ways. In particular, all aspects of the classroom environment come into play in establishing care and respect. The Classroom Self-Tour (in the next section) invites us to look at our classrooms with new eyes, and see whether our classroom settings demonstrate the beliefs, learning opportunities, and support that we hope to share with our students.
TEACHER REFLECTION

Considering these questions helps us focus on interactions that foster and demonstrate respect.

1. How am I creating an atmosphere in my classroom where my students feel welcomed and emotionally safe?

2. How am I helping students identify the strengths they have from their own life experiences?

3. How do I maintain clear, high expectations for all my students?

4. How am I finding ways to make connections with my students?

5. How am I valuing each student’s intelligence and the way it can be a resource in the classroom?

6. How am I giving appropriate wait time and guidance to answer questions and meet expectations?

7. Have I asked students how they want to be respected, and told them how I want to be respected?

8. Do I make my expectations explicit, firm, and consistent?

9. How am I giving students positive messages about who they are individually, and linking their homecultures with success in learning?

10. How do I model behavior that supports a positive learning environment?
## Classroom Self-Tour: Seeing your classroom with new eyes

### ENTRANCE
- What is the first message students get when they enter the room?
- Are students greeted verbally and with eye contact when they enter?
- Are they greeted by name?
- Is it possible to scan the room quickly to get a feel for students’ state of mind?
- Are there Daily Prompts or other “do now” activities that help students focus immediately?

### SEATING
- What does the seating arrangement communicate about who will be talking?
- Can seating arrangements be changed to facilitate each lesson’s main activity?
- Can the students make eye contact easily during discussions?
- During working sessions, can students easily collaborate?
- During tests, can students work alone?

### WALLS
- Are key words, questions and concepts posted?
- Are learning objectives and themes clearly posted?
- When students’ eyes wander, what are they seeing or learning?
- Is diversity affirmed through quotes and posters from a wide range of speakers?
- Is there a visual display of the ways in which students will be assessed on the content?
- Are skills such as writing processes and reading strategies outlined and visible to students?
- Is student work displayed to honor successful students and provide all students with models?

### MATERIALS
- Are materials displayed in a visually pleasing manner to increase interest?
- Do readings represent a variety of perspectives and a diverse set of authors?
- Do classroom materials include graphic organizers and other scaffolding tools?
- Are interesting reading materials available if students want to pick up something to read?
- Do classroom materials include primary sources from which students draw their own conclusions?

### ACTIVITIES
- Do teaching techniques include the use of diverse approaches like role-plays, art, or music?
- Are there regular conferences with students to monitor their progress and engagement?
- Can students make a choice among topics or products they may pursue?
- Are students engaged and participating in classroom activities?
- Are activities changed often to keep students’ interest high?

### ASSESSMENT
- Are students really learning?
- How is their progress measured?
- Is student learning assessed before, during, and after units are taught?
- Are lessons informed by the data that emerges from student assessments?
- Are diverse methods of assessment used to get a clear view of student understanding?
Culturally Responsive Teaching

References and Resources

Culturally relevant teaching holds the promise of making a real difference in the lives of our students. Teachers already use some of these culturally responsive teaching strategies on a daily basis. To learn more and enrich your knowledge about culturally responsive teaching, talk with colleagues and your instructional coach, continue to seek professional development opportunities on this topic, and refer to the print and online resources included in this guide. Reflecting on our teaching and connecting the curriculum to our students’ identities, interests and knowledge help our students better understand social studies and think more critically about the world around them.

With your dedication and support, our students will see themselves as living history and learn that they can be active, valued members of society, equipped with the tools they need to improve their lives and ultimately, their world.

Works cited


Culturally Responsive Teaching

References and Resources

Additional references and resources


Culturally Responsive Teaching

References and Resources

Finding the newest publications and classroom materials

www.teachingforchange.org
Teaching for Change offers an online catalog of books, posters, videos and CDs to build a culturally responsive classroom library.

www.rethinkingschools.org
Rethinking Schools Online offers a quarterly magazine, and a comprehensive index of research articles, web resources and publications on critical topics in school reform.

www.crede.ucsc.edu
Through this website, the Center for Research on Education, Diversity, and Excellence (CREDE) offers a number of resources and tools for teachers and students to learn more, and to further explore ways to support linguistic and cultural minority students.

www.edchange.org/multicultural
Multicultural Pavilion is an interactive site that provides resources to teachers to explore and discuss multicultural education including awareness activities, dialogue forums, and a number of other opportunities for teachers to engage in collaborative learning experiences.
Positive Youth Development
A Shared Understanding of Research and Implications for Practice

What is Positive Youth Development?
Positive youth development (PYD) is an approach to working with and educating youth that integrates multiple areas of growth and development—physical, cognitive, social, emotional, cultural, civic, and vocational—with education. Positive youth development allows educators and other youth workers to begin to identify the needs and, more importantly, the strengths of each individual youth, and to use this information to help support and equip young people with knowledge and skills that will help them build a better future for themselves.

In the adolescent years, a young person's life is invariably full of change. Developmentally, adolescent youth are emerging from childhood into adulthood, and are undergoing very rapid development and growth physically, mentally, and emotionally. Research in cognitive and psychological development from Jean Piaget and Erik Erickson has provided educators and others who work with youth with frameworks with which to study and understand child and adolescent growth and development. Over the last 40 years, this research has supported emerging work in positive youth development, which embraces at its core the understanding that merely preventing “problem” behaviors in youth is not enough to help young people transition to adulthood and become successful in education, career, and life.

Research on adolescent growth and development has also provided educators and youth workers with deeper understanding about helping youth build protective factors that can strengthen and increase their abilities to handle negative influences and events in their lives successfully. These protective factors focus on four aspects of adolescent perception and understanding:

- Belief in their own abilities
- Stable sense of identity
- Connections with others
- Sense of control over future outcomes in their own lives

Deepening a young person's understanding and feeling of autonomy in these four areas has been found to help adolescents build resilience (the ability to cope with negative factors in their lives, including many factors over which they have little or no control). In addition, building strong relationships with caring adults in their lives, being held to high expectations, and being provided with multiple opportunities to participate meaningfully (both in the classroom and beyond) have also been found to help youth successfully navigate difficult situations.

This approach, adopted by the Massachusetts Executive Offices of Health and Human Services (EOHHS), has been shown to help youth in realizing their potential. The Massachusetts Department of Youth Services (DYS), in partnership with the Commonwealth Corporation and the Collaborative for Educational Services, is dedicated to providing youth-centered educational and transitional services that build on the unique strengths and skills of each young person. DYS continues to expand and enrich the continuum of services provided to youth placed in its care to help all young people navigate their way to a better future.
Essential features of PYD

The definition of positive youth development presented here is consistent with others in this field of emerging research and is purposefully far reaching. It reflects an analysis of multiple proposed models of PYD, including a focus on two key areas of positive youth outcomes. The following two core youth outcome areas can be promoted throughout the DYS education initiative and reflect emerging similarities resulting from comparison of youth development models (see Table 2A).

These youth outcome areas are our ultimate goals for youth, building on their strengths and providing skills that will help them make positive change in their lives by fortifying their protective factors and supporting future success. A PYD approach, however, requires more than a change in the way we think. Emerging research has also identified essential features or elements of this work to help us think about how to change and enhance the way we teach and interact with youth in alignment with these core outcome areas and in ways that help youth build resilience.

For our purposes, essential features of a PYD approach are designed to build shared understanding of the key aspects of positive youth development in practice—asset-based, youth participation, differentiated programming, youth seen as resources, and relationships (see Table 2B).

Becoming aware of our own beliefs and behaviors about young people placed at risk is essential to understanding how these beliefs and behaviors affect our students.

### Table 2A. Core Youth Outcome Areas

<table>
<thead>
<tr>
<th>Core Youth Outcome Areas</th>
<th>What Does This Include?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth develop confidence in their ABILITIES</td>
<td>“Youth demonstrate ability when they gain knowledge, skills and attitudes that prepare them for adolescence and adulthood.” ²</td>
</tr>
<tr>
<td>Youth develop a positive IDENTITY</td>
<td>“Youth demonstrate a positive identity when they have a sense of personal well-being and a sense of connection and commitment to others.” ³</td>
</tr>
</tbody>
</table>

### Table 2B. Essential Features of a PYD Approach

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSET-BASED</td>
<td>Efforts to improve youth outcomes are grounded in the strengths or assets of the young people involved.</td>
</tr>
<tr>
<td>Consider This</td>
<td>What do I know about my students’ strengths? How does my lesson or activity build on those strengths? How do I uncover my students’ hidden talents?</td>
</tr>
<tr>
<td>YOUTH PARTICIPATION</td>
<td>Youth are active participants in their learning and growth; they have a voice in developing and implementing activities and programs meant to serve them.</td>
</tr>
<tr>
<td>Consider This</td>
<td>How have I created opportunities for youth to actively engage and invest in their learning? How exactly do I include youth input when developing or implementing lessons or activities?</td>
</tr>
<tr>
<td>DIFFERENTIATED</td>
<td>Educational programming promotes multiple areas of growth and development of youth.</td>
</tr>
<tr>
<td>Consider This</td>
<td>What opportunities do I provide for youth to gain an understanding of their cognitive, social, cultural, and emotional abilities? How do I provide opportunities for them to build confidence in these abilities? When differentiating my lessons or activities, how do I speak to youth’s abilities and strengths, including those in cognitive readiness, interests, and learning profiles?</td>
</tr>
<tr>
<td>YOUTH ARE SEEN AS RESOURCES</td>
<td>Adults and the services they provide engage youth as valuable resources who can positively inform and strengthen activities, services and programs.</td>
</tr>
<tr>
<td>Consider This</td>
<td>How do I increase the young person’s perception of their intrinsic value? How do I offer youth opportunities to inform the lesson or activity by sharing their experiences and expertise? In what ways do I encourage youth to demonstrate their leadership?</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>Caring and respectful relationships are nurtured and valued.</td>
</tr>
<tr>
<td>Consider This</td>
<td>How am I helping youth build positive, caring, and committed connections with other youth and with adults? How do I personally recognize and acknowledge youth for their efforts and progress in learning and in life?</td>
</tr>
</tbody>
</table>
The essential features of a PYD approach outlined in Table 2 are not a “checklist” of things to do. They are important aspects of our work that highlight how teachers and youth workers can begin to enhance positive youth development in classrooms and community programs.

These essential features of positive youth development focus on reinforcing or building on a young person’s strengths and fortifying the protective factors in their life. More importantly, these aspects of PYD affirm the perspective of the young person and thus require us to take into account our own knowledge and understanding of how the personal and cultural experiences of a young person can be assets in supporting them towards future success.

PYD considerations for practice

Positive youth development focuses on “development” of a young person rather than his or her ability to simply “get” content information. In addition, essential features of a PYD approach serve as a compass for designing services, opportunities and supports in DYS classrooms as well as in the community.

While maintaining appropriate boundaries, teachers and youth workers in DYS facilities and programs have an opportunity to help young people develop in multiple areas of growth—cognitive, social, cultural, emotional, civic and employability—whether they work in the classroom or in programs in the community. Becoming aware of our own beliefs and behaviors about young people placed at risk is essential to understanding how these beliefs and behaviors affect our students. When thinking about the services, opportunities or supports we offer DYS youth, it is important to reflect on how we can address positive youth outcomes in the high quality work that we already do.

Tables 2C and 2D on the following pages provide us with some suggestions for what a PYD approach might look like in a DYS classroom or program targeting youth during their community reentry phase.

The recommendations provided here are meant to encourage us to be more conscious of how we work and interact with young people. These considerations are meant to serve only as examples to help teachers and youth workers think about PYD-based strategies and are intended to provoke your thinking and help model ways to integrate these strategies into your classroom or community program.

References

1 Positive Youth Development (PYD) is an asset-based model of services that involves youth, their families and their communities in their care and development. PYD stresses medical health, behavioral health, personal safety and a sense of well-being, civic involvement, education and employment. This definition, provided by Massachusetts Executive Offices of Health and Human Services (EOHHS), has been officially adopted by DYS.


3 Ibid.
### Table 2C. Considerations for Practice, Core Youth Outcome Area Focused on Abilities

<table>
<thead>
<tr>
<th>Core Youth Outcome Area</th>
<th>INDICATORS: How do we know?</th>
<th>CONSIDERATIONS FOR PRACTICE: How do we know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth develop confidence in their ABILITIES</td>
<td>Youth are actively engaged and invested in their learning.</td>
<td>• When doing a lesson or activity, try to pay attention to how “engaged” youth are. Are their heads down? Do you have to ask multiple times for an answer? If so, reflect on how you gauged their prior knowledge and experiences? How did you incorporate these interests and strengths into the lesson or activity?</td>
</tr>
<tr>
<td>Youth are genuinely recognized for their effort and progress in learning.</td>
<td></td>
<td>• Choose one young person you work with and keep track of the number of positive and corrective responses you give him or her within a single class or day. Teachers may want to consider using tools for peer observation to help track this information. Try to give multiple positive comments for every corrective piece of feedback you provide.</td>
</tr>
<tr>
<td>Youth gain an understanding of and confidence in their abilities across multiple areas of growth. Areas of growth and development include cognitive, social, cultural, emotional, civic and employability.</td>
<td></td>
<td>• Provide experiential learning activities that help to cultivate the youths’ individuality and help them define the world through their own viewpoint and perception.</td>
</tr>
<tr>
<td>Youth are future-focused, have a perception of succeeding in the future, and commitment to achieving life and career goals.</td>
<td></td>
<td>• Working with them, provide each youth with multiple opportunities to self-assess their progress over different spans of time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In terms of trying new things that may initially feel unfamiliar or uncomfortable to them, encourage youth to take risks in your class or program. Reward effort, creativity, and willingness to be open to new experiences. This will help youth better understand that trying—and sometimes failing—is an integral part of learning, and can help move them towards their goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Review each youth’s individual learning plan (ILP). Try to adapt your lesson plans to address the aspirations and goals identified in each student’s ILP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide consistent opportunities for each youth to be active in reviewing, informing and shaping their own ILP.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Present youth with a wide variety of educational and vocational opportunities, as well as introducing them to career decision-making tools that can help them imagine multiple future pathways for themselves.</td>
</tr>
<tr>
<td>Core Youth Outcome Area</td>
<td>INDICATORS: How do we know?</td>
<td>CONSIDERATIONS FOR PRACTICE: How do we know?</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| Youth develop a positive IDENTITY | Youth have access to learning opportunities and environments that: Foster a sense of control and optimism over their futures. | • Help students become agents of their own change by engaging in discussions with them that help to define their sense of identity (who they are and who they can be in the world).  
• Consider focusing initially on ‘quick wins’—small, short-term, and achievable successes which help to build confidence and trust in working towards longer-term goals. |
| | Youth have access to learning opportunities and environments that: Increase their perception of their intrinsic value. | • Take time to reflect and imagine that the youth in your classroom are your own children or family. How would you want them to be taught and nurtured? What changes might you make in your class or program?  
• To help youth engage with society at-large, consider integrating opportunities for service learning projects or curriculum and activities that engage the youth and are grounded in their home communities. |
| | Youth have access to learning opportunities and environments that: Result in positive, caring, and committed connections. | • Particularly when misunderstandings arise, take time to reflect on how you’re speaking to a young person (tone, volume and word choice). Consider what your message is that you want to deliver and what factors or experiences might influence how this message is or is not being heard by the youth.  
• While maintaining appropriate boundaries, provide opportunities for youth to have positive interactions with their peers and with adults in the program whenever possible. Consider, for example, choosing activities that focus on team work versus individual competition. |
| | Youth perceive some control over daily events and have a sense of accountability for one’s own actions and for the consequences on others. | • Try to provide students with multiple opportunities to have a voice in planning lessons, events, or daily activities that you’ll be doing with them. Encourage students to set the high expectations of the activity, thus helping them develop a sense of accountability for their actions as related to this activity.  
• Consider forming a student council in your classroom or in your community program, and provide them with areas of programming in which they will have decision-making power. Be sure that the council includes students, teachers, line staff, and other program staff, and that youth have opportunities to lead the group. |
Positive Youth Development

References and Resources

Positive Youth Development (PYD)


This study explores six juvenile justice programs that use positive youth development principles to improve their approaches to working with youth in the juvenile justice system. This report describes the results of this exploratory study and suggests that it is possible to implement these approaches in juvenile justice settings, but more research is needed to substantiate their effects.


This book uses scientific behavior on resilience to reframe challenging behavior in youth, reminding us that with support from adults who believe in their possibilities, youth can experience positive relationships, discover hidden talents, solve problems creatively, and find a fulfilling purpose for their lives. Practical strategies for considered use to help young people overcome their pain and develop resilience are provided.


Based on a review of research, this report presents a conceptual framework for understanding youth development, examines the individual and contextual factors that influence adolescent developmental pathways, and provides a brief overview of strategies that might help communities support young people transitioning from adolescence to adulthood. This report is a companion piece to the FYSB-produced Reconnecting Youth & Community: A Youth Development Approach, which focuses on a community empowerment, youth development process for rebuilding this Nation's communities.


This paper summarizes several major shifts that have occurred in the past 20 years in what researchers, policy makers and practitioners think about what young people need, what they get and where they get it. Based on work started in 1990 at the Center for Youth Development and Policy Research at the Academy for Educational Development, this updated paper incorporates critical ideas about young people as participants and change makers—ideas that inform emerging and a more powerful iteration of the youth development approach.


This book examines more than 800 scientific articles and reports on adolescent development that ties to each of the 40 Developmental Assets® identified by Search Institute. The developmental assets are presented within this group of resources as a framework from which DYS educators and youth workers can begin to build upon youth assets through their programs and communities. Further consideration should be made for how assets are recognized and built upon for different populations of youths.
Positive Youth Development

References and Resources

PYD and Adolescent Development


This summary report discusses major issues faced by teachers and schools, and the resources needed to address them—such as translating child and adolescent development literature into a user-friendly format for delivery in teacher preparation courses and links to the accreditation process.


This article provides the reader with a brief overview of aspects of adolescent development including physical, psychological, and social-developmental changes. It is meant for a medical health audience; however, the information provided gives insight into some considerations when working with adolescents.


This book provides a comprehensive introduction and overview of the study of adolescent development. It includes information on general theories of adolescence, physical and cognitive development, and the formation of identity, as well as provides social and cultural perspectives affecting this field of research. Newer editions of this book are now available.


Progressing through stages and phases of adolescent development, this book provides a comprehensive look at all the key points in adolescent development. It provides insight on what might be going on “behind the scenes” of adolescent behavior, supported by psychological and developmental research. The authors explore how factors such as social class, peer and adult relationships, gender norms, and the media help to shape adolescents sense of themselves and their future expectations and aspirations.

PYD and Culturally Responsive Teaching


This foundational book uses case studies and theory to analyze personal, political, cultural and educational factors and how they impact success and failure in school. It includes specific suggestions for teachers to make their classrooms more culturally responsive and encourages youth-centered instruction through teacher reflection and practice.
Differentiated Instruction

Teachers differentiate instruction in response to three significant factors: students’ cognitive readiness, personal interests, and learning profiles. By aligning strategies for instruction with these three student characteristics, teachers can strengthen learning for everyone in the classroom.

The table on the facing page defines three key student characteristics to which differentiation should respond (cognitive readiness, interests, and learning profiles), and provides examples of how three aspects of teaching (curriculum, instruction, and assessment) can be differentiated within DYS classrooms.

**COGNITIVE READINESS**

Can be determined by using pre-tests, KWL (Know, Want, Learned) charts, and other assessments. KWL charts can be particularly useful as they ask students to identify what they already KNOW and what they WANT to learn about a topic.

**INTERESTS**

Can be inventoried by including students in the planning processes, providing opportunities for students to discuss, present, or interview one another about their backgrounds, skills, and areas of interest.

**LEARNING PROFILES**

Can be more complex, as they include:

- Learning styles
  
  *Is the student primarily a visual, auditory, tactile, linguistic, or kinesthetic learner?*

- Multiple intelligences preferences
  
  *Linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligences*

- Grouping preferences
  
  *Does the student work best individually, with a partner, or in a large group?*

- Environmental preferences
  
  *Does the student need, for example, lots of space, auditory distractions, or a quiet place to work?*
## Nine Ways to Differentiate Instruction

<table>
<thead>
<tr>
<th>Respond to</th>
<th>Differentiate Content</th>
<th>Differentiate Activities</th>
<th>Differentiate Student Products</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COGNITIVE READINESS</strong>&lt;br&gt;A student’s starting point regarding the learning objectives; includes prior knowledge, skills, and understanding</td>
<td>Provide content material adjusted for students’ prior knowledge and readiness-to-learn levels. This may include resources at various reading levels, supplemental materials, audiotape support, graphic organizers, and note-taking guides.</td>
<td>Provide activities at various levels (tiering*) to accommodate readiness levels. Consider pairs or groups based on similar readiness to support achievement of tasks. Activities may vary in complexity, but should still target the same learning objective.</td>
<td>Provide opportunities for students to demonstrate their degree of achievement by tiering* assessment tasks based on levels of complexity. Prompts may be adjusted, but all assessments should target the same learning objectives.</td>
</tr>
<tr>
<td><strong>INTERESTS</strong>&lt;br&gt;Contexts, topics, and skills that interest the learner</td>
<td>Give students choices of subtopics to explore, with each option targeting the same learning objectives. Make topics contextual for the students.</td>
<td>Give students choices of activities to do, with each option targeting the same learning objectives. Provide activities that enable students to use prior knowledge and explore areas of interest.</td>
<td>Give students choices of assessment options that target the same learning objectives. Allow students to demonstrate knowledge and understanding in areas of comfort in which they have personal expertise.</td>
</tr>
<tr>
<td><strong>LEARNING Profiles</strong>&lt;br&gt;Learning styles, multiple intelligence preferences, grouping preferences, environmental preferences</td>
<td>Provide diverse options for accessing the content material. This may include presenting information in visual, auditory, or kinesthetic modes. It might also include using a variety of cultural or gender examples when presenting content.</td>
<td>Provide diverse options for making sense of the content. This might include some students working alone, others in pairs or groups, as well as some using kinesthetic, visual, mathematical, or other learning preferences to process the new material.</td>
<td>Provide diverse options for students to demonstrate their level of achievement of the learning objectives. This can include providing options for products that are analytic, creative, and/or practical.</td>
</tr>
</tbody>
</table>

*tiering:<br>Adjusting the degree of difficulty of a question, task, or product to match a student’s current level of Readiness. Questions, homework, daily assignments, projects, and tests may all be ‘tiered’ in this way.
Differentiated Instruction: 
*Online Resources*

A number of websites provide curriculum samples and exercises for differentiating instruction in history and social science.

www.openc.k12.or.us/reaching/tag/dcsamples.html
This site offers differentiated curriculum samples for all grades and various subject matters.

www.eduplace.com/ss/socsci/pa/books/bke1/gfxorganizers/index.html
Graphic organizers for U.S. History are available.

www.loc.gov/teachers
Library of Congress Teachers page. Use primary sources to enhance and tier lessons.

edsitement.neh.gov
EDSITEment has an area for History & Social Studies that has many excellent lessons, which are arranged by subcategories and grade levels. By selecting the same topics and different grade levels, you can tier assignments based on readiness.

www.besthistorysites.net
The Best of History website organizes American history by time periods or topics. Excellent links.

www2.scholastic.com/browse/learn.jsp
Scholastic Products offers many lesson ideas for teachers that can be used to differentiate instruction.

sddial.k12.sd.us/esa/doc/teachers/differ_instruc_lessons_hs.htm
Samples of differentiated lessons for U.S. History are available.

school.discoveryeducation.com/index.html
Discovery Education has lesson plans by grade and subject. As an example, select lessons with same topics at different grade levels to differentiate based on readiness or other topics. Excellent links.
General Education and Special Education: Collaboration and Cooperation

DYS-SEIS: Integrated service delivery

The Department of Youth Services and the Department of Elementary and Secondary Education heartily endorse integrated service delivery for all committed youth. Sharing a vision and core values for education services for all students, DYS and SEIS agree that working together will lead to improved student outcomes.

VISION

All students in DYS educational programs will be provided the support to maximize their potential to successfully contribute to society. Through collaboration of all personnel, a continuum of services will be implemented responding to individual needs, and allowing for access to the general education curriculum in the least restrictive environment.

CORE VALUES

- Professional Collaboration
- Continuum of Services
- Respect for Diversity of Individual Needs and Differences
- Student-Centered and Strengths-Based
- Access to the General Curriculum
- Successful Transition to the Community
- Self-Determination and Self-Advocacy
- Quality Teaching and Learning

All DYS and SEIS teachers in the program-based collaborative learning teams will work together to support the needs of all students and the delivery of education services; and all students will be part of an inclusive model, with the majority of special education students included with their general education peers. Inclusive education assumes shared responsibility of general and special education teachers for student success and access to the general education curriculum—an IEP does not mean a separate classroom.

Since the purpose of special education is to provide specialized instruction to meet individual student needs, a continuum of service delivery models is possible. Collaborative learning teams of general and special educators will work together to determine the appropriate strategy for each student. In order to be able to implement a model of instructional delivery based on such collaborative and inclusive practices, all DYS and SEIS teachers will differentiate curriculum, instruction and assessment as a part of ongoing practice; implement collaborative planning for shared instructional delivery for all students; and provide access to the general curriculum.
EMPHASIZED STANDARDS

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Which Standards Are Emphasized—and Why?

While DYS students’ competencies in history and social science span a wide age and grade range, this guide focuses primarily on high school standards. In each of the time periods of study for United States History, we emphasize certain key standards in DYS settings. Careful analysis has shown that certain standards predominate in MCAS preparation materials for grades 8 and 10 and/or the GED tests. These “emphasized standards” are considered key learning standards within DYS because they occur with great frequency on these important assessments, and are most useful and applicable in employment, life skills, and future learning.

All DYS teachers should also have and refer to their own copies of the complete Framework document. The full Framework not only offers detailed standards, but also provides excellent curriculum, instruction, and assessment suggestions and resources.

Criteria for emphasis

The “emphasized standards” outlined on the following pages have been selected by social studies teachers and coaches because they meet the following broad criteria:

1. They help identify BROAD CONCEPTS that can guide student learning and help them think about the larger picture and use social studies facts, concepts, and modes of inquiry in all aspects of their lives.

2. They promote HIGH STANDARDS and rigor, and are tied to principles for history and social science instruction and to the thematic strands and standards in the national and Massachusetts Curriculum Frameworks.

3. Questions and problems associated with these standards occur with the greatest FREQUENCY in Massachusetts Comprehensive Assessment System (MCAS) preparation data and/or the GED.

4. These social studies concepts, materials, and modes of inquiry are most APPLICABLE and fundamental to employment, life skills, and future learning.

5. The ideas are broad enough to guide teachers in planning instruction throughout the year, while allowing individual teachers and programs FLEXIBILITY to choose when to implement, what materials to use, and how to differentiate.

6. Emphasized standards offer a measure of UNITY among DYS programs, and provide a mechanism for sharing lessons and units among DYS teachers.

The full Massachusetts History and Social Science Framework provides excellent curriculum and instruction, as well as suggestions and resources for assessment.

A PDF of the entire Framework is available at: www.doe.mass.edu/frameworks/hss/final.pdf
Guiding Principles for Teaching and Learning

The National Council for the Social Studies (NCSS, www.socialstudies.org) espouses five principles that are central to the strongest social studies programs. These principles guide teaching and learning in ways that engage and challenge students in the classroom while helping them find meaning, see connections, and understand the complexities of values, culture, and power in society. DYS instruction should be built around an understanding that the most powerful programs are:

- **MEANINGFUL**
  - Focuses on knowledge, themes, and skills students will find useful both in and outside of school
  - Emphasizes depth for understanding, appreciation, and life application
  - Emphasizes significance and meaningfulness through presentation and activities
  - Balances depth with breadth
  - Focuses on key concepts embedded in what students learn
  - Emphasizes reflection in planning, implementing, and assessing instruction

- **INTEGRATIVE**
  - Topics across time and space
  - Knowledge, skills, beliefs, values, and attitudes to action
  - Effective use of technology
  - Learning across the curriculum

- **VALUE-BASED**
  - Considers ethical dimensions, addresses controversial issues, and provides for reflection
  - Develops concern for the common good and application of social values
  - Develops critical thinking skills around social values and cultural conflict
  - Encourages recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and commitment to social responsibility
  (Note: In this context, “Value-Based” means that teachers make sure that students: 1) become aware of the values, complexities, and dilemmas involved in an issue, 2) consider the costs and benefits to various groups, and how these are embedded in possible courses of action, and 3) develop well-reasoned positions consistent with democratic social and political values.)

- **CHALLENGING**
  - Expects students to strive to accomplish the instructional goals
  - Models serious and thoughtful approaches to inquiry, and designs instruction to elicit these qualities from students
  - Shows interest in and respect for students’ thinking while demanding well-reasoned arguments (rather than opinions voiced without adequate thought or commitment)

- **ACTIVE**
  - Requires reflective thinking and decision-making
  - Requires active construction of knowledge
  - Facilitates interactive discourse
  - Moves from providing considerable guidance to encouraging independence and self-regulation
  - Emphasizes authentic activities with real-life applications that use the skills and content of the field

A complete description of the National Council for the Social Studies (NCSS) Curriculum Guidelines is available at: www.socialstudies.org/standards/introduction
Common Core Standards

What is the Common Core Standards Initiative?

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

— Common Core State Standards Initiative
www.corestandards.org
**How do the Common Core Standards relate to Massachusetts’ Curriculum Framework Standards?**

The Common Core Standards are intended to help teachers scaffold literacy and historical thinking skills throughout their curriculum. The Common Core Standards provide teachers with literacy goals that address the analysis of primary and secondary sources, the understanding of key ideas, the research process and the development of historical arguments through reading and writing.

The Common Core Standards are not intended to replace the current Massachusetts Curriculum Frameworks for History and Social Science, but instead to augment the current content-based standards with specific literacy skills. Teachers should continue to use the Massachusetts Curriculum Framework standards to guide content decisions and utilize the Common Core Standards to guide student development in reading and writing across the social science curriculum.

**How does the Common Core relate to current professional development efforts?**

During recent professional development programs teachers in our institutional settings have concentrated on literacy across the content areas. This focus on reading to learn and writing to learn in history/social studies has prepared teachers for the literacy components of the Common Core. Additionally, social studies teachers have had training in recent years about the importance of primary documents as critical tools in helping students understand history. Our professional development has consistently emphasized the importance of critical thinking and problem solving, and understanding built on a foundation of knowledge. This background of professional experiences prepares our teachers for the emergence of the Common Core Standards.
How do the Common Core Standards relate to history and social science?

The Standards set requirements not only for English language arts (ELA) but also for literacy in history and social science, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history and social science, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

— Common Core State Standards for English Language Arts & Literacy in History and Social Science, Science, and Technical Subjects, Page 3

How do the Common Core Standards connect to College and Career?

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the 21st century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek wide, deep and thoughtful engagement with high-quality literary and informational texts that builds their knowledge, enlarges their experience, and broadens their world views. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

— Common Core State Standards for English Language Arts & Literacy in History and Social Science, Science, and Technical Subjects, Page 3
What are the College and Career Readiness (CCR) Anchor Standards for Reading?

KEY IDEAS AND DETAILS
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events or ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
10. Read and comprehend complex literary and informational texts independently and proficiently.
What are the College and Career Readiness (CCR) Anchor Standards for Writing?

TEXT TYPES AND PURPOSES
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

PRODUCTION AND DISTRIBUTION OF WRITING
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection and research.

RANGE OF WRITING
10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
Common Core Standards

What are the Common Core Standards for English Language Arts and Literacy in History / Social Studies for grades 6-8?

KEY IDEAS AND DETAILS
1. Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CRAFT AND STRUCTURE
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history and social science.
5. Describe how a text presents information (e.g., sequentially, comparatively or causally).
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

INTEGRATION OF KNOWLEDGE AND IDEAS
7. Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts.
8. Distinguish among fact, opinion and reasoned judgment in a text.
9. Analyze the relationship between a primary and secondary source on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
10. By the end of grade 8, read and comprehend history and social science texts in the grades 6–8 text complexity band independently and proficiently.
Common Core Standards

What are the Common Core Standards for English Language Arts and Literacy in History / Social Studies for grades 9-10?

KEY IDEAS AND DETAILS

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CRAFT AND STRUCTURE

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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.

INTEGRATION OF KNOWLEDGE AND IDEAS

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

10. By the end of grade 10, read and comprehend history and social science texts in the grades 9–10 text complexity band independently and proficiently.
The Massachusetts History and Social Science Curriculum Framework guides teachers to explore content, skills and concepts within the **strands** of:

- (E) Economics
- (G) Geography
- (C) Civics
- (H) History
Industrial America and Its Emerging Role in International Affairs

**Emphasized standards:**

**USII.1** Explain the various causes of the Industrial Revolution. (H, E)
- A. the economic impetus provided by the Civil War
- B. important technological and scientific advances
- C. 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

**USII.2** Explain the important consequences of the Industrial Revolution. (H, E)
- A. the growth of big business
- B. environmental impact
- C. the expansion of cities

**USII.3** Describe the causes of the immigration of southern and eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)
- *Seminal primary documents to read:* Emma Lazarus, “The New Colossus” (1883)
- *Seminal primary documents to consider:* Younghill Kang, East Goes West (1937)

**USII.4** Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)

**USII.6** Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E)
- A. the influence of the ideas associated with Social Darwinism
- B. the purchase of Alaska from Russia
- C. America’s growing influence in Hawaii leading to annexation
- D. the Spanish-American War
- E. U.S. expansion into Asia under the Open Door policy
- F. President Roosevelt’s corollary to the Monroe Doctrine
- G. America’s role in the building of the Panama Canal
- H. President Taft’s Dollar Diplomacy
- I. President Wilson’s intervention in Mexico
- J. American entry into World War I

**USII.7** Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Treaty of Versailles. (H)
- *Seminal primary documents to read:* President Woodrow Wilson, “Peace Without Victory,” speech (1917)
The Age of Reform: Progressivism and the New Deal

Emphasized standards:

**USII.8** Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

- **People:**
  - A. Jane Addams
  - B. William Jennings Bryan
  - C. John Dewey
  - D. Robert La Follette
  - E. President Theodore Roosevelt
  - F. Upton Sinclair
  - G. President William H. Taft
  - H. Ida Tarbell
  - I. President Woodrow Wilson

- **Policies:**
  - A. bans against child labor
  - B. the initiative referendum and its recall
  - C. the Sherman Anti-Trust Act (1890)
  - D. the Pure Food and Drug Act (1906)
  - E. the Meat Packing Act (1906)
  - F. the Federal Reserve Act (1913)
  - G. the Clayton Anti-Trust Act (1914)
  - H. the ratification of the Nineteenth Amendment (1920)

**Seminal primary documents to read**
President Theodore Roosevelt, “The New Nationalism,” speech (1910)

**USII.9** Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)

- **People:**
  - A. Carrie Chapman Catt
  - B. W.E.B. Du Bois
  - C. Marcus Garvey
  - D. National Association for the Advancement of Colored People (NAACP)
  - E. Alice Paul
  - F. Booker T. Washington

**Seminal primary documents to consider:**
Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)

**USII.11** Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

- **A.** restrictive monetary policies
- **B.** unemployment
- **C.** support for political and economic reform
- **D.** influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

**USII.12** Analyze the important policies, institutions, and personalities of the New Deal era. (H)

- **People:**
  - A. President Herbert Hoover
  - B. President Franklin D. Roosevelt
  - C. Eleanor Roosevelt
  - D. Huey Long
  - E. Charles Coughlin

- **Policies—the establishment of:**
  - A. the Federal Deposit Insurance Corporation
  - B. the Securities and Exchange Commission
  - C. the Tennessee Valley Authority
  - D. the Social Security Act, the National Labor Relations Act
  - E. the Works Progress Administration
  - F. the Fair Labor Standards Act

- **Institutions:**
  - A. the American Federation of Labor
  - B. the Congress of Industrial Organizations
  - C. the American Communist Party
World War II

Emphasized standards:

USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)
   A. Fascism in Germany and Italy
   B. German rearmament and militarization of the Rhineland
   C. Germany's seizure of Austria and Czechoslovakia and Germany's invasion of Poland
   D. Japan's invasion of China and the Rape of Nanking
   E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

   • Seminal primary documents to read:
     President Franklin Roosevelt, “Four Freedoms” speech (1941)
   • Seminal primary documents to consider:
     Justice Robert M. Jackson’s opinion for the Supreme Court in West Virginia State Board of Education v. Barnette (1943) and Learned Hand’s The Spirit of Liberty (1944)

USII.16 Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

USII.17 Explain important domestic events that took place during the war. (H, E)
   A. how war-inspired economic growth ended the Great Depression
   B. A. Philip Randolph and the efforts to eliminate employment discrimination
   C. the entry of large numbers of women into the workforce
   D. the internment of West Coast Japanese-Americans in the U.S. and Canada
The Cold War Abroad

**Emphasized standards:**

**USII.18** Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)
- A. the differences between the Soviet and American political and economic systems
- B. Soviet aggression in Eastern Europe
- C. the Truman Doctrine, the Marshall Plan, and NATO

**USII.19** Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)
- A. the Korean War
- B. Germany
- C. China
- D. the Middle East
- E. the arms race
- F. Latin America
- G. Africa
- H. the Vietnam War

**USII.20** Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)

**USII.21** Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)
- **Seminal primary documents to read:** President John F. Kennedy, Inaugural Address (1961)
- **Seminal primary documents to consider:** President Ronald Reagan, speech at Moscow State University (1988)
Emphasized standards:

USII.23 Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)
A. Truman’s Fair Deal
B. the Taft-Hartley Act (1947)
C. Eisenhower’s response to Soviet launch of Sputnik
D. Eisenhower’s civil rights record

USII.24 Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)
People:
A. Whittaker Chambers
B. Alger Hiss
C. Edgar Hoover
D. Senator Joseph McCarthy
E. Julius and Ethel Rosenberg

Institutions:
A. the American Communist Party (including its close relationship to the Soviet Union)
B. the Federal Bureau of Investigation (FBI)
C. the House Committee on Un-American Activities (HUAC)

USII.25 Analyze the origins, goals, and key events of the Civil Rights movement. (H)
People:
A. Robert Kennedy
B. Martin Luther King, Jr.
C. Thurgood Marshall
D. Rosa Parks
E. Malcolm X

Institutions:
A. the National Association for the Advancement of Colored People (NAACP)

Events:
A. Brown v. Board of Education (1954)
B. the 1955-1956 Montgomery Bus Boycott
C. the 1957-1958 Little Rock School Crisis
D. the sit-ins and freedom rides of the early 1960s
E. the 1963 civil rights protest in Birmingham
F. the 1963 March on Washington
G. the 1965 civil rights protest in Selma
H. the 1968 assassination of Martin Luther King, Jr.

