U.S. HISTORY I
Teaching in DYS Schools

An Instructional Guide for Teaching Social Studies in the Massachusetts Department of Youth Services
April 2008
Dear Colleagues,

The Massachusetts Department of Youth Services, in partnership with the Commonwealth Corporation and Hampshire Educational Collaborative, are 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 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 education 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 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 Social Studies Curriculum Framework.

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

Sincerely,

Jane E. Tewksbury
Commissioner
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This Social Studies Instructional Guide is the fourth in a series of instructional guides prepared by the Commonwealth Corporation for DYS teachers. The guides focus on major content areas in DYS—English Language Arts, Math, Science, and Social Studies. These instructional guides are aligned with the extensive program of professional development, training, and coaching provided in partnership with the Hampshire Educational Collaborative. All of the DYS Instructional Guides are aligned with both the Massachusetts Curriculum Frameworks and the goals and principles of the DYS education system, and share the same general outline and instructions for use.

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**DYS EDUCATION MISSION**

DYS seeks to provide a comprehensive high quality educational system that meets the needs, experiences, and goals of our youth. Through collaboration with local schools, community-based organizations, families, and other resources, DYS Education seeks to provide an individualized student plan that focuses on literacy and numeracy skills, education and employment training opportunities, and transition to the community and the workforce.

**DYS STUDENT POPULATION**

The DYS population is demographically diverse by race, ethnicity, language, culture, age, and economics, and educationally diverse with respect to their background knowledge, interests, aspirations, learning styles, multiple intelligences, social-emotional strengths and challenges, and personal histories. As teachers, we need to begin with a fundamental recognition that our students come from a range of cultural and economic backgrounds that are often very different than those of their teachers.

When compared with the rest of the state’s population, the young people in DYS custody reflect disproportionately high percentages of youth of color (African-American and Latino), youth for whom English is a second language, and students with learning disabilities. The DYS committed caseload decreased 9% between 1996-2006; the system currently serves approximately 5,600 students per year, with roughly 1,900 students in residential and community programs at any given time. DYS students in the committed population are 43% white, 26% African American, 24% Latino, 3% Asian, and 4% “other.” Youth are between 10 and 19 years old, with an average age of approximately 17 years.

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. These factors and statistics do not begin to tell their stories of who our students really are, but they do illuminate some of the differences between the backgrounds of students in DYS settings.

We have unique opportunities in DYS 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, we are better able to foster environments where differences are valued as useful tools for teaching, learning, and engaging all students. By examining our own backgrounds, affirming our 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 DYS educators, we have the chance to offer our students successful experiences—often for the first time in their lives!

**DYS EDUCATION PROGRAMS**

Every day, the Department of Youth Services provides educational services to more than 1,900 young people in 58 sites across Massachusetts. In addition, DYS operates 32 day programs to serve youth transitioning back into the community and residing with parents, guardians, or in independent living programs. 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. Programs operate under contract with DYS, and are run by numerous vendors and community-based organizations.
The DYS facilities in Massachusetts include:

- **Detention sites**
  for youth in the pre-commitment stage

- **Assessment sites**
  for youth committed to DYS and awaiting determination of placement

- **Treatment sites**
  short-term and long-term secure treatment programs for young people

DYS education programs include:

- Academic services, GED preparation, vocational education, life skills programming, and/or post-secondary education services;

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

- Special education services, provided through the Massachusetts Department of Education’s Special Education in Institutional Settings—SEIS—organization, (formerly known as Educational Services in Institutional Settings, or ESIS);

- Title I supplemental services, provided through federal entitlement funds;

- Vocational/work programs including extended day, job training, and employment, provided through partnerships with vocational-technical high schools, Workforce Investment Boards, and community-based organizations.

While size, type, location, security levels, and other factors vary a great deal among the 58 DYS facilities 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 certification.

**ESSENTIAL QUESTION**

*Given what we know about the young people we teach and the settings in which we teach them, what should DYS educators be doing instructionally?*

The nature of detention, assessment and treatment 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, guiding beliefs, and professional development goals that are shared among all DYS settings. These components, which are briefly summarized on the following page, are drawn from extensive research on successful practices for youth who are placed at-risk by social, economic, or environmental stressors.
EFFECTIVE TEACHING PRACTICES FOR YOUTH IN DYS SETTINGS

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. The objectives are clearly and visibly 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, and prior knowledge and experiences are used to adjust curriculum and instruction so that it addresses learners’ needs and increases their interest and engagement with the information.

A can-do attitude, driven by high expectations, is established and maintained in every classroom.

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.

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 all lessons, with emphasis on increased comprehension 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.

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 adjusted regularly to prepare students for the formal unit assessment.

DYS PROFESSIONAL DEVELOPMENT GUIDING BELIEFS

The Department of Youth Services provides high-quality, standards-based professional development for DYS Education staff in each critical role: teacher, teaching coordinator, education liaison, and regional education coordinator. A professional development system—common release days, opportunities for professional development in regional trainings, coaching, and courses—supports staff in learning about and implementing practices effective in juvenile justice education. DYS Professional Development is standards-based, and will be driven by an increasing focus on student work, use of mathematics, reading, and writing across all content areas, effective teaching in a culturally and linguistically diverse student population, use of the arts and technology to teach to the standards, and development of teacher leadership.
**Standards-Based Curriculum**
Assist teachers in the implementation of DYS standards-based curriculum, as measured by learning objectives connected to the state curriculum frameworks and the effective use of the *DYS Instructional Guides*, instructional resources, and multiple means of assessment.

**Literacy & Numeracy**
Promote literacy and numeracy, as measured by the teacher’s demonstration and assessment of student listening, speaking, reading, and writing across all content areas, in all trainings, resources, and curriculum.

**Differentiated Instruction**
Prepare teachers to differentiate using standards-based instructional practices suitable to a juvenile justice system, as measured by the teacher’s development and demonstration of curriculum, instruction, and assessment appropriate to students’ prior knowledge, interests, learning styles, and needs.

**KEY ELEMENTS**

**Instruction will explicitly include:**
- Specific goals / learning objectives
- Links to students’ prior knowledge and understanding
- Daily routines and practices that honor and incorporate students’ social and academic needs and assets
- Varied instructional strategies (such as visual, auditory, oral, hands-on, technology)
- Multiple means for student engagement: listening, speaking, reading, writing, and doing
- Mutual respect and contextual learning
- Ongoing demonstration of student learning and understanding as evidenced by pre- and post-assessments
UNDERSTANDING CULTURALLY RESPONSIVE TEACHING
UNDERSTANDING CULTURALLY RESPONSIVE TEACHING
in the DYS Social Studies 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. 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 for 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 among more than one DYS facility.

Relationships are crucial to effective teaching, and 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. Fostering meaningful connections, and teaching curriculum that strengthens our students’ abilities to engage with the world and become successful in their lives, requires ongoing reflection on:

- How we prepare and design our teaching
- How we connect content to our students’ lives
- How we interact with our students

In 1992, a research study demonstrated that juvenile treatment centers that employ effective teachers have lower recidivism rates than other treatment centers. 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.
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.

Cultural responsiveness means examining our own cultural norms and how these affect our teaching. Responsive teaching requires that we have an understanding that our personal, academic and cultural experiences are different from those of our students. Much of what we do and say has been formed by the political and social context in which we live and work. 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.
OVERVIEW—PREPARING, CONNECTING, INTERACTING

We can **prepare** to teach by:

- Reflecting on ourselves and how our own cultural norms affect the ways we teach and interact with students
- Learning about 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
- Researching how to match 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 learning styles
- Remaining flexible, creative, organized, and enthusiastic
- Challenging students 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

We become culturally responsive in our pedagogy by addressing how we prepare, how we connect social studies content to our students’ lives, and how we interact with our students. The following sections explore three key elements of culturally responsive teaching—Preparing, Connecting, and Interacting—through questions, examples, research, and specific tools that teachers can use to deepen their effectiveness as culturally responsive educators. The first of these elements—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.

Considering these questions helps us become more aware of our own beliefs and behaviors:

- What experiences did I have as a student in school? Were they positive? Negative? Varied?
- What experiences did I have with teachers in school?
- What does “learning” mean to me?
- At what points in my life has “learning” been most interesting? At what points has it felt like a chore?
- What was my family life like as an adolescent?
- How did I relate to my peers? How did I relate to adults?
- What have my experiences been with the police? Courts? The criminal justice system?
- How often does my race, culture, or gender affect my daily life?
- When I was an adolescent, how often did I think about race, culture, or gender?
- What relationships do I have with people whose race or culture are different from my own?
HOW WE PREPARE AND DESIGN OUR TEACHING

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 build on their own strengths to help 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 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 use quick methods like Daily Prompts, which are 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.

These questions can help us reflect on how we can prepare to teach in culturally responsive ways:

Do I use prompts and other activities to gain an understanding about students’ home culture and life experiences?

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

Do I ask my students about their previous experiences in school?

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.)?
When students enter our classrooms, these questions can help determine their prior knowledge in social studies:

- Before coming to this facility, what were you learning about in social studies class?
- What did you like about social studies class? What did you find interesting?
- We will be studying ______________________. What do you know about this already?
- Have you studied this in school before? If yes, what did you find particularly interesting?
- What do you want to know about this topic?

While maintaining appropriate boundaries, teachers and students in DYS facilities 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 DYS setting. Teachers can then use these insights to tailor instruction and assessment to respond to students’ interests.

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?
- 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 history teachers, we 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.

Take time to read and learn about the histories of the specific racial, national, and ethnic groups with which our students identify. These histories may not usually appear in traditional texts, but they are essential to building culturally responsive lessons that address our students’ histories and needs.

For example, the history of Puerto Ricans is very distinct from the history of Mexican-Americans or Salvadoran immigrants, and members of these ethnic groups may have very different perspectives and cultural practices. Similarly, a Cambodian-American student whose family members came to this country as refugees may see the world in a very different manner from a Chinese-American student whose family has lived in the United States for generations.

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.

In a study of youth involved with the juvenile justice system, researchers found that race and class were key elements in the students’ identities...regardless of the race with which they self-identified. 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 DYS teachers, we don’t want to miss an opportunity to help our students engage and achieve in school.

We must understand how culture affects behavior, communication, and interaction.
One of the most rewarding aspects of teaching social studies is that our work requires continually learning about history and reflecting on social issues. As a starting point, some resources for learning more about culturally responsive teaching are included at the end of this chapter. These varied resources, as well as conversations, research, and outreach to members of our students’ communities, can help us identify points of concern and inquiry that may not immediately be obvious.

If we attempt “not to see race” ... we miss an essential part of what makes students who they are.

**TEACHER REFLECTION**

**These considerations can help us learn more about race, racism, ethnicity, and cultural behaviors:**

Do I try to educate myself about my students’ home cultures and their experiences and contributions throughout history?

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?

Have I researched the role of race in American history and in its educational systems?

Do I reflect on my own cultural norms and school experiences, and how these inform my teaching?

Do I investigate how stereotypes and discrimination play a role in my own life and in my students’ lives?
HOW WE CONNECT CONTENT TO OUR STUDENTS’ LIVES

The second of three key elements of culturally responsive teaching—How we connect to the content we teach—offers opportunities to make history tangible and accessible to students, and to help them locate themselves within the themes and details of United States history. In the context of social studies, being a culturally responsive teacher means helping our students analyze the history of people with which they can identify. We can help students see the ways in which individuals and groups have improved their lives and the lives of those around them. With that analysis, students can begin to see the complex interplay of racism, legal and social barriers, and cultural conflict that continue to affect our lives in the United States to this day.

Seeing the muddy debates, laws, answers, and questions that Americans have struggled with throughout time helps students see the complexity of “History’s Heroes.” History is lived, fought, and celebrated by regular people living in an imperfect society. If teaching social studies is about making history tangible and accessible to students, culturally responsive teaching is about helping young people see that their ancestors, their families—and they themselves—are living history.

The content we teach must meet many criteria. As DYS 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 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 historical content.

- Provide students with opportunities to learn about topics that relate to their own cultural history from multiple points of view, including readings from authors who share their racial or ethnic identities.

- Use Daily Prompts to help students give voice to their own experiences.

- In class discussions, plan for time and offer respectful encouragement for students to integrate their own experiences with historical events.

- 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 history is a re-creation of events, and always depends 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 which events 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 facts and dates; we are also teaching students to think critically about the world around them.

- What is the author’s background?
- Are several perspectives represented?
- How would an author from a different perspective have chosen to tell the same history?

Connecting through recurring historical themes:

Thematic strands enable students to analyze historical events, think critically about their own lives and the experiences of others, and develop important, enduring understandings about our society. Weaving the curriculum around specific themes can help push your students’ thinking and offer them important tools to continue a discourse about recurring social issues. Using overarching thematic strands encourages students to view history across time and space and recognize commonalities of human experience. Specific themes recur throughout the U.S. History curriculum, and will help students recognize themselves within the curriculum. Choose themes that appropriately challenge students according to their emerging understanding of our society and engage their interests. *Aim high; our students are often accomplished critical thinkers, but they may not bring “traditional” vocabulary and skills to communicate their ideas.*

**These recurring themes in United States history help teachers make content more meaningful:**

- 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

Note: Each of these themes is explored in detail in this guide’s chapter on *Organizing Social Studies Instruction.*
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. 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 the themes in the chapter on *Organizing Social Studies Instruction* for examples of overarching concepts and essential questions that relate to students’ lives and prior knowledge.
- Emphasize the Key Elements of Instruction for professional development in DYS, as outlined in this guide’s *Introduction*.
- Establish protocols that use social studies concepts to develop life skills; for example, create a multi-step process for problem solving in the classroom.
- Publish student work so that students see themselves as meaningful participants in both the classroom and the larger learning community.
Reaching an audience also increases student motivation. Publishing students’ work can be as simple as posting essays or projects on a wall and inviting students and staff to view the work and write short comments on a blank page posted as part of the exhibit. Teachers can also create opportunities for students to reach an audience by writing letters to authors, challenging viewpoints and supporting their own arguments, creating a role-play or skit to perform in class, designing a comic book to be shared with other classes, or contributing to a newsletter that is periodically “published” through the use of a photocopier.

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

- Does my lesson or mini-unit build on my students’ prior knowledge?
- Does the content I am teaching relate to my students’ ethnic, racial, and cultural backgrounds?
- Can my students identify with the experiences of the people we are learning about?
- Am I helping them draw connections?
- 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?
- 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?)
- Do I help students learn about their own histories in ways that help them identify and understand their current situations?
- Am I demonstrating to students how they can link classroom skills to real-life applications?
- Do I help students access information that helps them learn more about their cultural, ethnic, or racial backgrounds?
- Am I helping students learn about other cultures so they can see and value both commonalities and diversity among groups?
- Am I helping students think critically, conduct research, and solve problems?
- Do I seek and find ways for students to publish and find real audiences for their work?
The third element of culturally responsive teaching—How we interact with our students—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 own 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. 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. 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.

- 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 discreet 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 We Interact with Our Students

How can I create a climate of success?

Learning occurs when students perceive that they are valued as a member of the learning community, that teachers believe in them, and that they are expected to succeed. To be effective teachers and 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 participating, 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 respect. The Classroom Self-Tour on the facing page invites us to look at our classrooms with new eyes, and see whether our classroom settings demonstrates the beliefs, learning opportunities, and support that we hope to share with our students.

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

Am I creating an atmosphere in my classroom where my students feel welcomed and emotionally safe?

Am I helping students identify the strengths they have from their own life experiences?

Do I maintain clear, high expectations for all my students?

Am I finding ways to make connections with my students?

Am I valuing each student's intelligence and the way it can be a resource in the classroom?

Am I giving appropriate wait time and guidance to answer questions and meet expectations?

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

Are my expectations explicit, firm, and consistent?

Am I giving students positive messages about who they are individually, and linking their home cultures with success in learning?

Do I model behavior that supports a positive learning environment?
**Entrance**

What is the first message students get when they enter the room?
Are students greeted verbally and with eye contact when they enter?
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 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 relevant teaching holds the promise of making a real difference in the lives of our students. DYS 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 helps our students better understand history 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.

ENDNOTES


5 Bortner and Williams, 1997.


ADDITIONAL REFERENCES FOR THIS CHAPTER


**LESSON PLANS for CULTURALLY RESPONSIVE CLASSROOMS**


Teaching Tolerance magazine and website:

http://www.tolerance.org

Two volumes of educators’ lesson plans and essays on how to build culturally responsive classroom communities. *All DYS sites have received a copy of this resource.*

Collection of background readings, cartoons, role-plays, poems and hand-on teaching activities about wealth and poverty.

A Language Arts and History teacher in a working class African American school shares specific lesson plans and discipline strategies that make her teaching effective. *All DYS sites have received a copy of this resource.*

Collection of essays and lesson plans including handouts and instructions for critical pedagogy.

A project of the Southern Poverty Law Center that helps educators bring tolerance into the classroom, Teaching Tolerance has earned Oscar nominations, Academy Awards, and more than 20 honors from the Educational Press Association of America.
LEARNING MORE about CULTURALLY RELEVANT PEDAGOGY


A foundational book that uses case studies and theory to analyze personal, political, cultural and educational factors and explain success and failure in school. It includes specific suggestions for teachers to make their classrooms more culturally responsive.


Includes definitions and characteristics of culturally responsive teaching, as well as specific suggestions for accommodating different learning styles.


Concrete lesson plans that put multicultural theory into practice.


Explains the importance of culturally responsive classrooms and includes specific pedagogical ideas to match classroom culture with home cultures of specific ethnicities in the United States.

Article at: [http://www.wested.org/online_pubs/bridging/part1.shtml](http://www.wested.org/online_pubs/bridging/part1.shtml)

Offers specific illustrations of ways in which cultural differences impact education; this article includes explicit attention to the role of parents and families.

FINDING the NEWEST PUBLICATIONS and CLASSROOM MATERIALS

[http://www.teachingforchange.org](http://www.teachingforchange.org)

Teaching for Change offers an online catalog of books, posters, videos and CDs to build a culturally responsive classroom library. Includes historical texts, historical novels, puzzles, maps, videos, and more.

[http://www.rethinkingschools.org](http://www.rethinkingschools.org)

Rethinking Schools offers a quarterly magazine, and a comprehensive index of research articles, web resources, and publications on critical topics in school reform.
RESOURCES that EXPLORE CULTURE THROUGHOUT HISTORY


The Ethnic America segment of Digital Histories at:

http://www.digitalhistory.uh.edu/historyonline/ethnic_am.cfm

This list offers a sample of recommended resources with multicultural and/or multiperspective content. Most (but not all) are related to the period of time addressed in United States History I. These samples offer a diverse range of authors, topics, and subjects, but are not meant to comprise a comprehensive list of resources.
FRAMING CURRICULUM AND INSTRUCTION
CURRICULUM AND INSTRUCTION—DEFINING THE TERMS

All fields of endeavor have 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. Some of the most frequently used terms in the field of education include:

| **CURRICULUM** | Ideas, skills, processes, and content that educators identify as important for students to learn in each subject area; curriculum is the “what” of education |
| **INSTRUCTION** | Interaction between teacher and student, or the actual activities that communicate and review knowledge, understanding, or skill; instruction is the “how” of education |
| **FRAMEWORKS** | Curriculum frameworks in each content area, consistent throughout Massachusetts |
| **STRANDS** | Major organizing principles for learning in each content area |
| **STANDARDS** | Learning goals in each content area, delineated within each strand |
| **ASSESSMENTS** | Various methods to gather evidence of students’ progress towards achieving the learning objectives |

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

In every classroom, teachers build their curricular programs by:

- Defining learning objectives based on the frameworks, standards, topics, and time periods;
- Assessing current levels of knowledge, understanding, and skill among all students in the classroom;
- 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;
- Assessing students’ growth in meeting learning objectives.