• Seminal primary documents to read: Reverend Martin Luther King’s “I Have A Dream” speech and his Letter from Birmingham City Jail (1963); President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

USII.26 Describe the accomplishments of the civil rights movement. (H, E)
A. the 1964 Civil Rights Act and the 1965 Voting Rights Act
B. the growth of the African American middle class, increased political power, and declining rates of African American poverty

USII.27 Analyze the causes and course of the women’s rights movement in the 1960s and 1970s. (H)
A. Betty Friedan and Gloria Steinem
B. the birth control pill
C. the increasing number of working women
D. the formation of the National Organization of Women in 1967
E. the debate over the Equal Rights Amendment
F. the 1973 Supreme Court case, Roe v. Wade

USII.28 Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)
A. the space exploration program
B. the assassination of President Kennedy
C. Johnson’s Great Society programs
D. Nixon’s appeal to “the silent majority”
E. the anti-war and counter-cultural movements
F. the creation of the Environmental Protection Agency (EPA) in 1970
G. the Watergate scandal (including the Supreme Court case, U.S. v. Nixon)
USII.29 Analyze the presidency of Ronald Reagan. (H, E)
A. tax rate cuts
B. anticommmunist foreign and defense policies
C. Supreme Court appointments
D. the revitalization of the Conservative movement during Reagan’s tenure as President
E. the replacement of striking air traffic controllers with non-union personnel

USII.30 Describe some of the major economic and social trends of the late 20th century. (H, E)
A. the computer and technological revolution of the 1980s and 1990s
B. scientific and medical discoveries
C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
D. the weakening of the nuclear family and the rise in divorce rates

USII.31 Analyze the important domestic policies and events of the Clinton presidency. (H, E)
A. the passage of the North American Free Trade Agreement (NAFTA) in 1993
B. President Clinton’s welfare reform legislation and expansion of the earned income tax credit
C. the first balanced budget in more than 25 years
D. the election in 1994 of the first Republican majority in both the House and Senate in 40 years
E. tax credits for higher education
F. the causes and consequences of the impeachment of President Clinton in 1998

USII.33 Analyze the course and consequences of America’s recent diplomatic initiatives. (H, C)
A. the invasion of Panama and the Persian Gulf War
B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict
D. America’s response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.
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Approaching History and Social Science Instruction

Illuminating the drama of history

As stated in the Massachusetts History and Social Science Curriculum Framework, “history cannot be captured through mindless or simple regurgitation of dates and names.”

“.....history cannot be captured through mindless or simple regurgitation of dates and names.”

Illuminating the drama of history requires examining the larger themes and ideas of history. History and social science teachers should help their students understand the overarching concepts that link the state and national standards at each grade level with those at earlier and subsequent grade levels. The exploration of relationships between historical facts and these larger themes will help students develop a more meaningful, integrative, and value-based understanding of history.

Massachusetts History and Social Science Curriculum Framework

DYS history and social science teachers must organize a large scope of historical information into mini-units and lessons that are meaningful and challenging, yet accessible for all our students. The Framework therefore guides teachers to explore content, skills and concepts within the strands of:

- Economics (E)
- Geography (G)
- Civics (C)
- History (H)

Exploring these areas of history and social science allows students to engage in the many dimensions of historical understanding. Economic, Geographic, Civic and Historical strands of study are indicated after each respective standard by a letter designation – E, G, C, or H. The notation regarding Economic, Geographic, Civic and Historical strands provide support to help teachers think about the manner in which they organize their curriculum, instruction and assessment. All teachers should also have and refer to their own copies of the complete Massachusetts Framework document. The full Framework not only offers detailed grade-appropriate standards, but also provides excellent curriculum, instruction and assessment suggestions and resources.

As discussed previously, the challenges to developing an organized and systematic curriculum for the DYS educational system include high mobility as well as extraordinary diversity of ages, skills, background knowledge, personal backgrounds and history. In response to these challenges, the Massachusetts Department of Youth Services, the Collaborative for Educational Services, and Commonwealth Corporation worked together to develop a flexible curriculum that emphasizes key standards, reflects important principles, themes and skills, and is aligned with an extensive program of professional development and coaching.

A PDF of the entire History and Social Science Curriculum Framework can be downloaded from the Massachusetts Department of Elementary and Secondary Education website:

www.doe.mass.edu/frameworks/hss/final.pdf
Organizing History and Social Science Instruction: About Themes

Specific and recurring themes run throughout history and social studies and these are central to organizing a meaningful program of studies within DYS facilities.

The National Council for the Social Studies has created a set of thematic strands that will help teachers organize their curricula in meaningful ways. In addition to the key DYS principles and guiding principles for social studies discussed in the previous section, these thematic strands are crucial for planning curriculum and instruction in the content and skill areas articulated in the Massachusetts History and Social Science Curriculum Framework.

Overarching thematic strands spiral throughout the U.S. History II curriculum, and aid teachers in their goals to integrate the National Council for the Social Studies (NCSS) principles for teaching and learning.

The NCSS has identified ten thematic strands for teaching and learning. For the purposes of instruction in DYS settings, these are consolidated into seven themes, listed below. Each of these thematic strands embraces and can help illuminate a number of detailed learning standards.

- Cultural Identity, Development and Exchange
- Time, Continuity and Change
- Peoples, Environments and Global Connections
- Individuals and Groups, Power and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Civic Ideals and Practices

Careful analysis has shown that certain standards predominate in the MCAS for grade 10 and/or the GED tests. Although DYS students’ history and social science competencies span a wide age and grade range, this guide focuses primarily on high school standards. Particular learning standards are considered key because they occur with frequency on important assessments, and are most useful and applicable in employment, life skills, and future learning.

A full description of the thematic strands is available on the National Council on the Social Studies (NCSS) website:

www.socialstudies.org/standards/strands
Organizing History and Social Science Instruction: From Standards to Learning Objectives

**Standards**

Instructional content in history and social science is driven by the standards as outlined in the Massachusetts Department of Elementary and Secondary Education’s History and Social Science Curriculum Framework. (The full framework can be found at www.doe.mass.edu/frameworks/hss.final.pdf.)

**Emphasized Standards**

Careful analysis has shown that certain standards predominate in the MCAS for grade 10 and/or the GED tests. Particular learning standards have been designated as emphasized standards because they occur with frequency on these important assessments, and are most useful and applicable in employment, life skills, and future learning.

**Historical Time Periods**

In history and social science, teachers begin the instructional process by outlining the content chronologically. This helps students see the development of history over time. This guide has already broken the content of the U.S. History II standards into historical time periods. Each time period is linked to one or two emphasized standards.

**Key Themes**

Based on the targeted historical time period and the associated emphasized standards and skills, teachers should identify one of the key themes related to the topic. It is the theme that will link the concepts of this unit of study to prior learning and future learning. The themes used in this guide were developed by the National Council for the Social Studies, NCSS. As you study the themes in the next section you will see the universality of them and the power they have to help students understand history over time.

**Learning Objectives**

With the framework of historical time period, emphasized standards and skills and key themes established, the teacher is able to develop learning objectives. These objectives identify what the students should know and understand about the topic related to the standard.

The Know aspect of the learning objectives identifies the factual information that the student needs to learn. This might include dates, locations, famous people, and terminology. The Understand component of the learning objectives targets the conceptual or deeper understanding of the topic. It is through understanding that the students gain the ability to critically think and problem solve. Understandings also provide the links between topic areas across history.

Teachers can complete their learning objectives by clearly stating what students should be able to Do as a result of having this knowledge and understanding. The Do statements should give action to the learning.
Each Theme Relates to a Number of U.S. History II Standards

Because themes are conceptual, they may be broadly applied to almost any standard. For easy reference, related standards that offer examples of each theme are highlighted here. The worksheets for each theme on the following pages provide examples of content and questions that may be discussed for each theme.

**Theme 1:** Cultural Identity, Development and Exchange  
Related Standards: 1, 2, 3, 4, 6, 8, 9, 17, 25, 26, 27, 28

**Theme 2:** Time, Continuity and Change  
Related Standards: 6, 7, 8, 9, 11, 15, 16, 17, 18, 20, 25, 27, 31, 33

**Theme 3:** Peoples, Environments and Global Connections  
Related Standards: 1, 3, 4, 6, 11, 15, 16, 18, 20, 31, 33

**Theme 4:** Individuals and Groups, Power and Governance  
Related Standards: 3, 4, 6, 9, 15, 16, 20, 25, 26, 27, 28

**Theme 5:** Production, Distribution and Consumption  
Related Standards: 1, 2, 3, 6, 8, 11, 12, 15, 18, 21, 31

**Theme 6:** Science, Technology and Society  
Related Standards: 1, 2, 3, 8, 15, 16, 21, 23, 27

**Theme 7:** Civic Ideals and Practices  
Related Standards: 3, 4, 6, 7, 8, 9, 12, 17, 20, 23, 25, 26, 27, 28, 33
Using Themes in the Planning Process

Choose **CONTENT / TOPICS** from Emphasized Standards

**REVISIT** Key Themes and Essential Questions in later units

**INTRODUCE, USE and ASSESS** thematic ideas (Essential Questions) as well as content

Identify the **KEY THEMES** that are related to the Content/Topic

Develop **ESSENTIAL QUESTIONS** that address the overarching concept
Planning With Themes

1. CHOOSE CONTENT / TOPICS

In teaching history and social science, most teachers prefer to teach the content in chronological order to help students understand the “story” of history. For this reason, the planning process usually begins with choosing content from the topics and emphasized learning standards.

2. IDENTIFY KEY THEMES

Once content has been chosen, teachers should identify the key themes that relate to the subjects of study. Within each theme (or thematic strand) there are many overarching concepts. Teachers should choose a theme that fits their mini-unit best and can be revisited at a later time in the year.

3. DEVELOP ESSENTIAL QUESTIONS

Once a theme has been chosen, teachers should develop Essential Questions (understandings) that students will focus on during the unit. These questions/understandings should be broad, meaningful, and integrative. The idea is to pick questions that seem to focus on universal or contradicting concepts within the theme, as this will help students to analyze, evaluate, and synthesize based on their research, understanding, or prior knowledge. Developing thematic essential questions/understandings allows teachers to spiral understandings throughout the content that comes later chronologically. This continuity helps students make important and meaningful links throughout the “story” of history.

Often the statements written as understandings in learning objectives can be rewritten as broad questions linked to themes; these are the Essential Questions.

4. INTRODUCE, USE, and ASSESS ESSENTIAL QUESTIONS

Thematic Essential Questions can be used to frame an entire unit, lesson, or activity. They should be introduced to students at the beginning of the unit, used to help students learn and understand the content, and assessed—along with content, at the conclusion of the unit.

5. REVISIT

A fundamental goal of effective instruction is to work from students’ prior knowledge to help them develop and build on previous skills, knowledge, and understandings. Many Essential Questions work from students’ prior knowledge. When these questions are revisited in future mini-units, lessons, and activities, we help students make important links and build on the knowledge they have developed through other activities. Revisiting thematic strands helps make curriculum more meaningful to students.
Theme 1:

Cultural Identity, Development and Exchange

**WHY is this theme important?**

People create, learn, and adapt culture. Personal identity is shaped by one's culture, by groups, and by institutional influences. Culture helps us to understand ourselves as both individuals and members of various groups. Cultures exhibit both similarities and differences. In a democratic and multicultural society, students need to understand multiple perspectives and their relations to cultural development. They need to learn to work with students with similar and different cultures than their own. These understandings will allow students to appreciate their own perspectives and relate to people inside and outside of their communities.

**WHAT are the Essential Questions related to this theme?**

- What influences the ways that people learn, perceive the events around them, and make decisions?
- How do people meet their basic needs in a variety of contexts?
- How does culture affect one’s individual identity and belief system?
- What are the common characteristics of different cultures? What are the differences?
- How do belief systems, such as religion or political ideals of the culture, influence other parts of culture?
- How does cultural conflict complicate political issues and decisions?
- How does culture affect political, economic, and social decisions?
- How does power affect cultural conflict and cultural relations?

**EXAMPLES OF CONTENT that corresponds with this theme:**

- Immigration / Immigration Restrictions
- Spanish American War / American Imperialism
- Reservations in West
- Nativism
- Industrial Revolution and Materialism
- Popular Culture and Mass Media
- Civil Rights Movement
- Conservative Culture, 1980s
- Progressivism
- 1950s Conservatism
- Countercultural Movements of the 1960s and 1970s

**Related U.S. History II Standards**

Standards 1, 2, 3, 4, 6, 8, 9, 17, 25, 26, 27, 28
Theme 2:

Time, Continuity and Change

**WHY is this theme important?**

Students develop historical perspective by learning how to read and reconstruct the past. Students learn of their historical roots—making connections to the past and exploring how the world might change in the future.

Students explore evidence; past, present and future; cause and effect; interpretation and perspective; and values, aspirations, and beliefs. Students integrate individual stories about people, events and situations to understand human experiences within the larger scale of history and how they connect across time and cultures.

Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

*History and social science programs should include experiences that provide for the study of the ways human beings view themselves in and over time.*

**WHAT are the Essential Questions related to this theme?**

- What happened in the past? How am I connected to those in the past?
- How has the world changed and how might it change in the future?
- How can our perspectives about our own life experiences be viewed as part of the larger human story across time?
- How do different perspectives change the way we view history?
- In what ways do multiple perspectives better inform our understanding of history?
- How do current events relate to issues of the past?
- How do events and actions of the past affect the future?
- What is the difference between intended and unintended consequences?

**EXAMPLES OF CONTENT that corresponds with this theme:**

- Great Depression
- World War I
- Cold War America
- World War II
- Civil Rights Movement
- Conservative Resurgence of 1980s
- Progressivism

**Related U.S. History II Standards**

Standards 6, 7, 8, 9, 11, 15, 16, 17, 18, 20, 25, 27, 31, 33
Theme 3:
Peoples, Environments and Global Connections

**WHY is this theme important?**

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists students as they create their perspectives of the world.

The realities of a globalized world require an understanding of the global connections among world societies. Analysis of tensions between national and global interests is essential for formulating possible solutions for global issues.

Analyzing patterns and relationships within and among world cultures—such as economic competition and interdependence, imperial consequences, ethnic conflict, political and military alliances—helps learners to examine cause and effect, current policy decisions and distribution of power across the world.

*History and social science programs should always include experiences that provide for the study of people, places, and environments, global connections and interdependence.*

**WHAT are the Essential Questions related to this theme?**

- Where are things located?
- Why are they located where they are?
- How is the world’s land divided?
- How do historic relations between peoples affect their current relationships?
- How do the land and the environment affect people’s relationships with each other?
- How does control of land motivate people’s political, social, and economic actions?
- How does one’s environment affect actions and contributions to history?
- How do people’s actions and decisions shape their environments?
- What are the environmental and ecological impacts of humans on the land?
- How does the migration of peoples affect the land and environment?

**EXAMPLES OF CONTENT that corresponds with this theme:**

- American Imperialism
- World War I
- World War II
- Immigration from Asia, Southern and Eastern Europe
- Globalization in Post-World War II Period
- Vietnam War and Foreign Conflict in Cold War
- Backlash from Cold War
- 9/11 and War on Terror
- Global Climate Change

**Related U.S. History II Standards**

Standards 1, 3, 4, 6, 11, 15, 16, 18, 20, 31, 33
Theme 4:

Individuals and Groups, Power and Governance

**WHY is this theme important?**

Institutions are made up of individuals, yet they exert enormous influence over us. Because institutions such as schools, churches, families, government agencies, and the courts play an integral role in our lives, it is important that students know how institutions are formed, what controls and influences them, how they control and influence both individuals and culture, and how institutions can be maintained or changed. By examining the purposes and characteristics of various governance systems, learners understand how groups and nations attempt to resolve conflicts and establish order and security. Understanding how individuals, groups and institutions acquire and maintain their power, authority, and governance is essential to developing as responsible and active citizens. Studying these dynamic relationships—among individual rights and responsibilities, the needs of social groups, and the concepts of a just society—helps learners become more effective problem-solvers and decision makers when addressing the persistent issues and social problems encountered in public life.

**WHAT are the Essential Questions related to this theme?**

- What are the roles of institutions in this and other societies? How am I influenced by institutions?
- How do institutions change? What is my role in institutional change?
- How does institutional change affect my life?
- What is power? What forms does it take? Who holds power?
- How is power gained, used, and justified? What is legitimate authority?
- How are governments created, structured, maintained and changed?
- How can we keep government responsive to its citizens’ needs and interests?
- How can individual rights be protected within the context of majority rule?
- How and why is compromise used to settle political, economic and social issues?
- In what ways and for what purpose is power abused?

**EXAMPLES OF CONTENT that corresponds with this theme:**

- Jim Crow and Civil Rights
- Immigration and Citizenship
- Women’s Movement
- Cold War
- Countercultural Movement
- New Deal / Major Changes in Role of Government
- Japanese Internment

**Related U.S. History II Standards**

Standards 3, 4, 6, 9, 15, 16, 20, 25, 26, 27, 28
**Theme 5:**

Production, Distribution and Consumption

**WHY is this theme important?**

Because people often have desires that exceed the limited resources available to them, a variety of responses have been developed to respond to four fundamental questions:

(1) What will be produced?
(2) How will production be organized?
(3) How will goods and services be distributed?
(4) How can the factors of production (land, labor, capital, and management) be allocated productively?

Economic exchange and government involvement in economic systems are necessary to the well-being of an economy. These exchanges and networks of control are increasingly based on an interdependent world economy and access to technology.

Through examining these questions, students understand how the global economy functions, and how it affects them. Students also develop skills to help them make sound economic decisions in their own lives.

**WHAT are the Essential Questions related to this theme?**

- What is the difference between desires (wants) and needs?
- How do needs define production? Development of technology?
- How are goods and services distributed?
- How does the unequal distribution of resources cause social, political and economic problems?
- How does technology change the distribution of goods and services?
- How does a capitalist economy function and change over time?
- How does economic independence facilitate other freedoms?
- How do economic needs and wants affect political and social decisions by individuals, groups and institutions?
- How do economic relations between groups, institutions and countries affect political and social policies?
- What role does the government play in regulating the economy?

**EXAMPLES OF CONTENT that corresponds with this theme:**

- Globalization of International Economy
- 1920’s Mass Media
- Industrial Revolution / Economic Expansion
- American Imperialism
- Great Depression
- World War II—Marshall Plan
- Economic Aid Plans of the Cold War
- Global Climate Change

**Related U.S. History II Standards**

Standards 1, 2, 3, 6, 8, 11, 12, 15, 18, 21, 31
Theme 6:

Science, Technology and Society

**WHY is this theme important?**

Technology is continually changing the way we live and how we understand history, as many changes have been dependent on technological development. Throughout history, people have approached science from many angles and often with varying levels of trepidation, as technology brings with it social, economic and political implications for every generation. Understanding the historical impact of technology is essential to making sound decisions about future technologies. Evaluating historic reactions to technological change helps students understand current debates on the use of technology in society and culture.

**WHAT are the Essential Questions related to this theme?**

- Is new technology always better than that which it will replace?
- How have new technologies resulted in broader social change, some of which is unanticipated?
- How can we cope with the ever-increasing pace of change?
- How can we manage technology so that the greatest number of people benefit from it?
- How does technology affect different cultures across the world?
- How has technology made regional cultures more similar throughout time?
- How does technology pose ethical problems in our society?
- How have people reacted to technological change throughout history?

**EXAMPLES OF CONTENT that corresponds with this theme:**

- Computer Age
- Industrial Revolution
- Technology and War
- Globalization of Economy
- Space / Technology Race of Cold War
- Global Climate Change

*History and social science should always include experiences that provide for the study of relationships among science, technology and society.*

**Related U.S. History II Standards**

Standards 1, 2, 3, 8, 15, 16, 21, 23, 27
Theme 7:
Civic Ideals and Practices

**WHY is this theme important?**

An understanding of civics and citizenship is critical to encourage students to be responsible and active citizens in society and is central to the teaching of social studies. Studying civic ideals and practices throughout history and in the present is important for everyone. Having a clear understanding of the rights and responsibilities that accompany citizenship is key to understanding history as well as one’s role in society.

**WHAT are the Essential Questions related to this theme?**

- What does it mean to be a citizen?
- From where do citizens derive their rights?
- Who is a citizen and who is not?
- What is civic participation and how can I be involved?
- How has the meaning of citizenship changed over time?
- What are citizens’ rights, and what are citizens’ responsibilities?
- What is the role of the citizen in the community and the nation, and as a member of the world community?
- How can all citizens make a positive difference?

**EXAMPLES OF CONTENT that corresponds with this theme:**

- New Deal Changes to Role of American Government
- Civil Rights
- Women’s Movement
- Countercultural Movements
- Civil Rights, Freedoms, and a Post-9/11 America
- Cold War and Red Scare
- Immigration and Citizenship
- Japanese Internment / Incarceration

**Related U.S. History II Standards**

Standards 3, 4, 6, 7, 8, 9, 12, 17, 20, 23, 25, 26, 27, 28, 33
Themes are embedded in the content for each topic
Organize instruction for each time period through recurring themes.

Suggested timelines for U.S. History II topics
Allow approximately 5 weeks per time period. Integrate key history and social studies skills.

For details on organizing instruction within the Scope and Sequence, see:
Chapter 6—Focusing on Content
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Promoting Literacy in the History and Social Science Classroom

**Literacy is a key determining factor to success in life and career**

*Literacy* refers to the communication modes of reading, writing, listening, speaking, viewing, and representing (Irvin, Metzer, & Dukes, 2007). Since these skills are used in all content areas, all teachers should promote literacy in their classrooms. Literacy, especially reading and writing, is no longer relegated to the basic literacy skills taught in elementary schools; all those who work with youth are, in effect, teachers of literacy. While students at all levels may struggle with literacy issues, there are unique strategies for addressing those needs with adolescent learners.

*Reading Next: A Vision for Action and Research in Middle and High School*, a report from the Alliance for Excellent Education (Biancarosa & Snow, 2006), identifies fifteen critical elements of effective adolescent literacy programs. These elements provide the foundation for our literacy work in DYS. They are aligned with our professional practices and they support our educational mission and philosophy. The elements are broken into two improvement categories, instructional and infrastructure. Instructional issues focus on both the students and the teacher in the classroom environment. Infrastructure issues relate to the overall educational system and culture. Both areas are important in enhancing literacy skills in our DYS youth, and reflect aspects of DYS professional development goals—Access for All, Curriculum and Instruction, and Student Progress Monitoring.

The instructional improvement elements reflect pedagogical practices that are integral to teaching in the DYS system and are also promoted in professional development. For the purposes of this instructional guide, we will be focusing on the nine instructional elements of effective adolescent literacy. This section will highlight some of the techniques you might use with your students to enhance their literacy skills.

**INSTRUCTIONAL IMPROVEMENTS**

1. Direct, explicit comprehension instruction
2. Effective instructional principles embedded in content
3. Motivation and self-directed learning
4. Text-based collaborative learning
5. Strategic tutoring
6. Diverse texts
7. Intensive writing
8. Integration of technology
9. Formative assessment of students

**INFRASTRUCTURE IMPROVEMENTS**

- Extended time for literacy
- Professional development
- Summative assessments of students and programs
- Teacher teams
- Leadership
- A comprehensive and coordinated literacy program
Direct, explicit comprehension instruction includes the strategies and processes that proficient readers use to understand what they read. This instruction helps students to:

- clarify
- question
- summarize
- predict

Clarify

In this stage, questions should be formulated in order to define words or phrases that are hard to understand, unfamiliar, or ones that could be misinterpreted.

Question

This stage refers to why and how questions should be asked to create a shared understanding of the paragraph or section. These questions lead to additional questions and result in a discussion within the group. If a disagreement arises between students, it may be necessary to reread the passage for better understanding.

Summarize

In this stage, important details can be pointed out and paraphrased in a way that helps the students get the main idea of what is being read. This stage helps the students make sure they know what they just read and gives them ideas on what is to come in the next paragraph or section.

Predict

At this point, students are encouraged to make educated guesses on what the author is going to talk about next. These predictions can be made using the prior knowledge the students learned during the previous steps. This provides an opportunity for students to critically assess the author’s intent and provoke their own imagination.

Effective instructional principles embedded in content include using supplemental resources along with the primary text to provide instruction and practice in reading and writing skills specific to the content area. By emphasizing the same skills being promoted in the language arts class, students see that the skills relate to all contexts.

The use of tools such as graphic organizers, prompted outlines, structured reviews, and guided discussions modify and enhance the curriculum content in ways that promote its understanding and mastery. The use of such tools has been shown to greatly enhance student performance for all students in academically diverse classes, not just students who are struggling (Biancarosa & Snow, 2006).
Instructional Improvements

Motivation and self-directed learning includes building motivation to read and learn, while providing students with the instruction and supports needed for independent learning tasks they will face after graduation. One way to increase motivation is to build choice into your lessons. When students can choose a topic for research, a primary resource to explore, a writing topic, or a style of communicating their learning, they become more invested in the process.

Another way to enhance motivation is to make the learning relevant to the students. By choosing activities that are contextual, the learner is more engaged and interested in the work.

Text-based collaborative learning involves students interacting with one another around a variety of texts. You can provide students with protocols for having effective discussions. Through this process students learn to share ideas and develop meaning from various readings.

For instance, students might read different texts about the Underground Railroad, each at his or her own reading level, and then present the ideas to the circle. Text-based collaborative learning is effective in improving not only reading skills but also writing skills (Biancarosa & Snow, 2006).

Strategic tutoring provides students with intense individualized reading, writing and content instruction as needed. Some students require more directed support for literacy. In the DYS setting this might include support from either special educators or Title 1 teachers. Many programs have also incorporated a Reading Seminar class as a part of the required curriculum. This class focuses on some of the key skills necessary for literacy enhancement. Some programs have also begun using software such as OpenBook, which works with specific skill areas in reading and writing and is appropriate for the diversity of ages and abilities found in the DYS settings.

Diverse texts are texts at a variety of reading levels and on a variety of topics. It is important that teachers have an assortment of texts and resources available to students in order to differentiate their instruction. To meet the wide range of learners, supplemental materials may need to be used to make the content accessible including tools such as Discovery Education video streaming. Additionally, texts should be culturally sensitive and diverse. Students need to see themselves and others like them represented in the text. No one text can serve all learners in a DYS classroom. Even when a primary text is used, you can provide ‘scaffolding’ for the students to make the text readable. [‘Scaffolding’ is an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students.]
Intensive writing includes instruction connected to the kinds of writing tasks students will have to perform well in high school and beyond. Writing should be a daily component of all DYS classrooms. Even a short writing prompt allows students to practice their writing skills daily. Research has shown that there is a strong connection between writing and reading comprehension. The more students link reading and writing, the more both skills will improve. Asking students to respond to a question with a complete sentence is supportive of good writing. Teaching students how to use parts of the question to draft their response is also teaching a critical skill. Many DYS teachers begin their lessons with a “do now” prompt. This could be a time to have students do a short answer written response. Some teachers also use the “ticket to leave” strategy at the end of class to check for lesson understanding. This strategy could also be a way to encourage writing.

DYS programs have access to a variety of resources that focus directly on promoting quality writing skills. These include: Alabama Writers—Writing Our Stories, and 6 + 1 Writing Traits.

Integration of technology includes technology as a facilitator of literacy and a medium of literacy instruction. As a tool, technology can support struggling readers and writers. OpenBook, a software program available at most treatment programs uses a multimedia system to teach reading, writing, speaking and listening skills.

Another web-based software option is the Compass Learning Odyssey program that provides full content courses at the middle or high school levels. This course may be used to supplement regular instruction, or as an option for credit recovery for students returning to public schools. Many programs are using the online Discovery Education video streaming segments to supplement their classroom instruction. Teachers unable to access the internet in their classroom can download and save these selections for projection in the classroom.

Every DYS program has at least one LCD projector and laptop unit that can be used to assist teachers in providing whole class instruction in a visual medium. Teachers can bring instruction alive using downloaded materials or direct links from the web. A quality example is the use of MCAS release items in US History that can be projected and discussed with the class.

Another tool that can be effectively used with students is the NEO, a portable word processing keyboard. Many DYS sites have access to these and teachers in the system have reported that reluctant writers come alive when using this durable tool. Some programs have also received the newer version, the NEO2. The processor used with these units has the capacity to send answers to teacher-posed questions to the main unit, allowing the teacher instant access to formative data on student progress. It also is loaded with more content specific software useful for the social studies teacher.

Another instructional technology tool in all DYS sites is the ELMO document camera. This tool allows teachers to share actual student work with the rest of the class. It is excellent for whole class peer review as well as sharing exemplars. Some programs have received the more sophisticated SMART Board technology. This tool allows teachers the ability to turn the SMART Board into a virtual computer screen. All of these tools make learning more accessible and visible to our students.
Ongoing formative assessment of students is informal, often daily assessment of how students are progressing under current instructional practices. Quality formative assessment not only helps the teacher gather data as to the progress students are making meeting learning objectives, but also provides the students with similar data. This assessment for learning allows teachers to make instructional modifications and students to make targeted adjustments to their learning.

There are many formative assessment techniques that can be used in the history and social science classroom. Examples include: Know, Want to Know, Learned (KWL) strategy charts; daily notebook or learning journal; 3-2-1 prompts; graphic organizers; signal cards; and exit cards.

Formative assessment is not meant to be an evaluation that is used for grading. It is meant to be informative feedback for the purpose of improving student work.

References


The Common Core Standards are organized by strands for reading and writing as noted below. The standards listed under each strand in reading and writing are linked to prior work on college and career readiness standards. These standards lay out a vision of what it means to be a literate person in the twenty-first century. The literacy standards are particularly useful for many of our older students as they prepare for post-secondary pathways.

**FOUR ORGANIZING STRANDS**

**READING**

The Common Core Standards as they apply to Reading for Literacy in History / Social Studies are arranged around the following:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

**WRITING**

The Common Core Standards as they apply to Writing for Literacy in History / Social Studies are arranged around the following four strands:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

The literacy components of the Common Core Standards are covered in greater detail in:

CHAPTER 3—Common Core Standards
Integrated Skills for History and Social Science

The Massachusetts History and Social Science Curriculum Framework identifies 28 specific skills that students should have upon completion of their high school curriculum. The key skills outlined below should be emphasized in DYS settings.

**Overarching categories**

The seven overarching categories of social studies skills listed to the right should be integrated into the emphasized standards and themes; they are referenced in the *Know-Understand-Do* grid for each standard, and are fully explained in this chapter.

**Higher Order Thinking (HOT) skills**

In addition to the overarching categories, encouraging students’ higher order thinking skills (HOT skills) is also a foundation of good teaching. Learning activities, mini-units, and assessments should focus on helping students develop the following thinking skills:

**Blooms’s Taxonomy**

**Higher Order Thinking Skills**
- Evaluation
- Synthesis
- Analysis
- Application

**Basic Thinking Skills**
- Comprehension
- Knowledge
Students will be able to:
analyze, deconstruct, read and create charts, tables and graphs with historic and current data

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand... (Essential Questions)</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The difference between a chart, table, graph and diagram</td>
<td>How data organized in charts, tables, graphs and diagrams help us understand how and why events happened in the past</td>
<td>Interpret and read charts that show quantitative information</td>
</tr>
<tr>
<td>Terms that help interpretation such as axes, key, title, scale, longitude and latitude</td>
<td>How data are organized for a purpose; charts, tables, and other visual displays of data don’t always contain all the information available on a subject</td>
<td>Organize information into the form of a chart, graph, diagram and table</td>
</tr>
<tr>
<td></td>
<td>Why data are important in understanding history and the past</td>
<td>Differentiate between a chart, graph, table and diagram</td>
</tr>
</tbody>
</table>

**Teacher’s Notes:**

- [Blank lines]

CHAPTER 5 - INTEGRATED SKILLS: Categories
# Map Reading

**Students will be able to:**
analyze, deconstruct, read and create charts, tables and graphs with historic and current data

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand... (Essential Questions)</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The differences between physical and political maps</td>
<td>• Maps are a visual interpretation of something</td>
<td>• Use historical maps to locate the boundaries of historical events and time periods in the United States</td>
</tr>
<tr>
<td>• The terms <strong>key</strong>, <strong>compass rose</strong>, <strong>scale</strong>, <strong>longitude</strong> and <strong>latitude</strong>, and their locations on maps</td>
<td>• Maps are only as accurate as they need to be for their purpose</td>
<td>• Use historical maps to analyze political, economic and social issues</td>
</tr>
<tr>
<td>• The difference between historical and current maps</td>
<td>• Historical maps can be used to explain historical perspective and interactions between peoples</td>
<td>• Create maps that consolidate and synthesize information for a purpose</td>
</tr>
</tbody>
</table>

**Teacher’s Notes:**

________________________
________________________
________________________
________________________
________________________
Students will be able to:
read, analyze, evaluate, and use a variety of sources, including speeches, laws, photographs, advertisements, political cartoons, texts, short stories, etc.

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand... (Essential Questions)</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>That reading is the basis for understanding the world</td>
<td>Why analytical reading and analysis are important in the study of history</td>
<td>Read, interpret, and analyze primary documents</td>
</tr>
<tr>
<td>That reading does not involve print media only, but also includes visuals, media, people, and more</td>
<td>How many ways they already read on a daily basis</td>
<td>Read text for key information and main ideas</td>
</tr>
<tr>
<td>That reading information and documents helps historians collect evidence</td>
<td>Why knowledge and information should be viewed critically</td>
<td>Analyze documents for bias as well as their intended purposes</td>
</tr>
<tr>
<td>The difference between a primary and secondary source</td>
<td>How reading from many perspectives helps us better understand what happened in the past</td>
<td>Respond to questions on both content and analysis from a historical prompt</td>
</tr>
<tr>
<td>The importance of reading in the world of work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For detailed information regarding the literacy components of the Common Core, refer to:
Chapter 3
Common Core Standards

Teacher's Notes:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
# Writing

**Students will be able to:**
write in a variety of styles and formats, including narrative, expository, persuasive and creative

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand... (Essential Questions)</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>That writing includes gathering information from a variety of sources</td>
<td>How writing plays a major role in people's daily lives</td>
<td>Write a paragraph—with a topic sentence, evidence, analysis and conclusion—to back up a given historical argument</td>
</tr>
<tr>
<td>Writing takes many forms</td>
<td>How important writing is in the world of work</td>
<td>Express their views and opinions about historical themes, concepts and events, using a variety of writing forms</td>
</tr>
<tr>
<td>The basic structure of a paragraph and a five-paragraph essay, including introduction, evidence, analysis and conclusion</td>
<td>How writings in history tell us about the people, events and perspectives that existed in the past</td>
<td>Write responses to analysis and content questions based on a historical prompt</td>
</tr>
</tbody>
</table>

For detailed information regarding the literacy components of the Common Core, refer to:

Chapter 3
Common Core Standards

Teacher's Notes:
### Research and Technology

**Students will be able to:**
use a variety of technologies to access information and perform research relating to history and civics, problem solving and communication

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand... (Essential Questions)</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guidelines for using technology at DYS facilities</td>
<td>• How technology aides our understanding of past events</td>
<td>• Handle and use technological tools appropriately in the classroom</td>
</tr>
<tr>
<td>• That there are many forms of technology that have impacted history</td>
<td>• How multiple sources of digital and/or print information improve our understandings of history and current information</td>
<td>• Identify appropriate and accurate websites for the purposes of research</td>
</tr>
<tr>
<td>• That information on websites has varying degrees of accuracy</td>
<td>• How and why technology fosters controversy in history</td>
<td>• Form appropriate questions relating to a given topic for the purpose of research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Weigh the benefits and drawbacks of technological change throughout history</td>
</tr>
</tbody>
</table>

**Teacher’s Notes:**

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### Students will be able to:

identify, organize, evaluate, and analyze events according to time, chronology, and cause and effect

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand... (Essential Questions)</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Events from the past influence the future</td>
<td>• How multiple factors, perspectives and ideas influence how events happen in the world</td>
<td>• Choose and use graphic organizers to help organize information about events in history, their causes and effects</td>
</tr>
<tr>
<td>• The relationship between cause and effect</td>
<td>• How events in history, their causes and effects are interpreted differently by historians</td>
<td>• Analyze and draw conclusions about cause and effect relationships for historical and current events</td>
</tr>
<tr>
<td>• As time passes, society’s social, political and economic values change</td>
<td></td>
<td>• Create and analyze historical timelines</td>
</tr>
</tbody>
</table>

**Teacher’s Notes:**

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### Students should know...