In DYS settings, instruction needs to be especially interactive and engaging. The challenge is to help DYS teachers stress academic rigor and simultaneously differentiate instruction to respond to variety in the backgrounds, abilities, interests, and learning styles among diverse and highly mobile students.
DYS EDUCATIONAL PHILOSOPHY

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

A SYSTEM for CURRICULUM and INSTRUCTION in DYS

DYS teachers face multiple challenges planning and delivering effective social studies curriculum. These include addressing the Massachusetts Social Studies Curriculum Framework, aligning instruction with MCAS and GED test areas, minimizing duplication of content, teaching a transient population, and addressing the need for differentiated instruction. Youth come to DYS with vastly differing sets of skills, abilities, and background knowledge, as well as their own hopes, fears, experiences and aspirations. Additionally, there is a range of different settings and educational programs within the DYS education system, as well as great variation in the length of time young people spend in our programs.

Social studies instruction must speak to our students’ desires to understand their lives: who they are and how the world functions.

A great many factors —both educational and not—constantly impact our students’ learning, and they all have an effect on what we can do in the DYS classroom. DYS students are racially and ethnically diverse. Many live in households below the federal poverty line, many are youth of color, and the overwhelming majority have survived discrimination, inequity, trauma, and violence. Social studies instruction must speak to our students’ backgrounds and desires to understand themselves and the world around them: who they are and how the world functions. Relevance and applicability are crucial for personal growth, to motivate learning, and to bring meaning to what happens in the classroom.

We must also be attentive to the wide range of possibilities for our students when they leave the DYS system. Our most fundamental goal is to prepare them for a successful future outside of DYS, which may include returning to high school, passing MCAS or GED examinations, and entering the Job Corps, employment, or a college, university, or other learning option. Given the extraordinary range of variables in the DYS system, our challenge is to develop a system of education that is coherent and consistent, as well as flexible. To meet these challenges, we have developed a highly adaptable curriculum, organized around broad topics and reflecting key principles for social studies instruction in DYS settings. As teachers, we must strive to meet our students where they are now, build learning activities around their interests, and tailor instruction to address their individual learning styles and preferences. Reaching out in these ways enables students to use their own background knowledge to acquire and retain new skills and new learning.

Relevance and applicability are crucial ... to bring meaning to what happens in the classroom.
Differentiating instruction allows **all students** to **access the same classroom curriculum**. Teachers differentiate instruction in response to three significant factors, including 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.

**Cognitive Readiness**

Can be determined by using pre-tests, KWL 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 Intelligence 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?); and
- Environmental preferences (does the student need, for example, lots of space, auditory distractions, or a quiet area to work?).

The table on the facing page defines three key student characteristics to which differentiation should respond (Cognitive Readiness, Personal Interests, and Learning Profiles), and provides examples of how three aspects of teaching (Curriculum, Instruction, and Assessment) can be differentiated within DYS classrooms. Additionally, a number of strong websites provide curriculum samples and exercises for differentiating instruction in Social Studies.

- http://www.open.k12.or.us/reaching/tag/dcsamples.html
  **Offers differentiated curriculum samples** for all grades and various subject matters

- http://www.bsu.edu/web/jfmarron/tlpcauses.html
  **Offers a tiered lesson plan** on the Causes of the Civil War

  **Offers example of primary sources** used to tier a lesson on the Great Depression

- http://tah.usd259.org/plans.htm
  **Offers lesson plans** with differentiated instruction grids and writing exercises for Teaching American History

- http://www.learnerslink.com/curriculum.htm
  **Offers sample lessons** in math, science, English and social studies

- http://surfaquarium.com/MI/inventory.htm
  **Offers a Multiple Intelligences survey**

- http://www.gigglepotz.com/mi.htm
  **Offers numerous links** regarding Multiple Intelligences
### 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></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, audio tape 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 or mixed 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>A student’s starting point regarding the learning objectives; includes prior knowledge, skills, and understanding</td>
<td><strong>INTERESTS</strong></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 where they are comfortable and have personal expertise.</td>
</tr>
<tr>
<td><strong>INTERESTS</strong></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 subtopics to explore, with each option targeting the same learning objectives. Make topics contextual for the students.</td>
<td>Give students choices of subtopics to explore, with each option targeting the same learning objectives. Make topics contextual for the students.</td>
</tr>
<tr>
<td>Contexts, topics, and skills that interest the learner</td>
<td><strong>LEARNING PROFILES</strong></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 product options that may be analytic, creative, or practical.</td>
</tr>
<tr>
<td>Learning styles, multiple intelligence preferences, ethnic and gender issues, and other factors of personality</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 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>
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</tr>
</tbody>
</table>

* **tiering:** 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.
Examples of the three overarching priorities in DYS Professional Development are integrated throughout this Instructional Guide, where they are represented by the following symbols:

**Standards-Based Curriculum**

Assist teachers in the implementation of DYS standards-based curriculum, as measured by learning objectives connected to the state curriculum frameworks, and the effective use of the *DYS Instructional Guides*, instructional resources, and multiple means of assessment.

**Differentiated Instruction**

Prepare teachers to differentiate using standards-based instructional practices suitable to a juvenile justice system, as measured by the teacher’s development and demonstration of curriculum, instruction, and assessment appropriate to students’ prior knowledge, interests, and learning styles and needs.

**Literacy and Numeracy**

Promote literacy and numeracy, as measured by the teacher’s demonstration and assessment of student listening, speaking, reading, writing and math across all content areas, in all trainings, resources, and curriculum.

These symbols are strategically placed throughout the guide to draw attention to areas where each of the three priorities is strongly emphasized.

*Exemplars:* Later in this Instructional Guide, the chapter on Exemplars uses these icons to draw attention to each of the priorities.

When reviewing other exemplars, or developing your own curricular materials, think about the ways in which each of these priorities can be emphasized to enrich your teaching and your students’ learning.
MASSACHUSETTS CURRICULUM FRAMEWORK

Presents important knowledge in each subject area, broken down by topic into:

STANDARDS

that indicate what information teachers need to teach.
Teachers use the standards to develop units or mini-units, lesson plans, activities, and corresponding assessments, guided by:

THEMES

which are integrated with

SKILLS

that teachers use to create the

CURRICULUM (or curricula, the plural)

that is delivered through techniques known as

Standards-Based Curriculum

Differentiated Instruction

Literacy and Numeracy

Using diverse materials and methods that respond to students’ prior knowledge, interests, learning styles, and needs

Focus on literacy and numeracy through all teaching and learning activities in DYS

Units and lessons driven by standards and the learning objectives that will form the basis of assessment

Using diverse materials and methods that respond to students’ prior knowledge, interests, learning styles, and needs

Focus on literacy and numeracy through all teaching and learning activities in DYS
FROM THE MASSACHUSETTS SOCIAL STUDIES CURRICULUM FRAMEWORK
US HISTORY I STANDARDS
FROM THE MASSACHUSETTS CURRICULUM FRAMEWORK

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EMPHASIZED STANDARDS
WHICH STANDARDS ARE EMPHASIZED IN DYS—AND WHY?

Both the national standards and the Massachusetts curriculum frameworks explore many detailed learning standards. While DYS students’ social studies competencies 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. A downloadable PDF of the entire Massachusetts Framework is available at:

http://www.doe.mass.edu/frameworks/hss/final.pdf

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 social studies 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 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.
GUIDING PRINCIPLES FOR TEACHING AND LEARNING
The National Council for the Social Studies (NCSS) 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 links, and understand the complexities of values, culture, and power in society. DYS instruction should be built around an understanding that the most powerful social studies programs are:

MEANINGFUL, with teaching and learning that:
- 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, with teaching and learning that integrates:
- Topics across time and space.
- Knowledge, skills, beliefs, values, and attitudes to action.
- Effective use of technology.
- Learning across the curriculum.

VALUE-BASED, with teaching and learning that:
- 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 basic democratic social and political values.)

CHALLENGING, with teaching and learning that:
- 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, with teaching and learning that:
- 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.

For a complete description of the NCSS Curriculum Guidelines, please go to:

http://www.socialstudies.org/positions/curriculum/
Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.

Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached.

Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.

Explain the reasons for the passage of the Bill of Rights, including:
- The influence of the British concept of limited government;
- The particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes.
FORMATION and FRAMEWORK of AMERICAN DEMOCRACY

EMPHASIZED STANDARDS

U.S. 1.11 Describe the purpose and functions of government.

U.S. 1.12 Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy.

U.S. 1.13 Explain why the United States government is classified as a democratic government.

U.S. 1.14 Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.

U.S. 1.15 Explain the varying roles and responsibilities of federal, state, and local governments in the United States.

U.S. 1.19 Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.

Note: The standards related to government do not reflect a particular time period, and therefore can be studied at any juncture during the course of instruction in the Social Studies.
EMPHASIZED STANDARDS

U.S. 1.22  Summarize the major policies and political developments that took place during the presidencies of George Washington (1789–1797), John Adams (1797–1801), and Thomas Jefferson (1801–1809), including:

- The origins of the Federalist and Democratic-Republican parties in the 1790s
- The conflicting ideas of Thomas Jefferson and Alexander Hamilton
- The Alien and Sedition Acts
- The Louisiana Purchase

U.S. 1.26  Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon trails, including:

- The War of 1812
- The purchase of Florida in 1819
- The 1823 Monroe Doctrine
- The Cherokees’ Trail of Tears
- The annexation of Texas in 1845
- The concept of Manifest Destiny and its relationship to westward expansion
- The acquisition of the Oregon Territory in 1846
- The territorial acquisitions resulting from the Mexican War
- The search for gold in California
- The Gadsden Purchase of 1854
EMPHASIZED STANDARDS

**U.S. 1.27**
Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.

**U.S. 1.28**
Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America, including:

- The technological improvements and inventions that contributed to industrial growth
- The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
- The rise of a business class of merchants and manufacturers
- The roles of women in New England textile factories

**U.S. 1.29**
Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.
SOCIAL, POLITICAL, and RELIGIOUS CHANGE, 1800-1860

EMPHASIZED STANDARDS

U.S. 1.30  Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory public education.

U.S. 1.31  Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism, including:
  - Frederick Douglass
  - William Lloyd Garrison
  - Sojourner Truth
  - Harriet Tubman
  - Theodore Weld

U.S. 1.33  Analyze the goals and effect of the antebellum women’s suffrage movement, including:
  - The 1848 Seneca Falls convention
  - Susan B. Anthony
  - Margaret Fuller
  - Lucretia Mott
  - Elizabeth Cady Stanton
THE CIVIL WAR and RECONSTRUCTION, 1860-1877

EMPHASIZED STANDARDS

U.S. 1.35  
Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.

U.S. 1.36  
Summarize the critical developments leading to the Civil War.

U.S. 1.37  
On a map of North America, identify Union and Confederate states at the outbreak of the war.

U.S. 1.38  
Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.

U.S. 1.39  
Analyze the roles and policies of various Civil War leaders, and describe the important Civil War battles and events.

U.S. 1.40  
Provide examples of the various effects of the Civil War, including physical and economic destruction, the increased role of the federal government, and the greatest loss of life—on a per capita basis—of any U.S. war before or since.

U.S. 1.41  
Explain the policies and consequences of Reconstruction:
  - Presidential and Congressional Reconstruction
  - The impeachment of President Johnson
  - The 13th, 14th, and 15th Amendments
  - The opposition of Southern whites to Reconstruction
  - The accomplishments and failures of Radical Reconstruction
  - The presidential election of 1876 and the end of Reconstruction
  - The rise of Jim Crow laws
  - The Plessy v. Ferguson Supreme Court case (1896)
ORGANIZING SOCIAL STUDIES INSTRUCTION
ORGANIZING INSTRUCTION

APPROACHING SOCIAL STUDIES INSTRUCTION

ORGANIZING SOCIAL STUDIES INSTRUCTION—THEMES

USING THEMES IN THE PLANNING PROCESS

- 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

SUGGESTED TIMELINE FOR SCOPE AND SEQUENCE
As stated in the Massachusetts Curriculum Framework,

“...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 in DYS 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.

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 of our students. The Framework therefore guides teachers to explore content, skills, and concepts within the strands of Economics, Geography, Civic, and History. Exploring these areas of social studies 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. The notation regarding Economic, Geographic, Civic, and Historical strands provides support to help teachers think about the manner in which they organize their curriculum, instruction and assessment. All DYS 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. A PDF of the entire Framework can be downloaded from:

http://www.doe.mass.edu/frameworks/hss/final.pdf

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, and more. In response to these challenges, the Department of Youth Services, Commonwealth Corporation, and the Hampshire Educational Collaborative 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.

Specific and recurrent themes run throughout history and social studies, and these are central to organizing a meaningful program of study within DYS facilities.
The National Council on the Social Studies has identified ten thematic strands for teaching and learning (a full description of the thematic strands is available on the NCSS website at http://www.socialstudies.org/standards). 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’ social studies competencies span a wide age and grade range, this guide focuses primarily on high school standards. Particular learning objectives are considered key learning standards within DYS, because they occur with frequency on important assessments, and are most useful and applicable in employment, life skills, and future learning. The thematic strands and emphasized standards are outlined in more detail in the following pages.
Using Themes in the Planning Process

Choose CONTENT/TOPICS from Emphasized Standards

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

REVISIT Key Themes and Essential Questions in later units

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

Develop ESSENTIAL QUESTIONS that address the overarching concepts

Choose CONTENT/TOPICS from Emphasized Standards

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

REVISIT Key Themes and Essential Questions in later units

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

Develop ESSENTIAL QUESTIONS that address the overarching concepts
Using Themes in the Planning Process

1. **CHOOSE CONTENT (TOPICS)**

   In teaching social studies, 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.

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 the DYS educational program 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.
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.

Social studies programs should always include experiences that provide for the study of individual identity, culture, and cultural diversity.

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 CORRESPOND WITH THIS THEME:

- Immigration
- Nativism
- Market Revolution and Material Culture
- Sectionalism and Regional Culture
- Slave Cultures
- Religious Influences in the 18th and 19th Centuries
- Great Awakening and Reform Era
- Westward Expansion and Indian Removal

RELATED U.S. HISTORY I STANDARDS

Standards 2, 5, 19, 22, 23, 24, 26, 29, 30, 31, 32, 34, 35, and 41
**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.

*Social studies 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?

**WHICH topics correspond to this theme?**

- Impact of early sectionalism on the civil war
- Connection between slavery, reconstruction, and civil rights
- Market Revolution to reform era
- Reform era impact on future reform movements (progressivism)
- Development of the citizen

**RELATED U.S. HISTORY I STANDARDS**

Standards 2, 5, 26, 29, 32, 33, 36, and 40
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 understanding 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, and others, helps learners examine cause and effect; current policy decisions and distribution of power across the world.

Social studies 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 does the land and 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:

- Proclamation of 1763
- Cotton Production
- Slavery and the Slave Trade
- Immigration from Ireland and Germany
- Sectionalism, Expansion, and Indian Removal
- Asian Migration and Building of the Transcontinental Railroad

RELATED U.S. HISTORY I STANDARDS

Standards: 4, 6, 7, 10, 22, 26, 27, 29, 30, 31, 33, 34, 37, 38, and 39
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 into 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.

Social studies programs should always include experiences that provide for the study of interactions among individuals, groups, and institutions and how each acts to create and change structures of power, authority, and governance.

WHAT are the Essential Questions related to this theme?

- What is the role 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:

- Civics and Citizenship
- Indian Removal
- Reconstruction
- Women’s Rights/Abolitionism
- Branches of Government
- Slavery and Indentured Servitude
- Growth in Democracy/“Era of the Common Man”

RELATED U.S. HISTORY I STANDARDS

Standards 1, 2, 3, 4, 6, 7, 8, 9, 11-25, 28, 29, 30, 31, 33, 36, 40, and 41

ORGANIZING: THEMES IN US HISTORY I
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 the 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.

Social studies programs should always include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

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 CORRESPOND WITH THIS THEME:

- Capitalism
- Sharecropping
- Market Revolution/Economy
- Northern Industry/Free Labor
- Slavery and the International Cotton Market
- Andrew Jackson and the Bank of the United States

RELATED U.S. HISTORY I STANDARDS

Standards 1, 3, 9, 16, 24, 26, 27, 28, 29, 35, 36, 40, and 41
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.

Social studies programs should always include experiences that provide for the study of relationships among science, technology, and society.

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—perhaps even with the feeling that technology has gotten out of control?
- How can we manage technology so that the greatest number of people benefit from it?
- How does technology affect differing 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:

- Cotton Gin
- Industrial Revolution
- Technology and War
- Canals, Roads, Turnpikes, and Railroads
- Technology of Ship Construction and its Effect on Trade
- Technological Revolution—Changes in Farming with the Market Revolution

RELATED U.S. HISTORY I STANDARDS

Standards 1, 3, 9, 26, and 30
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.

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

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 citizens (including oneself) make a positive difference?

EXAMPLES OF CONTENT THAT CORRESPONDS WITH THIS THEME:

- Founding Documents
- Massachusetts Government
- Westward Expansion and Indian Removal
- Development of Democratic Participation
- Reconstruction (and corresponding legislation)
- Chinese, Mexican, Irish, and German Immigration

RELATED U.S. HISTORY I STANDARDS

Standards 2, 3, 5, 6, 7, 8, 9, 11-21, 23, 24, 26, 31, and 41
To aid teachers in covering all U.S. History I 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 periods of approximately five weeks to each of the historical time periods, as listed below. These historical periods, and the clusters of standards and topics associated with them, are explored in detail in the “Focusing on Content” section of this guide. Overarching themes have been outlined in this chapter, 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 studies; these are outlined in the following chapter.

~5 WEEKS PER HISTORICAL TIME PERIOD

**Begin in September; complete by mid-October**

*The Political & Intellectual Origins of the American Nation:*
  *The Revolution and the Constitution, 1763-1789*
  [section color-coded in gold]

**Begin in mid-October; complete by end of November**

*The Formation and Framework of American Democracy*
(Note: This topic does not align with a particular historical period)
  [section color-coded in blue-gray]

**Begin in December; complete by mid-January**

*Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860*
  [section color-coded in pink]

**Begin in mid-January; complete by end of February**

*Economic Growth in the North and South, 1800-1860*
  [section color-coded in light yellow]

**Begin in March; complete by end of April**

*Social, Political, and Religious Change, 1800-1860*
  [section color-coded in lilac]

**Begin in May; complete by end of school**

*The Civil War and Reconstruction, 1860-1877*
  [section color-coded in orange]
INTEGRATED SKILLS FOR HISTORY AND SOCIAL STUDIES

The Massachusetts Social Studies 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. These seven overarching categories of social studies skills should be integrated into the emphasized standards and themes; they are referenced in the Know-Understand-Do grid for each standard, and are fully explicated in this chapter.

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

These key categories have been emphasized because they (1) help teachers organize the specific skill items listed in the curriculum standards, (2) are tied to principles for social studies instruction and to the themes and standards in the national and state curriculum frameworks, (3) promote high standards and rigor, (4) occur with the greatest frequency in MCAS preparation data and/or on the GED, (5) are most applicable to employment, life skills, and future learning, and (6) are broad enough to guide teachers in planning throughout the year, while allowing flexibility for individual teachers and programs to choose when to implement, what materials to use, and how to differentiate. To help teachers integrate these skills into social studies lessons, the following pages outline what students should Know, Understand, and be able to Do to demonstrate progress and proficiency in these skills.