- That money and the exchange of goods is essential to every government
- That the U.S. economy is a capitalist economy based on private ownership and competition
- The difference between skilled and unskilled labor
- That the government is involved in the regulation of the economy
- Basic skills for handling money in personal life

### understand... (Essential Questions)

- How economics influences the decisions by governments, communities and individuals
- How economics affects the level of power people have in a group, community or government
- How and why earnings are affected by the value of a product and by the skills of workers
- How and why supply and demand often dictate production
- How and why competition affects consumers and producers

### and be able to...

- Explain and identify the basic functions of the government within the U.S. economy
- Define capitalism and analyze the effects a capitalist economy has on the United States
- Evaluate the role of the government in regulating the economy throughout history and today

### Teacher's Notes:

- Explain, analyze, and critique how monetary and economic exchange affects individuals, groups, and governments

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**CHAPTER 5 - INTEGRATED SKILLS: Categories**
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Organizing Instruction within the Scope and Sequence

Each of the six historical time period units in this chapter is organized in the same fashion. Use the information below to better understand this organization and its relationship to instruction.

**Historical time period**

In order to frame the content of U.S. History II, the sequence of instruction has been organized into historical time periods related to the Massachusetts Curriculum Framework for History and Social Science. There are six time periods and each should be taught for approximately five weeks. This schedule will allow the content to be taught over one school year. When the scope and sequence provided is followed, students transitioning between various programs will not experience repetition in their instruction.

**Related topics in World History**

Even though U.S. History is the primary content focus for social studies in DYS programs there may occasionally be a student who has completed both course I and II in that content. If that student needs to complete World History while other students are studying U.S. History content, the guide provides topics that are related to the same time period. In this way, the student can be addressing the same time period as other students, but relating that to topics in the World History arena.

The World History standards can be found on the Department of Elementary and Secondary Education’s website (see below). Choose the History and Social Studies Framework and find either World History I or World History II standards. The best source of content material for World History is found on the Performance Education CD available to DYS teachers.

**Emphasized standards**

In order to make instruction in our institutional settings more efficient certain standards have been emphasized. These standards are predominate in both MCAS and GED testing, two critical assessments for many of our students. By emphasizing certain standards we narrow the scope of our instruction and allow students to gain a more conceptual understanding of the historical time periods. Each unit has one or two emphasized standards noted for the teacher. Although these are emphasized, the teacher may always reference other standards by accessing the Massachusetts Curriculum Framework for History and Social Studies (see below).

**Corresponding themes**

The National Council for the Social Studies (NCSS), has created a set of thematic strands that help teachers organize their content curricula. Since themes are conceptual in nature and are applicable to many topic areas, teachers may choose a theme that they believe will allow students to connect to prior learning and better understand the historical time period being studied. Each unit lists multiple themes from which the teacher may choose.

**Corresponding skills**

The Massachusetts Curriculum Framework for History and Social Science lists a variety of skills related to the study of U.S. History. Each unit lists skills that can relate to the topics being studied. As the teacher plans instruction, these skills can be included in the learning objectives and may also be incorporated into assessment throughout the unit. Some of the skills such as reading, writing, and organizing information are also emphasized in the Common Core Standards.

www.doe.mass.edu/frameworks/current.html
Organizing Instruction within the Scope and Sequence

**Learning objectives: K-U-D Grid**

For each of the emphasized standards in U.S. History II, a grid outlines what students should **KNOW, UNDERSTAND, and be able to DO** to demonstrate progress toward specific learning objectives. Because social studies instruction is most often presented chronologically, these grids are organized by topical time period. The grids are carefully designed to help teachers in all DYS settings develop standards-based teaching activities that address recurring themes and integrate important social studies skills.

KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. Although the instructional guide provides suggested learning objectives for planning units in each time period, they should not be considered required objectives.

**KNOW**

Learning objectives outlined in this section consist of knowledge of a factual nature and basic skills. Students will either know or not know something in this category. These objectives are usually assessed by tasks from the lower levels of Bloom's Taxonomy like true-false, matching, fill-in, listing, and basic definitions.

*Examples:*

- **KNOW** the countries that were U.S. allies in World War II
- **KNOW** the meaning of the term “genocide”

**UNDERSTAND**

Learning objectives outlined in this section consist of concepts and generalizations. Students use some level of critical thinking or problem solving when working with these objectives. Understandings frequently provide insight into a concept as it relates to various topics. These objectives are usually assessed by prompts from the top four levels of Bloom's Taxonomy beginning with application of the understanding. Students can break components apart to analyze them, bring them together to synthesize or make a judgment based on an evaluation of the components.

*Examples:*

- **UNDERSTAND** how the U.S. economy was affected by World War I
- **UNDERSTAND** the consequences of the bombing of Hiroshima on World War II
- **UNDERSTAND** how power affects cultural conflicts and actions

**Be able to DO**

Learning objectives in this section outline what the students should be able to do as a result of acquiring the knowledge and understanding taught during the unit or lesson. The statements listed in this section should be driven by verbs from various levels of Bloom's Taxonomy based on whether the objective is measuring knowledge and basic comprehension, or application, analysis, synthesis, or evaluation.

*Examples:*

- **DO...** students will develop an historical timeline from 1940-1945
- **DO...** students will use evidence from selected primary documents to write an essay that either supports or refutes the actions of Malcolm X
- **DO...** students will create a poster that demonstrates their understanding of key events that lead to the end of the Cold War

**Possible products**

To support teachers’ development of activities and projects for the unit, various suggested products have been provided. Teachers should consider these as suggestions and should modify and adjust them to meet the needs of the students through the duration of the mini-units. When teachers have a particularly successful activity or project they might share it with their instructional coach so that the idea may be shared with other teachers through online Moodle postings.
To aid teachers in covering all U.S. History II content within the school year, it will be useful to organize and plan instruction across the school calendar. Teachers in all DYS facilities should allocate approximately five weeks for each of the historical time periods listed at left.

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**Suggested Timeline for Scope and Sequence**

**Approximately 5 weeks per time period**

- **1870-1920, Industrial America and Its Emerging Role in International Affairs**
  - Begin in September; complete by mid-October
  - Chapter 6, Unit 1: GOLD pages

- **1900-1940, The Age of Reform: Progressivism and the New Deal**
  - Begin in mid-October; complete by end of November
  - Chapter 6, Unit 2: BLUE pages

- **1939-1945, World War II**
  - Begin in December; complete by mid-January
  - Chapter 6, Unit 3: PINK pages

- **1945-1989, The Cold War Abroad**
  - Begin in mid-January; complete by early March
  - Chapter 6, Unit 4: YELLOW pages

- **1945-1980, Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform**
  - Begin in early March; complete by end of April
  - Chapter 6, Unit 5: LILAC pages

- **1980-2001, Contemporary America**
  - Begin in May; complete by end of school
  - Chapter 6, Unit 6: SALMON pages

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**Organize instruction through recurring themes**

**Integrate key history and social studies skills**

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Resource CD document
Know, Understand, Do (KUD) Framework for U.S. II Historical Topics

These historical periods, and the clusters of standards and topics associated with them, are explored in detail in the color-coded pages that follow in this guide. Resources specific to the time period covered are listed at the back of each unit.

Overarching themes have been outlined and will be central to organizing a meaningful program of study, particularly as the themes recur and are revisited throughout the year in specific topical areas and time periods. Specific skills should be integrated into teaching history and the social sciences; these are outlined in the Chapter 5, Integrated Skills section.

Please refer to the Chapter 3, Emphasized Standards section of this book for detailed information on the Massachusetts Curriculum Frameworks U.S. History II Standards for each topical time period.

KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. Learning objectives for the units in this chapter are provided as suggestions to assist teachers in planning.
CHAPTER 6 • FOCUSING ON CONTENT: Know, Understand, Do

UNIT 1

Industrial America and Its Emerging Role in International Affairs

1870-1920

THIS TOPICAL TIME PERIOD WORKBOOK ADDRESSES THESE EMPHASIZED STANDARDS:

USII.1
Explain the various causes of the Industrial Revolution. (H, E)

USII.2
Explain the important consequences of the Industrial Revolution. (H, E)

USII.3
Describe the causes of the immigration of eastern and southern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

USII.4
Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians (H)

USII.6
Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E)

USII.7
Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Treaty of Versailles. (H)

ALLOCATE APPROXIMATELY FIVE WEEKS FOR THIS PERIOD

Suggested timeline: Begin in September; complete by mid-October
Industrial America and Its Emerging Role in International Affairs

British Industrial Revolution
China: Spheres of Influence
Imperialism in Latin America, Asia and Africa
American Imperialism

USII.1
Explain the various causes of the Industrial Revolution. (H, E)
A. the economic impetus provided by the Civil War
B. important technological and scientific advances
C. 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

USII.2
Explain the important consequences of the Industrial Revolution. (H, E)
A. the growth of big business
B. environmental impact
C. the expansion of cities

Corresponding Themes
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- SCIENCE, TECHNOLOGY AND SOCIETY

Corresponding Skills
- Map Reading
- Organization of Information
- Economic Analysis

Teacher’s Notes:
Suggested unit timeline:
September to mid-October
(Approx. 5 weeks)
The Industrial Revolution took place in the late 19th century and was caused by multiple factors. Industries such as coal, oil and steel consolidated and monopolized business under strong leadership. People moved to cities to support industrialization. Cities led to expanded needs, cultures, and problems. Demand for natural resources and the use of those resources led to environmental consequences. Industrialization led to new urban poverty, immigration, and competition over jobs. Industrialization led to an increase in American productivity and improvements in American standards of living. The Industrial Revolution made the United States a major world producer. How great wealth led to philanthropy.

**Possible Products**

- Create a T-Chart showing the pros and cons of regulating businesses.
- Histor ‘E’ Quations:
  Create a list of causes and effects of the Industrial Revolution. Have students create Histor ‘E’ Quations drawings to reinforce understanding of causes and effects.
- Have students create a chart comparing the benefits and drawbacks of urbanization on people, businesses and the environment.
- Have students compare the impact of a technological innovation of the 19th century with an important technological innovation of today.

**Tip:**
Look to mini-unit and organizers in U.S. History I Instructional Guide (pp. 164-181). Adapt and use for USII 2nd Industrial Revolution.
Industrial America and Its Emerging Role in International Affairs

Related Topics in World History
- International Migration
- European Industrial Revolution
- WWI and Nationalism in the Balkans
- Imperialism in Latin America, Asia and Africa
- Opium Wars and Growing Foreign Influence in China

Emphasized Standard

USII.3
Describe the causes of the immigration of southern and eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)

Seminal Primary Documents
(See Chapter 8 and accompanying Resource CD)
Read: Emma Lazarus, “The New Colossus” (1883)
Consider: Younghill Kang, East Goes West (1937)

Corresponding Themes
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- SCIENCE, TECHNOLOGY AND SOCIETY

Corresponding Skills
- Organization of Information
- Economic Analysis

Teacher’s Notes:
Suggested unit timeline:
- September to mid-October
- (Approx. 5 weeks)
25 million immigrants came to America between 1850-1910.
Southern and eastern Europeans (especially young men) came to America because of political, religious and economic repression and in order to seek opportunity.
Young male Chinese immigrants came to mine gold and eventually worked on railroads and in other limited industries.
Japanese and Koreans came to America to farm and work as contract laborers.
New Immigration added new cultures and diversity to American society.
Americans had mixed reactions to the arrival of new immigrants.
Asian immigrants faced severe discrimination eventually leading to a full ban on all Asian immigrants to America.
Southern and eastern Europeans also faced discrimination worked in factories and other low paying jobs in urban areas.

• Why people migrate, and how both push and pull factors create immigration.
• Why people resist cultural change.
• How power affects discrimination.
• How and why cultural and racial differences are used to divide people.
• Why diversity can bring both positive change and conflict.
• The push to assimilate vs. the rejection of immigrants.
• How immigration and industrialization shape urban life.
• The difficulties and struggles for immigrants in making the transition into American culture.

Possible Products
- Read Angel Island poems to portray experience of immigrants during the 19th century. Have students write their own poems modeled after the Angel Island poems. View Angel Island poems at: www.poeticwaves.net
- Create visual collages to represent the ideas in Emma Lazarus’ poem, The New Colossus.
- Create Histor 'E' Quations for the causes of immigration or for the effects of immigration.
- View excerpt from Teaching Tolerance, “Shadow of Hate” on Chinese immigrants and Leo Frank. Host class discussion on the experience of immigrants. Have students identify key reasons for the treatment.
- Create a word, image and symbol collage to represent the many roles immigrants played in Industrial American society.
Industrial America and Its Emerging Role in International Affairs

Imperialism in Asia and Africa
Aborigines in Australia
Russia’s Westward Expansion into Siberia
Rise of Nationalism in Europe
Unification of Italy and Germany

USII.4
Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)

Corresponding Themes
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
-PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Map Reading
- Reading
- Writing
- Organization of Information

Teacher’s Notes:

Suggested unit timeline:
September to mid-October
(Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

Students should know...

- Westward expansion was caused by the demands of industrialization
- Improved transportation, technology, and demand for natural resources led to westward expansion
- Westward pioneers made significant contributions to the United States
- Westward expansion led to cultural blending and further cultural conflict as well as the forced removal of indigenous people to reservations
- Disregard for native rights and culture led to rash actions and unnecessary violence and death
- Westward pioneers relied heavily on native and French aid until American communities were established
- Indigenous peoples fared differently in their dealings with the US government and westward migrants

Understand...

- How power affects cultural conflict and actions
- How and why control of land affects people's relationships with each other
- How power is justified and for what purposes it is abused.
- How citizenship and lack thereof affects the rights of people living in America

and be able to...

- Analyze the causes of westward expansion in the post-Civil War era
- Evaluate the actions of the US government and settlers toward natives
- Explain the consequences of these actions on the native peoples
- Evaluate the resistance of natives toward westward expansion
- Connect the causes of westward expansion with the growth of technology and industry

Possible Products

- On a blank map of the U.S. label the regions of the nation. Draw visual icons on the map to show the national links to westward expansion (railroads, natural resources, cash cropping, and expanded technology)
- Use the Long Walk, Indian Wars, or the struggle for the Nez Perce as a case study to show the process, effects, and conflicts of the movement of indigenous people to reservations.
- Give students a list of actions taken by the U.S. government in dealing with Indian peoples. Ask students to decide which actions were justified.
- Create a fictional journal or comic strip showing the journey of a westward pioneer, railroad entrepreneur or Indian on a reservation. Give students certain criteria to include based on information explored in the class.
Industrial America and Its Emerging Role in International Affairs

World War I
Nationalism and Imperialism in the Balkans
Imperialism in Asia and Africa
War of 1898 (Spanish American War)

USII.6
USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E)
A. the influence of the ideas associated with Social Darwinism
B. the purchase of Alaska from Russia
C. America’s growing influence in Hawaii leading to annexation
D. the Spanish-American War
E. U.S. expansion into Asia under the Open Door policy
F. President Roosevelt’s corollary to the Monroe Doctrine
G. America’s role in the building of the Panama Canal
H. President Taft’s Dollar Diplomacy
I. President Wilson’s intervention in Mexico
J. American entry into World War I

Corresponding Themes
- TIME, CONTINuity AND CHANGE
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION

Corresponding Skills
- Charts, Tables, Diagrams and Graphs
- Map Reading
- Reading
- Organization of Information
- Economic Analysis

Teacher’s Notes:
Suggested unit timeline:
September to mid-October
(Approx. 5 weeks)
Between 1865-1917 America went from a primarily isolated nation to a world power, with territories across the Pacific and many international interests. American and European cultural and economic nationalism fueled their desire to conquer territories. America took control of Puerto Rico, Hawaii, and the Philippines to expand its industrial power and growth. American Presidents Roosevelt and Taft took actions to expand America’s role in world affairs. America’s expanded international trade and diplomacy led to American involvement in WWI. The growth of industry, the spread of democracy, and the acquisition of power all played a major role in reasons for American expansion.

Please use events listed in the standard to address the information discussed above.

**Possible Products**

- Create a chart with an Industry, Democracy and Power column. In each of the columns list U.S. actions that were made for each category. Write an open response, paragraph, or essay analyzing why America expanded its role on the world stage using the data collected in the graph. For more visual learners, create a collage for each of the categories with symbols, words or images that represent the actions taken by the U.S. government.
- View political cartoons on the “imperialism” of the Spanish American war and the late 19th century. Have students analyze the cartoons for content and opinion. Have students create political cartoons of their own modeled after the cartoons they have viewed. Sources for cartoons include: www.pbs.org/crucible/cartoons.html and www.white-mans-burden.net

**Students should know...**

- Between 1865-1917 America went from a primarily isolated nation to a world power, with territories across the Pacific and many international interests.
- American and European cultural and economic nationalism fueled their desire to conquer territories.
- America took control of Puerto Rico, Hawaii, and the Philippines to expand its industrial power and growth.
- American Presidents Roosevelt and Taft took actions to expand America’s role in world affairs.
- America’s expanded international trade and diplomacy led to American involvement in WWI.
- The growth of industry, the spread of democracy, and the acquisition of power all played a major role in reasons for American expansion.

**understand...**

- How events and actions of the past affect the future.
- How economic demands affect political actions and global exchanges.
- How power is used to promote business and cultural expansion.
- How economic relations affect political decisions.
- Why nationalism influences foreign policy.
- How leaders decide which political actions will help their nation.
- How the U.S. and the world changed with increased American involvement in world affairs.

**and be able to...**

- Analyze the causes of America’s growing role in world affairs.
- Evaluate America’s decision to colonize territories.
- Identify several actions taken to expand the “American empire.”
- Demonstrate how America’s international actions changed the perception and role of the United State abroad.
- Assess the effectiveness of these decisions in making America a stronger nation.
Related Topics in World History

World War I
Nationalism and Imperialism in the Balkans
Imperialism in Asia and Africa
War of 1898 (Spanish American War)

Unit 1

Industrial America and Its Emerging Role in International Affairs

USII.7

Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Treaty of Versailles. (H)

Seminal Primary Documents (See Chapter 8 and accompanying Resource CD)

Read: President Woodrow Wilson, “Peace Without Victory,” speech (1917)

Corresponding Themes

- TIME, CONTINUITY AND CHANGE
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION

Corresponding Skills

- Charts, Tables, Diagrams and Graphs
- Map Reading
- Reading
- Organization of Information
- Economic Analysis

Teacher’s Notes:

Suggested unit timeline:
September to mid-October
(Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**
- Woodrow Wilson argued that the US should support WWI as a “war to end wars” and a war to make the “world safe for democracy”
- Wilson proposed many changes for future peacetime diplomacy, such as the League of Nations, but received little domestic and international support (“Peace Without Victory” speech and Fourteen Points)
- America joined WWI on the side of the Allied powers for a short period of time and helped to end the war and gain victory for the Allies
- The Treaty of Versailles established the terms for ending WWI and set up many problems for the future of Europe
- Political and military events were significant in the outcome of WWI

**understand...**
- How events and actions of the past affect the future
- How control of land motivates people’s actions
- Why the United States feels it has a role in supporting democracy across the world
- Why people want the right to self-determination
- How governments gain support for going to war
- When war is, at times, used to create peace

**and be able to...**
- Read and explain key parts of Wilson’s Peace Without Victory Speech
- Analyze and evaluate Wilson’s arguments for free seas, a League of Nations, sovereignty, democracy and peace without victory
- Predict the problems with the Treaty of Versailles in Europe

**Possible Products**
- Do a jigsaw activity with excerpts from the “Peace Without Victory” speech to determine the key parts. Revisit key factors and predict future problems if these problems were not solved.
- Have students create visual murals of Wilson’s two major goals for the war: War to End Wars and A World Safe for Democracy.
- View political cartoons of the disagreement between Congress and Wilson about the Treaty of Versailles. Create political cartoons showing the debate based on the cartoons discussed in class.
- Have students read a summary of Wilson’s 14 Points. Have students create their own 14 Points for the world today, their neighborhood, the facility, their previous school, etc.
Unit 1

Resources

Industrial America and Its Emerging Role in International Affairs

Textbooks:

1. *Contemporary's American History 2: After 1865* (Wright Group/McGraw Hill), Units 1-4: Chapters 1-8
2. *History Alive: United States History* (Teacher's Curriculum Institute), Chapters 22-25, 27, corresponding lesson guides
3. *United States History* (Prentice Hall), Chapters 13-16, 18-19
4. *United States History: Pacemaker* (Globe Fearon), Chapters 23, 28-29
5. *American History* (Globe Fearon), Chapters 19-20, 22-23
6. *History of our Nation* (AGS Publishing) Chapters 2-4, 6-7
   with CD-rom Resource Library

Activity Books:

1. *Exploring American History* (AGS Publishing), Unit 4, Lessons 1-4
2. *Using Primary Sources with Document Based Questions* (Globe Fearon), Chapter 3, Practice 3; Chapter 4, Model Lesson; Chapter 5, Practice 3
3. *Standards Based Social Studies Graphic Organizers, Rubrics, and Writing Prompts* (Incentive Publications), Writing Prompts, pp. 45-79
5. *Doing History: A Strategic Guide to Document Based Questions* (aimhigher), Lesson 2.1, Mini-DBQ pp. 61-63, Post Test A
6. *Ready to Use: American History Activities for Grades 5-12* (Center for Applied Research in Education), Sections 17, 19, 20, 22
7. *If You're Trying to Get Better Grades and Higher Test Scores, You've Gotta Have This Book!* (Incentive Publications), Important Documents, pp. 181
8. *Real World Investigations for Social Studies* (Pearson), Chapter 1: Is America United or Divided by Language; Chapter 4: Getting a Job and Keeping It: Expectations in the Workplace; Chapter 9: Confronting the Cycle of Poverty.

Jackdaws:

Immigration: 1870-1930
Spanish American War
World War I: 1914-1918
Labor Movement in America
Panama Canal: Building the 8th Wonder of the World
American Imperialism
Modern Immigration
Wounded Knee Massacre and Ghost Dance Religion
Reconstruction
Triangle Shirtwaist Factory

Video Resources:

1. Industrial Revolution: Video Quiz, VHS and DVD (Sunburst Visual Media)
2. World War I: Video Quiz, VHS and DVD (Sunburst Visual Media)
3. A Shadow of Hate, VHS and text, “US and Them” (Teaching Tolerance)
4. A Place at the Table, VHS and text (Teaching Tolerance)
Teacher’s Notes:

Internet Resources:

Who Really Built America?
memory.loc.gov/learn/lessons/98/built/index.html

Was There an Industrial Revolution? Americans at Work Before the Civil War
edsitement.neh.gov/view_lesson_plan.asp?id=422

Was There an Industrial Revolution? New Workplace, New Technology, New Consumers
edsitement.neh.gov/view_lesson_plan.asp?id=421

Urban Growth in America
school.discoveryeducation.com/lessonplans/programs/urbanGrowthAmer

An Industrializing Nation
http://www.digitalhistory.uh.edu/historyonline/us14.cfm

Building America's Industrial Revolution: The Boott Cotton Mills of Lowell, Massachusetts
www.nps.gov/history/nr/twhp/wwwlps/lessons/21boott/21boott.htm

The Gilded Age: Documenting Industrialization in America
www.school.za/PILP/themes/trainer_offline/waw/gilded/student.htm

The Great War: “failed peace”
www.pbs.org/greatwar/resources/lesson7.html

The Great War: Evaluating the Treaty of Versailles
edsitement.neh.gov/view_lesson_plan.asp?id=424

Woodrow Wilson and Foreign Policy
edsitement.neh.gov/view_lesson_plan.asp?id=758

The Industrial Revolution, a web quest cooperative group activity
brooklin-es.u76.k12.me.us/emints/irwebquest/introduction.htm

Industrial Revolution, a web quest on the Birth of Modern Times cooperative group activity
www.tesd.k12.pa.us/stoga/dept/socials/IndustrialRevolution/index.htm

Poetry of The Great War: ‘From Darkness to Light’?
edsitement.neh.gov/view_lesson_plan.asp?id=602

United States Entry into World War I: A Documentary Chronology
edsitement.neh.gov/view_lesson_plan.asp?id=471

World War I: interactive map
www.hyperhistory.com/online_n2/History_n2/a.html

Ellis Island
www.history.com/content/ellis-island

Spanish American War
americanhistory.si.edu/militaryhistory/exhibition/flash.html

World War I
americanhistory.si.edu/militaryhistory/exhibition/flash.html

Trenches on the Web
www.worldwar1.com/reflib.htm

The League of Nations interactive map
users.erols.com/mwhite28/lego-nat.htm

Angel Island Poems
www.poeticwaves.net

Political Cartoons
www.pbs.org/crucible/cartoons.html
www.white-mans-burden.net
Industrial America and Its Emerging Role in International Affairs
THE TOPICAL TIME PERIOD WORKBOOK ADDRESSES THESE EMPHASIZED STANDARDS:

USII.8  
Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

USII.9  
Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)

USII.11  
Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

USII.12  
Analyze the important policies, institutions, and personalities of the New Deal era. (H)

ALLOCATE APPROXIMATELY FIVE WEEKS FOR THIS PERIOD

Suggested timeline: Begin in mid-October; complete by end of November
The Age of Reform: Progressivism and the New Deal

Related Topics in World History
- Russian Revolution
- Spanish American War
- World War I
- Imperialism and White Man’s Burden
- Eugenics and Rise of Fascism

Emphasized Standard

USII.8
Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)

People:  
A. Jane Addams  
B. William Jennings Bryan  
C. John Dewey  
D. Robert La Follette  
E. President Theodore Roosevelt  
F. Upton Sinclair  
G. President William H. Taft  
H. Ida Tarbell  
I. President Woodrow Wilson

Policies:  
A. bans against child labor  
B. the initiative referendum and its recall  
C. the Sherman Anti-Trust Act (1890)  
D. the Pure Food and Drug Act (1906)  
E. the Meat Packing Act (1906)  
F. the Federal Reserve Act (1913)  
G. the Clayton Anti-Trust Act (1914)  
H. the ratification of the Nineteenth Amendment in 1920

Seminal Primary Documents  (See Chapter 8 and accompanying Resource CD)
Read: President Theodore Roosevelt, “The New Nationalism,” speech (1910)

Corresponding Themes
- CULTURAL IDENTITY, DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- SCIENCE, TECHNOLOGY AND SOCIETY
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Reading
- Writing
- Organization of Information
- Economic Analysis
- Charts, Tables, Diagrams and Graphs

Teacher’s Notes:
Suggested unit timeline: Mid-October to end of November (Approx. 5 weeks)
The major accomplishments of:
- Jane Addams
- William Jennings Bryan
- John Dewey
- Robert LaFollette
- President Theodore Roosevelt
- Upton Sinclair
- William Howard Taft
- Ida Tarbell
- Woodrow Wilson

Progressive reforms were aimed at political, social and economic changes in society.
Progressive reforms were made at the local, state, and national level.
Progressive reforms originated from earlier reform movements and in response to the issues of the Industrial Era.
Progressive reform created moderate change to avoid radical change.
Progressive reforms were often elitist in nature and increased the role of the federal government in regulating society politically and economically.
Terms: see standard
Acts: see standard

As assimilation and pluralism differ
How events in the past affect the future
Why people resist change
How people go about creating change
Why and how the government plays a role in regulating business
How technology poses ethical problems in our society
Why people create change in their communities, states, country, and world
What paternalism is
Why people disagree over the role of the federal government in regulating business and society

- Read and understand key excerpts from Teddy Roosevelt’s “New Nationalism” speech
- Identify the key people and accomplishments associated with Progressivism
- Evaluate the accomplishments of the progressive reformers
- Identify the origins of the progressive era
- Analyze the extent to which progressive change reached all people in American society
- Evaluate the success of the Progressive Era reforms
- Identify the ways in which the Progressive Era changed the role of the federal government
- Compare Progressive Era regulation of business/industry to current regulation and proposed future regulations (banking, health care, etc.)

Possible Products
- Create a graphic organizer explaining the connections between past actions and Progressive reforms.
- View charts of presidential actions and evaluate their accomplishments through class discussion.
- Create a social, political, and economic graphic organizer. Have students match the actions to the right box/circle, etc.
- Read “the hog squeal of the universe” excerpt from Chapter 3 of The Jungle. Students identify key concerns and compare to actions taken. Have a class discussion about what problems were addressed and which ones were overlooked.
- Review a list of Progressive Era reforms. Students evaluate in writing or discussion which reforms still affect their lives today. (Example: Pure Food and Drug Act)
Related Topics in World History
- Nationalism in India
- World Africa Conference
- Black Nationalism and WWI
- Back to Africa Movement (Liberia)
- Colonialism in Africa, the Middle East and Southeast Asia
- Japanese/Chinese Wars

Emphasized Standard

USII.9
Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)
A. Carrie Chapman Catt
B. W.E.B. Du Bois
C. Marcus Garvey
D. the National Association for the Advancement of Colored People (NAACP)
E. Alice Paul
F. Booker T. Washington

Seminal Primary Documents
Consider: Booker T. Washington, the Atlanta Exposition Address (1895), and the Niagara Movement Declaration of Principles (1905)

Corresponding Themes
- CULTURAL IDENTITY, DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Reading
- Writing
- Technology
- Organization of Information

Teacher’s Notes:
Suggested unit timeline:
Mid-October to end of November
(Approx. 5 weeks)
The major accomplishments of W.E.B. Du Bois, Marcus Garvey, NAACP, Booker T. Washington, and Alice Paul

The Jim Crow era in the early 20th century included laws as well as a larger culture of violence and racism in the South

African Americans largely remained in the South after the Civil War under the debt ridden sharecropping system

During WWI African Americans began to migrate north in the Great Migration

Great Migration to cities created cultural centers in northern cities

African American artists used art to express cultural pride and frustration with oppression

Female activists took local, state, and national approaches to gain suffrage.

They eventually chose to focus on a national amendment to the Constitution

The 19th Amendment granted women the right to vote

The movements for women's rights and rights for African Americans were built off of earlier efforts for reform

How power affects cultural relations and cultural change

How different perspectives better inform our understanding of history

How people get power

How individual rights can and are protected

How citizens gain rights

How and why rights are denied to citizens

What it means to be a citizen

Why some people's rights are protected and others' are not

What makes something "right"

Identify the problems African Americans faced between 1865 and 1930

Evaluate the actions of local, state, and federal governments toward women and African Americans

Identify key leaders in the movement for women's suffrage

Identify key leaders and movements for African American rights

Evaluate the similarities and differences between W.E.B Du Bois, Booker T. Washington and Marcus Garvey

Possible Products

Read “Booker T. and W.E.B.” by Dudley Randall as an introduction to the different methods of approach for African American reforms. Create own poem using two other reformers and artists such as Marcus Garvey, Billie Holiday, Langston Hughes, etc.

View images of Alice Paul and other protesters to identify key issues for them.

Create a list of problems faced by African Americans and women during the early 1900s. Create a list of actions taken by the U.S. government during the Progressive Era. Draw lines connecting those issues that were addressed. Circle those that were left unaddressed.
CHAPTER 6 • FOCUSING ON CONTENT: Know, Understand, Do

The Age of Reform: Progressivism and the New Deal

Global Depression
World War I (Treaty of Versailles and failed recovery)
Treaty of Versailles
Dawes Plan
Rise of Fascism
Isolationism

USII.11
Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)
A. restrictive monetary policies
B. unemployment
C. support for political and economic reform
D. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

Corresponding Themes
- TIME, CONTINUITY AND CHANGE
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION

Corresponding Skills
- Charts, Tables, Diagrams & Graphs
- Organization of Information
- Economic Analysis

Teacher’s Notes:
Suggested unit timeline:
Mid-October to end of November
(Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**

- The basic causes of the Great Depression:
  1. too much money in the hands of a few
  2. failed economic recovery after WWI
  3. Stock market speculation and buying on the “margin”
  4. excessive use of credit
  5. over production by farm and factory
  6. weak farm economy
  7. government policies toward business regulation
- FDR elected in 1932 because he promised to create change and fix the economy
- Because of dire conditions Americans were willing to accept drastic change in the role government played in regulating society
- Economists (like Keynes and Friedman) disagreed over benefits of big government spending to stimulate the economy
- Consequences of the Great Depression included unemployment, loss of savings, loss of possessions, land, homes, businesses, failure of banks, increase in racism, sexism and classism, etc.
- The Great Depression united people in the face of adversity
- A new level of self-reliance developed amongst Americans

**understand...**

- How actions of the past create problems in the future
- How and why domestic actions affect people across the world
- Why there is disagreement over the role the government should play in regulating the economy and helping citizens
- How and why economic imbalance creates problems in society
- Why fear and pain cause people to react differently
- How people choose which candidates and reforms to support
- How people respond to adversity

**and be able to...**

- Describe the various causes of the Great Depression
- Identify the key consequences of the Great Depression
- Analyze how Americans responded both positively and negatively to the dire conditions of the Great Depression
- Evaluate the government’s decision to intervene and change the role of the federal government
- Analyze the combination of factors which caused the Great Depression
- Compare socio-economic factors leading to the Great Depression to socio-economic factors leading to current worldwide recession/depression
- Evaluate the economic arguments of deficit spending

**Possible Products**

- Write out the seven causes of the Great Depression—each one on a separate piece of chart paper. Students respond to a prompt and then pass along the cause to the next student/group. Prompts could include:
  1. Draw a picture that represents what the cause means.
  2. In one sentence, explain what the cause means.
  3. Write down one consequence or problem created by the cause.
  4. Write down a question that you have about the cause.
- Give students one sentence describing the philosophy of Keynes and Friedman. Have students write a two-person poem showing the differences between the two.
- Combine with activity for USII.12. Evaluate the decision to be so involved. Have students write one paragraph arguing their opinion on whether the government did too much, too little, or just enough.
- Read/listen to oral histories from the Great Depression. Have students create a diary entry or monologue from the person’s oral history.
Related Topics in World History

- Global Depression
- World War I (Treaty of Versailles and failed recovery)
- Treaty of Versailles
- Dawes Plan
- Rise of Fascism

Emphasized Standard

**USII.12**
Analyze the important policies, institutions, and personalities of the New Deal era. (H)

**People:**
A. President Herbert Hoover  
B. President Franklin D. Roosevelt  
C. Eleanor Roosevelt  
D. Huey Long  
E. Charles Coughlin

**Policies... the establishment of:**
A. the Federal Deposit Insurance Corporation  
B. the Securities and Exchange Commission  
C. the Tennessee Valley Authority  
D. the Social Security Act, the National Labor Relations Act  
E. the Works Progress Administration  
F. the Fair Labor Standards Act

**Institutions:**
A. the American Federation of Labor  
B. the Congress of Industrial Organizations  
C. the American Communist Party

**Corresponding Themes**
- TIME, CONTINUITY AND CHANGE  
- INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE  
- PRODUCTION, DISTRIBUTION AND CONSUMPTION  
- CIVIC IDEALS AND PRACTICES

**Corresponding Skills**
- Reading  
- Writing  
- Technology  
- Organization of Information  
- Economic Analysis

**Teacher's Notes:**
Suggested unit timeline:  
Mid-October to end of November  
(Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**

- The accomplishments and actions of:
  A. President Herbert Hoover
  B. President Franklin D. Roosevelt
  C. Eleanor Roosevelt
  D. Huey Long
  E. Charles Coughlin
- The policies established under:
  A. the Federal Deposit Insurance Corporation
  B. the Securities and Exchange Commission
  C. the Tennessee Valley Authority
  D. the Social Security Act, the National Labor Relations Act
  E. the Works Progress Administration
  F. the Fair Labor Standards Act
- The goals of:
  A. the American Federation of Labor
  B. the Congress of Industrial Organizations
  C. the American Communist Party
- New Deal programs completely changed the role of the US government in society
- FDR’s programs aimed for Relief, Recovery and Reform by addressing problems in business, banking, housing, farming, jobs, and creating programs that gave direct aid to people

**understand...**

- Why people disagree over the extent the government should be involved in the economy
- Why government checks and balances exist to check major change in the government and society
- How economic independence creates other freedoms
- Why people resist and promote change
- What it means to be a leader
- How people demonstrate leadership

**and be able to...**

- Identify people, policies, and organizations of the New Deal
- Analyze the ways in which the New Deal policies affected people, organizations and businesses
- Evaluate the criticism of the New Deal programs
- Evaluate the leaders of the Great Depression

**Possible Products**

- Create Alphabet Soup charts: Draw a soup bowl with Housing, Direct Aid, Banking, Business, Jobs, and Farming—one on each of the bowls. As a class match the federal programs with the appropriate bowl of soup.
- Class discussion extension: Which “bowl” got more? What still affects us today? Do you disagree with any of the programs?
- HistorEquations (see Chapter 8) with each of the organizations: What are the effects or intended effects of the organization?
- Create caricature drawings of the corresponding personalities using characteristics that accentuate their actions and opinions.
The Age of Reform: Progressivism and the New Deal

**Textbooks:**
1. *Contemporary's American History 2: After 1865* (Wright Group/McGraw Hill), Chapters 6, 8, 9
2. *History Alive: United States History* (Teacher's Curriculum Institute), Chapters 26, 28, corresponding lesson guides
3. *United States History* (Prentice Hall), Chapters 17, 20-22
4. *United States History: Pacemaker* (Globe Fearon), Chapters 15, 18-20
5. *American History* (Globe Fearon), Chapters 21, 25

**Activity Books:**
1. *Exploring American History* (AGS Publishing), Unit 4, Lesson 4
2. *Using Primary Sources with Document Based Questions* (Globe Fearon), Chapter 2, Practice 2; Chapter 6, Practice 2
3. *Standards Based Social Studies Graphic Organizers, Rubrics, and Writing Prompts* (Incentive Publications), Writing Prompts, pp. 45-79
6. *Ready to Use: American History Activities for Grades 5-12* (Center for Applied Research in Education), Section 22, pp. 213-14
8. *Real World Investigations for Social Studies* (Pearson), Chapter 1: Is America United or Divided by Language; Chapter 4: Getting a Job and Keeping It: Expectations in the Workplace; Chapter 9: Confronting the Cycle of Poverty; Chapter 10: Connecting Students to Their Communities Through Service

**Exemplars:** (See Chapter 7)
- Unemployment, Frustration and Despair: The Great Depression Mini-Unit with Lesson Summaries
- Lesson Plan: The ‘Write’ Picture
- African Americans and the Great Migration Lesson Plan Exemplar: The Great Migration
Internet Resources:

Eleanor Roosevelt and the Rise of Social Reform in the 1930s
edsitement.neh.gov/view_lesson_plan.asp?id=770

FDR and the Lend-Lease Act
edsitement.neh.gov/view_lesson_plan.asp?id=769

The Great Depression and the New Deal
chnm.gmu.edu/loudountah/lesson-plans/early-twentieth-century/?planid=14

America in the Thirties
xroads.virginia.edu/~1930s/front.html

The Great Depression
www.stlouisfed.org/greatdepression/default.html

Competing Visions for America
ehistory.osu.edu/osu/mmh/1912/
The Age of Reform:
Progressivism and the New Deal
THIS TOPICAL TIME PERIOD WORKBOOK ADDRESSES THESE EMPHASIZED STANDARDS:

**USII.15**
Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)

**USII.16**
Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

**USII.17**
Explain important domestic events that took place during the war. (H, E)

Allocate approximately five weeks for this period

**Suggested timeline:** Begin in December; complete by mid-January
Related Topics in World History

Emphasized Standards

CHAPTER 6 • FOCUSING ON CONTENT: Know, Understand, Do

Unit 3

World War II

USII.15
Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)

A. Fascism in Germany and Italy
B. German rearmament and militarization of the Rhineland
C. Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland
D. Japan’s invasion of China and the Rape of Nanking
E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

Seminal Primary Documents (See Chapter 8 and accompanying Resource CD)
Read: President Franklin Roosevelt, “Four Freedoms,” speech (1941)
Consider: Justice Robert M. Jackson’s opinion for the Supreme Court in West Virginia State Board of Education v. Barnette (1943) and Learned Hand’s The Spirit of Liberty (1944)

Corresponding Themes

• PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
• INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE
• PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Corresponding Skills

• Charts, Tables, Diagrams and Graphs
• Map Reading
• Organization of Information

Teacher’s Notes:

Suggested unit timeline:
December to mid-January
(Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**
- The terms:
  - Facism
  - Allied Powers
  - Axis Powers
- The battles of:
  - Midway
  - D Day
  - Okinawa
  - Battle of the Bulge
  - Iwo Jima
- The Yalta and Potsdam conferences established plans for after the war and led to misunderstandings between the United States and USSR
- German aggression was met with appeasement
- German aggression eventually led to WWII
- Japan's invasion of China and the Pacific Islands led to US economic sanctions and international response
- Economic sanctions against Japan led to Japanese aggression toward the U.S.
- The Japanese bombing of Pearl Harbor led to American entry into WWII
- How facism in Germany led to the Holocaust

**understand...**
- How people gain and maintain power
- How fear and anger affect people's actions
- Why economic actions affect political decisions
- Why control of land motivates economic, political, and military actions
- How governments are created, structured, maintained, and changed
- In what ways power is abused
- How unequal distribution of resources causes social, political, and economic problems

**and be able to...**
- Analyze how the actions of Germany and Japan caused WWII
- Summarize the key battles identified in the standard
- Locate on a map the Allied and Axis powers
- Evaluate the aggressive actions of Germany and Japan and the reactions by Allied powers
- Read and understand President Roosevelt's "Four Freedoms" speech
- Examine the multiple factors that led to Hitler's 'final solution' and the Holocaust in Europe

**Possible Products**
- Students label a map of the world and then color in the Axis and Allied powers. Draw a line tracing Germany’s advance in Europe. Draw a line tracing Japan’s advance in Asia.
- Students create Histor ‘E’ Quations (see Chapter 8) for the causes of the aggression, effects of the aggression, and causes for allied intervention
- Students create their own visual representations of the four freedoms—then compare and contrast them with images created by Norman Rockwell. Have students identify why these images would appeal to people.
- Students watch Discovery Education video on the identified battles. On a map, students label the battle and create a symbol at the battle site, which demonstrates an important characteristic of the battle
**Related Topics in World History**

- World War II

**Emphasized Standard**

**USII.16**

Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)

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<thead>
<tr>
<th>Corresponding Themes</th>
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<tbody>
<tr>
<td><strong>• PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS</strong></td>
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<td><strong>• CIVIC IDEALS AND PRACTICES</strong></td>
<td><strong>• Writing</strong></td>
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<td><strong>• Organization of Information</strong></td>
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</tbody>
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**Teacher’s Notes:**

Suggested unit timeline:

- December to mid-January

(Approx. 5 weeks)
Students should know...