In addition to the categories above, 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 Higher Order Thinking skills:

Analyzing
Comparing and Contrasting
Differentiating
Evaluating
Interpreting
Previewing

Applying Information
Comprehending
Discussing
Expressing
Inferring
Using
# CHARTS, TABLES, AND GRAPHS

Students should 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 DO</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 helps 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 is organized for a purpose, and 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 is important in understanding history and the past</td>
<td>▶ Differentiate between a chart, graph, table and diagram</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Compare data on charts, graphs, diagrams, and tables to draw conclusions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▶ Use data properly to support an argument</td>
</tr>
</tbody>
</table>
## Map Reading
Students will be able to read, analyze, evaluate, compare, and create current and historical maps.

<table>
<thead>
<tr>
<th>Students Should Know</th>
<th>Understand (Essential Questions)</th>
<th>And Be Able to Do</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>
## READING

Students should 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 DO</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>‣ 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>‣ 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 basic structure of a paragraph and a 5-paragraph essay</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the*
## WRITING
Students should 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 DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶️ That writing includes gathering information from a variety of sources</td>
<td>▶️ The ways that 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 literacy 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 5-paragraph essay, including introduction, evidence, analysis, and conclusion</td>
<td>▶️ 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>
## RESEARCH AND TECHNOLOGY

Students should 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 DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Guidelines for using technology at DYS facilities</td>
<td>▶ How technology aides our understanding of how things happened in the past</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 websites have varying degrees of accurate information</td>
<td>▶ How and why technology creates 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>
### ORGANIZATION OF INFORMATION

Students should 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 DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ That 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 and 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>‣ That as time passes society changes in regards to social, political, and economic values</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Social Studies Teaching in DYS schools
### ECONOMIC ANALYSIS

Students should be able to explain, analyze, and critique how monetary and economic exchange affects individuals, groups, and governments.

<table>
<thead>
<tr>
<th>STUDENTS SHOULD KNOW</th>
<th>UNDERSTAND (Essential Questions)</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>▸ That money and the exchange of goods is essential to every government</td>
<td>▸ How economics influences the decisions by governments, communities, and individuals</td>
<td>▸ Explain and identify the basic functions of the government within the U.S. economy</td>
</tr>
<tr>
<td>▸ That the U.S. economy is a capitalist economy based on private ownership and competition</td>
<td>▸ How economics affects the level of power people have in a group, community, or government</td>
<td>▸ Define capitalism and analyze the effects a capitalist economy has on the United States</td>
</tr>
<tr>
<td>▸ The difference between skilled and unskilled labor</td>
<td>▸ How and why earnings are affected by the value of a product and workers’ skills</td>
<td>▸ Evaluate the role of the government in regulating the economy throughout history and today</td>
</tr>
<tr>
<td>▸ That the government is involved in the regulation of the economy</td>
<td>▸ How and why supply and demand often dictate production</td>
<td></td>
</tr>
<tr>
<td>▸ Basic skills for handling money in personal life</td>
<td>▸ How and why competition affects consumers and producers</td>
<td></td>
</tr>
</tbody>
</table>

- 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
FOCUSING ON CONTENT
FOCUSING
ON
CONTENT
### FOCUSING ON CONTENT

<table>
<thead>
<tr>
<th>KNOW-UNDERSTAND-DO FRAMEWORK</th>
<th>107</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOW-UNDERSTAND-DO GRIDS FOR U.S. HISTORY I TIME PERIODS</td>
<td>108-155</td>
</tr>
</tbody>
</table>

#### Political and Intellectual Origins of the American Nation:
- the Revolution and the Constitution
- 1763-1789

#### Formation and Framework of American Democracy (FLEXIBLE TIME PERIOD)

#### Political Democratization, Westward Expansion, and Diplomatic Developments
- 1790-1860

#### Economic Growth in the North and South
- 1800-1860

#### Social, Political, and Religious Change
- 1800-1860

#### Civil War and Reconstruction
- 1860-1877
US HISTORY

The primary focus of social studies instruction in DYS settings is on United States History, which shall be taught through Mini-Units, Daily Prompts, and other standards-based lessons and instructional strategies. Teachers will find each of the Emphasized Standards in U.S. History I detailed in the K-U-D grids that follow.

K-U-D GRIDS

For each of the Emphasized Standards in United States History I, an extended 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.

WORLD HISTORY

In instances where students have completed United States History I in a previous school, they will require instruction in corresponding World History curriculum. World History topics and standards that correspond to each chronological time period are included in this Instructional Guide and referenced in each of the appropriate K-U-D grids.

ALLOCATE APPROXIMATELY FIVE WEEKS OF INSTRUCTIONAL TIME FOR EACH TOPICAL TIME PERIOD
# TOPIC: Political and Intellectual Origins of the American Nation

<table>
<thead>
<tr>
<th>EMPHASIZED STANDARD</th>
<th>Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 1.3</td>
<td>Strands: History, Civics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORRESPONDING THEMES</th>
<th>Civic Ideals and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Individuals and Groups, Power and Governance</td>
</tr>
</tbody>
</table>

## STUDENTS SHOULD KNOW

- That the Declaration of Independence was a declaration, not a law or a constitution
- The Declaration of Independence was drafted by Thomas Jefferson, and created and signed at the Second Continental Congress
- The fundamental principle behind the document is that people have the right to overthrow an unjust ruler
- The ideas of rights and freedoms expressed in the Declaration were derived from those of European Enlightenment thinkers like John Locke and American thinkers like Jefferson and Thomas Paine
- The declaration comprises the basic principles that justified revolution, as well as a list of grievances
- The basic grievances of the American colonists against Britain

## UNDERSTAND (Essential Questions)

- How people come to make decisions to take extreme actions, such as revolution
- Why there are many steps of resistance and change that come before revolution
- How oppression and power affect people in society
- How and why decisions for an entire body of people are often made through the involvement of only a select group of people

## AND BE ABLE TO DO

- Identify the Declaration of Independence and explain its parts
- Analyze the causes for the creation of this document, and evaluate the decision of Americans to separate from Britain
- Evaluate the role that this document played in the course of events of the American Revolution
When teaching this standard, also consider:

**SEMINAL DOCUMENT:**
- The Declaration of Independence (1776)

**RELATED WORLD HISTORY TOPICS:**
- French Revolution
- Constitutional monarchy in Britain
- European Enlightenment / Enlightenment Thinkers

**WH II STANDARDS 2, 3, and 4**

**INTEGRATED SKILLS:**
- Reading
- Economic Analysis
- Organizing Information

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Simulation activity in which students create arguments for and against the Declaration, depending on their roles in society
- Creation of their own *current* declarations to address issues or problems they identify in society today, including in the document a list of grievances and principles for deeming the issue unjust

**TEACHER’S NOTES ON THIS TOPIC**

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**TOPIC: Political and Intellectual Origins of the American Nation**

<table>
<thead>
<tr>
<th>EMPHASIZED STANDARD</th>
<th>U.S. 1.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the roles of various founders* at the Constitutional Convention. Describe the major debates* that occurred at the Convention and the “Great Compromise” that was reached. *See facing page.</td>
<td></td>
</tr>
<tr>
<td>Strands: History, Civics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORRESPONDING THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Identity, Development and Exchange</td>
</tr>
<tr>
<td>Individuals and Groups, Power and Governance</td>
</tr>
<tr>
<td>Civic Ideals and Practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENTS SHOULD KNOW</th>
<th>UNDERSTAND (Essential Questions)</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The 3 branches of government and how they are structured</td>
<td>• How and why previous experiences influenced Americans’ fears about government and abuse of power</td>
<td>• Identify the Constitution of the United States and explain its parts</td>
</tr>
<tr>
<td>• The ways in which power is distributed within the three branches of government</td>
<td>• How and why many Americans throughout history have not had their interests represented in the government</td>
<td>• Chart or diagram the 3 branches of government including their powers, checks and balances</td>
</tr>
<tr>
<td>• What rights individual and states were given under the Constitution</td>
<td>• How cultural and social values affect who gains and maintains power in a society</td>
<td>• Demonstrate a clear understanding of the 3 levels of government: federal, state, and local. Evaluate the benefits and drawbacks of each level of power</td>
</tr>
<tr>
<td>• The basic organization of the Constitution of the United States</td>
<td>• How and why some people’s rights were protected by the new Constitution, and the rights of others were not protected</td>
<td>• Analyze the effects of excluding people from the Constitution</td>
</tr>
<tr>
<td>• What role slavery played in the debate</td>
<td>• Why Americans saw a democratic republic as the preferred form of government</td>
<td>• Explain the differing roles of the leaders at the Constitutional Convention and evaluate the reasons for their positions</td>
</tr>
<tr>
<td>• The difference between federal, state, and local power</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • Who the following people were, and the roles they played in the Constitutional Convention:  
  • Benjamin Franklin  
  • Alexander Hamilton  
  • James Madison  
  • George Washington | | |
When teaching this standard, also consider:

**SEMINAL DOCUMENT:**
- The U.S. Constitution

**FOUNDERS**
(part of the Standard*):
- Benjamin Franklin
- James Madison
- Alexander Hamilton
- George Washington

**MAJOR DEBATES**
(part of the Standard*):
- Rights of states
- Slavery
- Rights of individuals
- Distribution of political power

**RELATED WORLD HISTORY TOPICS:**
- French Revolution
- Constitutional monarchy in Britain
- European Enlightenment / Enlightenment Thinkers

**WH II STANDARDS 2, 3, and 4**

**INTEGRATED SKILLS:**
- Reading
- Organization of Information
- Charts, Tables, Graphs, and Diagrams

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)
- Simulate a convention to which women, African Americans, and indigenous Americans were invited. Have students present arguments for what they would like to see included in the Constitution
- Students create a visual representation of the 3 branches of government and its powers, using images and words

**TEACHER’S NOTES ON THIS TOPIC**
### TOPIC: Political and Intellectual Origins of the American Nation

#### EMPHASIZED STANDARD

**U.S. 1.8**

Describe the debate between Federalists and Anti-Federalists over the ratification of the Constitution, and explain the key ideas on federalism, factions, checks and balances, and the importance of an independent judiciary contained in the Federalist Papers.

Strands: History, Civics

#### CORRESPONDING THEMES

*Civic Ideals and Practices*
Individually and Groups, Power and Governance
*Cultural Identity, Development and Exchange*

#### STUDENTS SHOULD KNOW

- What the disagreements were between the Federalists and Anti-Federalists
- What the Federalist and Anti-Federalist Papers were
- How to define federalism, factions, checks and balances, and independent judiciary
- The basic ideas behind Federalist Paper Number 10

#### UNDERSTAND

(Important Questions)

- Why people argue over state and federal control
- How groups with differing interests and alliances affect political decisions
- How and why a balance of power protects people and their rights
- How allegiances affect a person’s ability to be impartial
- How special interest groups both help and hurt our society

#### AND BE ABLE TO DO

- Chart the beliefs of the Federalists and the Anti-Federalists
- Read, analyze, and explain key parts of Federalist 10
- Evaluate the importance of balancing power between federal, state, and local control
When teaching this standard, also consider:

**SEMINAL DOCUMENT:**
- Federalist Paper number 10

**RELATED WORLD HISTORY TOPICS:**
- French Revolution
- Constitutional monarchy in Britain
- European Enlightenment / Enlightenment thinkers

**WH II STANDARDS 2, 3, and 4**

**INTEGRATED SKILLS:**
- Reading
- Writing
- Charts, Tables, Graphs, and Diagrams

**EXAMPLES OF PRODUCTS**
*(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)*

- Distribute a list of current government-controlled regulations and have students assess at what level (federal, state, or local) each one should be controlled and why they selected that level.

- Give students a series of court scenarios in which judges and lawyers have varying levels of impartiality. Have students write an argument about whether it is fair to have the judge try the case, and explain why they think it is or is not fair.

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**TEACHER’S NOTES ON THIS TOPIC**

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**TOPIC: Political and Intellectual Origins of the American Nation**

<table>
<thead>
<tr>
<th>EMPHASIZED STANDARD</th>
<th>Explain the reasons for the passage of the Bill of Rights, including the influence of the British concept of limited government, and the particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensures rights to persons accused of crimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 1.9</td>
<td>Strands: History, Civics</td>
</tr>
</tbody>
</table>

**CORRESPONDING THEMES**

- Civic Ideals and Practices
- Individuals and Groups, Power and Governance
- Cultural Identity, Development and Exchange

**STUDENTS SHOULD KNOW**

- Why the Bill of Rights was added to the Constitution immediately
- What each of the 10 Amendments guarantees for citizens of the United States
- That the British Bill of Rights was the basis for the 10 Amendments

**UNDERSTAND (Essential Questions)**

- How basic rights play a role in our daily lives
- Why people feel the need to have those rights written in the Constitution
- How some of those rights are not always guaranteed

**AND BE ABLE TO DO**

- Identify and explain the basic rights of the Bill of Rights
- Connect the rights that were adopted in 1791 with issues of today
- Analyze how rights, and what they mean to people, have changed over time
When teaching this standard, also consider:

**SEMINAL DOCUMENT:**
- The Bill of Rights (1791)

**RELATED WORLD HISTORY TOPICS:**
- French Revolution
- Constitutional monarchy in Britain
- European Enlightenment /Enlightenment thinkers

**WH II STANDARDS 2, 3, and 4**

**INTEGRATED SKILLS:**
- Reading
- Writing
- Research
- Technology

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Action research project in which students develop questions about the Bill of Rights to ask fellow students, teachers, or other people to whom they are allowed access. Students collect research on varying questions and draw conclusions about important amendments, general knowledge of the document, etc.

- Research examples of how these rights would have applied to Americans in 1791. Have students create a corresponding list of how each of these rights applies to Americans today

**TEACHER'S NOTES ON THIS TOPIC**
### TOPIC: Formation & Framework of American Democracy

<table>
<thead>
<tr>
<th><strong>EMPHASIZED STANDARD</strong></th>
<th><strong>U.S. 1.11</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the purpose and functions of government</td>
<td></td>
</tr>
<tr>
<td>Strands: History, Civics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CORRESPONDING THEMES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Ideals and Practices</td>
</tr>
<tr>
<td>Individuals and Groups, Power and Governance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STUDENTS SHOULD KNOW</strong></th>
<th><strong>UNDERSTAND</strong> (Essential Questions)</th>
<th><strong>AND BE ABLE TO DO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- What government means</td>
<td>- Why people choose to form governments</td>
<td></td>
</tr>
<tr>
<td>- That the United States government is a democratic republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Governments have varying degrees of power depending on the structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The different ways that a government acts to protect, organize, and control a society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Governments grant certain rights and take others away in order to protect, organize and support society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Why different countries have different types of government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- That the power of the government has both positive and negative effects on citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- That living under a government requires citizens to give up some rights and take on responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Define government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Explain and evaluate why people want to be under government control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Explain and evaluate why people choose to resist government power</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Compare and contrast the benefits and drawbacks of living under a government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Evaluate the gains and responsibilities of living under a government</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPIC:**
- Types of governments across the world

**INTEGRATED SKILLS:**
- Writing
- Organization of Information
- Charts, Tables, Graphs, and Diagrams

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**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students choose the most significant right and responsibility that they believe citizens have within our government. Students write one paragraph on each explaining why that right and that responsibility are most important to them in their lives.

- Students create a chart demonstrating the functions of government within American society.

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**TEACHER’S NOTES ON THIS TOPIC**

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## TOPIC: Formation & Framework of American Democracy

### EMPHASIZED STANDARDS

**U.S. 1.12 and U.S. 1.13**

- Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy.
- Explain why the United States government is classified as a democratic government.

Strands: History, Civics

### CORRESPONDING THEMES

- *Individuals & Groups, Power & Governance*
- *Civic Ideals and Practices*

### STUDENTS SHOULD KNOW

- Definitions for the different types of government, including but not limited to:
  - democracy
  - republic
  - democratic republic
  - constitutional republic
  - direct democracy
  - oligarchy
  - monarchy
  - theocracy
  - autocracy

- That the United States is a democratic republic

- That there are benefits and drawbacks to each type of government

### UNDERSTAND (Essential Questions)

- Why governments are organized in many different ways
- How governments delegate power among themselves and the people they govern
- Why the United States chose to become a democratic republic

### AND BE ABLE TO DO

- Identify and define the different types of government
- Compare and contrast the strengths and weaknesses of different types of governments
- Analyze how power and control affect the people living under a government
When teaching this standard, also consider:

RELATED WORLD HISTORY TOPIC: WH II STANDARD 3

INTEGRATED SKILLS:

- Types of governments across the world
- Reading
- Writing
- Technology
- Charts, Tables, Graphs, and Diagrams

EXAMPLES OF PRODUCTS
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Create diagrams for all or some of the types of government, using words and images to show how power is distributed within a government structure.
- Write and illustrate a children’s book explaining the life of a citizen living under one of the types of government. The book must include at least four strengths and four weaknesses of the type of government.

TEACHER’S NOTES ON THIS TOPIC
### TOPIC: Formation & Framework of American Democracy

<table>
<thead>
<tr>
<th>EMPHASIZED STANDARD</th>
<th>Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 1.14</td>
<td>Strands: History, Civics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORRESPONDING THEMES</th>
<th>Civic Ideals and Practices</th>
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<tr>
<td></td>
<td>Individuals and Groups, Power and Governance</td>
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<td></td>
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<th>STUDENTS SHOULD KNOW</th>
<th>UNDERSTAND (Essential Questions)</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ The purpose and function of a representative</td>
<td>▶ How and why people are elected as representatives within a government</td>
<td>▶ Analyze the benefits and drawbacks of having representatives instead of direct democracy and/or an autocracy</td>
</tr>
<tr>
<td>▶ The purpose and function of a Constitution</td>
<td>▶ Why checks and balances of power are built into government structures</td>
<td>▶ Identify and evaluate the significance of checks and balances of power at varying levels within the government</td>
</tr>
<tr>
<td>▶ The purpose and function of the Bill of Rights</td>
<td>▶ Why individual rights are important to people</td>
<td>▶ Explain and evaluate the role of the Constitution in American government</td>
</tr>
<tr>
<td>▶ How Congress is organized</td>
<td>▶ How people’s beliefs and opinions shape government decisions</td>
<td></td>
</tr>
</tbody>
</table>
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
- WH II STANDARDS 3, 4, 7 and 21

**INTEGRATED SKILLS:**
- Reading
- Writing
- Organization of Information

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students write fictional accounts of government members abusing their power; students then identify what checks and balances exist to stop that abuse (for example, President, impeachment)
- Simulate a direct democracy in the classroom by creating a series of activities in which everyone has to vote on everything happening in the classroom; have students write a response paper to the activity by describing the purpose of representatives and the drawbacks of direct democracy

**TEACHER’S NOTES ON THIS TOPIC**
# TOPIC: Formation & Framework of American Democracy

<table>
<thead>
<tr>
<th>EMPHASIZED STANDARD</th>
<th>Strands: History, Civics</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 1.15</td>
<td>Explain the varying roles and responsibilities of federal, state, and local governments in the United States.</td>
</tr>
</tbody>
</table>

## CORRESPONDING THEMES

- Civic Ideals and Practices
- Individuals and Groups, Power and Governance
- Production, Distribution, and Consumption

## STUDENTS SHOULD KNOW

- The difference between federal, state, and local government
- The roles of federal, state, and local governments in terms of power, tax, and authority

## UNDERSTAND (Essential Questions)

- Why some aspects of government are better controlled locally than federally, and *vice versa*
- Why it is important to have levels of control

## AND BE ABLE TO DO

- Analyze and evaluate the benefits of distributing power to varying levels
- Chart the roles and responsibilities of the federal, state, and local government in relation to power, authority, taxes, and responsibility to citizens
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
- Types of governments across the world

**INTEGRATED SKILLS:**
- Reading
- Economic Analysis
- Organization of Information
- Charts, Tables, Graphs, and Diagrams

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create 3 collages combining images and words. Each collage represents one of the three levels of government and their respective powers and responsibilities.

- Students view a series of government regulations and discuss at which level (federal, state, or local) control of these regulations makes the most sense.

**TEACHER’S NOTES ON THIS TOPIC**
### TOPIC: Formation & Framework of American Democracy

**EMPHASIZED STANDARD**  
**U.S. 1.19**  
Explain the rights and the responsibilities of citizenship, and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.  
Strands: History, Civics

**CORRESPONDING THEMES**  
- Civic Ideals and Practices  
- Cultural Identity Development and Exchange

**STUDENTS SHOULD KNOW**  
- Who has the right to be a citizen  
- What rights a citizen has, as defined by the Bill of Rights  
- The varying ways that citizens participate in the political process

**UNDERSTAND (Essential Questions)**  
- Why being a citizen holds both rights and responsibilities  
- How people access their rights within the government  
- Why people want to be involved in the political process

**AND BE ABLE TO DO**  
- Write and express opinions on politics and government actions. Analyze the best way to deliver their messages  
- Explain rights people have as citizens  
- Synthesize and evaluate the responsibilities people have as citizens
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
- Rights of citizens across the world
- Declaration of the Rights of Man (France), and the French Revolution

**INTEGRATED SKILLS:**
- Reading
- Technology
- Writing

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students research and identify their local representatives, political party representatives and/or special interest groups; students write a letter to a chosen representative, organization, or political party expressing their opinion about a political issue
- Students create a two-sided collage that demonstrates examples of both responsibilities and rights of citizens

**TEACHER’S NOTES ON THIS TOPIC**

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**TOPIC: Political Democratization, Westward Expansion, and Diplomatic Development**

<table>
<thead>
<tr>
<th><strong>EMPHASIZED STANDARD</strong></th>
<th><strong>U.S. 1.22</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMARIZE</strong></td>
<td>Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809):</td>
</tr>
<tr>
<td></td>
<td>• The origins of the Federalist and Democratic-Republican parties in the 1790’s</td>
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<td></td>
<td>• The conflicting ideas of Thomas Jefferson and Alexander Hamilton</td>
</tr>
<tr>
<td></td>
<td>• The Alien and Sedition Acts</td>
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<tr>
<td></td>
<td>• The Louisiana Purchase</td>
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<tr>
<td><strong>Strands: History, Civics</strong></td>
<td></td>
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<thead>
<tr>
<th><strong>CORRESPONDING THEMES</strong></th>
<th><strong>Time, Continuity and Change</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Identity, Development and Exchange</td>
<td>People, Environments, and Global Connections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>STUDENTS SHOULD KNOW</strong></th>
<th><strong>UNDERSTAND</strong></th>
<th><strong>AND BE ABLE TO DO</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>◀ The differences between the Federalists and the Jeffersonian Republicans</td>
<td>◀ Why people feel so impassioned about how much control the government has over people</td>
<td>◀ Chart the characteristics of the Federalist and Jeffersonian Republican parties</td>
</tr>
<tr>
<td>◀ The difference between federalism and states’ rights</td>
<td>◀ How limits on immigration and citizenship excluded some and not others</td>
<td>◀ Analyze and evaluate Washington’s concerns for the future</td>
</tr>
<tr>
<td>◀ The basic ideas behind Washington’s Farewell Address</td>
<td>◀ Why alliances / factions can be dangerous</td>
<td>◀ Compare and Contrast the different leaders’ ideas for a changing and growing America</td>
</tr>
<tr>
<td>◀ The basic provisions of the Alien and Sedition Acts</td>
<td>◀ Why people fear transitions of power</td>
<td>◀ Evaluate the founding fathers’ decisions to exclude many people from citizenship</td>
</tr>
<tr>
<td>◀ The Revolution of 1800</td>
<td>◀ What and where the Louisiana Purchase was</td>
<td></td>
</tr>
<tr>
<td>◀ What and where the Louisiana Purchase was</td>
<td></td>
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</tr>
</tbody>
</table>
When teaching this standard, also consider:

**SEMINAL DOCUMENTS:**
- Washington’s Farewell Address (1796)
- Jefferson’s First Inaugural Address (1801)

**RELATED WORLD HISTORY TOPICS:**
- Napoleonic wars
- European imperialism in Africa and Asia

**WH II STANDARDS 3, 4, 11, 12, 13, 15**

**INTEGRATED SKILLS:**
- Reading
- Map Skills
- Charts, Tables, Graphs, and Diagrams

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create “letters from the excluded.” Students write letters to the first three presidents, expressing their concerns about being excluded from citizenship rights and suffrage. In character, students identify the reasons they were excluded and then make arguments for why their characters deserve citizenship rights and/or suffrage.

**TEACHER’S NOTES ON THIS TOPIC**

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## TOPIC: Political Democratization, Westward Expansion, and Diplomatic Development

### EMPHASIZED STANDARD

**U.S. 1.26**

Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon trails:

- The War of 1812
- The purchase of Florida in 1819
- The 1823 Monroe Doctrine
- The Cherokees’ Trail of Tears
- The annexation of Texas in 1845
- The concept of Manifest Destiny and its relationship to westward expansion
- The acquisition of the Oregon Territory in 1846
- The territorial acquisitions resulting from the Mexican War
- The search for gold in California
- The Gadsden Purchase of 1854

Strands: History, Economics, Geography

### CORRESPONDING THEMES

**Production, Distribution, and Consumption**

**Cultural Identity, Development and Exchange**

**Peoples, Environments, and Global Connections**

**Science, Technology, and Society**

### STUDENTS SHOULD KNOW

<table>
<thead>
<tr>
<th>UNDERSTAND (Essential Questions)</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Causes and results of:</td>
<td>How and why land makes political decisions more difficult and impassioned</td>
</tr>
<tr>
<td>- The War of 1812</td>
<td>Analyze and evaluate the significance of land in causing sectional problems</td>
</tr>
<tr>
<td>- The Mexican War</td>
<td>Evaluate America’s use of power for the sake of Westward expansion</td>
</tr>
<tr>
<td>The Monroe Doctrine and its significance for the future</td>
<td>How racism, power, economics, and beliefs of superiority defined the westward expansion of the United States</td>
</tr>
<tr>
<td>The Trail of Tears and its effects</td>
<td></td>
</tr>
<tr>
<td>Locations of the new land acquired as a result of the Mexican War</td>
<td></td>
</tr>
</tbody>
</table>

**SOCIAL STUDIES Teaching in DYS schools**
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
WH II STANDARDS 3, 4, 10, 11, 12, 13, and 15

**INTEGRATED SKILLS:**
- Unification of Germany
- Napoleonic wars
- European imperialism in Africa and Asia
- Economic Analysis
- Organization of Information
- Map Skills

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Indian Removal role play activity: Students prepare arguments for a Congressional Hearing on the potential impact of the Indian Removal Act (1830, Andrew Jackson); students represent the following groups: Members of the Andrew Jackson Administration, Plantation Owners and Farmers, Missionaries and Northern Reformers, Black Seminoles, and Cherokees

(Note: this activity was adapted from “Mountains of Prejudice; Stream of Justice: The Cherokee/Seminole Removal Role Play” by Bill Bigelow, published in Beyond Heroes and Holidays: A practical guide to anti-racist, multicultural education and staff development, Teaching For Change, Washington, D.C.)

- Students create a map of the United States with visual representations of the effects of westward expansion

**TEACHER’S NOTES ON THIS TOPIC**
# TOPIC: Economic Growth in the North and South, 1800-1860

## EMPHASIZED STANDARD

**U.S. 1.27**

Explain the importance of the Transportation Revolution of the 19th century—the building of canals, roads, bridges, turnpikes, steamboats, and railroads—including the stimulus it provided to the growth of a market economy.

Strands: History, Economics

## CORRESPONDING THEMES

*Science Technology and Society*

*Peoples, Environments, and Global Connections*

## STUDENTS SHOULD KNOW

<table>
<thead>
<tr>
<th>UNDERSTAND (Essential Questions)</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>- The difference between a market and home economy</code></td>
<td><code>- Connect key changes in transportation with new changes in the economy</code></td>
</tr>
<tr>
<td><code>- What a canal, turnpike, steamboat, and railroad are, and why each was significant in the antebellum period</code></td>
<td><code>- Evaluate people’s decisions to move and leave their previous lives behind</code></td>
</tr>
<tr>
<td><code>- That people’s lives changed greatly as a result of the technological improvements in transportation</code></td>
<td><code>- Evaluate the impact of new transportation on the lives of Americans</code></td>
</tr>
<tr>
<td><code>- That many people moved and made new lives for themselves as a result of new transportation</code></td>
<td><code>- How and why new technologies cause major changes in society</code></td>
</tr>
<tr>
<td></td>
<td><code>- How material goods affect who we are and how we are seen in society</code></td>
</tr>
</tbody>
</table>
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
WH II STANDARDS 5, 6, 11, 12, 13, 15

- Economics of European imperialism in Africa and Asia
- Opium wars in China
- English Industrial Revolution

**INTEGRATED SKILLS:**
- Economic Analysis
- Organization of Information
- Map Skills
- Charts, Tables, Graphs, and Diagram

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create a map that demonstrates new modes of transportation, where they were, and the impacts they had on people’s lives; students use visual images to “label” the map

- Market Revolution diary: Have students create diary entries of a person moving to the old Northwest from New England during the antebellum period; students should include new geographic, economic, social, and cultural experiences

**TEACHER’S NOTES ON THIS TOPIC**
**TOPIC: Economic Growth in the North and South, 1800-1860**

**EMPHASIZED STANDARD**

U.S. 1.28

Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America:

- The technological improvements and inventions that contributed to industrial growth
- The causes and impact of immigration from Northern Europe to America in the 1840’s and 1850’s
- The rise of a business class of merchants and manufacturers
- The roles of women in New England textile factories

Strands: History, Economics

**CORRESPONDING THEMES**

- Production, Distribution, and Consumption
- Cultural Identity, Development and Exchange
- Science, Technology, and Society

**STUDENTS SHOULD KNOW**

- What industrial development means and how it was implemented in society
- What new inventions (e.g., the mechanical reaper, steam engine, cotton gin, etc.) contributed to industrial growth
- The role that women and immigrants played in industrial growth
- That mass production techniques and new factory machines changed the way production worked
- That the Lowell Mills in Massachusetts were a model for other mills throughout the country

**UNDERSTAND (Essential Questions)**

- How the difference between skilled and unskilled labor affects wages and demands for goods
- How immigrants were received by Americans
- How push and pull factors create immigration influxes
- How and why technology changes working conditions and requirements
- Why women and immigrants were preferred laborers in factories

**AND BE ABLE TO DO**

- Make connections between industrialism, sectionalism, and immigration
- Analyze how new technology and new immigrants changed American culture
- Evaluate American responses to immigration in the antebellum period
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
- WH II STANDARDS 2, 5, 6, 7, and 10
  - Famine and English oppression in Ireland
  - Religious discrimination in Ireland
  - Failure of democratic revolution in Germany
  - English Industrial Revolution
  - Birth of socialism in Europe

**INTEGRATED SKILLS:**
- Economic Analysis
- Map Skills
- Charts, Tables, Graphs, and Diagrams

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create **HISTOR “E” QUATIONS** to demonstrate the connections between industrialism, sectionalism, and immigration to show cause and effect relationships.
- Students write editorial responses to “nativist” political cartoons aimed at Irish immigrants.

**TEACHER’S NOTES ON THIS TOPIC**

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133 CONTENT: KNOW-UNDERSTAND-DO GRIDS
**TOPIC: Economic Growth in the North and South, 1800-1860**

<table>
<thead>
<tr>
<th>EMPHASIZED STANDARD</th>
<th>Correlation of Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 1. 29</td>
<td>Production, Distribution, and Consumption</td>
</tr>
<tr>
<td></td>
<td>Cultural Identity, Development and Exchange</td>
</tr>
<tr>
<td></td>
<td>Science, Technology, and Society</td>
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<tr>
<td></td>
<td>Individuals and Groups, Power and Governance</td>
</tr>
</tbody>
</table>

**EMPHASIZED STANDARD**

Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

Strand: History

**CORRESPONDING THEMES**

- Production, Distribution, and Consumption
- Cultural Identity, Development and Exchange
- Science, Technology, and Society
- Individuals and Groups, Power and Governance

<table>
<thead>
<tr>
<th>STUDENTS SHOULD KNOW</th>
<th>UNDERSTAND (Essential Questions)</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>▸ The ways in which technology impacted slavery and the slave trade</td>
<td>▸ How and why resistance can take many forms</td>
<td>▸ Analyze the causes of the major changes in slavery that took place between 1800-1860</td>
</tr>
<tr>
<td>▸ Multiple ways that slaves resisted slavery and control by their masters</td>
<td>▸ Money and power motivate people to make immoral decisions</td>
<td>▸ Evaluate the actions and beliefs of slave owners, non slave owning whites and slaves in relation to their situation in antebellum America</td>
</tr>
<tr>
<td>▸ That there was a major increase in the number of slaves in the south from 1800-1860, and that increase corresponded with an increase in cotton production</td>
<td>▸ How and why people resist change</td>
<td></td>
</tr>
<tr>
<td>▸ The ways that treatment of slaves changed with the increase in demand for cotton and labor</td>
<td>▸ How and why racism plays a major role in the acceptance of slavery and the mistreatment of African Americans</td>
<td></td>
</tr>
<tr>
<td>▸ That slaves were oppressed, victimized, and used to maintain the complex institution of slavery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▸ That most White southerners did not own slaves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When teaching this standard, also consider:

**SEMINAL DOCUMENT:**
- Frederick Douglass’s Independence Day speech in Rochester, New York (1852)

**RELATED WORLD HISTORY TOPICS:**
- International anti-slavery movements
- Haitian Revolution

**WH II STANDARDS 8, 9, and 16**

**INTEGRATED SKILLS:**
- Economic Analysis
- Map Skills
- Charts, Tables, Graphs, and Diagrams

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**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students write an essay on the ways that slavery changed in the first half of the 19th century and how that impacted families

- After reading and/or discussing personal narratives by Southerners, students write an editorial from the point of view of a slave, a slave owner, or a non-slave-owning White, discussing their views on slavery

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**TEACHER’S NOTES ON THIS TOPIC**

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TOPIC: Social, Political, and Religious Change, 1800-1860

EMPHASIZED STANDARD
U.S. 1.30

Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory public education.

Strand: History

CORRESPONDING THEMES
Civic Ideals and Practices
Cultural Identity, Development and Exchange

STUDENTS SHOULD KNOW

- The idea of public education in America began in New England
- Common schools were intended to Americanize and reform immigrant populations
- Women’s education expanded during the antebellum period
- Women were the major supporters of movements to reform education, training, and support
- New views emerged about prisons and prisoner reform
- Education for people with physical and developmental disabilities expanded during the antebellum period
- Horace Mann, from Massachusetts, advocated for common schools to teach morality. Other states followed the lead of Massachusetts and began tax-supported schools

UNDERSTAND
(Essential Questions)

- Society has a responsibility to its citizens
- How and why schools provide opportunities for citizens to improve their lives
- Schools are used to provide training and to socialize students
- People’s moral beliefs and values change over time, and that changes how society takes care of its citizens
- How and why White middle class women played a major role in reform in American society
- How and why nativism inspired the creation of public schools

AND BE ABLE TO DO

- Compare and contrast education in colonial America and antebellum America
- Identify and evaluate Horace Mann’s and other reformers’ goals and reasons for wanting change
- Read and analyze speeches (or parts of speeches) from prominent reformers
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS: WH II STANDARDS 7, 8, 9, 11, 12, 13, and 15**

- Racism of European imperialism in Africa and Asia
- Missionaries
- European reform movements
- Growth and expansion of voting rights in Europe
- World abolition movement
- Birth of socialism in Europe

**INTEGRATED SKILLS:**

- Reading
- Organization of Information

**EXAMPLES OF PRODUCTS**

(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create political cartoons about Horace Mann’s common schools and their intentions for immigrants
- Give students, or have them create, a blank template of a school; have students draw visual images to represent the opportunities that schools offered to people in antebellum America

**TEACHER’S NOTES ON THIS TOPIC**

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### TOPIC: Social, Political, and Religious Change, 1800-1860

**EMPHASIZED STANDARD**

**U.S. 1.31**

Describe the formation of the abolitionist movement, the response of Southerners and Northerners to abolitionism, and the roles of various abolitionists, including:

- Frederick Douglass
- William Lloyd Garrison
- Sojourner Truth
- Harriet Tubman
- Theodore Weld

Strand: History

**CORRESPONDING THEMES**

- Individuals and Groups, Power and Governance
- Cultural Identity, Development and Exchange

**STUDENTS SHOULD KNOW**

- Who Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Harriet Tubman, and Theodore Weld were
- The significance of slave narratives in abolitionism
- That abolitionism was not well-received in either the North or the South
- That most Northerners opposed the expansion of slavery, but did not want to abolish slavery
- That abolitionism used literature and public speeches to get people’s attention
- That the abolitionist movement rose out of reform movements of the Second Great Awakening

**UNDERSTAND**

(Essential Questions)

- The significance of slave narratives in abolitionism
- How and why standing up for something you believe in takes strength and courage
- Communication of ideas and emotions is key to organizing people and gaining support
- Political, social, and economic power is often used to limit or stop unpopular movements
- Alliances across race, class, and gender help movements gain success and support

**AND BE ABLE TO DO**

- Evaluate the arguments of both abolitionists and supporters of slavery
- Analyze the ways in which the identified reformers used their experiences for the good of society
- Read and analyze speeches or parts of speeches given by abolitionist reformers
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**

WH II STANDARDS 8, 9, and 16

- World woman suffrage movement
- British abolitionism
- Haitian and Latin American Revolutions
- Development of French public schools

**INTEGRATED SKILLS:**

- Reading
- Writing

**EXAMPLES OF PRODUCTS**

(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create character posters for one of the identified reformers, including but not limited to the reformer’s life experiences, actions in relation to abolitionism, area of residence, profession, and reasons for success as a reformer

- Students create a political cartoon demonstrating the arguments for or against slavery

**TEACHER’S NOTES ON THIS TOPIC**
### TOPIC: Social, Political, and Religious Change, 1800-1860

#### EMPHASIZED STANDARD

**U.S. 1.33**

Analyze the goals and effect of the antebellum women’s suffrage movement, in particular:
- The 1848 Seneca Falls convention
- Susan B. Anthony
- Margaret Fuller
- Lucretia Mott
- Elizabeth Cady Stanton

Strand: History

#### CORRESPONDING THEMES

*Cultural Identity, Development and Exchange*

*Individuals and Groups, Power and Governance*

#### STUDENTS SHOULD KNOW

- What and where the Seneca Falls Convention was, and that there were many similar conventions taking place across the country
- The beliefs and actions of Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, and the Grimke sisters
- The basic goals of the mid-nineteenth century women’s rights movement, as defined by Declaration of Sentiments
- That women were not successful at gaining many of their demands, but set a precedent for later gains
- That the movement was dominated by White middle class women who had gained awareness and goals from involvement in other reform movements like temperance and abolitionism

#### UNDERSTAND (Essential Questions)

- Reform takes many steps and often builds from prior reform movements
- How and why people learn about themselves by helping others
- While the women’s rights movement was aimed at giving rights to “women,” women of color and immigrant women were ignored for the most part and considered less worthy than White middle class women

#### AND BE ABLE TO DO

- Analyze and evaluate the gains of the women’s rights movement in the nineteenth century
- Analyze the effects of racism and classism on the path taken by the women’s movement
- Demonstrate the connection between women’s roles in previous reform movements, and their development of a reform movement for women’s reform
When teaching this standard, also consider:

**SEMINAL DOCUMENT:**
- The Seneca Falls Declaration of Sentiments and Resolutions (1848)

**RELATED WORLD HISTORY TOPIC:**
- World woman suffrage movement
- British abolitionism
- British suffrage movement

**WH II STANDARDS 8 and 9**

**INTEGRATED SKILLS:**
- Organization of Information
- Reading

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students view political cartoons demonstrating the racist and classist views of the women’s movement; students answer a series of questions in response to those cartoons
- Students read and translate into “common vernacular” the Declaration of Sentiments

**TEACHER’S NOTES ON THIS TOPIC**

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## TOPIC: The Civil War and Reconstruction, 1860-1877

### EMPHASIZED STANDARD

**U.S. 1. 35**

Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.