• United States used the first atomic bombs to end the war in Japan
• Truman argued that the bombs saved U.S. and Japanese lives by avoiding a direct invasion
• Many people died as a direct result of the bombing but many more suffered from the long term effects of radiation from the bombing
• The use of the first atomic bombs began an arms race between the U.S. and U.S.S.R. lasting almost 50 years, as each sought to show strength and technological superiority
• People continue to disagree about America’s decision to drop the atom bombs

understand...

• Why people disagree over the idea that acts of major violence can be justified.
• The environmental and ecological impacts of humans on the land
• What responsibilities people have as citizens of the world
• Why political decisions are difficult to make
• How political decisions directly affect “regular” people’s lives
• How war affects civilians

and be able to...

• Explain the reasons for the dropping of the atomic bombs
• Evaluate the decision to drop the atomic bombs
• Analyze the short and long term effects of using the atomic bomb

Possible Products

• Students view the images on Exploratorium’s Nagasaki Journey:
  www.exploratorium.edu/nagasaki/photos.html#journey/01.gif
  Students create a list of effects they see in the images
  Students write monologues in the voice of the people in the images
• Give students a T-Chart showing the pros and cons of the decision to drop the atom bombs. Students decide if they believe it was the “right” or “wrong” decision. Students circle or highlight 3-4 arguments on the T-chart to back up their opinion. Class discusses opinions. Argument could be oral, in writing, through an image, etc.
World War II

USII.17
Explain important domestic events that took place during the war. (H, E)
A. how war-inspired economic growth ended the Great Depression
B. A. Philip Randolph and the efforts to eliminate employment discrimination
C. the entry of large numbers of women into the workforce
D. the internment of West Coast Japanese-Americans in the U.S. and Canada

Corresponding Themes
- INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- SCIENCE, TECHNOLOGY AND SOCIETY
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Reading
- Writing
- Organization of Information
- Economic Analysis

Teacher’s Notes:

Suggested unit timeline:
December to mid-January
(Approx. 5 weeks)
** KNOW, UNDERSTAND, AND DO **

KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**
- The United States encouraged citizen support for WWII through rations, bonds, and propaganda
- WWII brought the United States out of the Great Depression creating jobs and economic growth
- African Americans made efforts to eliminate job discrimination through promoting Double Victory and appealing to the president to stop racial discrimination
- Japanese Americans on the West coast were interned during WWII under an order from the President because he and other officials deemed them a threat to U.S. security. The U.S. government apologized 40 years later and granted reparations to survivors
- WWII created opportunities for women to move into the workforce in large numbers, many of whom continued working at the end of the war
- The role Native American Indians played in the war as code breakers

**understand...**
- How power is used and abused
- How race, sex and ethnicity affect people’s rights and safety
- How civic participation fuels expansion of rights
- How racism has played a role in government decisions
- Why war stimulates an economy
- How propaganda is used to influence domestic and international issues

**and be able to...**
- Analyze U.S. recovery from the Great Depression
- Evaluate the actions of the U.S. government toward Japanese Americans
- Explain the roles that women and people of color played in WWII
- Evaluate the opportunities that WWII created for expanded civil rights and civic participation.
- Connect WWII and economic growth
- Empathize with victims of Japanese internment during WWII

**Possible Products**
- Students view: Densho Digital Archive at archive.densho.org/main.aspx for Tule Lake Internment Camp photos, and University of Utah Library, Multimedia Collections, Photograph collections, Japanese Internment Camps at www.lib.utah.edu/portal/site/marriottlibrary
- Students view and discuss images and create monologues from the photographs describing experience in the internment camps
- View section from “Shadow of Hate” (Teaching Tolerance) to give students basic background on Japanese Internment.
- View and read excerpts from ‘What’d you do during the war, Grandma?’ at www.stg.brown.edu/projects/WWII_Women/tocCS.html
- Have students list jobs and experiences of women during the war.
- Students watch excerpt from “Shadow of Hate” (Teaching Tolerance) on Japanese and Mexican participation in the military during WWII. Students create acrostic poems, word poems or image poems to show the contributions of Japanese Americans and Mexican Americans to the war.
- Students brainstorm a list of jobs that would be created by preparation for war.
**Unit 3 Resources**

**World War II**

**Jackdaws:**
- Immigration: 1870-1930
- World War I: 1914-1918
- The New Deal
- Japanese American Internment
- Black Voting Rights: The Struggle for Equality
- Blues in America: A Social History
- The Holocaust
- World War II: The Home Front
- The Depression
- WWII: The Atomic Bomb

**Textbooks:**
1. *Contemporary’s American History 2: After 1865* (Wright Group/McGraw Hill), Units 5: Chapter 10
2. *History Alive: United States History* (Teacher’s Curriculum Institute) Chapter 29 corresponding lesson guides
3. *United States History* (Prentice Hall), Chapters Chapters 23-24
4. *United States History: Pacemaker* (Globe Fearon), Chapters 21-22
5. *American History* (Globe Fearon), Chapter 26

**Video Resources:**
1. World War II: Video Quiz, VHS and DVD (Sunburst Visual Media)
2. World War II: America at War, CD-Rom (MultiEducator U.S. History Mastery Series)
3. A Shadow of Hate, VHS and text, “Us and Them” (Teaching Tolerance)
4. A Place at the Table, VHS and text (Teaching Tolerance)
5. One Survivor Remembers, VHS and DVD and text (Teaching Tolerance)

**Activity Books:**
2. *Using Primary Sources with Document Based Questions* (Globe Fearon), Chapter 3, Practice 4, Chapter 4, Practice 3, Chapter 5, Practice 4
4. *Ready to Use: American History Activities for Grades 5-12* (Center for Applied Research in Education), Section 24
5. If You’re Trying to Get Better Grades and Higher Test Scores, You’ve Gotta Have This Book! (Incentive Publications), Get Sharp on US Geography, pp. 181

**Exemplar:** (See Chapter 7)

A Brief History of the Holocaust
Mini-Unit with Lesson Summaries
Internet Resources:

Japanese-Americans of World War II
   school.discoveryeducation.com/lessonplans/activities/japaneseamericans/index.html

American Diplomacy in World War II
   edsitement.neh.gov/view_lesson_plan.asp?id=702

The United States in World War II: “The Proper Application of Overwhelming Force”
   edsitement.neh.gov/view_lesson_plan.asp?id=653

World War II
   www.digitalhistory.uh.edu/historyonline/us35.cfm

Remembering Pearl Harbor: The USS Arizona Memorial
   www.nps.gov/nr/twphp/wwlps/lessons/18arizona/18arizona.htm

The Battle of Midway: Turning the Tide in the Pacific
   www.nps.gov/nr/twphp/wwlps/lessons/90midway/90midway.htm

The War Relocation Centers of World War II: When Fear was Stronger than Justice
   www.nps.gov/nr/twphp/wwlps/lessons/89manzanar/89manzanar.htm

World War II on the Home Front: a Civic Responsibility
   www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/index.html

The Origins of World War II
   www.lessonplanspage.com/SSOriginsOfWWIIDiscussionAndWorksheets1012.htm

World War II: interactive map 1939-1942
   www.hyperhistory.com/online_n2/History_n2/a.html

World War II: key events
   www.bbc.co.uk/history/worldwars/wwtwo/

Densho: The Japanese American Legacy Project
   www.densho.org/

FDR Political Cartoon Archive
   www.nisk.k12.ny.us/fdr/

World War II
   americanhistory.si.edu/militaryhistory/exhibition/flash.html

The Second World War interactive map
   users.erols.com/mwhite28/axis.htm

Library of Congress: Ansel Adams’ photographs of Japanese-American Internment at Manzanar, CA
   memory.loc.gov/ammem/collections/anseladams

University of Utah Library: Japanese Internment Camps Photograph Collection
   www.lib.utah.edu/portal/site/mariottlibrary

Exploratorium: Nagasaki Journey
   www.exploratorium.edu/nagasaki/photos.html#journey/01.gif

Brown University: ‘What’d you do during the war, Grandma?’
   www.stg.brown.edu/projects/WWII_Women/tocCS.html
NOTES

World War II

1939-1945
Unit 4

The Cold War Abroad

**THIS TOPICAL TIME PERIOD WORKBOOK ADDRESSES THESE EMPHASIZED STANDARDS:**

**USII.18**
Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies. (H)

**USII.19**
Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)

**USII.20**
Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)

**USII.21**
Analyze how the failure of communist economic policies as well as United States-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

**ALLOCATE APPROXIMATELY FIVE WEEKS FOR THIS PERIOD**

**Suggested timeline:** Begin in mid-January; complete by early March
The Cold War Abroad

Cold War Abroad

USII.18
Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)
A. the differences between the Soviet and American political and economic systems
B. Soviet aggression in Eastern Europe
C. the Truman Doctrine, the Marshall Plan, and NATO

Seminal Primary Documents (See the accompanying CD-ROM)
Read: The Truman Doctrine (1947), and George Kennan, “The Sources of Soviet Conduct” (1947)

USII.19
Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)
A. the Korean War
B. Germany
C. China
D. the Middle East
E. the arms race
F. Latin America
G. Africa
H. the Vietnam War

Corresponding Themes
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- PRODUCTION, DISTRIBUTION AND CONSUMPTION
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Charts, Tables, Diagrams and Graphs
- Map Reading
- Organization of Information
- Economic Analysis

Teacher’s Notes:
Suggested unit timeline:
Mid-January to early March
(Approx. 5 weeks)
Students should know...

- The definition and significance of these terms: Capitalism, Communism, Containment, NATO, Expansionist, Truman Doctrine, Marshall Plan
- Tensions between the U.S. and the Soviet Union rose from loss of a common enemy, continued Soviet occupation of Eastern Europe, the U.S. failure to open a second front until 1944, fear of Soviet aggression and nuclear war, and capitalist vs. Communist ideologies
- The Cold War was a 40+ year period following WWII in which the U.S. and U.S.S.R. had a troubled political relationship
- Soviet aggression led to loss of freedoms, life and security for millions of people under Soviet control
- Countries across the world were directly and indirectly affected by the continued competition and stress between the U.S. and the U.S.S.R.
- Cold War tensions arose in many locations across the world as a result of tensions between the U.S. and U.S.S.R. and as a result of local political and economic problems
- The U.S. gave economic aid (Marshall Plan) to European nations to support recovery from WWII and contain communism

understand...

- Why capitalism and Communism are in opposition to each other
- Why capitalism relies on other nations to also remain capitalist
- How and why nations are used to server a political or strategic purpose
- How economic needs fuel political decisions
- Why and how people use others to accomplish their goals
- Why nations form alliances
- How alliances can draw countries into wars

and be able to...

- Analyze the causes of the Cold War
- Explain the policy of containment and evaluate its effectiveness
- Demonstrate understanding of actions taken by the U.S. to stop Soviet expansion
- Read excerpts from and highlight key points of the Truman Doctrine
- Read excerpts from George Kennan’s speech on containment and highlight the key ideas behind the concept of containment
- Locate on a map the areas of Cold War conflict (listed in USII.19)
- Identify the causes of Cold War tensions in these nations

Possible Products

- Students create acrostic poems for containment, capitalism, Communism.
- Students create Histor ‘E’ Quations (see Chapter 8) for the causes of the Cold War
- Students read quotes from the Truman Doctrine and answer guided questions to show understanding. Students choose one quote and create a visual around the quote with images that demonstrate the key point.
Vietnam War

USII.20
Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)

Corresponding Themes
- TIME, CONTINUITY AND CHANGE
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Map Reading
- Reading
- Organization of Information

Teacher’s Notes:
Suggested unit timeline:
Mid-January to early March
(Approx. 5 weeks)
THE VIETNAM WAR: Causes, Effects, and Implications

KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**
- The Vietnam War began as a colonial war against the French.
- In the 1950s the U.S. was involved in funding the French and using covert action to stop the spread of communism in Southeast Asia.
- America entered the Vietnam War to stop the spread of communism in Southeast Asia.
- Domino Theory: America feared that if Vietnam became Communist that the surrounding nations would follow.
- Consequences of the Vietnam war included millions of dollars spent, thousands of American lives lost, a nation divided over war, loss of SE Asia to Communism, and the beginning of the Cambodian genocide.
- Presidential policies addressed the Vietnam War differently:
  - Eisenhower: covert action
  - Kennedy: covert action, troop placement, and flexible response
  - Johnson: major troop escalation, bombing of North Vietnam
  - Nixon: Vietnamization, secret bombing of Cambodia
- Lack of support for the war in America led to poor treatment of soldiers returning home.

**Students should understand...**
- The difference between intended and unintended consequences.
- How governments use people for larger purposes.
- How war impacts people and their environment.
- Why some nations come to superecede others.
- The purpose of governments.
- What role citizens play in a nation and government.
- Why nations decide to go to war.

**Students should be able to...**
- Explain the causes of the Vietnam War.
- Evaluate the actions of the four presidents during the Vietnam War.
- Analyze the consequences of the war on America and Vietnam.
- Evaluate the failure of American political actions and the success of American military actions in the war.
- Locate and label on a map the following: North Vietnam, South Vietnam, Cambodia, Laos, Ho Chi Minh Trail.
- Compare and contrast the conflict in Vietnam and the fight against Communism with the conflicts in Iraq and Afghanistan and the fight against terrorism.

**Possible Products**
- Students read personal narratives of people’s experiences in the Vietnam War. Have students create a personal narrative of their own from a person’s perspective in the Vietnam War.
- Students view images from the Vietnam War at the National Archives website: www.archives.gov/education/lessons/vietnam-photos/#documents and choose one image to write a monologue from the person’s perspective based on their knowledge of the war.
- Students create a chart describing the different Presidents’ approaches to the Vietnam War. Students create a caricature of each president, which visually demonstrates their corresponding military policy.
The Cold War Abroad

Cold War Abroad
(Berlin Wall, Afghanistan, Cuban Missile Crisis)

USII.21
Analyze how the failure of Communist economic policies as well as United States-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)

Seminal Primary Documents (See Chapter 8 and accompanying Resource CD)
Read: President John F. Kennedy, Inaugural Address (1961)
Consider: President Ronald Reagan, Speech at Moscow State University (1988)

Corresponding Themes
- TIME, CONTINUITY AND CHANGE
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Map Reading
- Reading
- Organization of Information
- Charts, Tables, Diagrams and Graphs

Teacher’s Notes:
Suggested unit timeline:
Mid-January to early March
(Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**
- Failure of the Communist system led to the end of the Cold War and failure of the Soviet economy
- The Communist system in Russia could not continue the arms race and expensive costs of the Cold War and meet their domestic needs
- Throughout the Cold War each administration reacted to Soviet policy in different ways
- The failing Soviet economy and Reagan’s military escalation influenced the fall of the Soviet Union. Mikhail Gorbachev’s reform policies and Reagan’s willingness to accept them helped to end the Cold War

**understand...**
- Why Communism was considered a threat to the United States
- Why communist economies fail
- Why economic actions cause political actions
- How actions combine to create certain outcomes
- How economic power creates political problems

**and be able to...**
- Evaluate Communism
- Identify and evaluate examples of American action to resist Soviet expansion during the Cold War
- Trace the key events that led to the end of the Cold War
- Evaluate Reagan’s “get tough” policy with the Soviet Union

**Possible Products**
- Create a timeline of events of resistance to Soviet expansion.
- Brainstorm a chart showing the positive and negative aspects of communism. Create an image poem using words that show the positive and negative aspects of communism.
**Unit 4 Resources**

**The Cold War Abroad**

**Textbooks:**
1. *Contemporary American History 2: After 1865* (Wright Group/McGraw Hill), Units 6-10: Chapters 11, 12, 14, 15, 17, 19
3. *United States History* (Prentice Hall), Chapters 25, 28-29, 31
4. *United States History: Pacemaker* (Globe Fearon), Chapters 23, 28-29
5. *American History* (Globe Fearon), Chapters 27, 29-30

**Jackdaws:**
- Labor Movement in America
- The Assassination of President Kennedy
- Cuban Missile Crisis
- The Vietnam War
- The Cold War

**Video Resources:**
1. Cold War: Video Quiz, VHS and DVD (Sunburst Visual Media)
2. The Vietnam War: Video Quiz, VHS and DVD (Sunburst Visual Media)
3. A Shadow of Hate, VHS and text, “Us and Them” (Teaching Tolerance)
4. A Place at the Table, VHS and text (Teaching Tolerance)

**Activity Books:**
1. *Exploring American History* (AGS Publishing), Unit 5, Lesson 3
2. *Using Primary Sources with Document Based Questions* (Globe Fearon), Chapter 1, Practice 4, Chapter 4; Test 2 Document Based Question
5. *If You’re Trying to Get Better Grades and Higher Test Scores, You’ve Gotta Have This Book!* (Incentive Publications), Get Sharp on Economics, pp. 181-182.
Internet Resources:

Eisenhower: The Cold War
- school.discoveryeducation.com/lessonplans/programs/eisenhower-coldwar/q.html

The Korean War: “Police Action”, 1950-1953
- edsitement.neh.gov/view_lesson_plan.asp?id=684

The Origins of the Cold War, 1945–1949
- edsitement.neh.gov/view_lesson_plan.asp?id=688

Eisenhower: The Contentious 1950s
- school.discoveryeducation.com/lessonplans/programs/contentiousyears/index.html

Tumultuous 1960s
- www.digitalhistory.uh.edu/historyonline/us38.cfm

U.S. Foreign Policy in the 1970s and at the Turn of the Millennium
- www.lessonplanspage.com/SSUSForeignPolicy70sMill912.htm

The Cold War: In Depth
- www.bbc.co.uk/history/worldwars/coldwar/

The Fall of the Soviet Union: 1985-1991
- www.bbc.co.uk/history/worldwars/coldwar/

Kennedy and the Cuban Missile Crisis 1962
- www.bbc.co.uk/history/worldwars/coldwar/

Vietnam War
- americanhistory.si.edu/militaryhistory/exhibition/flash.html

National Archives: The War in Vietnam
- www.archives.gov/education/lessons/vietnam-photos/#documents

The Cold War 1945-1960 interactive map
- users.erols.com/mwhite28/coldwar1.htm

The Cold War 1960-1991 interactive map
- users.erols.com/mwhite28/coldwar1.htm

The Marshall Plan (1948)

The Truman Doctrine (1947)
The Cold War Abroad
Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform

**THIS TOPICAL TIME PERIOD WORKBOOK ADDRESSES THESE EMPHASIZED STANDARDS:**

**USII.23**
Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)

**USII.24**
Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

**USII.25**
Analyze the origins, goals, and key events of the Civil Rights movement. (H)

**USII.26**
Describe the accomplishments of the civil rights movement. (H, E)

**USII.27**
Analyze the causes and course of the women’s rights movement in the 1960s and 1970s. (H)

**USII.28**
Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)

**ALLOCATE APPROXIMATELY FIVE WEEKS FOR THIS PERIOD**

**Suggested timeline:** Begin in early March; complete by end of April
Cold War America at Home:
Economic Growth and Optimism,
Anti-Communism, and Reform

Space Race with Russia
Cold War Abroad (consequences of foreign policy)
Nationalist Revolutions in Asia and Africa

USII.23
Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)
A. Truman’s Fair Deal
B. the Taft-Hartley Act (1947)
C. Eisenhower’s response to the Soviet’s launching of Sputnik
D. Eisenhower’s civil rights record

Corresponding Themes
- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Charts, Tables, Diagrams and Graphs
- Economic Analysis

Teacher’s Notes:
Suggested unit timeline:
Early March to end of April
(Approx. 5 weeks)
**Students should know...**

- Truman’s Fair Deal policy sought to extend the New Deal policies to national health care, federal aid to education, civil rights legislation, funds for public education and new farm programs.
- Congress blocked most of Truman’s policies except for increase in minimum wage and increasing the number of workers under social security.
- Congress passed the Taft Hartley Act to check the power of unions by establishing new regulations.
- Eisenhower responded to Soviet technology by supporting an increase in funding for the development of science and foreign language development through NDEA.
- While Roosevelt and Truman made strides to support expanded civil rights, Eisenhower was viewed as doing little to address issues of civil rights.

**understand...**

- How policies of the past affect decisions in the future.
- Why a system of checks and balances exists in government.
- Why change often creates resistance.
- Why compromise is often used to settle political issues.
- Citizens rights and what role the government plays in regulating those rights.
- How citizens are affected by government decisions.

**and be able to...**

- Analyze the effectiveness of the Fair Deal.
- Evaluate the decision of Congress to limit unions and to slow the increase in social welfare programs.
- Identify and analyze the response to Soviet technological development.
- Evaluate the civil rights record of Eisenhower.

**Possible Products**

- Students create Fair Deal acrostic poems, which include lines both describing and evaluating the program.
- Students create Histor ‘E’ Quations (see Chapter 8) for the reasons for limiting unions and extension of welfare programs.
- Students create political cartoons or comic strips to show Eisenhower’s response to civil rights demands.

**Teacher’s Notes:**

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**Standard:**  
USII.23

**KUDs** are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.
Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform

Communist Revolutions in Africa, Europe, Latin America and Asia

USII.24
Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)

People:
A. Whittaker Chambers
B. Alger Hiss
C. Edgar Hoover
D. Senator Joseph McCarthy
E. Julius and Ethel Rosenberg

Institutions:
A. the American Communist Party (including its close relationship to the Soviet Union)
B. the Federal Bureau of Investigation (FBI)
C. the House Committee on Un-American Activities (HUAC)

Corresponding Themes
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Reading
- Writing
- Research and Technology

Suggested unit timeline:
Early March to end of April
(Approx. 5 weeks)

Teacher’s Notes:
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**

- The following people and their connection to anticommunism in the U.S.:
  - A. Whittaker Chambers
  - B. Alger Hiss
  - C. Edgar Hoover
  - D. Senator Joseph McCarthy
  - E. Julius and Ethel Rosenberg
- The following institutions and their connection to anticommunism in the U.S.:
  - A. the American Communist Party (including its close relationship to the Soviet Union)
  - B. the Federal Bureau of Investigation (FBI)
  - C. the House Committee on Un-American Activities (HUAC)
- Anti-Communism movements in the U.S. came from the suspicion that communist nations were attempting to spread communism both abroad and within the U.S.
- Fear and lack of information contributed to the persecution of innocent people
- The American government’s concern about the spread of Communism led to government action to halt Communist support at home

**understand...**

- How power is used and justified
- Why governments try to maintain a balance between safety and individual rights
- How fear affects people’s decisions
- The responsibilities of citizens in times of emergency and war

**and be able to...**

- Analyze the government decisions to act against suspected Communists in America
- Identify key people and institutions related to the anti-Communist actions in the U.S.
- Evaluate Senator McCarthy’s actions and the impact the actions had on the American people

**Possible Products**

- Students create caricature drawings of Senator McCarthy to demonstrate his actions and their effects on the American people.
- Students create cause/effect Histor ‘E’ Quations to demonstrate the causes of the anticommunist actions taken in the United States.
- Students read evidence against Julius and Ethel Rosenberg and discuss whether it proves they were guilty beyond a reasonable doubt. Students write down three reasons to back up their judgment.
Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform

Nationalist Movements in Asia and Africa

**USII.25**

Analyze the origins, goals, and key events of the Civil Rights movement. (H)

People:
A. Robert Kennedy
B. Martin Luther King, Jr.
C. Thurgood Marshall
D. Rosa Parks
E. Malcolm X

Institution:
A. the National Association for the Advancement of Colored People (NAACP)

Events:
A. Brown v. Board of Education (1954)
B. the 1955-1956 Montgomery Bus Boycott
C. the 1957-1958 Little Rock School Crisis
D. the sit-ins and freedom rides of the early 1960s
E. the 1963 civil rights protest in Birmingham
F. the 1963 March on Washington
G. the 1965 civil rights protest in Selma, Alabama
H. the 1968 assassination of Martin Luther King, Jr.

**Seminal Primary Documents** (See Chapter 8 and accompanying Resource CD)

Read:
- Reverend Martin Luther King’s, “I Have A Dream” speech
- Reverend Martin Luther King’s, “Letter from Birmingham City Jail” (1963)
- President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

**Corresponding Themes**
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

**Corresponding Skills**
- Reading
- Technology
- Organization of Information

**Teacher’s Notes:**

Suggested unit timeline:
Early March to end of April
(Approx. 5 weeks)
**Teacher's Notes:**

**Standard:** USII.25

**Students should know...**

- The accomplishments and roles of:
  A. Robert Kennedy
  B. Martin Luther King, Jr.
  C. Thurgood Marshall
  D. Rosa Parks
  E. Malcolm X
- The purpose and actions of the National Association for the Advancement of Colored People (NAACP)
- Brown v. Board of Education of Topeka began the official desegregation of public schools but was slow to be put into practice
- The basic facts and significance of:
  A. Brown v. Board of Education (1954)
  B. 1955-1956 Montgomery Bus Boycott
  C. 1957-1958 Little Rock School Crisis
  D. sit-ins and freedom rides of early 1960s
  E. 1963 civil rights protest in Birmingham
  F. 1963 March on Washington
  G. 1965 civil rights protest in Selma
  H. 1968 assassination of Martin Luther King, Jr.
- The Civil Rights movement called for the granting of rights added to the Constitution during the Reconstruction Era
- The foundations for the Civil Rights movement began in the 40s and 50s, leading to the pronounced national actions of the 1960s

**understand...**

- How racism plays a role in society
- Why it is difficult to change social behavior, practice, and tradition
- How power affects cultural conflict and cultural relations
- How power is gained, used and justified.
- How people create change
- Why people create change
- How and why people resist change
- How people use rights to create change
- Why government has a responsibility to protect its citizens

**and be able to...**

- Identify the key leaders, institutions and events associated with the civil rights activism of the 1960s
- Analyze the origins of the Civil Rights movement
- Evaluate the goals and accomplishments of the civil rights movement
- Read and identify the significance of MLK’s “I Have a Dream” speech
- Read excerpts from and analyze MLK’s “Letter from Birmingham City Jail”
- Compare the effectiveness of violent protest versus peaceful protest
- Evaluate the idea of “equality by any means necessary”

**Possible Products**

- See unit and lesson plans on music and teaching civil rights in the exemplar section of this Guide.
- Show The Children’s March (Teaching Tolerance). Students use this as an example to evaluate the effectiveness of public peaceful protest. Students create a list of reasons why these actions were effective. Have students write a brief response to the film, explaining whether they would be willing to do what those students did.
- Create a civil rights “tree” labeling the roots (roots), actions (trunk), and outcomes (branches and leaves), and unanswered demands (fallen leaves) of the movement.
- Listen to Martin Luther King Jr.’s “I Have a Dream” speech. Have students identify their own “dreams” for the community, nation, world. (Use guided reading activity in the Chapter 7—Exemplars section of this Guide.)
Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform

Nationalist movements in Asia and Africa

USII.26
Describe the accomplishments of the Civil Rights movement. (H, E)
A. the 1964 Civil Rights Act and the 1965 Voting Rights Act
B. the growth of the African American middle class, increased political power, and declining rates of African American poverty

Corresponding Themes
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Corresponding Skills
- Reading
- Technology
- Organization of Information

Teacher’s Notes:
Suggested unit timeline:
Early March to end of April
(Approx. 5 weeks)

As a result of the actions of the 1950s and 1960s, one third of African Americans rose to the middle class as their poverty rate began to decline.

Accomplishments of the Civil Rights movement took many years and a combination of political support, grass roots organizing, national activism, and judicial intervention.

Why people resist change
How change is created in society
How power is gained, used and justified
Why and how government is responsible to citizens’ needs and demands
How and why governments need to balance minority rights with majority rule
How the meaning of citizenship has changed over time

Describe the accomplishments and analyze the importance of the Civil Rights movement
Evaluate the shortcomings of the Civil Rights movement
Analyze the factors that created change in the Civil Rights movement
Evaluate the power of the vote
Compare and contrast the Civil Rights Movement in the Northern versus Southern United States

Students should know...

Students create a chart with the goals of the Civil Rights movement in one column and the accomplishments in the other. Have students connect accomplishments with goals. Identify places where the Civil Rights movement failed to accomplish its goals.