Strand: History

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### CORRESPONDING THEMES

- Individuals and Groups, Power and Governance
- Cultural Identity, Development and Exchange
- Production, Distribution, and Consumption

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### STUDENTS SHOULD KNOW

- How to define sectionalism
- The make-up of the Northern and Southern economies in the antebellum period
- How slavery was regarded by Whites in the North and the South
- How the religious, geographic and economic layout in the North and South led to different cultures and different needs from the federal government
- That immigrants coming from Europe went to work in the North, not the South

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### UNDERSTAND (Essential Questions)

- How and why geography and culture affect a region’s opinions on federalism
- How and why cultural conflicts affect political decisions
- How and why control of land motivates people’s political and economic actions
- How geography influences the development of culture

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### AND BE ABLE TO DO

- Identify the different antebellum regions of the U.S. and their basic economic interests
- Evaluate the role of slavery in creating conflict between the North and South
- Explain and analyze the role of geography in creating regional economies and cultures
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
- WH II STANDARDS 5, 6, 7, 8, 11, 12, 13, 14, and 15

**INTEGRATED SKILLS:**
- World anti-slavery meeting
- Industrial Revolution in England
- British abolitionism
- Economics of European imperialism
- English industrial Revolution
- Opium wars in China

**EXAMPLES OF PRODUCTS**
*(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)*

- Students label blanks maps of the U.S. with visual icons that represent components of regional culture and economics; students add an accompanying paragraph to explain how each of these differences caused problems between the North and the South

**TEACHER'S NOTES ON THIS TOPIC**
## TOPIC: The Civil War and Reconstruction, 1860-1877

### EMphasized Standard
**U.S. 1.36**

Summarize the critical developments leading to the Civil War (as listed in the *Know* column below).

Strand: History

### Corresponding Themes
*Individuals and Groups, Power and Governance*
*Time, Continuity, and Change*
*Peoples, Environments, and Global Connections*

### Students Should Know

- The basic circumstances and significance of the following events:
  - The Missouri Compromise (1820)
  - The South Carolina Nullification Crisis (1832-1833)
  - The Wilmot Proviso (1846)
  - The Compromise of 1850
  - The publication of Harriet Beecher Stowe’s *Uncle Tom’s Cabin* (1851-1852)
  - The Kansas-Nebraska Act (1854)
  - The Dred Scott Supreme Court case (1857)
  - The Lincoln-Douglas debates (1858)
  - John Brown’s raid on Harper’s Ferry (1859)
  - The election of Abraham Lincoln (1860)
- How to define the following terms:
  - States’ rights
  - Secession
  - Federalism
  - Nullification

### Understand (Essential Questions)

- How and why land causes political conflict
- How and why people take risks for causes they believe in
- How and why racism plays a role in the decisions made in antebellum America
- How and why compromise is often used to resolve political problems
- How Northern Whites could want to end slavery, yet still be racist

### And Be Able To Do

- Create a timeline of significant events that led to the secession of South Carolina and other southern states
- Read and evaluate the impact of *Uncle Tom’s Cabin* and other literature on Northerners’ beliefs about slavery
- Analyze what the Dred Scott case demonstrated about the Supreme Court’s feelings about the role of slaves in society
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPIC:**
**WH II STANDARDS 10, 12, and 13**
- Franco-Prussian war/unification of Germany
- Sepoy Rebellion in India
- Opium wars in China
- Taiping Rebellion in China

**INTEGRATED SKILLS:**
- Reading
- Writing
- Organization of Information

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**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create a timeline of historical events using images and icons leading up to the Civil War
- Students use excerpts from *Uncle Tom’s Cabin* and *Incidents in the Life of a Slave Girl* to frame a class discussion about the horrors of southern slavery

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**TEACHER’S NOTES ON THIS TOPIC**

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TOPIC: The Civil War and Reconstruction, 1860-1877

EMPHASIZED STANDARD
U.S. 1.37

On a map of North America, identify Union and Confederate States at the outbreak of the war.

Strands: History, Geography

CORRESPONDING THEME
Peoples, Environments, and Global Connections

STUDENTS SHOULD KNOW

- The name and location of the states that joined the Confederate States of America
- The name and location of the “border states” that chose to remain in the Union, despite being part of the South
- The name and location of the Northern Union states
- How to define secession

UNDERSTAND (Essential Questions)

- Why people feel passionate enough to take major risks for causes they believe in

AND BE ABLE TO DO

- On a map of North America, identify Union and Confederate States at the outbreak of the war
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPIC:**
WH II STANDARDS 12 and 13

- Sepoy Rebellion in India
- Taiping Rebellion in China

**INTEGRATED SKILLS:**
- Organization of Information
- Map Skills

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create creative maps that demonstrate the Union and Confederate States at the outbreak of war

**TEACHER’S NOTES ON THIS TOPIC**
**TOPIC: The Civil War and Reconstruction, 1860-1877**

<table>
<thead>
<tr>
<th>EMPHASIZED STANDARD</th>
<th>Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. 1.38</td>
<td>Strands: History, Civics</td>
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<td></td>
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<tr>
<td>CORRESPONDING THEMES</td>
<td>Individuals and Groups, Power and Governance</td>
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<td></td>
<td>Cultural Identity, Development and Exchange</td>
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<td></td>
<td>Civic Ideals and Practices</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENTS SHOULD KNOW</th>
<th>UNDERSTAND (Essential Questions)</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ That Abraham Lincoln was elected as a Republican in 1860 and was assassinated in 1864</td>
<td>▶ How and why America was a deeply racist nation at the onset of the war</td>
<td>▶ Identify and analyze the significance of the Gettysburg Address</td>
</tr>
<tr>
<td>▶ That the Emancipation Proclamation freed slaves in the rebelling territories, but not in the border states</td>
<td>▶ How and why people’s rights are often restricted during times of war</td>
<td>▶ Analyze and evaluate the racism of most White Americans during this time period</td>
</tr>
<tr>
<td>▶ That President Lincoln believed that slavery divided the nation, and simultaneously believed that Whites were superior to Blacks</td>
<td></td>
<td>▶ Analyze the effects of the Emancipation Proclamation on the Confederates</td>
</tr>
<tr>
<td>▶ That as President, Lincoln dealt with riots and resistance to the war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ That Lincoln used his power in the presidency to restrict civil liberties and institute a draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▶ The Gettysburg Address and its significance to America during the Reconstruction era</td>
<td></td>
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</tr>
</tbody>
</table>
When teaching this standard, also consider:

**SEMINAL DOCUMENTS:**
- Lincoln’s Gettysburg Address (1863)
- Lincoln’s Second Inaugural Address (1865)
- (also consider) Lincoln’s “House Divided” speech (1858)

**RELATED WORLD HISTORY TOPICS:**
- WH II STANDARDS 12 and 13
- Sepoy Rebellion in India
- Taiping Rebellion in China

**INTEGRATED SKILLS:**
- Organization of Information
- Reading
- Writing

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students create character posters of Abraham Lincoln using visual icons, objects, and images to demonstrate his many struggles and successes as president

**TEACHER’S NOTES ON THIS TOPIC**

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### TOPIC: The Civil War and Reconstruction, 1860-1877

#### EMPHASIZED STANDARD
**U.S. 1.39**

Analyze the roles and policies of various Civil War leaders, and describe the important Civil War battles and events (listed in the **KNOW** column below).

Strand: History

#### CORRESPONDING THEMES
**Individuals and Groups, Power and Governance**

**Time, Continuity and Change**

#### STUDENTS SHOULD KNOW

- What the following people accomplished during the Civil War:
  - Jefferson Davis
  - Ulysses S. Grant
  - Robert E. Lee

- The significance of the MA 54th Regiment

- The significance of the battles of:
  - Antietam
  - Vicksburg
  - Gettysburg

#### UNDERSTAND (Essential Questions)

- Certain leaders have a large impact on history and often overshadow the common people who supported and helped them gain their notoriety

- How and why geography relates to power and control

- How and why Whites in the Union struggled with the creation of Black regiments in the Union Army

#### AND BE ABLE TO DO

- Label on a map and explain the significance of the battles of Vicksburg and Gettysburg in Union victory

- Analyze and evaluate the support for and resistance against the use of Black soldiers in the Union Army

- Compare and contrast the treatment of Black and White soldiers in the Union Army
When teaching this standard, also consider:

RELATED WORLD HISTORY TOPIC:
WH II STANDARDS 12 and 13
- Sepoy Rebellion in India
- Taiping Rebellion in China

INTEGRATED SKILLS:
- Organization of Information
- Reading
- Writing
- Map Skills

EXAMPLES OF PRODUCTS
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students write letters to President Lincoln addressing the issue of Blacks fighting in the military
- Students label a U.S. map that shows the key battle sites of Antietam, Gettysburg, and Vicksburg, and annotate the battle sites to explain their significance

TEACHER’S NOTES ON THIS TOPIC
## TOPIC: The Civil War and Reconstruction, 1860-1877

### EMPHASIZED STANDARD

**U.S. 1.40**

Provide examples of the various effects of the Civil War, including physical and economic destruction, the increased role of the federal government, and the greatest loss of life—on a per capita basis—of any U.S. war before or since.

Strands: History

### CORRESPONDING THEMES

*Individuals and Groups, Power and Governance*

*Time, Continuity and Change*

### STUDENTS SHOULD KNOW

**UNDERSTAND**

(Essential Questions)

**AND BE ABLE TO DO**

- All wars create physical and economic damage
- The South suffered the majority of destruction
- The federal government increased its power during the war in order to maintain control, stop dissent, and organize for the war
- The Civil War brought the greatest loss of human lives that America has ever faced in a war
- New technology, innovation, and national unity resulted from the war effort (e.g., greenbacks, Spencer carbine rifle, etc.)

- How and why wars create divisions in society and often bring technological improvements
- How and why people have traditionally lost rights during times of war

- Analyze and evaluate the impact of war on America and its people
- Evaluate the increased role of the federal government during the war
When teaching this standard, also consider:

**RELATED WORLD HISTORY TOPICS:**
**WH II STANDARDS 12 and 13**
- Sepoy Rebellion in India
- Taiping Rebellion in China

**INTEGRATED SKILLS:**
- Economic Analysis
- Reading
- Writing
- Map Skills

**EXAMPLES OF PRODUCTS**
(Opportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students write editorials on the current restrictions on civil liberties, comparing and contrasting with those taken away during the Civil War

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**TEACHER’S NOTES ON THIS TOPIC**

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**TOPIC: The Civil War and Reconstruction, 1860-1877**

**EMPHASIZED STANDARD**

**U.S. 1.41**

Explain the policies and consequences of Reconstruction:
- Presidential and Congressional Reconstruction
- The impeachment of President Johnson
- The 13th, 14th, and 15th Amendments
- The opposition of Southern Whites to Reconstruction
- The accomplishments and failures of Radical Reconstruction
- The presidential election of 1876 and the end of Reconstruction
- The rise of Jim Crow laws
- The Supreme Court case, Plessy v. Ferguson (1896)

**Strands:** History, Civics

**CORRESPONDING THEMES**

- Individuals and Groups, Power and Governance
- Cultural Identity, Development and Exchange
- Production, Distribution, and Consumption
- Peoples, Environments, and Global Connections

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**STUDENTS SHOULD KNOW**

- What Reconstruction is and why it needed to happen after the war
- The difference between Congressional and Presidential Reconstruction
- The 13th, 14th, and 15th Amendments and their significance
- That Reconstruction plans formed by the North caused major problems between Northerners and Southerners and Blacks and Whites in the South
- How the South responded to Reconstruction

**UNDERSTAND (Essential Questions)**

- How and why Reconstruction plans were so important to the country and how they failed
- How and why racism of Northerners and Southerners helped lead to the end of Reconstruction and the failure to support Blacks
- How and why people feel violated when the government changes their way of life
- How and why ending slavery did not end racism and increased violence against blacks

**AND BE ABLE TO DO**

- Evaluate the accomplishments and failures of Reconstruction
- Compare and contrast slave life to “free” life for emancipated slaves
- Analyze southern response to Reconstruction and its effects on former slaves
STANDARD U.S. 1.41—STUDENTS SHOULD KNOW
(continued from previous page)

- That most former slaves became sharecroppers and fell into major debt
- Former slaves received little to no aid in transitioning into freedom
- Immediately after the war, southern states attempted to create an atmosphere as close to slavery as possible by enacting Black Codes
- The Ku Klux Klan formed and terrorized Blacks in the South
- Congress passed a series of laws to attempt to control violence in the South and protect Blacks
- Reconstruction ended in 1877 and the South established a segregated society that was reinforced by Plessey v. Ferguson

When teaching this standard, also consider:

RELATED WORLD HISTORY TOPICS:
WH II STANDARDS 8, 12, and 13
- Sepoy Rebellion in India
- Taiping Rebellion in China
- World abolitionism

INTEGRATED SKILLS:
- Economic Analysis
- Reading
- Writing
- Map Skills

EXAMPLES OF PRODUCTS
(Oppportunities for students to demonstrate what they KNOW, UNDERSTAND, and are able to DO)

- Students write a 5-paragraph essay analyzing the following question: Did Reconstruction create revolutionary change in America?

TEACHER’S NOTES ON THIS TOPIC
EXEMPLARS
EXEMPLAR
ex·em·plar
(ĭg-zēm'plär', -plər) 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.

CREATING AND USING DAILY PROMPTS

EXAMPLES OF DAILY PROMPTS

SAMPLE MINI-UNIT: THE RISE OF INDUSTRY IN THE EARLY 1800S

EXEMPLARY LESSONS WITHIN THE MINI-UNIT
The Rise of Industry: From Home to Factory
A Day in the Life of... Industry Beckons Immigrants
+ PROJECT MATERIALS

EXEMPLARY LESSON: GUIDED READING
What, to the American slave, is the Fourth of July?
The Daily Prompt is an avenue into new content, and can serve as a “hook” to get students engaged and interested in new material. This approach LINKS INSTRUCTION TO STUDENTS’ PRIOR KNOWLEDGE AND UNDERSTANDING, which is a Key Element of Instruction in DYS Professional Development.

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 in assessment, short-term, long-term, and community-based programs can use daily prompts to:

- **Introduce** a new topic,
- **Enliven** a longer unit of study,
- **Signal a change** from one unit to another, or
- **Repeat** what students have already learned, so they can practice and connect their new knowledge with what they already know.

### What does a Daily Prompt look like?

- A question, image, quote, or some other item that will trigger a response from students;
- Applies 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 Essential Understandings that students will work on during a given lesson or mini-unit. To pare down the daily objectives and help students focus on Essential 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. Essential Understandings are crucial to helping students link historical topics over time.

### What does an Essential Understanding look like?

- Addresses overarching concepts;
- Is drawn from the Know-Understand-Do matrix;
- Requires students to apply their knowledge;
- Transferrable and applicable to other knowledge;
- Not content specific (although students must use content to demonstrate understanding);
- Forms the basis of an Essential Question.

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**SOCIAL STUDIES** Teaching in DYS schools

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EXAMPLES OF DAILY PROMPTS

The following examples illustrate the relationships between Standards, Essential Understandings and Essential Questions, themes, and the Prompts with which teachers may begin each day’s instruction.

**STANDARD U.S. I.27** states that students should be able to:

*Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.*

**ESSENTIAL UNDERSTANDINGS:**
Why transportation is important to the economy and how transportation changes the way an economy functions;
How and why new technologies cause major changes in society;
How material goods affect who we are and how we are seen in society.

**THEMES:** Science Technology and Society; Production, Distribution, and Consumption

**ESSENTIAL QUESTION:** How does technology affect society and culture?

**POSSIBLE PROMPTS:**

 Usuario
  What is the most important object you own? Why is it important to you? Where do you think it was made? Who do you think made it?

 Usuario
  How does technology make your life easier? How would your life be different if you didn’t have certain technologies?

**STANDARD U.S. I.3** states that students should be able to:

*Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.*

**ESSENTIAL UNDERSTANDING:**
Why there are many steps to resistance and change that come before revolution.

**THEME:** Individuals and Groups, Power and Governance

**ESSENTIAL QUESTION:** How do people create change in society?

**POSSIBLE PROMPTS:**

 Usuario
  Think back to the last school you attended. If you had the power, what is one thing that you would change about that school? Why would you choose that one change?

 Usuario
  A recent ordinance has been passed to keep people under the age of 18 out of the mall after 6:00 PM. Do you agree that this is a good idea? If you don’t agree, and you wanted to change the ordinance, what would be the best thing to do? Organize people? Protest? Seek help from adults? Why would you choose that approach?
RISE of INDUSTRY in the EARLY 1800s
SAMPLE MINI-UNIT
5 or more days

DESIGNER
This mini-unit, and the exemplary lessons within it, are based on work developed by DYS teacher Heather Duhamel.

INTRODUCTION
This unit can be completed in a five-day format, or could be expanded into a longer unit depending on the duration that works in your facility or program. It could also be broken down into smaller mini-units. Each of the lessons outlined in this mini-unit could be expanded to two or more days to develop the concepts involved. Lessons should also be tailored to the specific needs and resources available at each site.

STANDARDS
U.S. I.27 Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.

U.S. I.28 Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America, including:

- The technological improvements and inventions that contributed to industrial growth
- The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
- The rise of a business class of merchants and manufacturers
- The roles of women in New England textile factories

THEMES
Science Technology and Society
Peoples, Environments, and Global Connections
Production, Distribution, and Consumption
Cultural Identity, Development and Exchange

INTEGRATED SKILLS
Economic Analysis
Map Skills
Charts, Tables
Graphs, and Diagrams
Organization of Information,
Reading
Writing
By the end of this mini-unit, students should:

- The difference between a market and home economy.
- What a canal, turnpike, steamboat, and railroad are, and why they were significant in the antebellum period.
- That people’s lives changed greatly, and that many people moved and made new lives for themselves, as a result of the improvements in transportation.
- What industrial development means and how it was implemented.
- What new inventions (e.g., mechanical reaper, steam engine, cotton gin, etc.) contributed to industrial growth.
- The roles that women and immigrants played in industrial growth.
- That mass production techniques and new factory machines changed the way production worked.
- That the Lowell Mills in Massachusetts were a model for other mills throughout the country.

- Why transportation is so important to the economy, and how it changed the way the economy functioned.
- How and why new technologies cause major changes in society.
- How material goods affect who we are and how we are seen in society.
- How the difference between skilled and unskilled labor affects wages and demands for goods.
- How and why technology changes working conditions and requirements.
- Why women and immigrants were preferred laborers in factories.
- How immigrants were received by Americans, and how “push” and “pull” factors create immigration influxes.

- Connect key changes in transportation with new changes in the economy.
- Evaluate people’s decisions to move and leave their former lives behind.
- Evaluate the impact of new transportation on the lives of Americans.
- Make connections between industrialism, sectionalism, and immigration.
- Analyze how technology and new immigrants changed American culture.
- Evaluate American responses to immigration in the antebellum period.

**LEARNING OBJECTIVES**

**KNOW...**

(factual information)

**UNDERSTAND...**

...and therefore be able to

**DO**
MINI-UNIT: THE RISE OF INDUSTRY IN THE EARLY 1800S (continued)

LESSON 1 (Introductory)  The Rise of Industry: From Home to Factory

Lesson Summary
Begin with a writing prompt on mass production. During the lesson, students will take notes on key terms, read aloud, and discuss information on the production of goods. Students will then compete to make the best paper airplane. The teacher will then take the best paper airplane and create an assembly line production of that airplane. The activity will demonstrate the shift from skilled to unskilled labor. Students will discuss reflection questions and predict the effects of this shift.

LESSON 2 (Instructional)  Innovation and Technology Change America

Lesson Summary
Begin with a writing prompt on the role of technology in their lives. During the lesson, students will listen as the teacher introduces several key inventions from the early 1800s. Students will predict the inventions’ effects on industry and life. Students can choose which invention they will research from a distributed list. Students will complete internet research (if available) on an invention. Lesson concludes with students creating a class collage of inventions, and the entire class predicts the effects of these inventions on society.

LESSON 3 (Instructional)  Transportation Makes America Grow and Shrink

Lesson Summary
Begin with a writing prompt on travel and transportation. Class reviews the last two lessons to draw connections to today’s lesson. Students read aloud, take notes, and discuss reading, “Systems of Transportation.” Students complete a “Railroad Itinerary” map task in which two teams will use maps to create a travel itinerary from New Orleans to Montpelier. One group will use maps from 1800 to create an itinerary, and the other will use maps from 1840 to create an itinerary. The entire class will compare and contrast the two itineraries. Students individually answer the question, “How did improvements in transportation change businesses and industry? How did improvements in transportation change the quality of life for people?”

LESSON 4 (Instructional)  Industrialization Leads to Urbanization

Lesson Summary
Begin with a writing prompt on city life today. Class reviews the three prior lessons by creating a diagram on the board including the topics of Industrialization, Technology, and Transportation. After the class brainstorms connections between these three topics, introduce the fourth topic of Urbanization. Class brainstorms the benefits and drawbacks today of living in a city versus a rural area.
Students complete reading on “The Growth of Cities 1820-1840,” looking at the problems of city life and growth of immigration. Students then complete a chart activity in pairs. The chart should include benefits of city life, the problems of city life, and possible solutions for those problems. Conclude lesson with a group discussion on how Americans reacted to the new growth of cities.

**A Day in the Life of... Industry Beckons Immigrants**

Begin class with a prompt asking students to imagine they were immigrants living during this time. Students will collect/take out materials used over the last four lessons. The class will revisit the diagram created at the beginning of the previous lesson, while the teacher adds Urbanization and Immigration to the diagram. Students will brainstorm and create links to the other three topics. Using this group diagram plus the materials collected during the lessons, students will create an “Immigrant Project” that shows how the following topics affected their lives:

- Rise in industry
- New inventions/technology
- Changes and inventions in transportation
- New immigrant populations
- The growth of cities.

Students have the choice to create a series of letters home, a diary, or a captioned scrapbook. Students are given a rubric that clearly identifies expectations and levels of performance. This assessment and rubric exemplifies a summative assessment.

The pages that follow present detailed plans for Lesson 1 and Lesson 5 of this mini-unit. These detailed plans should serve as valuable references and examples to help teachers create strong standards-based lessons in the social studies.
The Rise of Industry: From Home to Factory

Begin with a writing prompt on mass production. During the lesson, students will take notes on key terms, read aloud, and discuss information about the production of goods. Students will then compete to make the “best” paper airplane. The teacher will then create an assembly line for production of that airplane. The activity will demonstrate the shift from skilled to unskilled labor. Students will discuss reflection questions and predict the effects of this shift.

STANDARD U.S. I.28

Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. (History, Economics), including:

- The technological improvements and inventions that contributed to industrial growth
- The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
- The rise of a business class of merchants and manufacturers
- The roles of women in New England textile factories

THEMES

Science, Technology, and Society

Students will explore how new technology will change the structure of society in a shift from home to factory production. This exploration will help them understand the larger concept of how new technology changes day-to-day life.

Production, Distribution, and Consumption

Students will consider how this new shift will change the availability of goods and jobs. This consideration will help them understand how technology changes the distribution of goods and services in general.

INTEGRATED SKILLS

Organization of Information—Students will be asked to take notes on basic introductory information. Students will demonstrate an understanding of the order of changes taking place in the shift from a home to market economy.

Economic Analysis—Students will consider the benefits of mass production. Students will predict the effects of factory production on the availability of goods and services; workers; business owners and society.
By the end of this lesson, students should:

- The difference between a market and home economy.
- What industrial development means and how it was implemented into society.
- That mass production techniques and new factory machines changed the way production worked.
- How and why new technologies cause major changes in society.
- How material goods affect who we are and how we are seen in society.
- How the difference between skilled and unskilled labor affects wages and demands for goods.
- How and why technology changes working conditions and requirements.
- Analyze how new technology and new immigrants changed American culture.

**LANGUAGE OBJECTIVES**

- Students will respond to an introductory writing prompt at the beginning of each lesson.
- Students will write down definitions for skilled labor, unskilled labor, home economy, market economy, and industrial development.
- Students will discuss activity reflection questions as a class. Students will verbally explain the relation between the airplane activity and the difference between a home and market economy.

Note: These language objectives—listening, speaking, reading, writing, and doing—reflect **MULTIPLE MEANS FOR STUDENT ENGAGEMENT**, which is a Key Element of Instruction for DYS Professional Development.
FIRST EXEMPLAR (continued)

LESSON DETAILS

Daily Prompt At the beginning of class students will write down a brief response to the following prompt:

What do you hope to do for a future career/job? What skills do you think you will need in order to do that job?

Other possible prompts for this lesson:

What is the most important object you own? Why is it important to you? Where do you think it was made? Who do you think made it?

How does technology make your life easier? How would your life be different if you didn’t have certain technologies?

Introduction

Teachers ask students to share responses to prompt(s), and uses this question to introduce the lesson. The teacher explains, “We will be discussing the change from a home economy system to one in which people work to make money to buy stuff. To look at this change, we will be having a paper airplane contest.”

Background Information

Teacher posts the five vocabulary terms (below) on the board without definitions, and then asks students to guess what the terms mean. Working with ideas from the class, teacher writes a definition for each of the terms on the board, and students copy them into their notebooks. Alternatively, this is a great opportunity to create a Word Wall, so that the words are not erased but remain visible throughout the lesson or mini-unit.

Possible Definitions

**Skilled Labor** Work that requires significant training, experience, and skills.

**Unskilled Labor** Work that requires little training, experience, and/or skills.

**Home Economy** People in society produce most needed goods within their own homes. (including food, clothing, furniture, etc.)

**Market Economy** People in society leave home to work for a business. For their work they receive money so they can buy the things they need from a market or business.

**Industrial Development** Factories and mass production grow in cities as a result of improvements in technology and transportation. More goods are made available at cheaper prices.
Each student is given a piece of paper and asked to make a paper airplane. The teacher will then collect planes and test the planes to see which one flies furthest. (This activity can be expanded or simplified to suit the needs of each classroom.)

Once the “best” paper airplane has been identified, ask the student who made it to tell you what they would charge for that plane if you were opening an Airplane Factory. Then ask that student to show the class how it was made. (You could also just unfold and figure out for yourself).

Once the student has shown the class, everyone knows the steps to make the plane. Explain to the class that you will be opening a factory to make airplanes and are looking for workers, and ask four or five students to work for your factory. With the steps identified by the “expert” airplane maker, you can now turn the airplane production into an assembly line. Give each student worker one or two steps to complete. Ask the assembly line to complete five planes.

Ask students to discuss these questions from the perspectives of both FACTORY OWNERS and FACTORY WORKERS:

- What knowledge do I now have that I didn't have before? What can I do now that I have acquired this new knowledge by writing down all of the steps of the production process?

- How can this new way of making paper airplanes cut costs and increase profits in my factory?

- Now that I have the knowledge of how planes are made, who could I get to make my airplanes?

- Before I knew how to make the planes what advantage did “expert student” (insert name) have? If I really wanted that plane, how much could they have charged me for it?

- Now that I know how to make the planes, do I need the “expert student” to work for me anymore?

- How might workers feel about making paper airplanes in my factory? Would they enjoy the work?

- What can I do if a worker in my factory isn’t doing a good job, or doesn’t act the way I want? Why can I take that action? How could these changes affect the families or personal lives of workers?
The class should brainstorm/predict the ways that the shift from a home economy to a market economy, and the shift from skilled to unskilled labor, might affect society. The teacher writes their answers on the board, and students write down these answers on the same sheet of notes they used to record the definitions earlier in this lesson. Some possible responses might include:

**Shift from home to market economy:**

- More people work outside of the home.
- More goods, and a larger variety of goods, are available to people across the country.
- Some people leave home to work, while others stay at home to take care of the family, the house, and the property.

**Shift from skilled to unskilled labor:**

- Factory owners get rich.
- Workers in factories don’t have much power.
- Technology helps production increase.
- More jobs are available.
- People don’t need a lot of skill to do work.
**A Day in the Life of... Industry Beckons Immigrants**

This lesson constitutes a performance assessment for the mini-unit. (Note: A variation of this lesson could also be used to teach about immigration and industrialization at the end of the nineteenth century.) Begin class with a prompt asking students to imagine they were immigrants living during this time. Students will collect/take out materials used over the previous four lessons. The class will revisit the diagram created at the beginning of the previous lesson, while the teacher adds Urbanization and Immigration to the diagram. Students will brainstorm and create links to the other three topics. Using this group diagram, as well as the materials collected during the lessons, students will create an “Immigrant Project” that shows how the following topics affected their lives:

- Rise in industry
- New inventions/technology
- Changes and inventions in transportation
- New immigrant populations
- The growth of cities.

Students have the choice to create a series of letters home, a diary, or a captioned scrapbook. Students are given a rubric that clearly identifies expectations and levels of performance for this summative assessment.

Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.

Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America, including:

- The technological improvements and inventions that contributed to industrial growth
- The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s
- The rise of a business class of merchants and manufacturers
- The roles of women in New England textile factories

**STANDARD U.S. I.27**

**STANDARD U.S. I.28**

**THEMES**

- Science Technology and Society
- Peoples, Environments, and Global Connections
- Production, Distribution, and Consumption
- Cultural Identity, Development and Exchange
Students will be asked to synthesize all of these thematic concepts (see previous page) in this final project. Through their immigrant character they will demonstrate the concepts they have learned throughout the mini-unit.

Students will be asked to synthesize all of the following skills in this final project. Through their immigrant character, they will demonstrate understanding of the skills they have worked on throughout the mini-unit: Economic Analysis, Map Skills, Charts, Tables, Graphs, and Diagrams, Organization of Information, Reading, and Writing.

By the end of this lesson, students should:

**KNOW...**
(factual information)

- The difference between a market and home economy.
- What industrial development means, and how it was implemented.
- That people’s lives changed greatly, and that many people moved and made new lives for themselves, as a result of the improvements in transportation.
- What new inventions (e.g., mechanical reaper, steam engine, cotton gin, etc.) contributed to industrial growth.
- The roles that women and immigrants played in industrial growth.
- That mass production techniques and new factory machines changed the way production worked.

**UNDERSTAND...**

- Why transportation is so important to the economy, and how it changed the way the economy functioned.
- How and why new technologies cause major changes in society.
- How material goods affect who we are and how we are seen in society.
- How the difference between skilled and unskilled labor affects wages and demands for goods.
- How and why technology changes working conditions and requirements.
- Why women and immigrants were preferred laborers in factories.
- How immigrants were received by Americans, and how “push” and “pull” factors create immigration influxes.
Connect key changes in transportation with new changes in the economy.
Evaluate people’s decisions to move and leave their former lives behind.
Evaluate the impact of new transportation on the lives of Americans.
Make connections between industrialism, sectionalism, and immigration.
Analyze how technology and new immigrants changed American culture.
Evaluate American responses to immigration in the antebellum period.

**LESSON DETAILS**

**DO**

...and therefore be able to

**LANGUAGE OBJECTIVES**

- Students will write corresponding text in their immigrant project to demonstrate their understanding of the unit.
- Students will revisit and re-read the materials and resources used over the previous four lessons.
- Students will add synthesized information to their graphic organizers to help organize information for their immigrant project.

Note: These language objectives—listening, speaking, reading, writing, and doing—reflect **MULTIPLE MEANS FOR STUDENT ENGAGEMENT**, which is a Key Element of Instruction for DYS Professional Development.

**Daily Prompt**

At the beginning of class students will write a brief response to the following prompt:

- Imagine you are an immigrant living during this time period. What do you think you would do for work? Where do you think you would live? How do you think you would feel if people were rude and insulting to you just because of where you came from? How would you react?

Other possible prompts for this lesson:

- Think of a time when someone acted like they were better than you. What happened? How did you react? What did you want to do/say to them? Why do you think they acted like that?

- Imagine you were an immigrant living during this time period. What do you think would be the most difficult thing about being in America? Why? (Ideas to consider: living conditions, finding a job, working conditions, making enough money to provide for your family, facing insults or negative attitudes because of your home country)
Teacher explains that today’s activity will end the unit on Industrialization, and that students will be creating a project to show what they have learned.

The teacher instructs students to take out the diagram they started during the previous lesson (Lesson 4). The class will revisit the diagram, and the teacher will add Urbanization and Immigration to the diagram. Students will brainstorm and create links to the other three topics—Industrialization, Technology, and Transportation.

Students will then be given the instructions for the “Day in the Life of an Immigrant” Project (see following pages).

The teacher reviews the activity with students and clarifies any issues or questions. The group then brainstorms one item for each of the categories that must be included.

Students use the materials from the past few days to finish the category graphic organizer.

Students choose a product (see the facing page), and work on the product to demonstrate the required pieces of the project.

Students turn in project and have the opportunity to share a portion of their work.

Projects are displayed in the classroom.

In a classroom brainstorm activity, students give feedback about what they have learned and what they enjoyed about this project.

The following pages include all materials needed for this lesson’s centerpiece, the Day in the Life of an Immigrant project. These materials include a description, a project organizer, a graphic organizer, and an exemplary rubric for a summative assessment.
PROJECT: A Day in the Life of an Immigrant

Students will need these directions to complete this project, as well as paper and a pen or pencil, and the materials that follow in this guide—the Rise of Industry graphic organizer, the Project organizer, and the Project rubric.

Students will create an "Immigrant Project" that shows how the following topics affected immigrants' lives:

• Creation of factories/assembly lines;
• New inventions/technology that made work easier;
• Changes and new technology in transportation;
• Reaction to arrival of immigrants;
• Growth of cities.

• Complete the project organizer, reviewing information and notes taken throughout the mini-unit.

• Create an immigrant character living during the mid 1800s (during the time the class has been studying). Give their characters names, decide how many family members they have, and decide what city they live in.

• Students will complete one of the following products:
  
  **Write 3 letters home** that show how factories, inventions, new transportation, discrimination, and urbanization affected your life as an immigrant. In the letters, describe what your daily life is like as if you are talking to someone who has never been to America. Use your project organizer to get ideas about what to write in your letters.

  **Write 3 diary or journal entries** that show how factories, inventions, new transportation, discrimination, and urbanization affected your life as an immigrant. Describe what your daily life is like, including hopes, fears, and emotions in your journal. Use your project organizer to get ideas about what to write in your diary or journal.

  **Put together a scrapbook** of your daily life and memories. It should include at least 6 pictures with descriptions that show how factories, inventions, new transportation, discrimination, and urbanization affected your life as an immigrant. You can draw your pictures or choose them from pictures on the internet. Use your project organizer to get ideas about what to include in your scrapbook.

Note: These different products constitute a summative assessment. A comprehensive rubric for the assessment follows at the end of this exemplar.
Industrialization
Factories were developed in cities to produce goods.

Transportation
New inventions in technology led to the development of bridges, canals, turnpikes, steamboats, and railroads.

Technology
New technology improved machines for factories, farms, and transportation.

Urbanization
As factories grew, cities grew around them to house factories and immigrants.

Immigration
New immigrants came to America from Germany and Ireland to seek jobs and freedom from religious persecution.

How did the items below affect the **Growth of Industry**? Use arrows, lines, circles, or other visual symbols to connect these items. Use words to explain the ways they impacted each other. Some examples are provided, and students should add other ideas and examples based on the changes and experiences being studied. The interactive software can also be used to help students organize and visualize their thinking.
How do you think the following things would affect the everyday lives of immigrants living in the 1800s? Examples to spark your thoughts are provided in the left-hand column. Please add other ideas based on the changes and experiences we have been studying.

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<td>Factories provided work for many immigrants.</td>
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<td>Many inventions helped people make products faster.</td>
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<td>Railroads, canals, and steamboats transported goods.</td>
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<td>Discrimination made it hard to find housing.</td>
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Which of the exemplars for this mini-unit worked for you? What didn’t work so well in your classroom? What adjustments would you make when using these materials again? What adjustments would you make when adapting them (or using them as models) to develop mini-units and lessons for other topics, themes, or time periods?

MINI-UNIT OVERVIEW
Rise of Industry in the Early 1800s

LESSON 1 EXEMPLAR
The Rise of Industry: From Home to Factory

LESSON 5 EXEMPLAR
A Day in the Life of... Industry Beckons Immigrants

PROJECT MATERIALS
A Day in the Life of an Immigrant
Project Description
Graphic Organizer
Project Organizer
Rubric
**What, to the American Slave, is the Fourth of July?**

**Lesson Plan Exemplar**

**Third Exemplar**

What, to the American Slave, is the Fourth of July?

**Designer**

This exemplary lesson is based on work developed by DYS teacher Erin O’Connor-Silverman.

**Lesson Summary**

This Guided Reading exemplifies strong integration of Social Studies and English Language Arts. Students begin with a prompt on “standing up for what you believe,” and then discuss and take notes about what slavery was, who held slaves, why they held slaves, and how some people attempted to change and end slavery. Students will be introduced to Frederick Douglass through a brief biography, and will use one of his best-known speeches to explore moral and ethical arguments for ending slavery. Students complete the lesson by creating a visual representation of a significant excerpt of the speech.

**Standards**

**U.S. I.29**

Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.

**U.S. I.31**

Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of Southerners and Northerners to abolitionism, including:

- Frederick Douglass
- William Lloyd Garrison
- Sojourner Truth
- Harriet Tubman
- Theodore Weld

**Themes**

*Cultural Identity, Development and Exchange*

Students will explore how racism in the mid-1800s affected people’s ideas about slavery. Students will discuss how cultural change is difficult and how and why people’s beliefs influence political decisions.