Civil Rights tree (see standard USII.25)

Possible Products
Sexual and Countercultural Movements in Europe

**USII.27**

Analyze the causes and course of the women’s rights movement in the 1960s and 1970s. (H)

A. Betty Friedan and Gloria Steinem
B. the birth control pill
C. the increasing number of working women
D. the formation of the National Organization of Women (NOW) in 1967
E. the debate over the Equal Rights Amendment (ERA)
F. the 1973 Supreme Court case, *Roe v. Wade*

**Corresponding Themes**

- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- SCIENCE, TECHNOLOGY AND SOCIETY
- CIVIC IDEALS AND PRACTICES

**Corresponding Skills**

- Reading
- Writing
- Organization of Information

**Teacher’s Notes:**

Suggested unit timeline:

Early March to end of April

(Approx. 5 weeks)
Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform

Cold War
Vietnam War
Cambodian Civil War
Nationalism Movements in Asia and Africa

**USII.28**
Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)

A. the space exploration program
B. the assassination of President Kennedy
C. Johnson’s Great Society programs
D. Nixon’s appeal to “the silent majority”
E. the anti-war and counter-cultural movements
F. the creation of the Environmental Protection Agency (EPA) in 1970
G. the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*)

**Corresponding Themes**
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- SCIENCE, TECHNOLOGY AND SOCIETY

**Corresponding Skills**
- Charts, Tables, Diagrams and Graphs
- Map Reading
- Reading
- Organization of Information

**Teacher’s Notes:**
Suggested unit timeline:
Early March to end of April
(Approx. 5 weeks)
K.U.D.s are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**

- The causes of the women’s rights movement in the 1960s and 1970s were:
  1. Employment during WWII
  2. The questioning of the countercultural movement in general
  3. Discontent among women playing traditional social roles in society

- The significance/role of:
  A. Betty Friedan and Gloria Steinem
  B. the birth control pill
  C. the increasing number of working women
  D. the formation of the National Organization of Women in 1967
  E. the debate over the Equal Rights Amendment
  F. the 1973 Supreme Court case, *Roe v. Wade*

**understand...**

- Why social movements influence and create other social movements
- Why gender roles exist and how they affect society
- Why citizens have rights
- How power is used and abused
- How people create change
- Why actions of the past affect the future
- Why discrimination exists

**and be able to...**

- Analyze the causes of the women’s rights movement
- Identify the key events of the women’s rights movement
- Trace how past actions led to the women’s movement of the 1960s and 1970s
- Evaluate the double standard that existed for women during the 50s and 60s.
- Compare the effects of the women’s rights movement in different socio-economic classes
- Evaluate the reasons for the failure of the Equal Rights Amendment

**Possible Products**

- Create a “tree” of the women’s rights movement, labeling the roots (roots), actions (trunk), and outcomes (branches and leaves), and unanswered demands (fallen leaves) of the movement.
- Students create a diary entry, daily schedule, comic strip or visual showing “a day in the life” of a middle class woman in the 1950s identifying the key pieces around which women were discontented.
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**

- Kennedy and Johnson’s New Frontier and Great Society programs both attempted to extend New Deal social welfare programs, while Nixon’s New Federalism program attempted to roll back some of the expanded government programs
- The countercultural movements of the 60s and 70s were a backlash to the conservatism and consumerism of the 1950s
- Nixon responded to the counter cultural movement and war resistance by invoking the Silent Majority of Americans who supported traditional social values and trusted government practices
- Nixon’s paranoia affected his presidency and eventually led to his resignation as a result of the Watergate scandal
- The nation’s growing concern about pollution and the natural environment led to the creation of the Environmental Protection Agency

**understand...**

- Why and how people create change
- Why people resist change
- How and when the government intervenes in society
- Why and how education and technology lead to power
- How accepted norms change over time

**and be able to...**

- Identify key domestic policies of Kennedy, Johnson, and Nixon
- Evaluate the actions of the presidents
- Analyze the causes and effects of the countercultural movements of the 60s and 70s

**Possible Products**

- Students complete a graphic organizer showing the causes of the countercultural movements of the 60s and 70s—having students trace the origins and outcomes of the movements.
- Students create Histor ‘E’ Quations (see Chapter 8) for the countercultural movements
- Distribute a list of domestic actions taken by Kennedy, Johnson and Nixon. Students decide which president should be admitted to the “Hall of Fame” of presidents and explain why. Have students make certificates or “trophies” which emphasize their key accomplishment(s)

**Teacher’s Notes:**

[Blank space for notes]
Unit 5 Resources

Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform

1945-1980

Jackdaws:
Labor Movement in America
Assassination of President Kennedy
Cuban Missile Crisis
Black Voting Rights:
The Struggle for Equality
The Holocaust
The Vietnam War
Modern Immigration
Struggle for Black Voting Rights
The Cold War

Textbooks:
1. Contemporary’s American History 2: After 1865 (Wright Group/McGraw Hill), Units 6-9: Chapters 11-18
2. History Alive: United States History (Teacher’s Curriculum Institute), Chapters 30-31, corresponding lesson guides
3. United States History (Prentice Hall), Chapters 25-31
4. United States History: Pacemaker (Globe Fearon), Chapters 24-29
5. American History (Globe Fearon), Chapter 28
6. History of our Nation (AGS Publishing), Chapters 12-13 with CD-rom Resource Library

Video Resources:
3. A Shadow of Hate, VHS and text, “Us and Them” (Teaching Tolerance)
4. A Place at the Table, VHS and text (Teaching Tolerance)
5. America’s Civil Rights Movement, “A Time for Justice” VHS and text, “Free at Last” (Teaching Tolerance)
6. The Children’s March, VHS and DVD and text (Teaching Tolerance)
7. The Legacy of Rosa Parks, VHS and text (Teaching Tolerance)

Activity Books:
1. Exploring American History (AGS Publishing), Unit 5, Lesson 3
2. Using Primary Sources with Document Based Questions (Globe Fearon), Chapter 1, Practice 4; Chapter 2, Practice 3,4; Chapter 4, Practice 4; Test 2 Document Based Question
4. Ready to Use: American History Activities for Grades 5-12 (Center for Applied Research in Education), Section 25.
6. Real World Investigations for Social Studies (Pearson), Chapter 5: Defusing Hate: With Malice Toward None, with Charity for All; Chapter 1: Is America United or Divided by Language; Chapter 9: Confronting the Cycle of Poverty.
7. 20th Century American History Activators (www.interact-simulations.com)

Exemplars: (See Chapter 7)
The Civil Rights Movement Through Music
Mini-Unit with Lesson Summaries
Lesson Plan: The Dream
Lesson Plan: Sing It Loud
Internet Resources:

Anticommunism in Postwar America, 1945-1954: Witch Hunt or Red Menace?
edsitement.neh.gov/view_lesson_plan.asp?id=689

Competing Voices of the Civil Rights Movement
edsitement.neh.gov/view_lesson_plan.asp?id=730

Martin Luther King, Jr., and the Power of Nonviolence
edsitement.neh.gov/view_lesson_plan.asp?id=326

Ordinary People, Ordinary Places: The Civil Rights Movement
edsitement.neh.gov/view_lesson_plan.asp?id=353

Brown v. Board: Five Communities That Changed America
www.nps.gov/nr/twhp/wwwlps/lessons/121brown/index.htm

The Selma to Montgomery Voting Rights March: Shaking the Conscience of the Nation
www.nps.gov/nr/twhp/wwwlps/lessons/133SEMO/133selma.htm

King and the African-American Freedom Struggle
mlk-kpp01.stanford.edu/resources/IC/Risha_Krishna_KDHP_Unit.pdf

Civil Rights Leaders
/library.thinkquest.org/J0112391/civil_rights_leaders.htm

Martin Luther King Jr. and the Civil Rights Movement
seattletimes.nwsource.com/special/mlk/

Civil Rights Timeline
www.infoplease.com/spot/civilrightstimeline1.html

Cold War
americanhistory.si.edu/militaryhistory/exhibition/flash.html
Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform
THIS TOPICAL TIME PERIOD WORKBOOK ADDRESSES THESE EMPHASIZED STANDARDS:

**USII.29**
Analyze the presidency of Ronald Reagan. (H, E)

**USII.30**
Describe some of the major economic and social trends of the late 20th century. (H, E)

**USII.31**
Analyze the important domestic policies and events of the Clinton presidency. (H, E)

**USII.33**
Analyze the course and consequences of America’s recent diplomatic initiatives. (H, C)

ALLOCATE APPROXIMATELY FIVE WEEKS FOR THIS PERIOD

**Suggested timeline:** Begin in May; complete by end of school
CHAPTER 6 • FOCUSING ON CONTENT: Know, Understand, Do

Contemporary America

Cold War
Free Trade
Iran Contra Affair

USII.29
Analyze the presidency of Ronald Reagan. (H, E)
A. tax rate cuts
B. anticommunist foreign and defense policies
C. Supreme Court appointments
D. the revitalization of the conservative movement during Reagan’s tenure as President
E. the replacement of striking air traffic controllers with non-union personnel

Corresponding Themes
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION

Corresponding Skills
- Reading
- Organization of Information
- Economic Analysis

Teacher’s Notes:

Suggested unit timeline:
May to end of school
(Approx. 5 weeks)
Ronald Reagan was elected in 1980 on a platform that criticized Democratic big government solutions to problems and promoted more aggressive foreign policy. Reagan's supply-side economics argued that tax cuts and reduced government spending would encourage private investment and lead to economic prosperity. During the late 1970s and 1980s economic, political, and social conservatives gained support and rallied around popular frustration with big government spending and the social liberalism of the 60s and 70s. During his presidency, Reagan appointed three conservative judges to the Supreme Court. Reagan fired thousands of striking federal air traffic controllers for violation of their contracts and decertified their union, and that influenced other businesses in breaking unions. The Supreme Court under Reagan scaled back affirmative action and restricted abortion by giving states power to impose certain restrictions. Reagan increased spending for defense and aid to anti-Communist forces in Latin America. During Reagan's presidency, Soviet Premier Mikhail Gorbachev liberalized political and economic policies in the U.S.S.R. and Reagan took the opportunity to end the Cold War.

Possible Products

- Give students a chart that lists Reagan's economic policies on the left and has a column for the potential benefits and potential drawbacks. The list should include tax cuts, deregulating business and industry, spending cuts, restriction of labor unions. Review the details of the actions with students. Have students create a symbol to represent each action. Then have students write down and discuss the possible benefits and drawbacks of each of the actions for the American people.
- Students view conservative political posters from the 1980 election (or related events), which address social, political, and economic complaints of the conservative movements. Students identify what the subject of the poster is and what the posters are asking for. Students then create posters of their own showing the key issues (or showing the opposing viewpoint.)
- Watch video on Discovery Education streaming about Mikhail Gorbachev’s perestroika and glasnost. Students complete a Venn diagram comparing these policies with the policies of the United States.
Related Topics in World History
- Globalization
- Computer Technology Revolution
- Global migration

Unit 6
Contemporary America

Globalization
Computer Technology Revolution
Global migration

Emphasized Standard
USII.30
Describe some of the major economic and social trends of the late 20th century. (H, E)
A. the computer and technological revolution of the 1980s and 1990s
B. scientific and medical discoveries
C. major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
D. the weakening of the nuclear family and the rise in divorce rates

Corresponding Themes
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION

Corresponding Skills
- Reading
- Organization of Information
- Economic Analysis

Teacher's Notes:
Suggested unit timeline:
May to end of school
(Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**

- The development of computer technology changed the world in many ways and continues to do so.
- By 2000, 10.4% of the population was foreign born, with large numbers of immigrants coming from Asia and Latin America.
- By the year 2000, 25% of American households were nuclear families.
- In the 1980s and 90s divorce rates continued to increase and the number of single-parent households soared to 17.6% by 2000.
- Scientific and medical discoveries continue to improve the standard of living across the world and increase globalization of science and medicine.

**understand...**

- How technology changes people’s lives.
- Why people migrate.
- The cost of raising a family.
- How science plays a role in everyday life.

**and be able to...**

- Identify push and pull factors for Asian and Latin American immigration.
- Analyze the costs of raising a family.
- Research a medical discovery from the 1990s and describe it's impact on people's lives.

**Possible Products**

- Students create a budget for their own personal needs. Students create a list of needed items for a baby. Students evaluate how much it would cost to raise a child with one parent and with two parents.
- Students watch immigration video from PBS Frontline: www.pbs.org/frontlineworld/educators/economics_mexico.html
  Students create a list of push and pull factors for why Mexican immigrants come to the United States.

**Teacher’s Notes:**

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### USII.31

Analyze the important domestic policies and events of the Clinton presidency. (H, E)

A. the passage of the North American Free Trade Agreement (NAFTA) in 1993
B. President Clinton’s welfare reform legislation and expansion of the earned income tax credit
C. the first balanced budget in more than 25 years
D. the election in 1994 of the first Republican majority in both the House and Senate in 40 years
E. tax credits for higher education
F. the causes and consequences of the impeachment of President Clinton in 1998

### Corresponding Themes

- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- PRODUCTION, DISTRIBUTION AND CONSUMPTION

### Corresponding Skills

- Reading
- Organization of Information
- Economic Analysis

### Teacher’s Notes:

Suggested unit timeline: May to end of school (Approx. 5 weeks)
KUDs are essential components in planning units and lessons. They provide the targets for instruction and are the links to assessment. The following learning objectives are provided as suggestions for planning in this unit, and should not be considered required.

**Students should know...**
- Political leaders of the 1980s and 90s accepted the need to cut back on social programming developed since the New Deal era
- President Clinton expanded free trade agreements during the 1990s
- President Clinton was impeached for perjury
- Clinton balanced the budget by creating what he called “a leaner, not meaner” budget
- The American government continued support for education by offering tax credits for those continuing their education

**understand...**
- How actions of the past impact the future
- Why free trade was encouraged and developed after WWII
- How trade barriers affect the world economy
- Why economic pressures affect political decisions

**and be able to...**
- Analyze the important policies of President Clinton
- Evaluate the demand for cutbacks on social programs during the 1980s and 1990s

**Possible Products**
- Give students a list of changes made to welfare policy during Clinton’s presidency. Have students analyze Clinton’s welfare reform policy. Have students discuss why these changes were put in place. Ask students to evaluate: Is this a positive change for Americans?
- Have students view the American debt clock at www.usdebtclock.org Students describe what they see. Have students discuss or write about the problems with spending more than we have.
Contemporary America

The Persian Gulf War
The Iraq War
The War on Terror (in Afghanistan)
Civil War in Somalia
Balkan Wars (1990s)

USII.33
Analyze the course and consequences of America’s recent diplomatic initiatives.(H, C)
A. the invasion of Panama and the Persian Gulf War
B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict
D. America’s response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

Corresponding Themes
• CULTURAL IDENTITY
• DEVELOPMENT AND EXCHANGE
• PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
• CIVIC IDEALS AND PRACTICES

Corresponding Skills
• Map Reading
• Technology
• Organization of Information
• Reading

Teacher’s Notes:
Suggested unit timeline:
May to end of school
(Approx. 5 weeks)
**Students should know...**

- American actions during the Cold War in foreign nations caused major backlash from the 1970s-the present
- The end of the Cold War reignited old cultural, religious, and ethnic tensions across the world
- Identify the key actions taken in: Panama, Persian Gulf, Somalia, Haiti, Bosnia, Kosovo, Iraq, Afghanistan and Israel
- Israel continues to be an important and controversial ally to the United States
- President Bush responded to September 11, 2001 attacks by supporting an attack on Afghanistan
- In 2003, Congress gave President Bush permission to invade Iraq over accusations of weapons of mass destruction

**understand...**

- Why America chooses to intervene in some international issues and not others
- What role the U.S. should play in other nations’ issues
- Why nations feel an obligation to intervene in Human Rights violations

**and be able to...**

- Analyze the consequences and backlash of foreign intervention
- Identify the key American interventions during the last 20 years and their outcomes
- Evaluate the role of America in world politics and problems

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**Possible Products**

- Have students research key actions in the above listed areas by going to the Question and Answer documents on the BBC News website. Search for the topic and look for the Question and Answer pages listed along side of relevant articles (news.bbc.co.uk). Have students teach other students about the issue.
- Create a world map graphic organizer on which students label the above conflicts, describe the causes, and results on the map.
- Students create a list of the positive and negative outcomes of American intervention in one or more of the areas listed above.
Contemporary America

Resources

**Textbooks:**
1. *Contemporary’s American History 2: After 1865* (Wright Group/McGraw Hill), Units 10: Chapters 19-20
2. *History Alive: United States History* (Teacher’s Curriculum Institute) Chapter 32, corresponding lesson guides
3. *United States History* (Prentice Hall), Chapters 32-33
4. *United States History: Pacemaker* (Globe Fearon), Chapters 30-32
5. *American History* (Globe Fearon), Chapter 31

**Jackdaws:**
- Labor Movement in America
- Modern Immigration
- Political Parties in America

**Activity Books:**
1. *Exploring American History* (AGS Publishing), Unit 5, Lesson 4
2. *Using Primary Sources with Document Based Questions* (Globe Fearon), Chapter 5, Practice 4; Chapter 6, Practice 4
3. *Ready to Use: American History Activities for Grades 5-12* (Center for Applied Research in Education), Section 25
4. *Social Studies Reading Strategies* (Globe Fearon), A Debate on Slavery, “The Underground Railroad”
5. *Real World Investigations for Social Studies* (Pearson), all chapters

**Video Resources:**
1. A Shadow of Hate, VHS and text, “Us and Them” (Teaching Tolerance)
2. A Place at the Table, VHS and text (Teaching Tolerance)
Internet Resources:

New American Roles
   americanhistory.si.edu/militaryhistory/exhibition/flash.html

PBS Frontline: Immigration video
   www.pbs.org/lineworld/educators/economics_mexico.html

BBC News: Question and Answer Pages
   news.bbc.co.uk

U.S. Debt Clock
   www.usdebtclock.org
Contemporary America

1980-2001
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The Civil Rights Movement Through Music

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EXEMPLAR

ex·em·plar

pronunciation

noun
1. One that is worthy of imitation; a model.
2. One that is typical or representative; an example.
3. An ideal that serves as a pattern; an archetype.
Daily Prompts
Creating & Using Daily Prompts

Linking instruction to students’ prior knowledge and understanding

The Daily Prompt is an avenue into new content; it can be used to introduce a new topic at the beginning of a lesson, or to reflect on a topic at the end of the lesson. A daily prompt should serve as a “hook” to get students engaged and interested in new material. This approach links instruction to students’ prior knowledge and understanding, a critical aspect of effective instruction.

Because these prompts are aligned with the curriculum framework, they help teachers ensure that they are using instructional time in ways that make a difference for students in all settings. Daily prompts can be differentiated to respond to students’ diverse backgrounds, cognitive readiness, and learning styles.

Teachers can use daily prompts to:

- **Introduce** a new topic
- **Enliven** a longer unit of study
- **Signal a change** from one unit to another
- **Repeat** what students have already learned, so they can practice and connect their new knowledge with what they already know

What are the criteria of a Daily Prompt?

- Can be a question, image, quote, or some other item that will trigger a response from students
- Is linked to the teacher’s established objectives
- Asks students to relate their prior knowledge to the concepts you will be discussing/studying
- Piques students’ interest in the upcoming content
- Connects to the topic of study, but without necessarily including the direct information.

A Daily Prompt is intended to introduce and emphasize the Understandings that students will work on during a given lesson or mini-unit. To pare down the daily objectives and help students focus on Understandings, we must continually ask **WHY** we are teaching the material we have chosen. Teachers think about the overarching concepts relating to the topic of study by asking: **WHAT** do we teach? **WHY** do we teach it? **HOW** is it important? We reach our students best when we help them understand how the concepts they already know relate to the topics they study in history. Understandings are crucial to helping students link historical topics over time.
Standards:
**USII.12 and USII.13**

Explain how the Great Depression and the New Deal affected American society. (H)

A. the increased importance of the federal government in establishing economic and social policies

B. the emergence of a “New Deal coalition” consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics

**Possible Themes for Standard:**

Time, Continuity and Change; Individuals and Groups, Power and Governance; Civic Ideals and Practices

**EXAMPLE THEME:**

Individuals and Groups, Power and Governance; Civic Ideals and Practices

**Understandings:**

The role the government should play in society.

How much the government should aid its citizens.

What rights citizens have and what responsibilities citizens have.

**Essential Question:**

To what extent and in what ways should the government directly aid and support its citizens?

**Possible Prompts:**

1. The government does many things to help its citizens. For example, they provide money for people who are retired and/or disabled, for groceries and food assistance, for home loans for families who need them. Do you think the government has a responsibility to help citizens who need help in these ways? Why or why not?

**Essential Question:**

What makes people form groups and coalitions? How do people create change in society?

**Possible Prompts:**

1. Why do people choose to become friends or hang out together? Why do you hang out with the people you do? Here? At home?

2. If people have the same problems and issues are they more likely to be able to relate to each other? Why do you think this?

3. Oral/Class Discussion Prompt: Show students the “Migrant Mother” photograph from the *Picturing America* collection. Ask students: “What do you see?” (Allow students time to respond.) “How does this woman make you feel? (her expression, appearance, surroundings)” (Allow time to respond.) “For what purpose might a photographer/reporter use this image?” (Allow time to respond.)

Though not an ‘emphasized’ standard, USII.13 is included in this example to show that all of the standards are resources teachers can be working from and with for their curriculum.

*Use images to bring lessons to life. This 1936 Dorothea Lange photograph of a 32-year-old migrant mother is part of the *Picturing America* collection: picturingamerica.neh.gov*
Daily Prompt:  
Example 2

Standard: USII.15

Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)

A. Fascism in Germany and Italy  
B. German rearmament and militarization of the Rhineland  
C. Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland  
D. Japan’s invasion of China and the Rape of Nanking  
E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

Seminal Primary Documents to Read:

President Franklin Roosevelt, “Four Freedoms,” speech (1941)

Possible Themes for Standard:

Peoples, Environments and Global Connections; Individuals and Groups, Power and Governance; Production, Distribution and Consumption

EXAMPLE THEME:

Individuals and Groups, Power and Governance

Understandings:

How power is used and abused.  
How people gain and maintain power.  
How government is created, structured, maintained, and changed.

Essential Question:

How do leaders gain and use power to control societies?

Possible Prompts:

1. How do people act when they are desperate (starving, no job, no money)?
2. How do people act differently when they are afraid? How does fear change people’s actions?
3. Show students the Four Freedoms paintings by Norman Rockwell. Tell students: Each one of these images is supposed to represent a freedom. Ask: What freedoms do you believe each of these represent? Find it: www.best-norman-rockwell-art.com/four-freedoms.html
4. Oral/Class Discussion Prompt: Show students “Freedom of Speech” by Norman Rockwell from the Picturing America collection. Ask students: “What do you see?” (Allow students time to respond.) “What does the image say to you?” (Allow time to respond.) “What do you think the artist was trying to show in this painting?” (Allow time to respond.)
5. Tell students that President Roosevelt argued for America to help protect the four freedoms—freedom of speech and religion, freedom from want and freedom from fear. Ask students to: Choose one of these freedoms that is important to you. Ask students: Why is this freedom important to you? What would you do if someone tried to take it away?

Detail of a 1943 Works Progress Administration (WPA) poster by Russell Kraus. The Library of Congress has an extensive online collection of these government-sponsored posters, some of which were produced in connection with World War II:  
www.loc.gov/pictures/collection/wpapos/
Great Depression

MINI-UNIT

MINI-UNIT EXEMPLAR

Unemployment, Frustration & Despair: The Great Depression

Unit designed by Erin O’Connor-Silverman (eoconnor@collaborative.org)

This Mini-Unit includes an outline of 6 Lessons.
One related Lesson Plan Exemplar is also available.
See the accompanying CD for additional resources not in this guide, including worksheets, organizers, and student handouts.

Introduction

This unit can be completed in a 7 day format. It can be expanded depending on your classroom environment. It can also be broken down and used in conjunction with a fact-based unit on the Great Depression.

Standards

USII.11

Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

A. restrictive monetary policies
B. unemployment
C. support for political and economic reform
D. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

The Age of Reform: Progressivism and the New Deal

Great Depression MINI-UNIT
### Themes
- CULTURAL IDENTITY
- DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE

### Essential Questions
- How do different perspectives change the way we view history?
- How do events and actions of the past affect the future?
- In what ways do multiple perspectives better inform our understanding of history?

### LEARNING OBJECTIVES
By the end of this Mini-Unit:

### Students should know...
- People suffered deeply as a result of the Great Depression
- The steps or processes used to analyze photographs, songs, lyrics, and/or video
- The consequences of economic situation on everyday life
- The economic and human consequences of poverty
- FDR was elected in 1932 because of his promise to fix the economy
- What “fireside chats” were, including FDR’s “chat” entitled “The Bank Crisis”
- The banking problems as explained by FDR in “The Bank Crisis”
- What FDR did to resolve the banking crisis in 1933
- “Brother Can You Spare a Dime?” is one of the best-known songs of the Great Depression
- Great Depression Era movies including *The Wizard of Oz*

### understand...
- That the publication of Dorothea Lange’s *Migrant Mother*, 1936, had a profound social impact on the American people
- That the relationship (causality) of economic conditions have a direct impact on human conditions
- That FDR and others responded to economic crisis (banking) in a variety of ways
- That FDR’s “fireside chats” helped build confidence in the President’s policies among the people
- That imbalance in the economy creates problems across society
- That actions of the past create problems in the future
- That movies provided Americans with a means to escape reality during the Great Depression

### and be able to...
- Use information and understandings gleaned from classroom activities to produce a one page newspaper demonstrating understanding of learning objectives
Unemployment, Frustration & Despair: The Great Depression

Pre-Assessment
This unit is designed to follow a fact-based unit on the Great Depression. The unit can also be incorporated into an ongoing unit on the Great Depression. It is designed for students who have previous knowledge of the Great Depression. Student readiness should be determined based on their assessments following/during a fact-based unit. Readiness can be determined using a variety of assessment tools prior to the start of this unit. Suggested tools include a graphic organizer/word web or concept/mind map where the teacher gathers and connects facts, ideas and concepts from students prior knowledge or a KWL chart to identify what students already know.

Summative Assessment(s)
Students will use information and understandings gleaned from classroom activities to produce a one page newspaper demonstrating their understanding of learning objectives.

Literacy Across Content Areas

Reading: Lyrics from song, Lange’s explanation of photographs, word wall, FDR fireside chat
Writing: Writing prompts, letter writing, creative writing, worksheets
Listening: Listening to song, watching the Wizard of Oz, class discussions
Speaking: Oral discussions

Students will:
• Use graphic organizers to arrange thoughts during pre-writing activities
• Complete a variety of journal writing activities and writing prompts
• Analyze photographs and write through the perspective of others’ eyes
• Listen to music and analyze lyrics
• Read and/or listen to primary documents, record key ideas using a graphic organizer and discuss with the group
• Write news articles, editorials and advertisements related to the historical time
• Complete exit slips to demonstrate understanding of the lesson
Author’s Note:
My classroom often has individuals independently working while others work as a group. For the creative writing part of this lesson, some students may need either one-on-one with the teacher, while others work with a peer, or individually.

• Use of a variety of resources, materials and instructional strategies
• Individual expression through class discussion
• Inquiry based learning—analyzing historical pictures
• Information processing—The “Write Picture” Worksheet
• Use of graphic organizers and other non-linguistic representations
• Use of a variety of historical sources, texts, video and visuals
• Use of open-ended questions
• Lessons incorporate various learning styles and multiple intelligences
• Flexible cooperative learning groupings

RESOURCES:
Radio          LCD Projector
Television     Internet Access
ELMO

The Wizard of Oz (Film, 1939)
Picturing America Kit, Poster 18-B
History Alive CD (if available), recorded version of ‘Brother, Can You Spare a Dime?’

Dorothea Lange’s 1936 Migrant Mother photographs:
Picturing America, picturingamerica.neh.gov
Library of Congress, Farm Security Administration Collection, Migrant Mother photographs
www.loc.gov/rr/print/list/128_migm.html

FDR Fireside Chat and materials available at EdSitement:
edsitement.neh.gov/view_lesson_plan.asp?id=766#01

Brother, Can you Spare a Dime (Al Jolson recording with period images)
www.youtube.com/watch?v=4F4yT0KAMyo

Mini-Unit Materials:
1. Master List of Mini-Unit Resources
2. Dorothea Lange Photo Set
3. Dorothea Lange’s Explanation of Her Photography
4. The ‘Write’ Picture Worksheet
5. Song/Lyrics: “Brother, Can You Spare a Dime?”
6. Primary Source Analysis Worksheet
7. Great Depression Newspaper Project
(requirements/rubric)

Use with Lesson:
Mini-Unit Resource
Lesson 1 (Exemplar): ‘Write’ Picture
Lesson 1 (Exemplar): ‘Write’ Picture
Lesson 2 (Exemplar): ‘Write’ Picture
Lesson 2: Brother, Can You Spare?
Lesson 3: Escaping the Present
Lesson 4: Messages of Hope
Lesson 5: The Front Page
Unemployment, Frustration & Despair: 
The Great Depression

The 'Write' Picture

Dorothea Lange's 1936 *Migrant Mother*

Students analyze pictures taken by Dorothea Lange. Students will analyze a series of pictures zooming further out with each new picture. Students begin by analyzing the famous *Migrant Mother* photograph (shown above). Students will then become a person in the picture by completing The “Write” Picture worksheet. A class sharing session should follow leading into a class discussion. Students will analyze three more pictures and discuss the added content of each picture. The class will end with a reading of Lange's explanation for taking the pictures as she did. Emphasis should be placed on the idea that the pictures reveal not just the economic causes but the human consequences of poverty. The power and effectiveness of documentary photographs should also be highlighted.

Lesson 1

INTRODUCTORY

History Through Song

“Brother, Can you Spare a Dime?”

Students identify how music plays an important role as a means of expressing ideas and facts. Begin class with a writing prompt / student response using a quote from the lyrics of “Brother Can you Spare a Dime?” The class will follow the writing prompt by listening to the Depression Era song. Begin a discussion on what the song may be about. At this point, a copy of the lyrics should be handed out. The lyrics should be read out loud. Use of the ELMO is a good way to attract the visual learner. Ask students about the meaning and purpose of the song; what is the underlying theme?

Teacher should ask students how the lyrics illustrate the consequences of the Great Depression. The song should be replayed at this point allowing students to better comprehend the message of the song. Repeat the song if necessary. Instruct students to complete a sound recording worksheet. Discuss the importance of music as a means of expression ideas and facts. End class with a brainstorming activity on modern day songs that discuss problems of today.
Lesson 3

**INSTRUCTIONAL**

**Lesson Summary**

**Escaping the Present**

*The Wizard of Oz*

Students analyze how Americans responded to the Great Depression. Begin class with the following writing prompt:

*Imagine your parents are out of work. Your house is full of siblings—the youngest, a baby, is wrapped in a blanket with no clothes underneath. Every day you must stand in line for a piece of bread. How would you feel?*

Ask students if they think that people needed to “get away” during the Great Depression and why/how. Have students brainstorm a list of positive ways to deal with a stressful reality. Guide students towards the idea of movies if not already shared. Inform students that many Americans went to the movie theaters during the Great Depression and used it as a means to escape reality. Briefly instruct students on the movies available during the Great Depression. The class will watch segments from the *Wizard of Oz* (segments should be chosen by the teacher based on ideas that can be used to compare with events of the Great Depression). Stop and discuss ideas and points throughout the viewing. Students should complete a Primary Source Analysis Worksheet (available on the Resource CD).

Lesson 4

**INSTRUCTIONAL**

**Lesson Summary**

**Messages of Hope**

*Franklin D. Roosevelt’s ‘Fireside Chats’*

Students describe the various causes and consequences of the global depression of the 1930s by analyzing FDR’s first Fireside Chat, “The Bank Crisis,” given on March 12, 1933. There are two versions of the speech that are available through the EDSITEment! website link available in the Resources section of this mini-unit. Students will read “The Bank Crisis” out loud, stopping to discuss any key ideas. Students should record the main ideas of the reading on their Primary Source Analysis Worksheet, or the teacher can list student responses on the board. The text of the speech projected using the ELMO is a great way to incorporate technology, and to attract the visual learner. Next, students listen to the speech and record the main ideas or the teacher writes responses on the board. Finally, students should listen to the speech as they read along with the text and record any additional ideas. A discussion involving the difference between listening and reading the speech should follow to help promote understanding of FDR’s fireside “chat” approach. Students will then write letters to FDR as a person living in 1933, responding to his chat. Letters should address the content of the speeches.

This lesson was designed using EDSITEment! resources available at: edsitement.neh.gov/view_lesson_plan.asp?id=766#01
The Front Page

Student newspaper project

Each student creates a one-page newspaper for the wall. Students are responsible to create all articles, graphics and advertisements, which are then pasted to a large piece of poster board or construction paper. Students are instructed to include all parts of a newspaper that might have been written during the Great Depression. In addition to any news articles, classified advertisements, editorials, product advertisements, entertainment articles and *Dear Abby* columns will be created.

Before the beginning of the final product, the teacher should bring in examples of newspaper sections for the students to look at and gain some ideas. It is also a nice idea to find some news articles online from the Great Depression Era so real events can be included. The rubric for this summative assessment should be reviewed carefully with the students so that it can guide their work.
Reflection
TOPIC: The Great Depression

Lesson Plan designed by Erin O’Connor-Silverman

The ’Write’ Picture

Dorothea Lange’s 1936 Migrant Mother

Students analyze pictures taken by Dorothea Lange. Students will analyze a series of pictures zooming further out with each new picture. Students begin by analyzing the famous Migrant Mother photograph. Students will then become a person in the picture by completing The “Write” Picture worksheet. A class sharing session should follow leading into a class discussion. Students will analyze three more pictures and discuss the added content of each picture. The class will end with a reading of Lange’s explanation for taking the pictures as she did. Emphasis should be placed on the idea that the pictures reveal not just the economic causes but the human consequences of poverty. The power and effectiveness of documentary photographs should also be highlighted.

Emphasized Standard

USII.11
Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression. (H, E)

A. restrictive monetary policies
B. unemployment
C. support for political and economic reform
D. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman

Student Progress Monitoring

• Questioning and Feedback (teacher and student)
• The Write Picture handout responses
• Exit ticket responses

Resources

• Resource CD: Teacher-created: The “Write” Picture worksheet
• Resource CD: Dorothea Lange’s Explanation of Her Photography
• Resource CD: Dorothea Lange Photo Set
• Picturing America Website: picturingamerica.neh.gov
  Teachers Resource Book, Page 80; Migrant Mother, 1936 Poster (#18-B)
• Library of Congress, Migrant Mother photo resources, www.loc.gov/rr/print/list/128_migm.html
• ELMO (To display worksheet answers and ideas for students that may need to be accommodated)
• LCD Projector
• Internet Access

See accompanying CD-ROM for resource materials
LEARNING OBJECTIVES

By the end of this Lesson Plan:

**Students should know...**
- That humans suffered greatly as a result of the Great Depression
- The steps or processes used to analyze photographs
- The economic and human consequences of poverty

**understand...**
- That the 1936 publication of Dorothea Lange's *Migrant Mother* had a profound social impact on the American people
- That the relationship (causality) of economic conditions have a direct impact on human conditions

**and be able to...**
- Analyze photographs from the Great Depression
- Complete a “Write” Picture Worksheet
- Participate in class discussions
- Write/Tell a story from the eyes of someone in history
TOPIC: The Great Depression

### Instructional Strategies
This lesson is designed for whole class grouping as well as opportunities for independent work.
- Class discussions offer opportunities for individual expression and sharing of ideas
- Lesson uses a variety of strategies (visual, auditory, tactile) and multiple intelligences strategies to address varied learning styles and reach all learners.
- Modifications could be made for students by reducing the number of images to be analyzed
- Accommodations could include the use of a NEO for writing tasks

### Literacy
**Reading | Writing | Speaking | Listening:**
Students will:
- Analyze photographs, discuss findings with the class and complete journal writing activities
- Answer questions about the photographs
- Read and discuss Dorothea Lange’s explanation of her photography
- Utilize the unit word wall of key vocabulary
- Complete an exit slip to demonstrate their understanding

### TIME

**INSTRUCTION**

9 min **DO NOW | DAILY PROMPT**
- Journal Activity – Ask students to write about why people take photographs
- Ask students to share responses

10 min **HOOK**
- Display Dorothea Lange’s *Migrant Mother*, 1936 picture [from Picturing America]
- Have students share their thoughts about the photograph and why they think Dorothea Lange took this photograph (refer to p81 in *Picturing America: Teachers Resource Book* for sample discussion questions)
- Record students’ responses on the board or chart paper

6 min **PRESENTATION** (beginning)
- Explain to students that they will be analyzing a photograph from 1936 titled *The Migrant Mother*
- Pass out The “Write” Picture handouts
- Review key vocabulary, The “Write’ Picture handout and clarify directions

25 min **PRACTICE AND APPLICATION** (middle)
- Explain to the students that they will be given several minutes (time can vary depending on group dynamics) to complete step one “Sight.” The objective of this step is for the student to just write all that they can see. Instruct students to “write all that they see.”
PRACTICE AND APPLICATION, Continued

- When all students are ready, instruct the class to complete step two “Become.” Have the students pick one person in the photograph that they want to use. (Because of the photograph used, students will mainly choose the mother to become. Some creative students may choose one of the children, even though their faces are turned away from the camera). Remind students to use the title of the photograph to help guide their writing. The teacher may have to steer students through this step encouraging them to use their imagination about what is going on in the woman’s mind. Give students time to complete their activity.

- Have students volunteer to share their work. Try to have as much of the class share as possible. Use student’s answers/writing to sway the conversation towards the origins of the photograph. Include the following ideas: What does the expression on the woman’s face say? speculation on why the children turned away? why the photograph was taken so close?

- Explain to students that you will now share an additional four photographs taken by Dorothea Lange that day in March of 1936. Photographs can be found at the Library of Congress website: www.loc.gov/rr/print/list/128_migm.html.

- Display the next picture (photograph 4). Have students point out what they see. Guide students towards the newly seen background and the faces of the children. Also steer the discussion toward the appearance of the mother and children. Make a special note of the shoes on the baby’s feet.

- Display photograph 3. Encourage the class to pick up on additional objects in the picture. Emphasize the plate, which is empty. Draw connections to the human suffering associated with an empty plate.

- OPTIONAL: Display photograph 2. Mother is nursing. Individual teachers can choose whether or not to include this picture. Again, ask questions related to the picture.

- Display final photograph (photograph 1). Have students point out what they see. Guide questions towards the purpose of the tent, additional people in the picture, and the environment around the tent.

REVIEW AND ASSESSMENT (end)

Students complete exit tickets answering the following questions in their own words:

- What is the most important thing we discussed today?
- What was the most confusing idea presented today?
- How do economic conditions have a direct impact on human conditions?

EXTENSION

Read Lange’s explanation for taking the pictures the way she did. Explain that the photographs were published in newspapers throughout the country. The fact that the workers who put food on American tables could not feed themselves shocked the people of the United States. The pictures reveal not just the economic causes but the human consequences of poverty. The power and effectiveness of documentary photographs is also highlighted. Discuss the relationship of economic conditions and the direct impact on human conditions.
African Americans and the Great Migration

1900-1940

TOPIC: The Great Migration

Lesson Plan designed by Kelley Brown

The Great Migration

Students will analyze Jacob Lawrence’s Migration Series in order to understand what migrants left behind, what they brought with them, and what they found when they arrived. Students begin the lesson by looking at Picturing America Collection Image #57 and reading a short summary of the Great Migration. Students then predict connections between the painting and the Great Migration. Students then look at 9 images from the collection and attempt to identify the subject and put them in order according to where they fit within the Migration Series. Students then examine more of the work on the Phillips Collection website. Students will also read and analyze a series of letters sent to The Chicago Defender from southerners inquiring about coming north, as well as letters and interviews from migrants who have already made the journey north. Using a graphic organizer they will organize their observations from the images and documents into three categories: 1.) What migrants left behind; 2.) What skills, hopes and values they brought with them, and; 3.) What they found when they arrived. Students will complete the lesson by creating a visual drawing of their own on a map of the United States demonstrating the most significant pieces of each of the three categories.

Emphasized Standard

USII.9
Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H

USII.10
Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. (H

Student Progress Monitoring

• Do Now/Hook activity Part 1—writing prompt related to Jacob Lawrence print #57
• Formative: Interactive discussions, Part 1 and Part 3 organizing images, Part 2 letter/interview activity, Part 4 graphic organizer
• Summative: Map art activity

Resources

• Picturing America: picturingamerica.neh.gov
  Jacob Lawrence Print: Migration Series #57
• The Migration Series (The Phillips Collection)
  www.phillipscollection.org/migration_series
• Kelley Brown’s Great Migration Art Lesson website:
  sites.google.com/site/greatmigrationartlesson/home
• Teacher resources and handouts from the website:
  1. Great Migration Chart
  2. Great Migration Map Canvas
  3. Migration Series images
  4. Primary documents (letters and interviews)
  5. Great Migration Summary
• Colored pencils or other materials students may use to draw on their final product.

Optional:
• Student web access to lesson plan and resources on Great Migration Art Lesson/Google site.
• Projector and laptop with internet access or laptops for student group work.

See accompanying CD-ROM for resource materials
## The Great Migration

*The Age of Reform: Progressivism and the New Deal*

### Essential Questions
- Why do people leave home?
- How do hopes, values and traditions shape people’s actions?
- How do people adapt to change?

### Themes
- TIME, CONTINUITY, AND CHANGE

### Vocabulary
- Migration
- Great Migration
- Push and pull
- Jim Crow South

#### LEARNING OBJECTIVES

By the end of this Lesson Plan:

<table>
<thead>
<tr>
<th>Students should know...</th>
<th>understand...</th>
<th>and be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following terms:</td>
<td>The causes and effects of the Great Migration</td>
<td>Evaluate the reasons why people left the South during the Great Migration</td>
</tr>
<tr>
<td>A. Migration</td>
<td>Why people move and leave their homes behind</td>
<td>Identify what values and culture people brought with them to the North and West</td>
</tr>
<tr>
<td>B. Great Migration</td>
<td>Why people resist change</td>
<td>Analyze the resistance and racism African Americans faced in the North and the West and how it was different from and similar to the South</td>
</tr>
<tr>
<td>C. Push and pull</td>
<td>How people adapt to change in different ways</td>
<td></td>
</tr>
<tr>
<td>D. Jim Crow South</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The geographic migration patterns of the Great Migration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Strategies

Grouping: Whole Class, Partners, Independent
Access for All: PYD/CRP, Accommodations, Modifications

Notes:
- Students have the opportunity to do individual work as well as work with partners and the entire class.
- The topic of the Great Migration and the migration of people connects to students’ lives.
- Several discussion questions ask students to connect the material back to their own lives and opinions.
- Multiple intelligences are used to complete this lesson and choice of materials can be changed to accommodate different student strengths and abilities (images, letter length, reading level, note-taking, drawing and writing).
- Modifications could be made for students by eliminating parts (or volume) of the lesson activities but maintaining the same learning objectives.

Literacy

Reading | Writing | Speaking | Listening:
- Word wall used to post vocabulary
- Pre-reading strategies used for analyzing paintings and introducing letters
- Note-taking on letters used through a graphic organizer
- Note-taking through the use of art and images used in the “Student Canvas” Activity
- Several student discussions allow students to predict, analyze and summarize information about the different documents.

TIME

10-15 min

INSTRUCTION

This is a multi-day lesson and times can be adjusted to fit program schedules.

DO NOW | HOOK

Have students view the Jacob Lawrence Migration Series Print #57 from the NEH Picturing America collection (picturingamerica.neh.gov). Students should complete the following writing prompt about the image to begin class.

1. What do you see?
2. What do you think this person is doing? Why?

Allow students to share responses in an interactive discussion. Do not give students an interpretation but allow their responses to stand. (They can view the image later in the lesson and see other interpretations and Lawrence’s intentions.)
PRESENTATION (beginning)

As class or individually read the brief overview of the Great Migration on the Great Migration Art Lesson website (see below). If you are not using the site, distribute to students a brief summary on the Great Migration contained on the Resource CD. If reading or having students read is not the best option, teacher should give students a brief explanation of the Great Migration. Use the following question to connect the “hook” image with the topic for the day:

1. Based on the brief summary above and the title of the Jacob Lawrence painting, in what ways might the painting connect to the Great Migration?

Allow students to share responses in an interactive discussion. This time, help students draw accurate connections if they struggle with the relationship between the Great Migration and the Lawrence painting.

Post the 4 key vocabulary words and discuss their meaning.

PRACTICE AND APPLICATION (middle)

1. Ordering the Images and Exploring the Paintings

Lawrence painted 59 images of the Great Migration. He painted them in an order which he believed followed the journey of migrants from 1914-1919. When Jacob Lawrence created these paintings he did so in several series/groups to depict the different parts of the journey from south to north or west. (9 selected paintings are on the website under Task 2, or the CD.)

- Divide students into small groups
  (2-3 people; can be done individually if group work is not an option)
- Within groups, students should look at the 9 selected paintings from the Lawrence collection
- Either distribute cards showing the paintings, show the 9 paintings on a SmartBoard screen using a projector*, or allow student groups to use a computer to view the images through the Great Migration Art Lesson website (see below). Give student groups the following directions:

Instructions:

When Lawrence created these paintings he placed them in order to correspond with the journeys of migrants from beginning to end. You will see 9 images. All of them are from different parts of the migrants’ journeys.

1. Decide, as a group, what you believe each painting is attempting to portray about the Great Migration.

2. By looking at the images (or image cards), place the paintings in the order you think they belong from beginning to end.

*If you use a SmartBoard in your classroom this would be a fun kinesthetic activity for students if you placed the images in random order on the screen and asked students to come to the board and rearrange them in the order they thing they belong. For the low-tech version, just make cards out of the images and have students arrange on their desks.

Great Migration Art Lesson Website: sites.google.com/site/greatmigrationartlesson/home
**TOPIC:** The Great Migration

**TIME**

2. **Voices of the Great Migration: Letters and Interviews**

During this step, students will explore letters and interviews from the voices of people experiencing the Great Migration. Students will analyze the letters for evidence of what migrants left behind in their southern towns and cities, what hopes, values and skills migrants brought with them to the North, and what they found and experienced when they arrived in the North.

- Distribute letters and interviews to students in a document packet.*
  (Students could complete this activity in small groups (2-3) or individually, depending on teacher preference.)

- Distribute three colors of highlighters/colored pencils to each group/student.

- Pre-reading brainstorm: Before reading the letters explain to students that most of these letters were either written to northern newspapers before people traveled north or written to family and friends back home from African Americans who had already traveled north. Ask students: “What do you think these letters will focus on? What types of things do you think their authors will say or ask?”

- Teacher should choose one letter/document to review with the entire class. As a class, read the document and highlight: a.) what migrants left behind in their southern towns and cities; b.) what hopes, values and skills migrants brought with them to the North, and; c.) what they found and experienced when they arrived in the North. Use a different color for each category.

- Instruct students to read the remaining letters and documents highlighting evidence of what migrants left behind in their southern towns and cities, what hopes, values and skills migrants brought with them to the North, and what they found and experienced when they arrived in the North, using a different color for each category.

* Number of documents should be determined by the teacher to fit the skill level of the class and individual students. A packet of documents is available on the Great Migration Art Lesson website (see below). Additional resources are available at this University of Illinois site: www.gisforhistory.org/projects/greatmigration

**Differentiation:**

Teacher should read all letters and identify which letters would fit best with which students’ reading and skill level. Teacher should also decide the number of letters to give to each student based on cognitive readiness. If a student or students cannot read the letters the teacher could distribute photographs and letters or have students read to each other or have letters pre-recorded for listening. The photographs available through the Phillips Collection (www.phillipscollection.org/migration_series) would allow students to be able to identify the same categories as the letters.

**Great Migration Art Lesson Website:** sites.google.com/site/greatmigrationartlesson/home
3. Exploring the Migration Series Collection

Reminder: A walk-through of this assignment is available at the Great Migration Art Lesson site.
sites.google.com/site/greatmigrationartlesson/home

This website gives students instructions on all of these activities.

- With their groups (or as a class), students should go to the Phillips Collection Jacob Lawrence Migration Series website at www.phillipscollection.org/migration_series. If doing as a class, teacher should go to the site with the LCD projector.

You will see a brief flash introduction.

- Beneath the flash image, click on or have students click on Experience the Migration Series, (also located at www.phillipscollection.org/migration_series/flash/experience.cfm)

Here you will see Jacob Lawrence’s Migration Series moving across the page. This flash video shows many of the 59 paintings in order. If you place your cursor on top of the image, you will see a brief description of the painting.

- Students can explore the images or you can explore them as a class. (Students can also check the 9 images from above. Did they have them in the correct order?)

4. Great Migration Graphic Organizer

- Distribute the Great Migration Chart to student groups.

- Based on the paintings viewed and the documents highlighted, students should fill in the chart adding at least 5 things to each column.

- Once they have filled in as many ideas as possible into each column, they should click on the Journey with the Migrants tab on the top of the image window. Through these additional photos and additional text they should be able to fill in more information to complete their charts and verify some of the information they have already found.

Scaffolding:
The Great Migration Chart allows for scaffolding because it asks the students/class to revisit the material from the two previous steps and take notes on that information through the use of a graphic organizer.

Don’t miss the web links in this section!

Great Migration Art Lesson Website:
sites.google.com/site/greatmigrationartlesson/home
The final task involves students creating some art work of their own! They will need their completed Great Migration Chart.

- Distribute the Great Migration Map "Canvas" Handout or have students print it out on their own.
- Students should use their completed Great Migration Chart to complete the following activity on the Great Migration Map “Canvas.”

**Instructions for Map Art Activity**

1. Choose the 3 most significant things that people left behind and draw a representation of those things in the southern United States.
2. Choose the 3 most significant things that people found and experienced in the North and draw a representation of those things in the Northern destinations.
3. Choose the 3 most significant values, hopes and skills that people brought with them and draw a representation of those things along the dotted line footpaths.

**Gallery Walk**

To end the lesson students should be able to view each other’s work. Teacher could use a gallery walk, small group sharing, full group presentation, or any other format that would allow students to view other students’ work.

Collect student writing responses, charts, and canvases to gauge student success at learning objectives.

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**Differentiation:**

*If some students struggled to complete their chart, the teacher should review the chart as a whole class or have students share charts and add more.*

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**Great Migration Art Lesson Website:** sites.google.com/site/greatmigrationartlesson/home
20-30 min EXTENSION

To prepare for discussion have students write (or think about) a brief response to one or all of the following questions.

- What is the most significant reason people left the South during the Great Migration? If you were in the position of the migrants would you have been willing to leave for that reason?
- Based on the paintings you explored, what do you think the migrants valued? What was most important to them in their lives? Do you share those same values?
- Based on the paintings you explored what resistance and racism did African Americans face in the north and the west when they arrived? How was it different from and similar to the racism they faced in the Jim Crow south?
- Why do you think Jacob Lawrence chose to paint these images when he did? Who do you think was the intended audience? Why create such a large collection about one topic?

Once students have written (or thought about) responses to the question(s), allow students to share responses with the class. Ask students if they agree, disagree or have comments on others’ answers. If you want smaller group discussions you can ‘jigsaw’ students, placing them into groups with students who answered different questions.

Differentiation:

When engaging in the extension questions, students could be assigned different questions based on cognitive readiness. Questions could also be broken down into small questions to match student readiness. Students should be given questions that are appropriately challenging but that assure some level of success.
A Brief History of the Holocaust

Unit designed by Vincent Tringale (Vindatwig_99@yahoo.com)

This Mini-Unit includes an outline of 6 Lessons.
See the accompanying CD for additional resources not in the book, including worksheets, organizers, and student handouts.

Introduction
This unit is designed for long term treatment programs. The intended duration is a minimum of two weeks of classes.

In this unit, students explore a variety of resource—texts, images, photos, videos and other artifact—to learn more about the Holocaust. Students explore a range of print and non-print resources to identify and understand the universal lessons of the Holocaust.

Standards
USII.15
Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)
A. Fascism in Germany and Italy
B. German rearmament and militarization of the Rhineland
C. Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland
D. Japan’s invasion of China and the Rape of Nanking
E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences

This World History II standard is also referenced:
WHII.26
Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews. (H)
LEARNING OBJECTIVES

By the end of this Mini-Unit:

**Students should know...**

- The locations of Germany, Poland, the Soviet Union, Romania and Czechoslovakia and that these are countries where many of the victims of the Holocaust came from
- Identities of important Nazis such as Hitler, Himmler, Goebbels, Goering, and Eichmann and their role in the Holocaust
- Locations of the “Death Camps” of the Nazis (ex. Auschwitz, Belzec and Chelmno)
- The following words: Einsatzgruppen, ghetto, pogrom, anti-semitism, genocide
- What other groups, in addition to Jews, were targeted for extermination by the Nazis
- People who helped to save Jews from extermination (ex: Irena Sendler, Oskar Schindler, etc)
- The events surrounding the Nuremberg Laws, the invasion of Poland, the rounding up of ghetto inhabitants, the Krakow Uprising, the Liquidation of Krakow’s ghetto, the Babi Yar Massacre, the treatment of prisoners in camps and methods of execution

**understand...**

- The ideas and justifications given for anti-semitism in Germany
- Why the Holocaust must be remembered by citizens of all nations as one of the first modern examples of genocide on our planet
- How the Nazis used deception and fear to paralyze many people into NOT standing up against them and allowing their actions to be tolerated by the people
- The attitudes of countries around the rest of the world, and specifically American reactions to what was going on throughout these events
- That a quicker reaction by world powers could have saved many more people

**and be able to...**

- State an opinion on why it is important to study the Holocaust
- Explain why the Holocaust was the worst crime in the history of civilization
- Examine the role of propaganda in perpetuating Goebell's “Big Lie” about the Jews, “Stab in the Back” theory, belief in the power of Aryan Supremacy
- Identify the size and scope of the Holocaust
- Explain how the Nazis were able to accomplish the Holocaust
- Empathize with the experience of the “unwanted” in Nazi Germany
- Evaluate the reasons for the risks people took to help Jews and other targeted groups

**Themes**

- TIME, CONTINUITY AND CHANGE
- PEOPLES, ENVIRONMENTS AND GLOBAL CONNECTIONS
- INDIVIDUALS AND GROUPS, POWER AND GOVERNANCE

**Essential Questions**

- As citizens of the world, why is it important for us to understand the events of the Holocaust?
A Brief History of the Holocaust

Pre-Assessment
Students will be asked to compose a KWL chart on everything that they have ever heard about the Holocaust. Any story that they can share or have heard about the event will be used. Students will be asked if they can identify who the perpetrators and victims of this crime were.

Formative Assessment
- Holocaust Powerpoint worksheet
- Discussion based on student review of the photo essay
- Map worksheet (to be designed by teacher)
- Movie watching exercise—students to write 5 things they learned from watching the movie that day (done each day that any part of the movie is shown)
- Teacher could also use Motion Picture Analysis Worksheet

Summative Assessment
Students will take a final quiz, answer questions and write an essay to demonstrate understanding of the Holocaust.

Students will....
- Read, discuss and write about images and information presented in the Holocaust Powerpoint presentation provided by the Unit designer
- Define and use key vocabulary
- Engage in class discussions about the Holocaust
- Have opportunities for "quick writes" and will compose a final essay to demonstrate their understanding of the Holocaust
Access for All

Author’s Note:
Some books referenced in the resource list are personal copies. I would be willing to provide copies of documents or pictures upon request.

RESOURCES:
Time Life Books: WWII (ISBN #1566199841)
Night; Historical Atlas of the Holocaust; Weisell, Ellie (ISBN #0553272535)
The Complete Idiot’s Guide to World War II; Maus (ISBN #1592572049)
Forging Freedom; Author Unknown. (ISBN #0399234349)
Number the Stars ; Lowry, Lois (ISBN #0440227534)

Schindler’s List (Film, 1992. Please note, this film is ‘R’ rated)
The Courageous Heart of Irena Sendler (Hallmark Hall of Fame/CBS-TV movie, 2009)
Picturing America Kit, Poster 18-B; also: picturingamerica.neh.gov
Pre-World War II Map: W.W. Norton & Company www.wwnorton.com/college/history/ralph/resource/wwii.htm
Many additional resources, including information about and images of camp badges, can be found by searching the U.S. Holocaust Museum website: www.ushmm.org

Auschwitz blueprints: BBC News news.bbc.co.uk/2/hi/8224666.stm
Holocaust photos: Shamash—The Jewish Network shamash.org/holocaust/photos (teacher resource only, NOT recommended for student use)

Mini-Unit Materials:
1. Master List of Mini-Unit Resources
2. Understanding the Holocaust pre-assessment
3. Holocaust Powerpoint presentation
4. Holocaust Powerpoint questions
5. Norton & Co. Pre-WWII Map (www.wwnorton.com)
6. 1942 German Administration Map (www.ushmm.org)
7. Auschwitz Blueprints (4)—BBC News (news.bbc.co.uk)
8. Schindler’s List information sheet
10. Primary Source Analysis Worksheet
11. Holocaust Quiz and Essay Question assessment

Use with Lesson:
Mini-Unit Resource
Lesson 1: Understanding/Holocaust
Lesson 2: Nazis’ Greatest Crime
Lesson 4: Map of Destruction
Lesson 5: Heroic Actions
Lesson 6: Accounting/Holocaust
A Brief History of the Holocaust

Lesson 1

Understanding the Holocaust

Day 1—Students will be asked to complete a pre-assessment worksheet (Understanding the Holocaust) focusing on their accumulated knowledge of the Holocaust. The students should be aware of the essential question for the Unit: As citizens of the world, why is it important for us to understand the events of the Holocaust?

Day 2—Students will be asked to give general information that they know about the Holocaust as well as answer specific questions, some related to key vocabulary.

Lesson 2

The Nazis' Greatest Crime

After the worksheet and introductory questions to the unit have been asked, students will review a Holocaust PowerPoint presentation that will focus on giving more detailed information for the overall unit (this may take more than one day) using discussions with each slide. The presentation will ask the students to identify the main Germans responsible for the Holocaust, understand the geography of Eastern Europe, the groups who became victims to the Holocaust, methods used to perpetrate the destruction, etc.

By the end of the presentation the students should come away with a better appreciation for the size and scope of the Holocaust as well as an understanding of how it was executed by Germany and why it is important to study it.
Lesson 3

Seeing is Believing

Students will be asked to examine a photo essay compiled by the Germans. (Teachers should warn the class that some of the pictures are extremely graphic and violent). This essay can be found in *Time-Life Books: History of the Second World War* and is titled “The Holocaust” (pages 134 to 157). The teacher should ask the students how they feel about the pictures that they are seeing. The purpose of this lesson is to get the students emotionally involved in the unit and make them understand what the prisoners of the Holocaust went through.

Due to the nature of some of these pictures a discussion with the program director and clinical staff is suggested prior the lesson.

Lesson 4

A Map of Destruction

Students will complete a geography lesson taken from the maps in the book *Historical Atlas of the Holocaust* (Pages 12-13 and 33); similar maps are also available online from sources listed the Resources section for this Mini-Unit. The teacher should produce copies of map of Europe, pre-WWII and the map of German Administration of Europe, 1942, and blue prints of the Auschwitz camp (also on the Resource CD). Information about the camp badges may also be distributed. This available on page 23 of the *Atlas*, or on the U.S. Holocaust Memorial Museum website at www.ushmm.org. The students should use these maps to appreciate the systematic way the Germans went about achieving the overall goals of the Holocaust. The teacher should create a worksheet at the end of the lesson focusing the questions on the maps used during the lesson.

This lesson can be expanded upon!
Heroic Actions

Schindler’s List

Students will watch Schindler’s List. This movie will allow the students to appreciate the hardships that the prisoners went through, the cruelty of the Nazis, and the heroic actions of the people who tried to fight back against the system. Students should understand that Oskar Schindler had set out to make money from the war, not to save Jews. By the end of his time though, he was fully committed to making sure the Jews who worked for him were saved. This change in his heart is at the heart of the movie and very important for understanding the unit. At the beginning of the lesson the teacher should review which chapters will be reviewed that day and have students write at least five things down they witnessed in their viewing. The teacher should stop the movie ten minutes prior to the end of class to discuss what they wrote.

Warning to teachers: This movie is rated R and is extremely graphic, contains nudity and swearing. Before showing this film, teachers should clear it with the necessary administrators and clinicians at their programs.

The Courageous Heart of Irena Sendler

This Hallmark Hall of Fame movie, which aired on CBS network TV, may be used as an alternative if you are unable to show Schindler’s List.

Accounting for the Holocaust

Students take final quiz and write guided essay (students may need additional time to make final edits to their essay).
Reflection
The Civil Rights Movement Through Music

Unit designed by Kelley Brown, based on an idea by John Garrells

This Mini-Unit includes an outline of 6 Lessons.
Two related Lesson Plan Exemplars are also available:
  Exemplar 1 · LESSON 4—Instructional: The Dream
  Exemplar 2 · LESSON 6—Culminating: Sing it Loud!
See the accompanying CD for additional resources not in the guide, including worksheets, organizers, and student handouts.

Introduction

This unit can be completed as planned below in a five day format, or may be expanded into a longer unit, depending on the duration that works for your program.

Each of these lessons can be expanded to further develop the concepts involved. The lessons should be tailored to the specific needs for your site and resources that are available.

Each individual lesson can be used individually, without the other lessons that are included. The unit may also be divided into 2 or 3 mini-units depending on the needs at your site.

Standards

USII.9
Analyze the post-Civil War Struggles of African Americans and women to gain basic civil rights

USII.25
Analyze the origins, goals and key events of the Civil Rights movement

Seminal Primary Documents to Read:
  Reverend Martin Luther King’s, “I Have a Dream” speech and his Letter from Birmingham City Jail (1963)
  President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

USII.26
Describe the accomplishments of the Civil Rights movement. (H, E)
A. the 1964 Civil Rights Act and the 1965 Voting Rights Act
B. the growth of the African American middle class, increased political power, and declining rates of African American poverty
### Themes
- **Cultural Identity**
- **Development and Exchange**
- **Time, Continuity and Change**
- **Individuals and Groups**
- **Power and Governance**
- **Civic Ideals and Practices**

### Essential Questions
- How does power affect cultural relations and cultural change?
- How does racism play a role in American society?
- Why is it difficult to change social behavior, practice, and tradition?
- How is power gained, used, and justified?
- How and why do people create effective change?
- Why do some people gain rights and others do not?

### Learning Objectives

#### By the end of this Mini-Unit:

**Know**
- The strategies promoted by the following people to the movement for Civil Rights for African Americans
  A. W.E.B. Du Bois
  B. Marcus Garvey
  C. Booker T. Washington
  D. Robert Kennedy
  E. Martin Luther King, Jr.
  F. Thurgood Marshall
  G. Rosa Parks
  H. Malcolm X
- The purpose and actions of the National Association for the Advancement of Colored People (NAACP)
- The basic facts and significance of the following events:
  A. Brown v. Board of Education (1954)
  B. 1955-1956 Montgomery bus boycott
  C. 1957-1958 Little Rock school crisis
  D. Early 1960s sit-ins and freedom rides
  E. 1963 civil rights protest in Birmingham
  F. 1963 March on Washington
  G. 1965 Civil Rights protest in Selma
  H. 1968 assassination of Martin Luther King, Jr.
- Problems African Americans faced after the Civil War
- Goals of the Civil Rights movement
- Methods used by Civil Rights activists and politicians to achieve gains in civil rights
- Reasons for and the results of the March on Washington

**Understand**
- How power affects cultural relations and cultural change
- How racism plays a role in society
- Why it is difficult to change social behavior, practice, and tradition
- Why people create change
- Why some people gain rights and others do not
- Why some strategies to create change are effective and why some are not

**And be able to...**
- Identify and analyze the key problems African Americans faced between 1865 and 1965
- Evaluate the actions of local, state, and federal governments toward African Americans
- Identify the key leaders, institutions, and events associated with the movements for civil rights for African Americans
- Analyze the origins of the Civil Rights movement
- Evaluate the goals and accomplishments of the Civil Rights movement
- Read and identify the significance of MLK’s “I Have a Dream” speech
- Describe the accomplishments of the Civil Rights movement
- Analyze the factors that created change in the Civil Rights movement

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**Civil Rights MINI-UNIT**
Pre-Assessment

- During the first lesson students will be asked to brainstorm a list of problems African Americans faced prior to the Civil Rights movement and throughout history.
- Teacher may also want to use a KWL chart as part of the mini-unit to help assess learning throughout the unit.

Summative Assessment(s)

“Sing it Loud!” CD project will ask students to demonstrate their knowledge and success in reaching the learning objectives by completing a CD project in Lesson 6. For their CD, students will create one original track that must include a series of things. Students will:

- Create a cover for the CD with images and words that represent the movement
- Choose three of the songs studied in class to include on their CD
- Create a booklet insert that briefly explains the relationship of each song to the Civil Rights movement
- Choose one quote from each song that they believe best represents the struggle for change

Project requirements are detailed in the Lesson Plan Exemplars section (Exemplar 2: Lesson 6) for the Sing it Loud! Mini-Unit.

Project materials are included on the U.S. History II Instructional Guide CD.

Students will....

- Read, watch and listen to the “I Have a Dream” speech by Martin Luther King Jr. and use a guided reading approach to analyze and understand the speech
- Read and listen to music connected to the Civil Rights Movement
- Write lyrics to their own song as part of the final project
- Identify songs and lyrics that meet certain characteristics to complete the final project
- Use graphic organizers to look at problems for African Americans and to organize their final project for the mini-unit.
- Complete “do now” writing prompts to begin each lesson and discuss their answers at the beginning of class
This Mini-Unit addresses the study of the Civil Rights Movement from a multi-sensory approach using music, video, art and primary documents.

The lessons include direct instruction and student-centered learning. Students are guided to make connections between the curriculum and their own lives. They will have the opportunity to analyze music and create music of their own. The lessons are ‘scaffolded’ so students will gain access to material and have the opportunity to demonstrate understanding in multiple ways.

RESOURCES:

Teachers will need to create a graphic organizer for the leaders activity in Lesson 2 using the leaders listed in the standard.

Martin Luther King’s “I Have a Dream” speech, video and transcript
www.mlkonline.net/video-i-have-a-dream-speech.html

Poem, “WEB and Booker T” by Dudley Randall
www.poetryoutloud.org/poems/poem.html?id=177161

Lyrics and music file for Bob Dylan’s “Blowin’ in the Wind”

Music for longs referenced in lessons may be accessed online at site such as:
www.playlist.com and grooveshark.com

Mini-Unit Materials:
1. Master List of Mini-Unit Resources
2. Problems Faced—Graphic Organizer
3. Lyric—Blowin’ in the Wind (1962, Bob Dylan)
4. The Dream—Visual Project Instructions
5. The Dream—Visual Organizer
6. The Dream—Guided Reading Teacher Instructions
7. The Dream—Speech Text with Stops
8. The Dream—Student Speech Handout
9. Lyrics—Say It Loud (1968, James Brown)
10. Lyrics—Pride (In the Name of Love) (1984, U2)
11. Lyrics—Freddie’s Dead (1972, Curtis Mayfield)
12. Lyrics—Going Down to Mississippi (1964, Phil Ochs)
14. Lyrics—Only a Pawn in their Game (1964, Bob Dylan)
15. Lyrics—Keep on Pushin’ (1964, Curtis Mayfield)
16. Lyrics—The Ballad of Medgar Evars (1964, Phil Ochs)
17. Sing It Loud—CD Project Description
18. Sing It Loud—CD Project Organizer
19. Sing It Loud—CD Project Rubric

Use with Lesson:

Mini-Unit Resource
Lesson 1: Keeping It Real
Lesson 3: How Many Roads?
Lesson 4/Exemplar 1: The Dream
Lesson 4/Exemplar 1: The Dream
Lesson 5: Keep On Pushin’ On
Lesson 5: Keep On Pushin’ On
Lesson 5: Keep On Pushin’ On
Lesson 5: Keep On Pushin’ On
Lesson 5: Keep On Pushin’ On
Lesson 6/Exemplar 2: Sing It Loud
Lesson 6/Exemplar 2: Sing It Loud
Lesson 6/Exemplar 2: Sing It Loud
Lesson 1

INTRODUCTORY

Lesson Summary

**Keeping it ‘Real’**

**The Power of Music: Racism in America from 1865-1965**

Students begin with a writing prompt quote from a song from the unit. During the lesson students discuss what makes a song “real” and powerful. Students will then share the most “real” song they know. Class will brainstorm a list of characteristics. The teacher will inform students that they will be using music during this mini-unit to explore the struggles of African Americans from 1865-1965. Students will brainstorm a list of problems for African Americans. Teacher will distribute list of major problems for African Americans. Finally students will predict the problems that people would face in trying to change those problems.

Lesson 2

INSTRUCTIONAL

Lesson Summary

**Don’t Know Which Way to Go**

**Changing America: Leaders take different approaches to change**

Students begin with a writing prompt quote from Tupac’s song, *Changes*. (Or any other song that talks about making change that the teacher feels is appropriate.)

> We gotta make a change...  
> It’s time for us as a people to start makin’ some changes.  
> Let’s change the way we eat, let’s change the way we live  
> and let’s change the way we treat each other.  
> You see the old way wasn’t working so it’s on us to do  
> what we gotta do, to survive.

Class reviews the problems introduced in lesson 1. Students read the poem “WEB and Booker T” by Dudley Randall to begin to look at the approaches taken by different leaders for change. Give students a graphic organizer with brief descriptions of each of the leaders identified and their approaches for change. (See leaders listed in USII.9 and USII.25.) On the organizer students can identify the potentially positive and negative aspects of their ideas and methods.
Lesson 3

How Many Roads Must a Man Walk Down?

Actions for Civil Rights: The Road Taken

Students begin with a writing prompt quote from “Blowin’ in the Wind.”

*How many years can some people exist, before they’re allowed to be free? And how many times can a man turn his head, and pretend that he just doesn’t see?*

Students listen to the song, “Blowin’ in the Wind” and discuss the lyrics and their intentions. Class reviews their ideas for which leaders’ ideas they thought would work to create change. Teacher introduces the key goals and approaches to the Civil Rights movement including approaches through the courts, the president, local organizing, and national publicity. Students take down notes on key events that fit into each of the categories (or teacher could provide hand out). There is a lot of room for extension in this lesson. Teachers could use images, or short videos to show the key events listed in the standards in more detail. Teachers could use one of the 2 video programs provided by Teaching Tolerance (The Children’s March, The Civil Rights Movement). Teachers could also access the many Civil Rights websites provided in the resources section to have students further explore the key events listed in the standard USII.25.

Lesson 4

The Dream (2 days)

*I Have a Dream: Martin Luther King Jr. and his “Dream”*

Students begin with a writing prompt quote from King’s I Have a Dream speech:

*My country ’tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim’s pride, From every mountainside, let freedom ring!*

Students do a guided reading activity to explore the speech and understand its significance in the Civil Rights movement. Students also listen to King’s speech and/or watch King’s speech to see it delivered. Students use reflection questions to guide class discussion. Students create visual collages that represent the key messages of the speech.

* These words in King’s speech referenced the well-known song, ’My Country, ’tis of Thee,’ also known as ‘America,’ written in 1831 by Samuel Francis Smith
CHAPTER 7 • EXEMPLARS: Mini-Units and Lesson Plans

The Civil Rights Movement Through Music

Mini-Unit LESSON SUMMARIES

Lesson 5 INSTRUCTIONAL

Keep On Pushin’ On

Resistance to Change: Violence, Reaction, and the Continued Struggle

Students begin with a writing prompt quote from Say It Loud (I’m Black and I’m Proud)

Some people say we’ve got a lot of malice
Some say it’s a lot of nerve
But I say we won’t quit moving until we get what we deserve
We have been bucked and we have been scorned
We have been treated bad, talked about as just bones
But just as it takes two eyes to make a pair, ha
Brother we can’t quit until we get our share

Teacher explains the resistance and violence that people faced during the Civil Rights movement. Students read and listen to several songs (divide them up within the class). Possible songs include: Say It Loud, Pride (In the Name of Love), Freddie’s Dead, Going Down to Mississippi, Blowin’ in the Wind, Hurricane, Only a Pawn in their Game, Keep on Pushin’, The Ballad of Medgar Evars. (There are many civil rights era /themed songs that address the resistance people faced—any would be fine.)

Students should read songs looking for examples of resistance: what are people fighting, how does the song encourage people to “keep on pushin’?” Class listens to songs through Grooveshark.com, Playlist.com or some other online radio program. Class completes lesson by creating an acrostic poem for the word change (either as a group, individually, or each student could take one letter)

Lesson 6 CULMINATING

Sing it Loud!

Students begin with a prompt on the significance of the Civil Rights movement to them. As the final product for this mini-unit students create a CD soundtrack for the Struggle for Civil Rights. For the CD students will create one original track that must include a series of things. They must create a cover for the CD with images and words that represent the movement. Students will choose 3 of the songs studied in class to include on their CD. Students will create a booklet insert that briefly explains the relationship of each song to the civil rights movement. They must also choose one quote from each song that they believe best represents the struggle for change.

Lesson Plan Exemplar 2

Civil Rights MINI-UNIT
TOPIC: The Civil Rights Movement
Lesson Plan designed by Kelley Brown

The Dream

I Have a Dream: Martin Luther King Jr. and his “Dream”

Students do a guided reading activity to explore the speech and understand its significance in the Civil Rights movement. Students also listen to King’s speech or watch King’s speech to see it delivered. Students use reflection questions to guide class discussion. Students create visual collages that represent the key messages of the speech.

Emphasized Standard

USII.25
Analyze the origins, goals and key events of the Civil Rights movement

Seminal primary documents to read:
- Reverend Martin Luther King’s, “I Have a Dream” speech and his Letter from Birmingham City Jail (1963)
- President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

Student Progress Monitoring

- Guided reading questions provide opportunity for formative assessment
- Visual project provides opportunity for students to practice the skills necessary to complete the final product for the unit. The visual project also could act as a summative assessment for the objectives for this speech.

Resources

Martin Luther King’s “I Have a Dream” speech, video and transcript
www.mlkonline.net/video-i-have-a-dream-speech.html
The Dream—Visual Project Instructions
The Dream—Visual Organizer
The Dream—Guided Reading Teacher Instructions

See accompanying CD-ROM for resource materials
### Essential Questions

- Why is it difficult to change social behavior, practice, and tradition?
- How and why do people create change?

### Themes

- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

### Vocabulary

- Emancipation Proclamation
- Inalienable rights
- Life, liberty, and pursuit of happiness
- Bad check marked insufficient funds
- Gradualism
- Racial justice
- Racial injustice
- Dignity and discipline
- Unearned suffering
- Redemptive
- Wallow in the valley of despair
- We hold these truths to be self-evident, that all men are created equal
- Interposition and nullification

### LEARNING OBJECTIVES

By the end of this Lesson Plan:

#### Students should know...

- The connection of these people to the Civil Rights movement for African Americans:
  - A. Martin Luther King, Jr.
  - B. Lyndon Johnson
- The connection of the following events to The Civil Rights Movement:
  - A. the 1963 March on Washington
  - B. the 1965 Civil Rights protest in Selma
  - C. the 1968 assassination of Martin Luther King, Jr.
- Three of the multiple problems African Americans faced in America that King identifies in his speech
- Three goals for the Civil Rights movement which were identified during his speech
- The March on Washington was intended to gain support for the Voting Rights Act
- The organizations and actions in the 1950s led to the rise of Martin Luther King Jr. as a main leader in the Civil Rights Movement
- The Civil Rights Acts of 1964 and 1965 ended legal segregation in public facilities and guaranteed voting rights for African Americans

#### understand...

- Why it is difficult to change social behavior, practice, and tradition
- How and why people create change
- Why some people gain rights and others do not
- Why the March on Washington was connected to the Voting Rights Act
- Why MLK’s strategies to create change were effective
- King’s dream and why it came to represent so much for the Civil Rights movement

#### and be able to...

- Identify Martin Luther King, Jr. and Lyndon Johnson and events associated with Martin Luther King Jr.’s actions for civil rights
- Read and identify the significance of MLK’s “I Have a Dream” speech
- Identify and analyze the goals of Martin Luther King Jr. as identified in his “dream” speech
Instructional Strategies

Grouping: Whole Class, Independent

Depending on the class, the teacher could complete this activity as a whole class, in small groups, partners or individually. The teacher might also choose to complete the activity with a combination of grouping if possible. All questions should be discussed as a group at some point in the lesson.

Access for All: PYD/CRP, Accommodations, Modifications

Writing prompt and questions for the speech ask students to self identify with some of the concepts connected to King's speech. For the visual project students are asked to identify problems, goals, and quotes which they find meaningful and significant.

Handout and guided reading can be adapted to meet the learning needs of students in the class. Listening and watching the speech will help all students access the speech. Questions can be shortened, eliminated or delivered orally.

If teachers are concerned about attempting to use the entire document, the speech is well excerpted online and several quotes are excerpted in the primary document cheatsheet section of this guide.

Differentiation: Curriculum, Instruction, Assessment

Audio, visual and printed versions of the speech allow for students to access the material based on cognitive readiness and learning style. The guided reading organizer helps to scaffold the speech to improve access. The visual project allows students to choose from multiple options to create the visual (pictures, words, symbols).

Literacy Reading | Writing | Speaking | Listening:

- Students listen to, watch and read King's speech with guided reading questions.
- Students will answer writing prompt about King's dreams.
- Students will answer a series of questions while reading through the speech as a class.
- Students will create a visual collage of King's key goals for the march and movement.
DO NOW | DAILY PROMPT

Option 1:
Have students read the following prompt:

My country 'tis of thee, sweet land of liberty, of thee I sing.
Land where my fathers died, land of the Pilgrim's pride,
From every mountainside, let freedom ring!

Have students answer the following questions:
1. Have you ever heard this before? What is it?
2. When you hear the words, “let freedom ring” what does it mean to you?

Option 2:
Have students finish the following two statements:

I have a dream that ________________________________
I have a dream that in this country ____________________.

HOOK
Discuss writing prompt with students to initiate discussion about the speech.
Students should be allowed to share their responses without judgment.

PRESENTATION (beginning)
Introduction: Explain to students that today you will be listening to and reading Martin Luther King Jr.’s most famous speech. Briefly explain to students who King was and provide a little information about the March on Washington. (For support with that see the primary document ‘cheatsheet’ in the resources section of this guide).

PRACTICE AND APPLICATION (middle)
Activity: Listen to and complete guided reading activity on the “I Have a Dream Speech” speech. See teacher instruction sheet, document with stopping points, and students’ handout.

REVIEW AND ASSESSMENT (end)
Product Assessment: Have students create a visual representing the key requests and goals King had for the march and the movement for civil rights. Students should choose one quote to put on their visual that represents the most significant point of the speech.