*Individuals and Groups, Power and Governance*

Students will discuss and analyze how power and control affected the issue of slavery. Students will consider how change is created and the ways in which people create change in society.

**Integrated Skills**

**Reading**—Students will listen to Frederick Douglass’s Independence Day speech, and will read for both understanding and analysis.

**Writing**—Students will write answers to questions that analyze the speech.

**Organization of Information**—Students will make sense of the primary document through a series of prompts, with which they will also organize and analyze the document.
Primary Document to Read:
Frederick Douglass’s 1852 Independence Day speech in Rochester, New York

By the end of this lesson, students should:

- That there was a major increase in the number of slaves from 1800-1860 that corresponded with an increase in southern cotton production.
- That slaves were both victims of slavery and agents in their own lives.
- Who Frederick Douglass was, and some of his significant actions.
- The significance of slave narratives in abolitionism.
- That abolitionism was not well received in either the North or the South, as most Northerners opposed slavery expansion, but were not abolitionists.
- That abolitionists used both literature and public speeches to get people’s attention.
- That the abolitionist movement grew from reform movements of the 2nd Great Awakening.

- How and why people resist change, and how and why resistance can take many forms.
- Money and power motivate people to make immoral decisions.
- How and why racism plays a major role in acceptance of slavery and mistreatment of African Americans.
- Why standing up for something you believe in takes strength and courage.
- How and why communication of ideas and emotions is key to organizing people and gaining support.
- That political, social, and economic power is often used to stop and/or limit unpopular movements.
- How and why alliances across race, class, and gender help movements gain success and support.

- Evaluate the actions and beliefs of White slave owners, non slave-owning Whites, and slaves, in relation to their situations in antebellum America.
- Evaluate the arguments of abolitionists.
- Analyze the ways in which leading reformers (identified in U.S. History Standard 31) used their experiences for the good of society.
- Read and analyze speeches or parts of speeches given by abolitionist reformers.
Language Objectives

- Students will read and listen to Frederick Douglass’s Independence Day Speech at Rochester, NY.
- Reading will be broken into smaller sections, which students will address in response to periodic writing prompts.
- Throughout the reading, students will identify words that are unclear or unfamiliar.
- Students will choose quotations or words that match the requirements for the visual project at the end of the lesson.

Note: These language objectives—listening, speaking, reading, writing, and doing—reflect **Multiple Means for Student Engagement**, which is a Key Element of Instruction for DYS Professional Development.

Materials

- Short biography or biographical information on Frederick Douglass
- Paper and pen or pencil for student notes
- Blank map of the United States (outline of the country without any state borders)
- Frederick Douglass’s Independence Day Speech (included in this guide)
- Teacher questions (included in this guide)

Pre-Reading

Students read biographical information about Frederick Douglass so that they know and understand the importance of his life and accomplishments.

Ongoing Assessments

This exemplar provides a number of opportunities for learners to demonstrate, and for teachers to gauge, students’ knowledge and understanding. Various opportunities for Formative Assessments are provided and indicated throughout this exemplar.

Daily Prompt

At the beginning of class students will write a brief response to the following prompt: “Standing up for something you believe in takes strength and courage.”

What does this mean? Do you agree that sometimes you have to be strong and brave to stand up for something you believe in?
Teacher explains to students that the class will be looking at slavery and the fight to end slavery. As a class, they will brainstorm what life was like for African-Americans in the 1850s. Help students identify what they already know by prompting them to think about slavery. The objective is to look for words, phrases, and ideas that describe how life was during this period. As students share ideas about what they believe life was like, write them on the board. Prompt students to discuss both slaves and free Blacks. Add any other important factors that you would like students to consider.

The teacher writes the following terms on the board: **Abolitionist, Resistance, Slave Narratives**. The teacher should ask students to share what they know about these words and terms. The teacher then gives them a definition for each term, adding both the terms and their definitions to a Word Wall. The teacher then explains that the class will be using this speech to explore how abolitionists resisted slavery by using slave narratives and the words of former slaves to convince others to work to end slavery.

Hand out blank paper, lined paper, and a copy of the speech (included in this Instructional Guide) to each student. Tell students that the reading is a series of excerpts from a speech given by Frederick Douglass.

Explain that there is an opening question and five stopping points on the reading. Ask students to use the blank piece of paper to cover the parts of the reading that the class is not yet discussing, and use the lined paper for taking notes.
READING INSTRUCTIONS

Students should begin by covering the entire reading with the blank piece of paper, except for the title and author. The teacher should read the selection out loud to the students.

Throughout the speech, be aware of words that may be unfamiliar to students. Explain the meaning of unfamiliar words and include them on a Word Wall.

With this document (and most primary documents), it is a good idea for the teacher to read aloud to the students instead of having them read for themselves. Pass out a copy of the document (included in this manual) so students can interact with it as the teacher reads.

Before reading the speech, STOP and ask:

? Based on the title of this speech, what do you think this reading is about?

Begin to read the first paragraph of the speech. Stop reading whenever indicated with this icon STOP and ask:

? When Douglass talks of an “us,” who is he referring to?

? How did independence from England affect African-Americans?

Read the next paragraph STOP where indicated and ask:

? What does Douglass mean when he says, “The rich inheritance of justice, liberty, prosperity and independence, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me…”

? According to this sentence what freedoms do whites celebrate on the Fourth of July? What has the same country brought to African Americans?

Read the next paragraph STOP where indicated and ask:

? Douglass says, “I shall see this day and its popular characteristics from the slave's point of view.” While free people celebrated the freedom granted by Independence, how do you think slaves viewed this celebration of freedom? What do you think is the slave’s point of view?

? Douglass talks of America being false to the past, false to the present, and binding herself to be false to the future. From a slave’s point of view, how is America fake or false?
Read the next paragraph. Where indicated and ask:

? Douglass says that to the slave,

“...your celebration is a sham; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.”

These words are very powerful. Was he right about the United States? Or do you think his choice of words was too harsh?

? Why do you think Frederick Douglass chose to use such harsh words? What is he trying to do?

Close the discussion by relating back to the idea that abolitionists resisted slavery by using slave narratives and the words of former slaves to convince others to work to end slavery. Conclude by asking students if they think a speech like this would work to convince others? Why or why not? Clarify any misunderstandings. Direct students in making connections. Confirm and/or redirect students’ predictions if necessary.

The Meaning of July Fourth for the Negro—Post-Reading Exercise

Students will use the blank map and chosen words/quotes from the speech to create a “4th of July” visual. Hand out blank maps, explain the post-reading exercise to students and instruct students to find:

- One quotation or word that best represents the feeling of slaves.
- One quotation or word that shows why America should end slavery.
- One quotation or word that best shows how Douglass used emotion to get people to agree with him.

Instruct students to write their chosen words or quotations neatly on the blank map. Instruct them to decorate the map using a Fourth of July theme, emphasizing that these will be displayed in the classroom, so students should demonstrate effort in decorating them.

Ask for any questions and restate the main components of this assignment.

Please remember that this lesson can be expanded from one to two or more days to develop the concepts involved.
Before beginning this guided reading, the teacher should pause and ask:

Based on the title of this speech, what do you think this reading is about?
Begin the reading, pausing to ask questions and facilitate discussion where indicated.

When Douglass talks of an “us,” to whom is he referring?

How did independence from England affect African-Americans?

What does Douglass mean when he says, “The rich inheritance of justice, liberty, prosperity and independence, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me…”

According to this sentence what freedoms do whites celebrate on the Fourth of July? What has the same country brought to African Americans?

Douglass says, “I shall see this day and its popular characteristics from the slave's point of view.” While free people celebrated the freedom granted by Independence, how do you think slaves viewed this celebration of freedom? What do you think is the slave’s point of view?

Douglass talks of America being false to the past, false to the present, and binding herself to be false to the future. From a slave’s point of view, how is America fake or false?

Why does Douglass seem shocked that African Americans are being asked to prove themselves to be men?

Do you agree that it seems unfair to question the worth of African Americans?

These words are very powerful! Was he right about the United States? Or do you think his choice of words was too harsh?

Why do you think Frederick Douglass chose to use such harsh words? What is he trying to do?
The Meaning of July Fourth for the Negro
Excerpts from Frederick Douglass’s 1852 Independence Day speech

Fellow-citizens, pardon me, allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us? And am I, therefore, called upon to bring our humble offering to the national altar, and to confess the benefits and express devout gratitude for the blessings resulting from your independence to us?

But such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and healing to you, has brought stripes and death to me. This Fourth July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day? If so, there is a parallel to your conduct. And let me warn you that it is dangerous to copy the example of a nation whose chains, heavy and grievous to-day take up the plaintive lament of a peeled and woe-smitten people!

Fellow-citizens, above your national, tumultuous joy, I hear the mournful wail of millions! Whose chains, heavy and grievous yesterday, are, to-day, rendered more intolerable by the jubilee shouts that reach them. If I do forget, if I do not faithfully remember those bleeding children of sorrow this day, “may my right hand forget her cunning, and may my tongue cleave to the roof of my mouth!” To forget them, to pass lightly over their wrongs, and to chime in with the popular theme, would be treason most scandalous and shocking, and would make me a reproach before God and the world. My subject, then, fellow-citizens, is American slavery. I shall see this day and its popular characteristics from the slave's point of view. Standing there identified with the American bondman, making his wrongs mine, I do not hesitate to declare, with all my soul, that the character and conduct of this nation never looked blacker to me than on this 4th of July! Whether we turn to the declarations of the past, or to the professions of the present, the conduct of the nation seems equally hideous and revolting. America is false to the past, false to the present, and solemnly binds herself to be false to the future. Standing with God and the crushed and bleeding slave on this occasion, I will, in the name of humanity which is outraged, in the name of liberty which is fettered, in the name of the constitution and the Bible which are disregarded and trampled upon, dare to call in question and to denounce, with all the emphasis I can command, everything that serves to perpetuate slavery—the great sin and shame of America! “I will not equivocate; I will not excuse”; I will use the severest language I can command; and yet not one word shall escape me that any man, whose judgment is not blinded by prejudice, or who is not at heart a slaveholder, shall not confess to be right and just.

For the present, it is enough to affirm the equal manhood of the Negro race. Is it not astonishing that, while we are ploughing, planting, and reaping, using all kinds of mechanical tools, erecting houses, constructing bridges, building ships, working in metals of brass, iron, copper, silver and gold; that, while we are reading, writing and ciphering, acting as clerks, merchants and secretaries, having among us lawyers, doctors, ministers, poets, authors, editors, orators and teachers; that, while we are engaged in all manner of enterprises common to other men, digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hill-side, living, moving, acting, thinking, planning, living in families as husbands, wives and children, and, above all, confessing and worshipping the Christian’s God, and looking hopefully for life and immortality beyond the grave, we are called upon to prove that we are men!

What, to the American slave, is your 4th of July? I answer; a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciation of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are, to Him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody than are the people of the United States, at this very hour.

June 4, 1852, Rochester, New York
PRIMARY SOURCES and SEMINAL DOCUMENTS

FOUR S's OF USING PRIMARY DOCUMENTS

GUIDES for the US HISTORY I SEMINAL DOCUMENTS

HISTOR “E” QUATIONS

RESOURCE GUIDES

Books, videos, software, and internet resources organized by topical time periods in U.S. History I
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.

(From the Library of Congress: memory.loc.gov/learn/educators/handouts/prsrc.pdf)

SEMINAL DOCUMENTS
The Massachusetts History and Social Science curriculum framework has designated U.S. History I primary source documents to be used in the development of module-based questions for the high school history and social science MCAS. The documents that correspond with the U.S. History I curriculum are as follows, and are also available in their entirety on the CD associated with this instructional guide.

- Declaration of Independence (1776)
- Constitution and Bill of Rights (1787-1789)
- Federalist Paper Number 10 (1787)
- Seneca Falls Declaration of Sentiments and Resolutions (1848)
- Gettysburg Address (1863)

The Massachusetts Department of Education refers to these documents as “Seminal Documents,” based on the definition of seminal as: constituting or providing a basis for further development.” DYS 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 five seminal documents used in developing document-based modules for the current school year are outlined, along with the full text of the Declaration of Independence, the Bill of Rights, Federalist Paper Number 10, and the Seneca Falls Declaration of Sentiments and Resolutions. The Department of 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, visit http://www.doe.mass.edu/mcas/2007/admin/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 in 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**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.

**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.

Four S’s of using Primary Documents ©KELLEY BROWN 2007

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GUIDES for the US HISTORY I SEMINAL DOCUMENTS

To help DYS teachers organize successful instruction with the seminal documents selected by the Massachusetts Department of Education, we have presented the following components for each of these key documents:

- **OVERVIEW**
- **RELATED CONTENT**
- **TERMS AND PHRASES**
- **ADDITIONAL FACTS AND BACKGROUND**
- **LEARNING OBJECTIVES** (what students should KNOW, UNDERSTAND, and be able to DO)
- **KEY SELECTIONS OF TEXT**
- **SAMPLE TEACHING ACTIVITIES**

Additionally, see the accompanying U.S. History I CD for the full text of each of the seminal documents.
Declaration of Independence (1776)
Authored by Thomas Jefferson

After meeting for more than a year, the Continental Congress began to favor independence from Britain. Five delegates, including Thomas Jefferson formed a committee to write a declaration of independence. The declaration was drafted by Jefferson and included the basic justification for revolution and a specific list of grievances against King George III.

Some of the grievances included imposing taxes without consent, denying trial by jury, abolishing laws, maintaining a standing army during peace time, burning towns, hiring mercenaries, and inciting hostility among the indigenous peoples.

Part 1: Justification for revolution and independence.
Purpose of government.
Basic overview of universal rights that were denied by the British king.

Part 2: List of specific grievances against King George III.

Part 3: Explanation of the American Colonies’ prior attempts to address these grievances.
Declaration that the above attempts have been ignored and discounted.
Declaration of the American Colonies as free and independent states, absolving themselves from “all allegiance to the British Crown.”

Part 4: Signatures of Congressional Representatives.

RELATED CONTENT

- American Revolution
- French Revolution
- France's Declaration of Rights of Man
- Latin American Revolutions
DECLARATION OF INDEPENDENCE: ADDITIONAL FACTS AND BACKGROUND

- The Continental Congress did not always favor independence.
- Thomas Paine’s *Common Sense* influenced Congress and the general public’s decision to support independence.
- Jefferson’s words in the Declaration borrow heavily from the political ideas and writings of John Locke.
- The Declaration is intentionally aimed at King George III as opposed to Parliament. The Continental Congress hoped to gain sympathy from Whigs in Parliament.
- The Declaration was drafted as a result of resolution brought to the Continental Congress by Richard Henry Lee on June 7, 1776. The motion was adopted on July 2, 1776.
- The Declaration was a one-sided blast in which the author took certain liberties with historical truth.
- The Declaration is just that—a declaration—and was intended to be read aloud.

<table>
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<tr>
<th>STUDENTS SHOULD KNOW</th>
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<tr>
<td>• That the Declaration of Independence was a declaration, not a law or constitution.</td>
<td>• How people come to make decisions to take extreme actions such as revolution.</td>
<td>• Identify the Declaration of Independence and explain its parts.</td>
</tr>
<tr>
<td>• That the fundamental principle behind the document is that people have the right to overthrow a ruler if they are unjust.</td>
<td>• Why there are many steps to resistance and change that come before revolution.</td>
<td>• Analyze the causes for the creation of this document and evaluate the decision of Americans to separate from Britain.</td>
</tr>
<tr>
<td>• The declaration was created and signed at the Second Continental Congress.</td>
<td>• How oppression and power affect people in society.</td>
<td>• Evaluate the role that this document played in the course of events of the American Revolution.</td>
</tr>
<tr>
<td>• The declaration comprises the basic principles that justified revolution and a list of grievances.</td>
<td>• How and why decisions for an entire body of people are often made through the involvement of only a select group of people.</td>
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<tr>
<td>• The basic grievances of the American colonists against Britain.</td>
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*Note: the Declaration of Independence is named as a “Seminal Document” in United States History I standard 3 (U.S. I.3).*
When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.”

“We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness”

“In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury.”

“We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.”

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<tr>
<th>ACTIVITIES TO CONSIDER WHEN TEACHING THE DECLARATION OF INDEPENDENCE</th>
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<tr>
<td>‣ Review the terms on the title page of this section and have students translate one or more of these terms into a vernacular version; choose a few quotations from this list or the longer quotes on the facing page, then translate and discuss as a class.</td>
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<tr>
<td>‣ Students view one or more of the above quotes and translate into a vernacular version.</td>
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<tr>
<td>‣ Distribute one grievance to each student in the class. Have them attempt to translate into vernacular for class.</td>
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<tr>
<td>‣ Choose a few grievances and translate and discuss as a class.</td>
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<tr>
<td>‣ Students create arguments for and against the Declaration depending on their role in society.</td>
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<tr>
<td>‣ Students create a declaration of their own to address an issue or problem they can identify with society, including in the document their principles for deeming it unjust, a list of their grievances, and a final declaration.</td>
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</table>
A large-scale mural in the Rotunda for the Charters of Freedom at the National Archives Building in Washington D.C. depicts a fictional scene (below) of the presentation of the Declaration of Independence. This mural, and other 1936 murals by artist Barry Faulkner, were recently restored to their original beauty. Details about the restoration, and interactive versions of the murals, can be viewed at:
http://www.vahistorical.org/sva2003/declaration.htm/

The painting detail on the right, from Drafting the Declaration of Independence, by Jean Leon Gerome Ferris, shows Thomas Jefferson, John Adams, and Benjamin Franklin preparing a declaration of independence. Note the abandoned drafts littering the floor!
The Constitution and the Bill of Rights (1787-89)

The U.S. Constitution outlines the fundamental laws of the United States. The Bill of Rights lists the people’s rights under the Constitution. The Constitution is organized into seven articles. The articles outline the responsibilities and limitations of the legislative, executive, and judicial departments, respectively. The Constitution establishes a balance of powers and a system of checks and balances between the three branches of government. The articles also establish the relations of states to each other, the process of amendment, process of ratification, and other general provisions. Following the seven articles are the 27 amendments to the Constitution. The first 10 amendments are collectively referred to as The Bill of Rights.

Part 1: Preamble.

Part 2: Articles 1-3 establish the responsibilities, duties, and limitations of the legislative, executive, and judicial branches, respectively.

Part 3: Articles 4-7 defines how states relate to one another, the process of amendment, other general provisions, and the process of ratification.

Part 4: A list and explanation of the 27 Amendments to the Constitution, the first ten of which comprise The Bill of Rights

 TERMS and PHRASES

Constitution ... Branches of

Government ... Checks and balances

Federal, state, and local government

Democratic republic ... Citizen

Convention ... Bills and Laws

Judicial ... Executive Legislative

Congress ... House of Representatives

Senate ... Electoral College ...