EXTENSION
Teacher could display visuals and have students engage in a gallery walk.
Students could use the visuals to create a “Dream Mural” combining King’s dreams with their own.
**TOPIC: The Civil Rights Movement**

Lesson Plan designed by Kelley Brown

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**Sing it Loud!**

As the final product for this mini-unit students create a CD soundtrack for the Struggle for Civil Rights. They must create a cover for the CD with images and words that represent the movement. Students will choose 3 of the songs studied in class to include on their CD. Students will create an insert for the CD that explains why the song were chosen along with one quote from each song that they believe best represents the struggle for change.

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**Emphasized Standard**

**USII.9**
Analyze the post-Civil war Struggles of African Americans and women to gain basic civil rights

**USII.25**
Analyze the origins, goals and key events of the Civil Rights movement

**Seminal primary documents to read:**
- Reverend Martin Luther King's, “I Have a Dream” speech
- and his Letter from Birmingham City Jail (1963)
- President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

**USII.26**
Describe the accomplishments of the civil rights movement. (H, E)
A. the 1964 Civil Rights Act and the 1965 Voting Rights Act
B. the growth of the African American middle class, increased political power, and declining rates of African American poverty

**Student Progress Monitoring**
This lesson serves as the culminating formative assessment for this unit. Students could work on the components of this project throughout the lesson or use their handouts to complete the organizers and project during the last day(s).

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**Resources**

Music for longs referenced in lessons may be accessed online at sites such as:
- www.playlist.com
- and grooveshark.com

Lyrics for some songs referenced in the Civil Rights Mini-Unit are available on the Resource CD.
- Sing It Loud—CD Project Description
- Sing It Loud—CD Project Organizer
- Sing It Loud—CD Project Rubric

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See accompanying CD-ROM for resource materials
LESSON PLAN

CHAPTER 7 • EXEMPLARS: Mini-Units and Lesson Plans

LEARNING OBJECTIVES

By the end of this Lesson Plan:

Students should know...
- 3 Civil Rights leaders and what they accomplished
- 3 major problems faced by African Americans between 1865 and 1965
- 3 of the goals of the Civil Rights movement
- 1 example of the resistance faced by protesters and activists when they tried to create change
- The key goals of the Civil Rights movement

understand...
- How racism plays a role in society
- How problems can be addressed effectively
- How and why citizens gain rights and are denied rights
- Why some people gain rights and others do not

and be able to...
- Create the final product that meets the required components and demonstrates the key learning objectives

Themes
- CULTURAL IDENTITY, DEVELOPMENT AND EXCHANGE
- TIME, CONTINUITY AND CHANGE
- INDIVIDUALS AND GROUPS
- POWER AND GOVERNANCE
- CIVIC IDEALS AND PRACTICES

Vocabulary
- Resistance
- Change
- Problems
- Leadership
- Protesters
- Activists
TOPIC: The Civil Rights Movement

Instructional Strategies

Grouping: Whole Class, Partners, Independent

Students could work on the graphic organizer for the final project with a partner or independently. The teacher should walk through an example and make sure students understand how to choose evidence and what resources to use to find that evidence. Students might need to share resources or the teacher might need to provide extra copies to students who arrived during the unit.

Access for All: PYD/CRP, Accommodations, Modifications

For the final project students are encouraged to use their creativity to create an original project. Teachers should prepare for which parts of the project students will need more support. The project requires several pieces that could be partially completed during the unit in preparation for the final project.

Keeping in mind the objectives listed above, teachers could modify the project to make the product smaller but still allow students to demonstrate their understanding of the learning objectives.

Differentiation: Curriculum, Instruction, Assessment

The final project draws in multiple learning styles allowing students to write, listen, draw and create. In explaining and guiding students through the projects, the teacher should model an example of each of the steps as well as a final product (when possible.) While students do not have a choice in the final product there are multiple choices built into the different steps of the project.

Literacy

Reading | Writing | Speaking | Listening:

Students will....

- Listen to music and identify key lyrics for their project.
- Answer introduction writing prompt.
- Write their own song including key components.
- Create a cover for their CD.
- Create an insert for the CD with explanations for the three songs chosen and one quote from each.
- Given the opportunity to present some aspect of their work.
**TIME** | **INSTRUCTION**
--- | ---
**15 min** | **DO NOW | DAILY PROMPT**

**Have students read the following prompt:**
After studying the civil rights movement and from your own life experiences, how do people create change? How do they get things done?

**HOOK**
Have students discuss the prompt in preparation for the final project.

**15 min** | **PRESENTATION (beginning)**

**Organizing Activity**: Give students the description of the Final CD Project with the project organizer.
- Go over each of the requirements of the project with students. Decide what materials are available and appropriate for your classroom and facility.
- Begin the organizer as a group, giving examples of things students could use for the project. Have students review their materials and decide which songs and quotes they will use for their project.
- Teachers should decide which pieces of the project they would like to require depending on the time available. Having students write a song that brings in the described factors of the Civil Rights movement would serve as a summative assessment, but will take more time. Teachers should adjust learning objectives to meet their lessons and needs and choose unit activities to match those goals.

**60-80 min** | **PRACTICE AND APPLICATION (middle)**

**Project Activity**: Once the organizer is completed, students begin designing their CD cover and insert, compiling their songs, lyrics, and quotations, and writing their song.
- Once the project is completed students should present their work in some way depending on what works for your classroom. Students could perform their original songs, pass around their final product, display their work, etc.
- When students create their own cover art and lyrics make sure to review facility rules in relation to symbols, words, and curses. Make your expectations clear from the beginning to avoid any issues once students have begun creating their own work.

**REVIEW AND ASSESSMENT (end)**
Students should be given the opportunity to present some aspect of their work.
The CD projects should be assessed based on a rubric, which was reviewed with the students at the beginning of the project.

**EXTENSION**
Teacher and students could use Audacity or some other recording program to record their original songs and create a class Civil Rights CD. Individual students could record their songs for an extension activity and play for class. Students could use the visuals to create a “Dream Mural” combining King’s dreams with their own.
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Primary Sources and Seminal Documents

Primary sources

Primary sources are snippets of history. Sometimes they are incomplete, and often we encounter them without context. They require students to be analytical, to examine sources thoughtfully, and to determine what else is needed to make inferences from the materials. Primary sources and personal memories provide a rich glimpse of history that is not available in a textbook; what evolves is a sense of concrete personal and family history. This insight offers students new perspectives and a compelling context for understanding. Primary sources help students relate in a personal way to events of the past, coming away with a deeper understanding of history as a series of human events. In analyzing primary sources, students move from concrete observations and facts to making inferences about the materials. “Point of view” is one of the most important inferences that can be drawn. What is the intent of the speaker, of the photographer, of the musician? How does that affect one's interpretation or understanding of the evidence? We all participate in making history every day, and each of us, in the course of our lives, leave behind primary source documentation that scholars years hence may examine as a record of “the past.” The immediacy of first-person accounts of events is compelling to most students.

Seminal documents

The Massachusetts History and Social Science Curriculum Framework has designated U.S. History II primary source documents to be used in the development of module-based questions for the high school history and social science MCAS. Although the MCAS tests have been temporarily suspended, students should be familiar with these critical documents. The documents that correspond with the U.S. History II curriculum are as follows:

- President Franklin Delano Roosevelt, “Four Freedoms” speech, 1941
- President John F. Kennedy’s Inaugural Address, 1961
- Martin Luther King, Jr., “I Have a Dream” speech, 1963

The Massachusetts Department of Education refers to these documents as “Seminal Documents,” based on the definition of seminal as: “highly influential in an original way; constituting or providing a basis for further development.” Teachers should note, however, that while it is important for students to recognize the term “seminal documents,” web searches or discussions may turn up other definitions of the term that are not appropriate in the context of social studies instruction.

In the pages that follow, the three seminal documents used in developing document-based modules for the current school year are outlined, along with the full text. Each speech is available in its entirety on the CD associated with this instructional guide.

The Department of Elementary and Secondary (DESE) Education is currently reviewing other documents that may be used in developing document-based modules in the future, and will alert the field about this process as document selection proceeds.

For more information on the MCAS test:
www.doe.mass.edu/mcas/testadmin/hssguide.pdf
REMEMBER THESE FOUR S's WHEN USING PRIMARY DOCUMENTS

Using primary sources is fundamental to good teaching and learning in the social studies. Teachers may turn to many sources for primary documents, including the seminal documents highlighted in this instructional guide, the full texts of seminal documents available on the CD associated with this guide, Jackdaws, or numerous primary documents that can easily be downloaded from the internet. When you use primary documents, keep in mind these four tips:

**S**horten

Most primary documents are long and wordy. Students are likely to be turned off by the terminology as well as the “old-fashioned” style of communication. Help students avoid getting stuck on the style by selecting portions or segments that highlight the key points you want to make.

**S**ee connections

Students will understand and remember documents more successfully when they can relate to the author’s ideas, emotions, situations, or goals. Offer examples, analogies, or prompts that will help students empathize and explore their own beliefs about both the documents themselves and the contexts in which they were created.

**S**imulate

Students can apply their knowledge when given opportunities to simulate experiences relating to the documents they are studying. Students can write letters, speeches, monologues, or diaries from the perspective of the author, an observer, the subject, or the audience of the document. They can assume roles of related figures, or create visuals to accompany the document. All of these activities enable students to apply their knowledge, which will enrich their learning and help improve higher order thinking skills.

**S**implify

For students to understand the significance of primary documents, we must help them simplify the points that the author is making. While the goal is to challenge students to interpret on their own, we can help by providing thoughtful questions that will guide the process.
Guides for U.S. History II
Seminal Documents

1941
“Four Freedoms” Speech
President Franklin Delano Roosevelt

“In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.”

1961
Inaugural Address
President John F. Kennedy

“And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.”

1963
“I Have a Dream” Speech
Martin Luther King, Jr.

“Free at last! Free at last! Thank God Almighty, we are free at last!”

To help teachers organize successful instruction with the seminal documents selected by the Massachusetts Department of Elementary and Secondary Education (DESE), the following components are presented for each of the three key documents:

• Basic Document Overview
• Useful Background Information
• Key Parts of the Document
• Key Terms and Phrases
• Related Historical Topics
• What Students Need to Know, Understand, and Do
• Possible Activities
• Possible Text Selections

Additionally, see the accompanying U.S. History II CD for the full text of each of the seminal documents.
FDR’s address to Congress on January 6th, 1941, proposed lending money to Britain for the purchase of U.S. war materials. He justified his proposal by claiming that the U.S. needs to stand to defend the “four freedoms” that all citizens of the world should have—freedom from want, freedom from fear, freedom of speech and freedom of religion. He called on Americans to act to defend those freedoms on which the nation was founded, claiming that the U.S. will not be able to remain isolated from this conflict. He called for the increased production of arms and increased fund for war preparedness. As a compromise, Roosevelt did not propose a direct loan of dollars to the Allies but the extension of credit to those nations to buy arms from the United States only. Lastly, he called upon Americans to sacrifice in their daily lives to support preparation for war through conservation and sacrifice.

- After FDR’s reelection in 1940, he believed he was in a better position to end U.S. neutrality and increase American involvement in the war (World War II).
- The Four Freedoms became a larger moral justification for increased U.S. involvement in the war.
- By creating a larger moral purpose for U.S. involvement in war, FDR followed in the footsteps of Woodrow Wilson’s goals for World War I.
- FDR’s proposal to lend money for the purchase of arms to Britain was molded into the Lend Lease Act, which was passed by Congress in March, 1941.
- The most famous characterization of the Four Freedoms is a series of paintings made by Norman Rockwell, one of the most well-loved and popular artists of the time.
- FDR’s actions and requests to aid the Allied powers were in direct opposition to the Neutrality acts of the late 1930s. By 1941, Congress was more willing to aid Britain.
Four Freedoms

1941

Key Parts of the Document

- Part 1: FDR tries to establish that America is under threat and that isolationism is not the best option for the nation.
- Part 2: Establishes the direct threat to democracy in the world that is posed by Germany and Japan. Draws connections between the fall of democracy abroad and the threat to democracy at home.
- Part 3: Argues that America must be prepared to fight a strong enemy, ready to act in whatever way necessary. FDR argues that the U.S. should be able to act on its own terms and not on the terms of the enemy.
- Part 4: Defines the national policy as: 1) commitment to all-inclusive national defense; 2) full support of people who are resisting aggression and keeping war away from the Western Hemisphere; 3) commitment to the principles of morality and needs of security will never allow for peace dictated by aggressors nor appeasers.
- Part 5: Calls for major and quick increase in arms production. While progress is taking place, efficiency must improve while shifting from a peacetime to a wartime economy.
- Part 6: Asks Congress to authorize sufficient funds to provide arms to the Allied nations. Explains the idea of lending money to buy U.S. munitions as a pledge to support the fight against aggression. States that the U.S. cannot fear the response of aggressors—they needed no excuse to invade nations in the past and will not wait for one if they are ready to attack the U.S..
- Part 7: The people of America must sacrifice and conserve for the war effort and for the larger preservation of democratic life in America.
- Part 8: FDR reassures Americans that he is not ignoring domestic needs to expand Social Security, medical coverage, and employment. All will have to sacrifice but he proposes an increase in taxes on business to pay for the war effort.
- Part 9: FDR lays out the four freedoms, which he aims to secure in his efforts. He sees these freedoms as the purpose of his actions and the only possible future for the world.

Key Terms and Phrases

- Unprecedented
- Domestic affairs
- National unity
- Liberty
- Isolation
- Democracy/democratic way of life
- Republic
- Dictator
- Personal sacrifice
- Armaments
- Freedom of speech
- Freedom of religion
- Freedom from want
- Freedom from fear

Related Historical Topics

- WWII on the homefront
- Preparedness for WWII
Students should know...

- Many Americans wanted to stay out of World War II
- FDR took the initiative to move away from staying neutral and wanted to support Britain in the war
- This speech was intended to give Americans a larger purpose for the war
- Until Pearl Harbor (after this speech) most Americans were not in favor of joining the war and the war effort
- WWI and the Great Depression caused isolationism and the protective policies of the 1930s

Students should understand...

- Why freedom is something people are willing to fight for
- Why propaganda becomes an important tool in times of war
- Why actions in other nations potentially affect Americans
- Why nations choose to get involved in some conflicts and not others

Students should be able to...

- Read and explain key excerpts from the speech
- Identify the four freedoms and evaluate their status in WWII
- Analyze and evaluate FDR’s argument for aiding the war effort
- Explain the reasons for American resistance to war and isolationist policies of the 1930s

Possible Activities

- Have students view the four freedoms paintings by Norman Rockwell and interpret the meaning of each.
- Have students create their own four freedoms images.
- Have students “translate” one or a few selected excerpts from the speech.
- Jigsaw excerpts of the speech, giving small portions of the speech to each student. Then have them share their translation.
- Give students a graphic organizer with each of the four freedoms. Have students collect information on how each of those freedoms was threatened during WWII.
- Have students write a response or discuss the following questions: A) Would they be willing to fight a war to defend these ideals? B) Does the U.S. have the right to promote their ideals and freedoms in someone else’s nation?
I address you, the members of this new Congress, at a moment unprecedented in the history of the union. I use the word “unprecedented” because at no previous time has American security been as seriously threatened from without as it is today.

Since the permanent formation of our government under the Constitution in 1789, most of the periods of crisis in our history have related to our domestic affairs. And, fortunately, only one of these—the four-year war between the States—ever threatened our national unity. Today, thank God, 130,000,000 Americans in 48 States have forgotten points of the compass in our national unity.

It is true that prior to 1914 the United States often has been disturbed by events in other continents… But in no case had a serious threat been raised against our national safety or our continued independence.

Today, thinking of our children and of their children, we oppose enforced isolation for ourselves or for any other part of the Americas.

Even when the World War broke out in 1914, it seemed to contain only small threat of danger to our own American future. But as time went on, as we remember, the American people began to visualize what the downfall of democratic nations might mean to our own democracy.

I suppose that every realist knows that the democratic way of life is at this moment being directly assailed in every part of the world—assailed either by arms or by secret spreading of poisonous propaganda by those who seek to destroy unity and promote discord in nations that are still at peace.

Therefore, as your President, performing my constitutional duty to “give to the Congress information of the state of the union,” I find it unhappily necessary to report that the future and the safety of our country and of our democracy are overwhelmingly involved in events far beyond our borders.

Armed defense of democratic existence is now being gallantly waged in four continents. If that defense fails, all the population and all the resources of Europe and Asia, and Africa and Austral-Asia will be dominated by conquerors.

In times like these it is immature —and, incidentally, untrue—for anybody to brag that an unprepared America, single-handed and with one hand tied behind its back, can hold off the whole world.

Those who would give up essential liberty to purchase a little temporary safety deserve neither liberty nor safety.
We must especially beware of that small group of selfish men who would clip the wings of the American eagle in order to feather their own nests.

There is much loose talk of our immunity from immediate and direct invasion from across the seas. Obviously, as long as the British Navy retains its power, no such danger exists.

As long as the aggressor nations maintain the offensive they, not we, will choose the time and the place and the method of their attack.

And that is why the future of all the American Republics is today in serious danger. That is why this annual message to the Congress is unique in our history. That is why every member of the executive branch of the government and every member of the Congress face great responsibility, great accountability. The need of the moment is that our actions and our policy should be devoted primarily—almost exclusively—to meeting this foreign peril. For all our domestic problems are now a part of the great emergency.

Our national policy is this:

...we are committed to all-inclusive national defense.

...we are committed to full support of all those resolute people everywhere who are resisting aggression and are thereby keeping war away from our hemisphere.

...we are committed to the proposition that principles of morality and considerations for our own security will never permit us to acquiesce in a peace dictated by aggressors and sponsored by appeasers. We know that enduring peace cannot be bought at the cost of other people's freedom.

And today it is abundantly evident that American citizens everywhere are demanding and supporting speedy and complete action in recognition of obvious danger.

Therefore, the immediate need is a swift and driving increase in our armament production. Leaders of industry and labor have responded to our summons. Goals of speed have been set.

I am not satisfied with the progress thus far made. The men in charge of the program represent the best in training, in ability, and in patriotism. They are not satisfied with the progress thus far made. None of us will be satisfied until the job is done.

No matter whether the original goal was set too high or too low, our objective is quicker and better results.
To give you two illustrations:

To change a whole nation from a basis of peacetime production of implements of peace to a basis of wartime production of implements of war is no small task.

The Congress of course, must rightly keep itself informed at all times of the progress of the program. However, there is certain information, as the Congress itself will readily recognize, which, in the interests of our own security and those of the nations that we are supporting, must of needs be kept in confidence.

I also ask this Congress for authority and for funds sufficient to manufacture additional munitions and war supplies of many kinds, to be turned over to those nations which are now in actual war with aggressor nations.

The time is near when they will not be able to pay for them all in ready cash. We cannot, and we will not, tell them that they must surrender merely because of present inability to pay for the weapons which we know they must have.

I do not recommend that we make them a loan of dollars with which to pay for these weapons—a loan to be repaid in dollars. I recommend that we make it possible for those nations to continue to obtain war materials in the United States, fitting their orders into our own program. And nearly all of their material would, if the time ever came, be useful in our own defense.

Taking counsel of expert military and naval authorities, considering what is best for our own security, we are free to decide how much should be kept here and how much should be sent abroad to our friends who, by their determined and heroic resistance, are giving us time in which to make ready our own defense.

For what we send abroad we shall be repaid, repaid within a reasonable time following the close of hostilities, repaid in similar materials, or at our option in other goods of many kinds which they can produce and which we need.

Let us say to the democracies: “We Americans are vitally concerned in your defense of freedom. We are putting forth our energies, our resources, and our organizing powers to give you the strength to regain and maintain a free world. We shall send you in ever-increasing numbers, ships, planes, tanks, guns. That is our purpose and our pledge.”

Such aid—such aid is not an act of war, even if a dictator should unilaterally proclaim it so to be.
And when the dictators—if the dictators—are ready to make war upon us, they will not wait for an act of war on our part.

The happiness of future generations of Americans may well depend on how effective and how immediate we can make our aid felt.

Yes, and we must prepare, all of us prepare, to make the sacrifices that the emergency—almost as serious as war itself—demands. Whatever stands in the way of speed and efficiency in defense, in defense preparations of any kind, must give way to the national need.

A free nation has the right to expect full cooperation from all groups. A free nation has the right to look to the leaders of business, of labor, and of agriculture to take the lead in stimulating effort, not among other groups but within their own group.

The nation takes great satisfaction and much strength from the things which have been done to make its people conscious of their individual stake in the preservation of democratic life in America. Those things have toughened the fiber of our people, have renewed their faith and strengthened their devotion to the institutions we make ready to protect.

Certainly this is no time for any of us to stop thinking about the social and economic problems which are the root cause of the social revolution which is today a supreme factor in the world.

The basic things expected by our people of their political and economic systems are simple. They are:

Equality of opportunity for youth and for others.

Jobs for those who can work.

Security for those who need it.

The ending of special privilege for the few.

The preservation of civil liberties for all.

The enjoyment—the enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living.

Many subjects connected with our social economy call for immediate improvement. As examples:
We should bring more citizens under the coverage of old-age pensions and unemployment insurance.

We should widen the opportunities for adequate medical care.

We should plan a better system by which persons deserving or needing gainful employment may obtain it.

I have called for personal sacrifice, and I am assured of the willingness of almost all Americans to respond to that call. A part of the sacrifice means the payment of more money in taxes. In my budget message I will recommend that a greater portion of this great defense program be paid for from taxation than we are paying for today. No person should try, or be allowed to get rich out of the program, and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation.

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression—everywhere in the world.

The second is freedom of every person to worship God in his own way—everywhere in the world.

The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.

The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation.
Kennedy’s Inaugural Address called upon the new youthful generation to carry the torch of liberty for which the nation’s founders had fought. He claimed that united the nation could and would defend democracy and freedom at home and abroad. He restated his pledge to defend the nations of the Americas (north and south) against aggression and subversion. President Kennedy called for a new civil relationship with the Soviet Union and other communist nations that moved away from the brinkmanship of Eisenhower. He identified the many benefits that could come from cooperation not competition between the U.S. and U.S.S.R. He then called upon the citizens of America to guide the country in defending freedom—making his most famous statement “My fellow citizens of America, ask not what your country can do for you, ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.”

- Kennedy’s pledge to aid nations in “danger” of falling to communism was not a new idea but followed the ideas of the Truman and Eisenhower Doctrines.
- Kennedy began the Peace Corps as a way to inspire youth to bring American skills and aid to underdeveloped countries.
- Along with Kennedy’s pledge to aid foreign nations, he also pledged to lead America into a New Frontier.
- Kennedy’s New Frontier program called for aid to education, federally supported health care, urban renewal and civil rights. Following the ideas of Roosevelt and Truman, he tried to expand New Deal programs.
- While many of his social programs were stalled in Congress, Kennedy did have some success stimulating the economy with spending for defense and education.
- Based on his criticisms of Eisenhower’s large arms build up, Kennedy created his flexible response program to develop more diverse and flexible weapons for the Cold War.
- Kennedy’s address became most known for his final remarks, stating: “My fellow citizens of America, ask not what your country can do for you, ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.”
- After Kennedy was assassinated, President Johnson attempted to carry out many of the Kennedy’s goals.
Part 1: Declaration and pledge to defend the freedom for which America was built.

Part 2: Pledge to help those nations who have been allies, are new allies or are fighting to improve their way of life. A special pledge to aid the nations of the Western Hemisphere against aggression and communism.

Part 3: Kennedy requests that the nations who see themselves as enemies rethink their relationship. He calls on them to see the many possibilities of cooperation and to see the problems of the current arms race and constant competition.

Part 4: He then claims that it is American citizens, more than he, that will make the future. He summons the current generation to take up the long-term call to protect against tyranny, poverty, disease, and war. He asks them to step up and defend freedom.

Part 5: The most famous part of the speech is where Kennedy states “My fellow citizens of America, ask not what your country can do for you, ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.” He invokes the will of God but calls on the people to do God’s work.
Students should **know...**

- Kennedy’s energy, youth and wit inspired many young Americans
- Most of his ideas for change through his New Frontier program were stalled in Congress and later addressed by President Johnson through the Great Society Program
- Kennedy’s famous speech came to represent his ideals and the actions he stood for
- Kennedy faced many Cold War issues and wanted to make significant changes from the Eisenhower policy

understand...

- Some people supported change and some did not
- Why Kennedy was a controversial leader
- How people create change
- Why citizens have both rights and responsibilities
- How racism causes major conflict in America

and be able to...

- Read and explain key excerpts from Kennedy’s speech
- Analyze his closing remarks
- Evaluate Kennedy’s ideas for change
- Analyze his speech as a motivating factor for the nation

Possible Activities

- Students view one or more of quotes from the address and translate into a vernacular version.
- Give students a graphic organizer that lists the domestic and foreign issues of Kennedy’s presidency. Have students search the speech to see if Kennedy addressed those issues in his speech.
- Give students basic comprehension questions to guide the reading.
- Read quotes aloud to students and use guiding questions to help them understand the message.
- Jigsaw the excerpts from the document, so each student has one section. Have each student “translate” their section and then share.
- Pull out the final section: Have students discuss what this means. Have students brainstorm examples of what people could “do for their country.”
- Take 5 pieces of paper and title them, Soviet Union, Communist Nations, Allies, American citizens, young Americans. Give students post-it notes. Have them search the speech for messages addressed to each of the 5 groups. When they find one, have them write it on the post-it note and you (or they) can add it to the correctly titled sheet.

Teacher’s Notes:

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“We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change.”

“We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.”

“Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.”

“To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do -- for we dare not meet a powerful challenge at odds and split asunder.”

“To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny.”

“To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.”

“To our sister republics south of our border, we offer a special pledge: to convert our good words into good deeds, in a new alliance for progress, to assist free men and free governments in casting off the chains of poverty... And let every other power know that this hemisphere intends to remain the master of its own house.”

“Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.”
“We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.”

“But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind’s final war.”

“So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear, but let us never fear to negotiate.”

“Let both sides explore what problems unite us instead of belaboring those problems which divide us.”

“Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms, and bring the absolute power to destroy other nations under the absolute control of all nations.”

“Let both sides seek to invoke the wonders of science instead of its terrors.”

“...let both sides join in creating a new endeavor—not a new balance of power, but a new world of law—where the strong are just, and the weak secure, and the peace preserved.”

“All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days; nor in the life of this Administration; nor even perhaps in our lifetime on this planet. But let us begin.”

“In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course.”

“Now the trumpet summons us again … to bear the burden of a long… struggle against the common enemies of man: tyranny, poverty, disease, and war itself.”

“In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it.”
“And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.”

“Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God’s work must truly be our own.”

Page from a copy of the inaugural address, with handwritten notes.
John F. Kennedy Library
Boston, MA
In August of 1963, Martin Luther King, Jr. led a peaceful march on Washington to support President Kennedy’s proposed civil rights legislation. He delivered the famous “I Have a Dream” speech from the Lincoln Memorial. King began his speech by reminding the crowd of the great accomplishments of Lincoln and the promises left behind during the Reconstruction era. Stating that America has failed to come through on its promised freedoms, they were there to “cash a check” that America had “defaulted” on. He had faith that America would come through on freedom and justice for all, but that she must act now and not return to “business as usual.” He called on African Americans to act with dignity and discipline and not to become bitter and hateful. He believed there was a role for white allies to help in the struggle for civil rights—“We cannot walk alone.” He pledged to fight until police brutality ended, segregation was stopped, fair housing laws enacted, and the right to vote secured for African Americans. He called to those who have suffered from racism and civil rights violations to not give up the struggle but to go home and carry it on. Charging the crowd to fight on, King concluded his speech by describing his “dream” of freedom, justice, and equality for all—involving faith to help fuel those involved in the struggle for civil rights. He ended the famous speech with his own rendition of *My Country Tis of Thee*, calling for “freedom to ring” across the nation for all Americans.

In 1963, King was jailed with other protestors in Birmingham, Alabama, for what local police called an illegal march. From jail King wrote his essay, “Letter From a Birmingham Jail” in which he argues his support for peaceful protest despite the violence they were facing. This essay moved Kennedy to support tougher civil rights legislation.

- King gave his famous “I Have a Dream” speech from the Lincoln Memorial, calling forth the memory of Lincoln and his role in ending slavery.
- His speech was given at the March on Washington in August of 1963 to show support for Kennedy’s proposed civil rights legislation.
- The March on Washington was one of the largest and most successful demonstrations in U.S. History. King led over 200,000 people, black and white, in support of the civil rights legislation proposed by Kennedy and later put in place under Johnson in 1964 and 1965.
- Once King was done delivering his speech, he joined the entire crowd in singing “We Shall Overcome.”
- King continued on leading peaceful marches for voting rights, often facing intense brutality from white bystanders, police, and national guard troops.
- In 1965, King led a voting rights march to Montgomery, Alabama, which was met with police beatings and intense violence. President Johnson sent in federal troops to protect King and the other demonstrators.
- Dr. Martin Luther King, Jr. received the Nobel Peace Prize in 1964.
- On April 4, 1968, King was assassinated in Memphis, Tennessee.
**Part 1:** King remembers the legacy of Lincoln and talks of the promised never fulfilled from the Reconstruction era. The protestors have come to demand the freedoms and rights owed to them 100 years later. King believes that the government will do the right thing and grant freedoms and rights to African Americans.

**Part 2:** King states that the issue is urgent and must be dealt with now, that African Americans must act with dignity and discipline and not fall to bitterness and hatred and that there is a role for whites in helping the struggle.

**Part 3:** King then lists specific grievances including police brutality, segregation, and unfair housing restrictions.

**Part 4:** King asks everyone to maintain hope, not give up, and to bring the struggle home to their communities.

**Part 5:** The most famous “I have a dream” section in which King describes his dream of racial equality and freedom, to inspire people to maintain hope and diligence.

**Part 6:** King gives his own rendition of *My Country Tis of Thee* using the “Let Freedom Ring” line to envision equality across the nation. He ends his speech with the famous quote, “Free at last! Free at last! Thank God Almighty, we are free at last!”

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**Key Terms and Phrases**

- Emancipation Proclamation
- Inalienable rights
- Life, liberty, and the pursuit of happiness
- Bad check marked ‘insufficient funds’
- Gradualism
- Racial justice
- Racial injustice
- Dignity and discipline
- Unearned suffering
- Redemptive
- Wallow in the Valley of Despair
- We hold these truths to be self-evident, that all men are created equal
- Interposition and nullification

**Related Historical Topics**

- Civil Rights movement
- Black Power movement
- Civil Rights Acts of 1964 and 1965
- New Frontier and Great Society programs of Kennedy and Johnson
- Emancipation Proclamation and the Reconstruction Amendments
Seminal Document

Author: Martin Luther King, Jr.
Title: “I Have a Dream” Speech
Date: August 28, 1963

Students should know...

- King’s speech was given at the March on Washington in 1963 to support Kennedy’s Civil Rights legislation.
- That MLK became the most famous Civil Rights leader in the 1960s and was assassinated in 1968.
- MLK helped to bring grassroots activism in the south to a national level.
- MLK and other Civil Rights leaders used churches and other social organizations to organize people.
- King and his followers supported the use of peaceful protest and worked to unite blacks and whites, North and South to fight for civil rights for African Americans.

understand...

- Why racism divided America.
- How activists were able to create change despite violent resistance.
- Why Martin Luther King Jr. was a controversial leader.
- How people organize support for change.
- How power is used and abused.

and be able to...

- Read and explain key excerpts from the speech.
- Identify the key request King is making in his speech.
- Evaluate the significance of this speech and the March on Washington in creating civil rights changes.

Possible Activities

- Have students identify King’s “dreams” and then identify dreams of their own for society. What would they want to change?
- Have students read excerpts and “translate” them.
- Jigsaw excerpts of the speech, giving small portions of the speech to each student. Then, have them share their translation.
- Listen to and watch the speech online before reading as a group.
- Have students choose the most significant quote and perform it themselves.
- Have students research other peaceful protestors such as Gandhi.

Teacher’s Notes:
I am happy to join with you today in what will go down in history as the greatest
demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed
the Emancipation Proclamation…a light of hope to millions of Negro slaves who had been
seared in the flames of withering injustice.

But one hundred years later, the Negro still is not free. One hundred years later, the
life of the Negro is still sadly crippled by the manacles of segregation and the chains of
discrimination… on a lonely island of poverty in the midst of a vast ocean of material
prosperity… still languished in the corners of American society and finds himself an exile in
his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of
our republic wrote the magnificent words of the Constitution and the Declaration of
Independence, they were signing a promissory note to which every American… that all men,
yes, black men as well as white men, would be guaranteed the “unalienable Rights” of “Life,
Liberty and the pursuit of Happiness.” It is obvious today that America has defaulted on
this promissory note, insofar as her citizens of color are concerned. Instead of honoring this
sacred obligation, America has given the Negro people a bad check, a check which has come
back marked “insufficient funds.”

But we refuse to believe that the bank of justice is bankrupt.

We have also come to this hallowed spot to remind America of the fierce urgency of Now.
This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of
gradualism. Now is the time to make real the promises of democracy.

Nineteen sixty-three is not an end, but a beginning...And there will be neither rest nor
tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of
revolt will continue to shake the foundations of our nation until the bright day of justice
emerges.

But there is something that I must say to my people, … in the process of gaining our rightful
place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for
freedom by drinking from the cup of bitterness and hatred. We must forever conduct our
struggle on the high plane of dignity and discipline. We must not allow our creative protest
to degenerate into physical violence. Again and again, we must rise to the majestic heights of
meeting physical force with soul force.
We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, “When will you be satisfied?” We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro’s basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by a sign stating: “For Whites Only.” We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until “justice rolls down like waters, and righteousness like a mighty stream.”

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

And even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of “interposition” and “nullification”—one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today!
This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day—this will be the day when all of God’s children will be able to sing with new meaning:

My country ’tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim’s pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!
Understanding cause and effect

When learning history, it is important that students understand cause and effect and the order of historical events. Histor ‘E’ Quations are a fun and engaging way for teachers and students to combine:

- Visual Imagery
- Cause and Effect
- Definitions
- Descriptions
- A Dash of Numeracy

Histor ‘E’ Quations help students explore combinations of factors that work together to create change in history. Additionally, they can help students demonstrate their understanding of key terms and definitions. To use Histor ‘E’ Quations, the teacher or students choose a topic for which it is important to understand the relationship of cause and effect. With each Histor ‘E’ Quations they create, students should also write a brief description of what the equation is showing.

Two examples of Histor ‘E’ Quations are provided below. The rubric that follows is designed to assess students’ knowledge and understanding as demonstrated through their own Histor ‘E’ Quations.

Histor ‘E’ Quations 1

Supreme Court support for Civil Rights in the 1950s + Grassroots activism in the 1950s = CIVIL RIGHTS MOVEMENT of the 1960s

Histor ‘E’ Quations 2

Too much money in the hands of a few + Failure of Europe to recover after World War I = GREAT DEPRESSION
## Histor ‘E’ Quations Rubric

<table>
<thead>
<tr>
<th>Required Components</th>
<th>Spectacular (16-20)</th>
<th>Admirable (11-15)</th>
<th>Needs Work (6-10)</th>
<th>Unacceptable (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All components are included and fully explored.</td>
<td>All components are included, but visuals are simple and general.</td>
<td>All components are included, but visuals are too vague or incorrect.</td>
<td>Not all components are included. Visuals are unclear or wrong.</td>
<td></td>
</tr>
</tbody>
</table>

### Content

- **Spectacular (16-20)**: Message is crystal clear. Causes clearly lead to effects. Clever and specific. Explanations are clear and match equations.
- **Admirable (11-15)**: Message is clear. Cause and effect make sense. Specific information is shared. Explanations are clear and match equations.
- **Needs Work (6-10)**: Topic is clear. Cause and effect may be unclear or may not make sense. General equations are without specific information. Explanation may be unclear or may not match well.
- **Unacceptable (1-5)**: No clear topic. Too general to understand the cause and effect relationship. Explanation may be missing or may not match at all.

### Presentation

- **Spectacular (16-20)**: Message is crystal clear. Causes clearly lead to effects. Clever and specific. Explanations are clear and match equations.
- **Admirable (11-15)**: Information is neat and has clear organization and flow. There are no big mistakes. Visuals are neat and colored.
- **Needs Work (6-10)**: Project is neat and organized. All major parts are displayed but are not very eye-catching. Visuals may be messy. Visuals in pencil or pen only.
- **Unacceptable (1-5)**: Project is messy, missing some pieces or is unclear. Doesn’t flow well.

### Uniqueness

- **Spectacular (16-20)**: Different, one of a kind. Stands out. Never would’ve thought of that!
- **Admirable (11-15)**: Pretty original, draws your attention, catches your eye.
- **Needs Work (6-10)**: Pretty standard, really.
- **Unacceptable (1-5)**: Been there, done that. Not very attention-grabbing.

© Histor ‘E’ Quations | Kelley Brown 2005
Resources
U.S. History II  Topics

Content resource lists:
Chapter 6–Focusing on Content

1870-1920  (Unit 1)  GOLD PAGES
Industrial America and Its Emerging Role in International Affairs
Resource list...........  Pages 122-123

1900-1940  (Unit 2)  BLUE PAGES
The Age of Reform: Progressivism and the New Deal
Resource list............  Pages 134-135

1939-1945  (Unit 3)  PINK PAGES
World War II
Resource list............  Pages 144-145

1945-1980  (Unit 4)  YELLOW PAGES
The Cold War Abroad
Resource list............  Pages 154-155

1945-1989  (Unit 5)  LILAC PAGES
Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform
Resource list............  Pages 170-171

1980-2001  (Unit 6)  SALMON PAGES
Contemporary America
Resource list............  Pages 182-183

Resources for each time period

Two pages of resources follow the worksheets for each of the six time periods covered in Chapter 6. Please refer to the colored pages denoting each unit.

Resources for each period include:
Jackdaws
Textbooks
Activity Books
Video Resources
Internet Resources
Exemplars, if available, are noted

Exemplars

Sample Mini Units and Lessons for the following topics can be found in Chapter 7.

1900-1940 ....................Page 190
Unemployment, Frustration and Despair: The Great Depression
Mini-Unit with Lesson Summaries
Lesson Plan: The ‘Write’ Picture

1900-1940 ....................Page 202
African Americans and the Great Migration
Lesson Plan: The Great Migration

1939-1945 ....................Page 210
A Brief History of the Holocaust
Mini-Unit with Lesson Summaries

1945-1980 ....................Page 218
The Civil Rights Movement Through Music
Mini-Unit with Lesson Summaries
Lesson Plan: The Dream
Lesson Plan: Sing It Loud
## Resources

### Resource CD: Chapter 7—Exemplars

The Guide’s Resource CD contains worksheets and other documents (MS Word and PDF files) for use with the Exemplars in Chapter 7. These materials are not printed in the Guide. Please see Chapter 7 for additional resources for the sample Mini-Units and Lesson Plans, including publications, websites, and other items.

#### 1900-1940

**Unemployment, Frustration and Despair: The Great Depression**

**Mini-Unit Materials**

1. Master List of Mini-Unit Resources
2. Dorothea Lange Photo Set
3. Dorothea Lange’s Explanation of Her Photography
4. The ‘Write’ Picture Worksheet

**Lesson Plan Materials**

- Great Depression Chart
- Great Depression Map Canvas
- Migration Series images
- Primary documents (letters and interviews)
- Great Depression Summary

#### 1945-1980

**The Civil Rights Movement Through Music**

**Mini-Unit Materials**

1. Master List of Mini-Unit Resources
2. Problems Faced—Graphic Organizer
3. Lyrics—Blowin’ in the Wind (1962, Bob Dylan)
4. The Dream—Visual Project Instructions
5. The Dream—Visual Organizer
6. The Dream—Guided Reading Teacher Instructions
7. The Dream—Speech Text with Stops
8. The Dream—Student Speech Handout

**Lesson Plan Materials**

- Say It Loud (1968, James Brown)
- Pride (In the Name of Love) (1984, U2)
- Freddie's Dead (1972, Curtis Mayfield)
- Going Down to Mississippi (1964, Phil Ochs)
- Hurricane (1976, Bob Dylan, Jacques Levy)
- Only a Pawn in their Game (1964, Bob Dylan)
- Keep on Pushing (1964, Curtis Mayfield)
- The Ballad of Medgar Evars (1964, Phil Ochs)

**Lesson 6/Exemplar 2: Sing It Loud**

- Sing It Loud—CD Project Description
- Sing It Loud—CD Project Organizer
- Sing It Loud—CD Project Rubric

#### 1939-1945

**A Brief History of the Holocaust**

**Mini-Unit Materials**

1. Master List of Mini-Unit Resources
2. Understanding the Holocaust pre-assessment
3. Holocaust Powerpoint presentation
4. Holocaust Powerpoint questions
5. Norton & Co. Pre-WWII Map (www.wwnorton.com)
6. 1942 German Administration Map (www.ushmm.org)
7. Auschwitz Blueprints (4)—BBC News (news.bbc.co.uk)

**Lesson Plan Materials**

- Schindler’s List information sheet
- Primary Source Analysis Worksheet
- Accounting for the Holocaust Quiz and Essay Question assessment

### 1900-1940

**The Great Migration**

**Lesson Plan Materials**

- Great Migration Chart
- Great Migration Map Canvas
- Primary documents (letters and interviews)
- Great Migration Summary
Resources

Additional CD Resources

The following documents, along with a PDF of the complete U.S. History II Instructional Guide, are also on the Resource CD:

- **DYS / SEIS Mini-Unit Template**
- **DYS / SEIS Lesson Plan Template**
- **Using the Guide and Mini-Unit Template** Page 11
- **PYD-Considerations for Practice** Pages 40-41
- **Nine Ways to Differentiate Instruction** Page 45
- **Scope and Sequence ‘Roadmap’** Page 85
- **Instructional Improvements** Pages 90-93
- **Suggested Scope and Sequence Timeline** Page 109

**Chapter 6—Focusing on Content**

**SEMINAL PRIMARY DOCUMENTS TO READ**

- Emma Lazarus, “The New Colossus” (1883)
- President Woodrow Wilson, “Peace Without Victory,” speech (1917)
- President Theodore Roosevelt, “The New Nationalism,” speech (1910)
- President Franklin Roosevelt, “Four Freedoms,” speech (1941)
- President John F. Kennedy, Inaugural Address (1961)
- Reverend Martin Luther King’s “I Have A Dream” speech
- Letter from Birmingham City Jail (1963)
- President Lyndon Johnson, speech to Congress on voting rights (1965)

**Chapter 8—Curriculum Resources**

GUIDES FOR SEMINAL DOCUMENTS

Seminal document worksheets are available in Chapter 8 for these speeches by FDR, JFK, AND MLK.

References

References and other resources are detailed for these topics:

- **Chapter 2 Culturally Responsive Teaching** Page 34
- **Positive Youth Development** Page 42
- **Differentiating Instruction** Page 46
- **Chapter 5 Promoting Literacy** Page 93
- **Chapter 8 Assessment** Page 280

Image information

Detailed information with links for historic images from the Library of Congress can be found in the Appendix.

Teaching with Primary Sources

In 2010 the Collaborative for Educational Services was awarded a grant from Library of Congress to provide professional development in Massachusetts for Teaching with Primary Sources. Face-to-face and online professional development options support teachers in the use of the Library’s vast online resources in their own instruction. Teaching with Primary Sources programs are open to all educators across the Commonwealth.

For information, visit EmergingAmerica.org.

Performance Education Curriculum CD

Each program was provided a Performance Education Curriculum CD to supplement instructional tools in the area of social studies. The CD contains effective, affordable and comprehensive supplemental teaching materials based on Bloom’s Taxonomy for social studies teachers in grades 6-12. The CD has lessons and activities across all social studies areas including U.S. History and World History. If you are looking for ways to enhance and differentiate your instruction, look no further than this CD.
Resources

Internet Resources

The following links offer useful tools and information for teachers.

**Curriculum**
- National Council on the Social Studies
  www.socialstudies.org
- Massachusetts Curriculum Frameworks
  www.doe.mass.edu/frameworks/current.html
- Common Core Standards Initiative
  www.corestandards.org/the-standards
- Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities: History and Social Science (PDF)
  www.doe.mass.edu/mcas/alt/rg/hss.pdf

**Practice Tests**
- Massachusetts History and Social Science MCAS Release Questions
  www.doe.mass.edu/mcas/testitems.html
- Online Practice Tests for GED, SAT, and more
  www.4tests.com

**General Resources for Social Studies**
- History Matters: George Mason University
  historymatters.gmu.edu
- The Choices Program: Brown University
  www.choices.edu
- Brainy Quote: Prompt Possibilities
  www.brainyquote.com
- American Memory: Library of Congress
  memory.loc.gov/ammem/index.html
- American Centuries: Memorial Hall Museum Online
  memorialhall.mass.edu/home.html
- HistoryTeacher.net
  www.historyteacher.net
- Hyper History: Interactive Resources
  www.hyperhistory.com/online_n2/History_n2/a.html
- Marco Polo (Verizon’s Thinkfinity Network)
  www.thinkfinity.org
- Inspiration and InspireData
  inspiration.com
- Facing History and Ourselves
  www.facinghistory.org
- The Best of History
  besthistorysites.net
- Teaching History with Technology
  www.thwt.org
- Discovery Education lesson plans
  school.discoveryeducation.com/lessonplans/ushis.html
- Teachtechnology
  www.teach-nology.com/teachers/lesson_plans/history/us_history/
- Edsitement (NEH)
  edsitement.neh.gov/
- Picturing America (NEH)
  picturingamerica.neh.gov/
- Library of Congress (Teaching with Primary Sources)
  www.loc.gov/teachers
- Emerging America (Teaching with Primary Sources)
  emergingamerica.org
- History Central
  www.historycentral.com
- Have Fun with History
  havefunwithhistory.com
- PBS: 9-12 Social Studies
  www.pbs.org/teachers/classroom/9-12/social-studies/resources
- Schools of California Online Resources for Education
  score.rims.k12.ca.us
- Digital History
  www.digitalhistory.uh.edu
- Teaching With Historic Places
  www.nps.gov/nr/twhp/topic.htm
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Assessing Student Progress: Using Assessment for Learning

**Distinguishing Between Assessment for Learning and of Learning**

Understanding that students are educationally diverse with respect to background knowledge, interests, learning styles, multiple intelligences, social-emotional strengths and challenges, and personal histories, it is important that as teachers we use a variety of tools and strategies to gather assessment data to inform classroom instruction and student academic progress. Generally when we think of assessment, we think of assessment of learning, but we should also be thinking of assessment for learning. Though assessment of learning can come in the form of data from standardized tests (such as MCAS/TABE) or from summative assessments we use in the classroom, the ultimate purpose of this form of assessment is accountability—for the teacher or the student. Richard J. Stiggins argues, however, that assessment for learning focuses more on helping students become more active and responsible for their own learning, thus promoting greater learning and alleviating the frustration and hopelessness our students often experience.

**Assessment for Learning**

Since our mission as teachers is to help our students make academic progress, it is reasonable to focus on assessment for learning. This approach requires us to go beyond the important task of monitoring student progress with formative assessment techniques. While formative assessment is critical to the feedback loop of student learning, assessment for learning incorporates strategies to actually advance students’ achievement. One way to promote assessment for learning is highlighted in Robert Marzano’s Essential Nine strategies. Marzano’s research confirms the effectiveness of clearly informing students of the learning objectives and reflecting back on the objectives throughout the learning process. The most important aspect of quality assessment is that it is linked to the learning objectives that we have established; however, Marzano’s research emphasizes the importance of reinforcing effort and providing recognition to students. In this context, we can provide frequent descriptive feedback to students that give them insight as to how they can improve. Assessment for learning means that we have opportunities to use assessment with students as a tool with which they can better gauge their own progress, building confidence in themselves as learners and encouraging them to assume responsibility for learning throughout their lives (Stiggins).

It is important for us as educators to remember that it is not necessary to grade every piece of student work, and actually by not constantly making judgments on student work we give students the freedom to be risk takers. In this way, we encourage students to work for improved performance while using the data we gather to continuously adjust our instruction to meet the varied student learning needs.

Students benefit from assessment for learning by becoming more confident as learners, and as they experience success they begin to realize their capacity to learn. Students can demonstrate their ability to monitor their own success and make decisions that bring them greater success. This is the essence of positive youth development and lifelong learning. As teachers, we benefit from assessment for learning because our students become more motivated to learn, and our instructional decisions are based on accurate data related to student achievement. As we make quality instructional choices we actually become more efficient in promoting student learning.

...we have opportunities to use assessment with students as a tool with which they can better gauge their own progress, building confidence in themselves as learners (Stiggins)...
Stages of Assessment

If we commit to a standard of on-going assessment for learning, including what we call formative assessment, we can effectively begin to reduce the achievement gaps that plague our educational systems.

Pre-Assessment
Formative Assessment
Summative Assessment

When thinking of assessment for learning as a feedback loop, the continuum of assessment can include various methods to both access students’ prior knowledge and background and gauge the degree to which a student meets the learning objective for that lesson or mini-unit. In the following sections, the various stages of assessment are discussed in the order in which they typically occur in classroom instruction. Examples suitable to our settings are provided.

Pre-Assessment

The first stage in the continuum of assessment is pre-assessment. It is through pre-assessment activities that we discover what students bring to the learning process prior to beginning a unit of study. Students’ level of prior knowledge or readiness can be revealed through quality pre-assessment activities.

The most important component of this stage of assessment is to have clearly defined learning objectives or outcomes for the unit before developing a pre-assessment tool. A reflective question during the pre-assessment development process is: What do I want to know about the students’ prior experience or knowledge and understanding of the topic I am about to teach? Once we have the pre-assessment data we are able to discern the unit components that need extensive teaching, moderate support, or minimal review.

Pre-assessment begins with the development of learning objectives related to standards. We may choose from a variety of pre-assessment tools. For example, a teacher planning a mini-unit on the consequences of the Industrial Revolution might derive the learning objectives in the graphic on the next page.
Pre-assessment can be done with the whole class, for example asking the class as a whole what they already know about the Industrial Revolution. While this may spark a good conversation and set the tone for the unit, it will not provide you with data regarding which students have the prerequisite knowledge or understanding. For that reason, pre-assessment strategies that ask your students to complete work individually will give you more student-specific data regarding their readiness to learn.

Some teachers feel they need to do a pre-assessment daily. This is not true. Once you do a pre-assessment for the unit, and instruction begins, formative assessment on a daily basis becomes the next stage in the assessment process.

Pre-assessment tools vary widely by the content area, teacher preference, the type of information being sought, and the amount of time required to complete the pre-assessment tool. Using the learning objectives noted above, let's look at some possible pre-assessment activities:

- A matching activity can provide data regarding students’ knowledge of inventions and technologies of the time period
- Students could complete a graphic organizer of key components of industrialization
- Students could complete a table of consequences of given events related to the Industrial Revolution

Based on the data collected, you will begin to get an understanding of what the students already know or understand and can use this information in designing lessons targeting students’ various levels of readiness.
Formative Assessment

It is essential in quality instruction that we monitor student progress throughout the unit. The purpose of this is twofold. One is to provide us with student information regarding progress toward meeting the established learning objectives and the other is for us to use the data to make instructional adjustments. Therefore formative assessment is considered to inform teaching and learning. Formative assessment is also on-going throughout the instructional process.

You can use a variety of tools to gather formative data. The following are just a few examples:

- Respond as a group or individually to oral questions
- Complete a short quiz highlighting recent instruction
- Respond to a brief prompt related to the lesson and submit as they leave the room a “ticket to leave” or “exit card”
- Design a graphic organizer to demonstrate their understanding to date
- Create a HistorEquation representing their understanding of a current concept
- Participate in a Think-Pair-Share activity

Formative assessment can be as informal as you beginning the class by asking students to summarize recent learning, or walking around the room reviewing students’ work and/or listening to discussions, or posing questions to individual students during the work session. It is important to remember that not every activity given to students needs to lead to a “grade.” In fact, formative assessment data should be used to inform instruction, not evaluate students’ learning. You may assess students’ work without a grade to provide them with information regarding their progress and suggestions for improvement and for you to determine needed modifications to instruction.

Learning is a process and should be monitored and adjusted to fit students’ needs...

Another method of assessment for learning is the use of “progress monitoring.” Progress monitoring can involve collecting and analyzing samples of student work over a period of time. The analysis of the work can be done by you, the student, or a peer. An example of progress monitoring is a using a higher-order activity that can be assessed using a pre-determined rubric. If students are involved in the assessment process, they are empowered to make decisions regarding their own learning or make suggestions to their peers. This work can be saved in a portfolio so that progress is monitored over time.

To make formative assessment even more effective, students should be trained in self-assessment techniques so they can understand how they are progressing in meeting set standards. This can be done in the classroom by providing students with clear learning objectives, criteria and rubrics for assessing their work and opportunities to discuss their progress with you.

In their 1998 *Phi Delta Kappan* article, Paul Black and Dylan Wiliam say they know of no other way of raising student achievement as strong as the use of formative assessment. They further reported that many research studies support the conclusion “that improved formative assessment helps low achievers more than any other students and so reduces the range of achievement while raising achievement overall.” This has great impact on our concerns over achievement gaps for minorities and other special populations.
Summative Assessment

Your role as teacher is to design the summative assessment in the early stages of unit planning. This is what is commonly referred to as backward planning. You must first identify what the students should know and understand by the end of the unit [constructed with the standards in mind], and create assessment options that will measure the degree to which the students have attained that knowledge and understanding. By beginning with the end in mind, you are able to construct a unit whose lessons target the learning objectives and prepare students to be successful on the summative assessment.

Summative assessment is meant to summarize the learning. It is assessment of learning. When you are ready to assess the degree to which each student has mastered a particular set of learning objectives (after instruction, practice, review) it is time to use a summative assessment.

While the purpose of the summative assessment is to determine mastery of learning objectives, comments, in addition to a grade, can be useful to students as they reflect on their learning. It is your decision when a summative assessment is appropriate.

When you construct the final end of unit assessment, it is important to establish the criteria upon which students will be graded. For many products, projects and performances this will be either a criteria sheet or rubric. Students need to be clear regarding your expectations and should be able to see a direct link between those expectations and the instruction in the unit.

The final summative assessment for a unit of study must be directly linked to the unit’s learning objectives. This assessment might be:

- A product (e.g., a research paper; final exam or unit test; a compare/contrast chart; a completed graphic organizer)
- A project (a powerpoint linked to learning objectives; a video presentation; the creation of a diary; excerpts from literature or samples of art to demonstrate an understanding of the historical period)
- A performance (a debate between two students who have researched an assigned topic; an oral presentation; a role play)

Whatever style of assessment you choose as the summative tool, you must ensure that all students are clear on the directions as well as the criteria you will use to determine the grade. It can be especially effective to involve your students in the development of the rubric that will be used. This process empowers them and engages them directly with the criteria that exemplify proficiency. If you have samples of exemplars from previous final assessments, students will benefit from seeing them. As a form of differentiation, you may provide students with a choice of summative assessments, although it is critical that all assessment options be linked to the learning objectives being measured.

By including a student’s written reflection as part of any assignment, students have the opportunity to assess their own learning and through this process, often expand and broaden that learning. Making this self-reflection part of a summative assessment demonstrates that the learning process doesn’t end when the product has been completed. The reflection process provides students with an opportunity to understand what they have learned and apply that to future learning activities. The self-reflection is also a very valuable part of a student’s portfolio of learning.
Tools...
Evaluation Tools for Summative Assessment

After selecting the type of summative assessment you will use, you need to design an evaluation tool. If the summative assessment is a quiz or test, the evaluation tool will be an answer key. However, if the summative assessment is a product, project or performance, you need to develop a criteria worksheet or a rubric. These evaluation tools provide clear expectations for the summative assessment by outlining the quality attributes of an effective submission.

The following section describes criteria worksheets and rubrics:

**Criteria Worksheet**

When establishing the criteria for evaluating a summative assessment, list those components that are essential for a successful product, project or performance. These components should be directly related to the learning objectives for the unit (what students should Know and Understand). When using a criteria worksheet for your assessment, you need to record which criteria were met and which were not. This can be converted to a grade through either a weighted system of points or a percentage of criteria satisfied.

Although the criteria worksheet identifies the primary components of the task; the judgment regarding a criteria having been met or not is still very subjective. The feedback that the student receives identifies the areas not met but does not supply any other information regarding how close the student was to meeting the criteria and what he/she may need to do to improve. For this reason, you may want to include a brief comment for each criteria or a short narrative at the end that provides the student with some rationale for the overall assessment.

**Rubric Assessment**

Rubrics are scoring tools used to assess student work against a set of defined criteria. Rubrics take the criteria worksheet to the next level by providing clear descriptions for each performance level, therefore clarifying student performance. There are two styles of rubrics that are appropriate for student assessment—holistic and analytic rubrics.

Rubrics are not just used as a tool to evaluate student work and assign a grade. In fact, the rubric is best used as a coaching tool. The rubric can provide teacher and student with data about progress on the task, and inform both about areas in need of improvement. More importantly, it is effective instructional practice to share scoring rubrics with students and give them practice with applying the rubric to some of their work.

The rubric can provide teacher and student with data about progress on the task and inform both about areas in need of improvement.
A holistic rubric is a tool used to assess a piece of work as a whole. The various criteria are referenced in a narrative form for each score point. The student receives the score linked to the narrative most matching the work.

The example at right shows an MCAS prompt and the associated holistic rubric.

An analytic rubric is another scoring tool available to assess products, performance or projects. An analytic rubric distinguishes each criterion and offers a narrative description at each score point. Students receive a score point for each criterion which can be totaled and averaged for a grade.

The sample analytic rubric on the next page can be used to measure critical thinking.

Portfolios

Because portfolios are process-oriented, they are a great example of how we can connect formative and summative assessment.
### Rubrics

Example:
An ANALYTIC rubric used to measure critical thinking

<table>
<thead>
<tr>
<th>Thinking Indicators</th>
<th>Beginning</th>
<th>Developing</th>
<th>Competent</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing information: data, ideas, or concepts</td>
<td>INACCURATE</td>
<td>CORRECT</td>
<td>ACCURATE</td>
<td>PRECISE</td>
</tr>
<tr>
<td></td>
<td>Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information</td>
<td>Reports information (data, ideas, or concepts) with minor inaccuracies, irrelevancies, or omissions</td>
<td>Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts</td>
<td>Interprets information (data, ideas, or concepts) accurately, appropriately and in-depth in new contexts</td>
</tr>
<tr>
<td>Applying, principles or themes</td>
<td>INAPPROPRIATE</td>
<td>APPROPRIATE</td>
<td>RELEVANT</td>
<td>INSIGHTFUL</td>
</tr>
<tr>
<td></td>
<td>Labels principles or themes inappropriately, inaccurately, or omits them</td>
<td>Uses appropriate principles or themes with minor inaccuracies</td>
<td>Applies principles or themes appropriately and accurately in familiar contexts</td>
<td>Employs principles or themes accurately, appropriately and/or creatively in new contexts</td>
</tr>
<tr>
<td>Presenting multiple solutions, positions or perspectives</td>
<td>SINGULAR</td>
<td>DUALISTIC</td>
<td>MULTIPLISTIC</td>
<td>BALANCED</td>
</tr>
<tr>
<td></td>
<td>Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position or perspective</td>
<td>Identifies simple solutions, oversimplified positions, or perspectives with minor inaccuracies</td>
<td>Describes two or more solutions, positions, or perspectives accurately</td>
<td>Explains—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view</td>
</tr>
<tr>
<td>Drawing well-supported conclusions</td>
<td>ILLOGICAL</td>
<td>REASONABLE</td>
<td>LOGICAL</td>
<td>PERCEPTIVE</td>
</tr>
<tr>
<td></td>
<td>Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether</td>
<td>Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence presented, with minor inconsistencies or omissions</td>
<td>Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented</td>
<td>Creates a detailed conclusion or complex solution that is well-supported, logically consistent, complete and often unique</td>
</tr>
<tr>
<td>Synthesizing ideas into a coherent whole</td>
<td>FRAGMENTED</td>
<td>CONSISTENT</td>
<td>COHERENT</td>
<td>UNIFIED</td>
</tr>
<tr>
<td></td>
<td>Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order</td>
<td>Arranges ideas or solutions into a simple pattern</td>
<td>Connects ideas or develops solutions in a clear and coherent order</td>
<td>Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive</td>
</tr>
</tbody>
</table>

Modified from: *Rubric for the Analytical Assessment of Critical Thinking across the Curriculum* · ©Valencia Community College, Version June 10, 2005
Linking Formative and Summative Assessment

When assessing for learning (formative assessment), portfolios can be used for students to collect work in progress. They can watch their own growth, as in collecting revisions and edits of an essay or research paper, and students and teachers see evidence of progress in learning.

When portfolios are used in this way, students may use a log sheet to document items placed in it. This log may include the date, the title of the entry and why the student has included it. Students can thus take responsibility, and hopefully pride, in the portfolio development.

When using portfolios as assessments of learning (summative assessment), students can select exemplars that best represent their growth and achievement in various areas. An important consideration of any portfolio used in this way is incorporating student reflection which allows them to reflect on why they collected pieces, the growth they have made and their projections for future learning. The teacher also uses the evaluation tool to assess the portfolio and help guide the student in his or her self-reflection.
Balanced Assessment: One Size Does Not Fit All

Bloom’s Taxonomy

Recognizing that “one size does not fit all,” teachers differentiate their assessment approaches to meet the needs of students with diverse learning styles, multiple intelligence preferences, and other learning considerations. Just as Bloom’s taxonomy can be used to inform instruction, this terminology can also inform the evaluation tools that we develop. Therefore, Bloom’s can be used to help connect assessment to instruction.

Recognizing the diversity of the student population, teachers provide flexibility in the assessment process to allow students to demonstrate their knowledge and understanding in a variety of ways. Learning objectives for the mini-unit or lesson clearly communicate to students what teachers want them to Know, Understand, and be able to Do. Teachers can use a range of assessment tools to monitor (formative assessment) and evaluate (summative assessment) students’ progress. Teachers can also use Bloom’s terminology to differentiate the learning based on the same set of learning objectives. Students can also be introduced to Bloom’s Taxonomy and use it to develop their own set of questions for a unit at various levels that encourage critical thinking skills and that can be shared with other students (answers must accompany the questions).

Quality questioning is an essential aspect of all types of assessment, and Bloom’s Taxonomy is the tool to diversify your questioning techniques. For example, you can create “assessment prompts” using verbs from Bloom’s Taxonomy to assess the level or degree to which students grasp the material. Since the standards are the same for all students, and thus the learning objectives, your role is to scaffold the learning to support achievement of the objectives. This can be done by selecting various levels of Bloom’s to match the cognitive readiness levels of the learners. These various verbs can be used to differentiate activity prompts or assessment tasks, but should be used in combination in activities for all students. It is important that your students be given questions and/or prompts at various levels of Bloom’s Taxonomy so that all students can demonstrate both their basic thinking skills and their higher order thinking skills.

Final thoughts

Assessment should always be connected to unit or lesson objectives and be used to measure students’ knowledge and understanding of content related to the curriculum standards outlined by the Massachusetts Curriculum Frameworks. These measurements might be formative, during the instructional process, and inform teacher planning and student learning; or, they might be summative, at the end of a unit of study, and provide data about the degree to which the student met the learning objectives.

It is important to make the assessment process as transparent for the student as possible. Be clear from the beginning of a unit what your expectations are.

It is important for the student as possible. Be clear from the beginning of a unit what your expectations are. Provide criteria lists or rubrics for projects as well as exemplars to guide the students in their learning. If students are involved in the assessment process, and in this case better understand that assessment process, they not only learn more about their own learning, but they are able to practice critical thinking and reflection on the work they have done.
For more than 50 years, Bloom’s “Taxonomy of Educational Objectives” has been used as a valuable tool to organize educational goals and promote higher-order thinking. The taxonomy classifies six levels of qualitatively different thinking processes, with different kinds of thinking organized in a clear hierarchy. One end of the classification is considered basic thinking skills (factual or topical knowledge and retrieval), while the other end comprises higher-level thinking skills (conceptual understanding needed for critical thinking and problem-solving).

For more information on Bloom’s Taxonomy and a list of sample verbs for each level, do an internet search using your favorite browser.
Assessment

References and Resources


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What should I teach, U.S. History I or U.S. History II?

The decision about which U.S. History course to teach should be driven by the needs of the majority of students in your program. By referring to the graduation grids available from the Education Liaisons, your teaching coordinator can work with you to make a sound decision for your students. In some cases you may decide to teach one section of each; in other cases, you may teach one course one year, the other course the next. As long as a student has not earned course credit already, either course may be suitable on the student’s transcript.

What can I do if I have a student in my U.S. History class who needs World History?

There are several ways a teacher can provide instruction for a student that needs World History when they are teaching U.S. History:

1. Emphasized standards in the U.S. History Instructional Guides have related topics in world history that can be used to differentiate instruction within the U.S. History classroom.

2. Students could be set up with an independent study program that may include supplemental texts, resources, video clips from Discovery Education or activities from the Performance Education CDs that each program received.

3. Teachers could use Compass Learning Odyssey, an online instructional software program, to provide coursework for World History students.

Note:
For further information or support, teachers should contact their instructional coaches.

How do I promote literacy in a history lesson?

Here are some strategies and/or techniques to help students build vocabulary, improve comprehension and incorporate writing in the history classroom:

Vocabulary
- Vocabulary word walls
- Frayer Model*
- Concept mapping*
- Word study (breaking words down, antonyms and synonyms)
- Powerpoint 3 slide blank, picture and student definition

Comprehension
- Activate prior knowledge
- Build background knowledge
- Use of graphic organizers
- Group summarizing
- Structured note-taking
- Cloze activities (fill in missing words from content selection)

Writing
- Summarizing
- Note taking
- Entrance and exit slips
- Journal writing
- Short answer and essay assessments

Note:
Teachers should review Chapter 5 in this Guide and utilize their McREL resource, *Teaching Reading in Social Studies and Janet Allen’s Tools for Teaching Content Literacy for a more detailed and comprehensive list of strategies and techniques to support reading and writing in the history classroom.
How do I integrate numeracy in a history lesson?

Using math in the history classroom is essential as students give meaning to data that is relevant to the course of study. There are many ways to integrate math into social studies lessons to enhance them and make them more meaningful for students. Some ideas include:

- Mapping skills
- Interpreting and analyzing data and statistics
- Analyzing and/or constructing charts, tables and graphs
- Creating timelines

How can I differentiate my history lesson?

Teachers must find multiple ways to reach out to students using a variety of teaching strategies. Lessons can be differentiated by content (curriculum), process (instruction) and/or product (summative assessment). Here are some general ideas for differentiating instruction in the history classroom:

**Content (curriculum)**
- Use a variety of historical sources, texts, daily prompts (see Chapter 7), video clips, and taped material of varying levels of difficulty, interests and learning styles
- Present the content in visual, auditory and kinesthetic modes
- Plan lessons that respond to students’ multiple intelligences

See Appendix Illustration 10-A for a sample page, showing how U.S. History II Standards 1-7 can be differentiated to meet varying levels of cognitive readiness

**Process (instruction)**
- Use tiered activities with different levels of difficulty, interests or learning profile, but focused on the same key learning objectives
- Use a variety of instructional technology tools for students to access learning
- Provide students choice options when possible
- Allow students to work alone or in small groups
- Encourage students to be active participants in the design and implementation of learning activities
- Use a variety of instructional resources such as Discovery Education videos, Performance Education materials (on CD, given to each program), Compass Learning lessons, Picturing America materials, and excerpts from supplemental texts. See the Resources list in Chapter 8.

**Product (summative assessment)**
- Offer options for tasks, activities and assessments so that students can express their understanding in individual ways
- Allow students to use a range of media or formats to express their knowledge and understanding
- Use tiered product assignments (assessments at different levels of difficulty, interests or learning profiles, but focused on the same key learning objectives)
- Develop assessment prompts at various levels of Bloom’s Taxonomy to meet cognitive learning levels (but focused on the same key learning objectives)
Frequently Asked Questions

**How** can I bring History “alive” for my students?

Teachers can effectively engage students in learning history by using strategies that employ a range of learning styles that bring history “alive” for students. Suggested activities include:

- Watch film clips or DVDs
- Integrate video streaming from *Discovery Education*
- Use resources from the *Performance Education CD*
- Use virtual tours and electronic field trips available at websites such as *Teaching History with Technology: www.thwt.org/virtualtours.html*
- Organize debates
- Plan lessons in which students develop multimedia projects such as Powerpoint presentations and digital storytelling
- Incorporate role-playing, re-enactments or simulations (most DYS programs have simulation materials available such as teacher binders and student paper packets from *Interaction* on topics such as Vietnam, Independence, and the Civil War)
- Write a storyboard
- Use postcards from the past or have students create postcards
- Have students analyze historical music and lyrics
- Examine primary sources and documents
- Have students compare and contrast their lives with the lives of teens in an historical period
- Explore a historical concept, then and now

**What** does PYD/CRP look like in a DYS history class?

Here are some strategies and/or techniques to help promote Positive Youth Development and Culturally Responsive Teaching in the history classroom:

- Use an assortment of resources, materials and instructional strategies that include a variety of cultural references and appeal to students’ interests
- Develop activities that seek multiple perspectives on topics and issues
- Use student interest or multiple intelligence surveys to collect information about students to plan instruction relevant to student’s lives
- Use Daily prompts (See Chapter 7) to engage students and respond to their diverse backgrounds
- Bridge cultural differences through effective communication, discussions, debates and/or role playing
- Examine various points of view through classroom discussions and activities
- Publish or display student work (with permission)
- Allow students opportunities to share their cultural knowledge and backgrounds

Note:
See Chapter 2 in this guide for more detailed information, examples and resources for promoting PYD/CRP in the history classroom.
### Possible ENTRY POINTS to Learning Standard(s) (and ACCESS SKILLS embedded in standards-based activities)

<table>
<thead>
<tr>
<th>Less Complex</th>
<th>More Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS SKILLS</strong></td>
<td><strong>ENTRY POINTS</strong></td>
</tr>
<tr>
<td>The student will:</td>
<td></td>
</tr>
<tr>
<td>♦ Sort and match pictures of agricultural and industrial goods</td>
<td>♦ Identify agricultural and industrial goods used in daily life during this time period</td>
</tr>
<tr>
<td>♦ Find familiar locations using pictures and maps</td>
<td>♦ Investigate why millions of immigrants came to the United States between 1870 and 1914 and discuss their contributions to the country</td>
</tr>
<tr>
<td>♦ Using pictures of local businesses/industries, match picture to picture</td>
<td>♦ Identify three inventors and their inventions</td>
</tr>
<tr>
<td>♦ Follow one-step directions to place pictures symbolizing population growth on a timeline</td>
<td>♦ Explain the events that led the U.S. into World War I, and locate the countries involved on a map</td>
</tr>
<tr>
<td>♦ Respond to text being read aloud (i.e., remain alert, request more)</td>
<td>♦ Discuss reasons Americans continued to move west from 1870 to 1914 and how this migration affected Native Americans and the environment</td>
</tr>
<tr>
<td>♦ Choose appropriate text to read or to have read aloud</td>
<td>♦ Identify causes of Word War I and explain why the United States entered the conflict; locate the countries involved on a map</td>
</tr>
<tr>
<td>♦ Orient to books/orient book right side up</td>
<td>♦ Explain why workers began to form labor unions during the Industrial Revolution</td>
</tr>
<tr>
<td>♦ Turn pages in a book or magazine</td>
<td>♦ Investigate why millions of people immigrated to the United States from 1870 to 1914 and describe the role of immigrants in the Industrial Revolution and U.S. expansion</td>
</tr>
<tr>
<td>♦ Activate an electronic device to access text, communicate with others, or participate in an instructional activity</td>
<td>♦ Investigate how the Industrial Revolution contributed to the growth of cities</td>
</tr>
<tr>
<td>♦ Turn attention toward another person</td>
<td>♦ Discuss reasons Americans continued to move west from 1870 to 1914 and how this migration affected Native Americans and the environment</td>
</tr>
<tr>
<td>♦ Grasp, manipulate, and release objects</td>
<td>♦ Identify causes of Word War I and explain why the United States entered the conflict; locate the countries involved on a map</td>
</tr>
<tr>
<td>♦ Organize instructional materials</td>
<td>♦ Identify causes of Word War I and explain why the United States entered the conflict; locate the countries involved on a map</td>
</tr>
<tr>
<td>♦ Take turns appropriately during classroom discussion</td>
<td>♦ Identify causes of Word War I and explain why the United States entered the conflict; locate the countries involved on a map</td>
</tr>
<tr>
<td>♦ Respond to/initiate contacts with others</td>
<td>♦ Investigate how the Industrial Revolution contributed to the growth of cities</td>
</tr>
<tr>
<td>♦ Apply rules for appropriate classroom behavior</td>
<td>♦ Discuss reasons Americans continued to move west from 1870 to 1914 and how this migration affected Native Americans and the environment</td>
</tr>
<tr>
<td>♦ Use appropriate social greetings</td>
<td>♦ Identify causes of Word War I and explain why the United States entered the conflict; locate the countries involved on a map</td>
</tr>
<tr>
<td>♦ Identify self and/or others</td>
<td>♦ Continue to address skills and concepts in this subject that approach grade-level expectations</td>
</tr>
</tbody>
</table>

Illustration 10-A: Shows how U.S. History II standards 1-7 can be differentiated to meet varying levels of cognitive readiness.

Resource Guide to the Massachusetts Curriculum Frameworks for Students with Disabilities: History and Social Science

www.doe.mass.edu/mcas/alt/rg/hss.pdf
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1937, Dorothy Lange, photographer. Toward Los Angeles, California
Farm Security Administration/Office of War Information Black-and-White Negatives
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1936, Dorothy Lange, photographer. Migrant agricultural worker's family. Destitute in a pea pickers camp, because of the failure of the early pea crop. These people had just sold their tent to buy food. Most of the 2,500 in this camp were destitute.
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1936, Dorothy Lange, photographer. (Migrant Mother, age 32) Destitute pea pickers in Nipomo, California. Mother of 7 children.
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1936, Dorothy Lange, photographer. Migrant agricultural worker's family, Nipomo, Calif.
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1936, Dorothy Lange, photographer. Migrant agricultural worker's family. Seven children without food. Mother aged 32.
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1936, Dorothy Lange, photographer. Migrant agricultural worker's family. Father is a native Californian.
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1936, Aerial view of Whitehurst Freeway and K Street overpass, looking west, Washington, DC
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1961, Inauguration of President Kennedy on east portico of U.S. Capitol, January 20, 1961
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1952, Dwight D. Eisenhower, head-and-shoulders portrait, facing slightly left
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Franklin Roosevelt
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1941 Portrait of Jacob Lawrence by Carl Van Vechten 1880-1964, photographer.
Carl Van Vechten Collection
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c.1945 by Chase-Statler, Harry Truman, half-length portrait, seated at desk, facing front, holding pencil.
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