Representative ... Impeachment

Treason ... Ratification ... Veto

RELATED CONTENT

§ Founding Fathers

§ American Revolution

§ Articles of Confederation

§ Federalist Papers

§ Federalism vs. States’ Rights

§ Civics and Citizenship
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<th>The U.S. Constitution was written at the Constitutional Convention which took place in Philadelphia in the summer of 1787.</th>
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<tr>
<td>The purpose of this convention was to revise the Articles of Confederation. Because amendment of the Articles of Confederation required unanimity, the delegates could not agree on any amendment but to dissolve the document and write a new constitution.</td>
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<tr>
<td>There were 55 white male delegates who attended the convention. Most were college educated and relatively young. They were wealthier than the average American. The convention met in secret and had no established authority to draft a new Constitution.</td>
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<tr>
<td>George Washington was the elected chairman of the convention. Many of the major leaders of the American Revolution were not in attendance, including John Jay, Thomas Jefferson, John Adams, Patrick Henry and Thomas Paine.</td>
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<td>The Connecticut Plan helped to settle a dispute about how representation should be granted to each of the states. The plan provided for a two-house Congress that would act as a balance between states with large and small populations. This plan became known as the Great Compromise.</td>
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<tr>
<td>Any controversial stance on slavery was avoided because delegates feared it could be divisive and might threaten ratification.</td>
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<td>The Commercial Compromise allowed Congress to regulate interstate and foreign commerce, allowing tariffs on foreign imports but prohibiting taxes on exports.</td>
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<tr>
<td>The Constitution guarded against democracy with the establishment of the electoral college. The only directly-elected body established by the Constitution was the House of Representatives. The direct election of U.S. Senators was later instituted in 1913 by the 17th Amendment.</td>
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<tr>
<td>The federal Constitution borrowed heavily from the previously established state constitutions.</td>
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<tr>
<td>There was much popular debate over the ratification of the Constitution. Many people feared that a strong federal government would threaten American liberty. A debate ensued between Federalists and Anti-Federalists. The Federalist Papers were printed in support of the Constitution.</td>
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<tr>
<td>Although the Federalist were opposed to a list of people’s rights being added to the Constitution, they backed off their argument in order to gain support at the ratifying conventions in the states. They promised that a bill of rights would be the first action of the newly elected Congress.</td>
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<tr>
<td>The Bill of Rights, the first 10 amendments to the Constitution, was added in 1791.</td>
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The Bill of Rights is short and easy to read in its entirety. The following selections from the Constitution can be used to review key points:

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

“All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.”

“The House of Representatives shall be composed of Members chosen every second Year by the People of the several States...No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen... The Number of Representatives shall not exceed one for every thirty Thousand, but each State shall have at Least one Representative;”

“The Senate of the United States shall be composed of two Senators from each State, (chosen by the Legislature thereof,) for six Years; and each Senator shall have one Vote...No person shall be a Senator who shall not have attained to the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State for which he shall be chosen...The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided.”

“Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it, with his Objections to that House in which it shall have originated, who shall enter the Objections at large on their Journal, and proceed to reconsider it. If after such Reconsideration two thirds of that House shall agree to pass the Bill, it shall be sent, together with the Objections, to the other House, by which it shall likewise be reconsidered, and if approved by two thirds of that House, it shall become a Law.”

“No person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty-five Years, and been fourteen Years a Resident within the United States.”

“The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, ...He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court...”

“The President, Vice President and all civil Officers of the United States, shall be removed from Office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.”
“The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish.”

“The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; to all Cases affecting Ambassadors, other public Ministers and Consuls; to all Cases of admiralty and maritime Jurisdiction; to Controversies to which the United States shall be a Party; to Controversies between two or more States; between a State and Citizens of another State; between Citizens of different States; between Citizens of the same State claiming Lands under Grants of different States, and between a State, or the Citizens thereof, and foreign States, Citizens or Subjects.”

“The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.”

“The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury.”

“Treason against the United States, shall consist only in levying War against them, or in adhering to their Enemies, giving them Aid and Comfort. No Person shall be convicted of Treason unless on the Testimony of two Witnesses to the same overt Act, or on Confession in open Court.”

“The United States shall guarantee to every State in this Union a Republican Form of Government, and shall protect each of them against Invasion;”

“The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress;”

“This Constitution, and the Laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land.”

“The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all executive and judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation, to support this Constitution;”

“The Ratification of the Conventions of nine States, shall be sufficient for the Establishment of this Constitution between the States so ratifying the Same.”
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<th>STUDENTS SHOULD KNOW</th>
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<tr>
<td>The three branches of government and how they are structured.</td>
<td>How previous experiences influence Americans’ fears about government and abuse of power.</td>
<td>Identify the Constitution of the United States and explain its parts.</td>
</tr>
<tr>
<td>The ways in which power is distributed within the three branches of government.</td>
<td>How and why the interests of many Americans throughout history have not been represented in the government.</td>
<td>Chart or diagram the 3 branches of government including their powers, checks and balances.</td>
</tr>
<tr>
<td>What rights individuals and states were given under the Constitution.</td>
<td>How and why the rights of some people were protected by the new Constitution and the rights of others were not.</td>
<td>Demonstrate a clear understand of the 3 levels of government: federal, state, and local. Evaluate the benefits and drawbacks of power at each level.</td>
</tr>
<tr>
<td>The basic organization of the Constitution of the United States.</td>
<td>Why Americans saw a democratic republic as the preferred form of government.</td>
<td>Analyze the effects of excluding people from the Constitution.</td>
</tr>
<tr>
<td>The difference between federal, state, and local power.</td>
<td>The roles of basic rights in our daily lives, and why people feel the need to have those rights written in the Constitution.</td>
<td>Identify and explain the basic rights of the Bill of Rights.</td>
</tr>
<tr>
<td>Why the Bill of Rights was immediately added to the Constitution.</td>
<td>How some of those rights are not always guaranteed.</td>
<td>Connect the rights that were adopted in 1791 with issues of today.</td>
</tr>
<tr>
<td>What each of the 10 Amendments guarantees for citizens of the United States.</td>
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<td></td>
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<tr>
<td>That the British Bill of Rights was the basis for the 10 Amendments.</td>
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**Note:** The Constitution and the Bill of Rights are named as “Seminal Documents” in United States History I standards 7 and 9 (U.S. I.7 and U.S. I.9).

**ACTIVITIES TO CONSIDER WHEN TEACHING THE CONSTITUTION AND THE BILL OF RIGHTS**

| Students view one or more of the above quotes and translate into a vernacular version. |
| Distribute one quotation to each student in the class. Have them attempt to translate into vernacular for class. |
| Simulate a Constitutional convention in which students take on roles and argue for certain parts of the Constitution to be included. |
| Simulate a convention to which women, African Americans, and indigenous Americans were invited. Have students present arguments for what they would like to see included in the Constitution. |
| Students create a visual representation of the 3 branches of government and its powers, using images and words. |
| Students choose the right in the first 10 amendments that they believe is most significant to them. Students create a visual representation of that right through collage, drawing, words, etc. |
Another recently-restored 1936 mural by artist Barry Faulkner depicts a fictional scene (below) of the presentation of the Constitution.

http://www.vahistorical.org/sv/ a2003/declaration.htm/

The 1940 Scene at the Signing of the Constitution of the United States, (right) by Howard Chandler Christy, imagines the signing of the U.S. Constitution at Independence Hall.

1. Edmund Randolph Virginia
2. Nathaniel Gorham Massachusetts
3. John Dickinson Delaware
4. John Rutledge South Carolina
5. James Wilson Pennsylvania
6. Oliver Ellsworth Connecticut
7. Charles Pinckney South Carolina
8. James Madison Virginia
9. Elbridge Gerry Massachusetts
10. William Samuel Johnson Connecticut
11. George Mason Virginia
12. George Washington Virginia
13. Benjamin Franklin Pennsylvania
14. Rufus King Massachusetts
15. William Paterson New Jersey
16. Charles Cotesworth Pinckney South Carolina
17. Gouverneur Morris Pennsylvania
19. George Read Delaware
20. William R. Davie North Carolina
22. Luther Martin Maryland
23. Roger Sherman Connecticut
24. Gunning Bedford, Jr. Delaware
25. Abraham Baldwin Georgia
Federalist Paper Number 10 (1787)
Authored by James Madison
published under the pseudonym Publius

Federalist Paper No. 10 argues in favor of the Constitution, based on the proposition that it will establish a government that is capable of controlling the violence and damage caused by factions. Madison argues that factions (groups of people who gather together to protect and promote their own economic and political interests) are inevitable in society, and there are only two ways to control them—by eliminating the causes (which he argues is impossible), or by controlling the effects. He argues that federal government, as defined by the Constitution, will be able to control the damage.

Madison also argues that a representative government—as opposed to a direct democracy—is the best form of government to control factions. A representative government is to guard against mob rule, not to protect from the tyranny of the few. A larger nation will also help protect against factions because in large republics, factions will be more numerous and less powerful and therefore keep one another in check.

Part 1: Strong unions have the ability to control factions. The will and desires of the more powerful majority often supercede the rules of justice and the rights of the minor party. The will of factions has tainted our public administrations.

Part 2: Defines factions and explains the two methods for controlling factions (ending the causes or controlling the effects). Describes the types of factions that exist in societies, and argues that it is impossible to remove the causes of factions in society.

Part 3: Controlling the effects of factions is the only way to limit their negative effects. Goal of the government is to secure public good and private rights against a majority faction, and at the same time preserve the spirit of a popular government. A republic—as opposed to a direct democracy—will provide for more control because representatives are acting for the public good, as opposed to the will of a majority faction. A large republic will help to ensure more just and worthy representatives and increase the diversity of factions.

Part 4: Summary of key points and questions relating to his arguments.

TERMS and PHRASES

- Factions ... Will of the majority ...
- Rights of the minority ...
- Political parties ... Regulation ...
- Justice ... Public good ... Private rights ...
- Democratic Republic ...
- Direct Democracy ... Federalism ...
- Anti-Federalism ... Checks and balances ...
- Special interest groups

SOCIAL STUDIES Teaching in DYS schools
**FEDERALIST PAPER 10: FACTS AND BACKGROUND**

~ The Federalist Papers were written as part of the campaign for the Constitution, presenting reasons for the adoption of the Constitution and each of its major provisions. The papers comprised a series of 85 essays written for a New York newspaper by James Madison, Alexander Hamilton, and John Jay, published under the pseudonym, *Publius*. The Papers were later published in book form.

~ Federalist 10 is most famous for Madison’s argument which refuted the common wisdom of the time that it was impossible to have a republican form of government over a large territory.

~ New York was the only state that permitted a manhood suffrage debate for the members of the ratifying convention, which resulted in a heavy anti-Federalist majority. The authors of the Federalist Papers attempted to counter the anti-Federalist sentiments in their essays.

~ Also in 1787, the first Brutus essays appeared in the New York Journal. The Brutus essays were written in opposition to the Constitution and are sometimes referred to as the Anti-Federalist Papers.

~ The Federalist and Brutus Papers are the most thorough and significant documents written to identify the intentions and philosophy behind the United States Constitution.

<table>
<thead>
<tr>
<th>STUDENTS SHOULD KNOW</th>
<th>UNDERSTAND</th>
<th>AND BE ABLE TO DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ What the Federalists and Anti-Federalists disagreed about.</td>
<td>▶ Why people argue over state and federal control.</td>
<td>▶ Chart the beliefs of the Federalists and the Anti-Federalists.</td>
</tr>
<tr>
<td>▶ What the Federalist and Anti-Federalist (Brutus) Papers were.</td>
<td>▶ How groups with differing interests and alliances affect political decisions.</td>
<td>▶ Read, analyze, and explain key parts of Federalist 10.</td>
</tr>
<tr>
<td>▶ How to define federalism, factions, and checks and balances.</td>
<td>▶ How and why a balance of power protects people and their rights.</td>
<td>▶ Evaluate the importance of balancing power between federal, state, and local control.</td>
</tr>
<tr>
<td>▶ The difference between a democratic republic and a direct democracy.</td>
<td>▶ How allegiances affect a person’s ability to be impartial.</td>
<td>▶ Demonstrate connections between concerns of federal power and current issues.</td>
</tr>
<tr>
<td>▶ The basic ideas behind Federalist Paper 10.</td>
<td>▶ How special interest groups both help and hurt our society.</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Federalist paper 10 is named as a “Seminal Document” in United States History I standard 8 (U.S. I.8).
Among the numerous advantages promised by a well constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction.

“Complaints are everywhere heard from our most considerate and virtuous citizens, … that our governments are too unstable, that the public good is disregarded in the conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing majority.”

“A factious spirit has tainted our public administrations.”

“By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community.”

“The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, … have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to co-operate for their common good. … the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. But the most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. … A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views.”

“No man is allowed to be a judge in his own cause, because his interest would certainly bias his judgment, and, not improbably, corrupt his integrity. With equal, nay with greater reason, a body of men are unfit to be both judges and parties at the same time.”

“A republic, by which I mean a government in which the scheme of representation takes place, opens a different prospect, and promises the cure for which we are seeking.”

“The smaller the society, the fewer probably will be the distinct parties and interests composing it; the fewer the distinct parties and interests, the more frequently will a majority be found of the same party… Extend the sphere, and you take in a greater variety of parties and interests; you make it less probable that a majority of the whole will have a common motive to invade the rights of other citizens.”

"a zeal for certain opinions concerning religion and government have divided mankind into parties, and inflamed them with mutual animosities…because of this, mankind would rather oppress each other than to cooperate for the common good."
ACTIVITIES TO CONSIDER WHEN TEACHING FEDERALIST PAPER 10

- Review the terms on the title page of this section and have students translate one or more of these terms into a vernacular version; choose a few quotations from this list or the longer quotes on the facing page, then translate and discuss as a class.

- Have students brainstorm examples of factions within contemporary society.

- Give students a series of court scenarios in which judges and lawyers have varying levels of impartiality. Have students write an argument about whether they think it is fair to have the judge try the case, and explain why or why not.

- Use topical/current examples that examine the tension between states and Federal government. Students can wrestle with some of the following issues (based on ideas from James Madison University’s facilitator’s guide for Federalist 10):
  - Under the National Minimum Drinking Age Act passed by Congress in 1984, States that did not have a minimum drinking age of 21 lose 10 percent of their federal highway funding. Although the drinking age is technically set by the states, the Federal government is using its leverage to determine the age.
  - What if you are a member of a faction opposed to, or supportive of, abortion rights, and your position is in the majority for that state? Should we have states that do allow abortion and others that do not? In a true democracy, don’t the laws reflect the will of the people? What is “the will of the people”? Discuss the same questions in relation to the rights of gay people to marry in Massachusetts. Discuss why the Supreme Court made its decision, using Madison’s ideas to back up their decision.
  - The “common good” and social attitudes are constantly shifting. For instance, most people today would be deeply opposed to the idea of laws against interracial marriage. Fifty years ago, many white people supported existing laws banning interracial marriages, yet there were factions that opposed the ban. Eventually, after a long struggle, such factions became the majority. Today, we may be able to find minority groups who would argue for bans against interracial marriage. What do we do with a group/faction like that?
  - How would a strong constitution help in Iraq? Is it always “democratic” if the majority votes in a way that benefits the Shiites at the expense of the Sunnis and Kurds? Is majority rule always democratic? Does Federalism solve this? What are the limits to democracy?

RELATED CONTENT

- United States Constitution
- Debate over Federalism and States’ Rights
- Articles of Confederation
- Ratification of the Constitution and the Bill of Rights
Seneca Falls Declaration of Sentiments and Resolutions (1848)

Modeled after the Declaration of Independence, the Declaration of Sentiments and Resolutions, declares that “all men and women are created equal.” The document claims that women have been oppressed by men and demands that they be given the “equal station to which they are entitled.” The document then lists a series of “injuries and usurpations” toward women. These include women being denied the right to vote, having to submit to laws to which she has not input, being denied the right to a thorough education, having to live up to a double standard, and many others.

Part 1: Explanates that the purpose of the document is to declare the reasons which cause women to ask for a new role in society.

Declares that all men and women were created equal. Explains the purpose of government and the point at which people have the right to insist upon a new government.

Basic overview of universal rights denied to women by men.

Part 2: List of specific grievances against men.

Part 3: Conclusion that summarizes general complaints and demands the immediate rights and privileges which “belong to [women] as citizens of the United States.”
## Seneca Falls Declaration: Facts and Background

- The 1848 Declaration of Sentiments and Resolutions was issued at the Seneca Falls Women’s Rights Convention.
- The Declaration is closely modeled after the Declaration of Independence.
- Elizabeth Cady Stanton read the Declaration of Sentiments and Resolutions aloud at the convention.
- One hundred people signed the Declaration; The five who became figures of national importance were Frederick Douglass, Lucretia and James Mott, Martha Wright, and Elizabeth Cady Stanton.
- Many argue that the 1848 Seneca Fall’s meeting launched the modern women’s rights movement.
- In the 1850s, the issue of women’s rights was overshadowed by the issue of slavery.
- Seneca Falls was not the only, women’s rights convention in America, nor was it the first.
- In the late 1800s, Elizabeth Cady Stanton began writing a 6 volume history of the women’s suffrage / rights movement of the 19th century. She highlighted Seneca Falls and wanted people to see it as the first women’s rights convention.

## Students Should Know

<table>
<thead>
<tr>
<th>Understand</th>
<th>And Be Able To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reform takes many steps and often builds off of prior reform movements.</td>
<td>Identify, read, and analyze the Declaration of Sentiments and Resolutions.</td>
</tr>
<tr>
<td>Why women’s rights, as defined by this document, were controversial.</td>
<td>Explain the significance of the speech.</td>
</tr>
<tr>
<td>Why the document was modeled after the Declaration of Independence.</td>
<td>Compare the document to the Declaration of Independence.</td>
</tr>
</tbody>
</table>

- What and where the Seneca Falls Convention was, and that there were many other similar conventions taking place across the country.
- The basic goals of the women’s rights movement of the mid-nineteenth century (as defined by Declaration of Sentiments).
- That women were not immediately successful at gaining many of their demands but set a precedent for later gains.

**Note:** The Seneca Falls Declaration of Sentiments and Resolutions is named as a “Seminal Document” in United States History I standard 33 (U.S. I.33).
Any of the grievances could be selected to exemplify the rights and changes the women were seeking:

“We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness”

“The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her.”

“in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.”

The seed for the first Woman's Rights Convention was planted in 1840, when Elizabeth Cady Stanton met Lucretia Mott at the World Anti-Slavery Convention in London. The convention refused to seat Mott (and other women delegates from America) because of their sex. Elizabeth Cady Stanton, the young wife of an antislavery agent, and Lucretia Mott, a Quaker preacher and veteran of reform, talked then of calling a convention to address the condition of women.
ACTIVITIES TO CONSIDER WHEN TEACHING THE SENECA FALLS DECLARATION

- Review the terms on the title page of this section and have students translate one or more of these terms into a vernacular version; choose a few quotations from this list or the longer quotes on the facing page, then translate and discuss as a class.

- Distribute one grievance to each student in the class. Have them attempt to translate into vernacular for class.

- Choose a few grievances and translate and discuss as a class.

- Students create arguments for and against the Declaration depending on their role in society.

- Students create a declaration of their own to address an issue or problem they can identify with society, including in the document their principles for deeming it unjust, a list of their grievances, and a final declaration.

- Students compare the Declaration of Independence to the Declaration of Sentiments creating a chart that demonstrates similarities and differences.

RELATED CONTENT

- Woman suffrage
- Women’s rights
- The Second Great Awakening
- Civil Rights and Liberties
- Slavery and Abolitionism
The Gettysburg Address (1863)
Authored and delivered by President Abraham Lincoln

A two-minute speech given at the dedication of Gettysburg Cemetery in November, 1963, the Gettysburg Address was Lincoln’s call for the lives lost in the battles at Gettysburg not to have been lost in vain. Lincoln stated that the nation was conceived under the “proposition that all men are created equal.” He explained his purpose of dedicating a cemetery for those who fought and died so that nation could live. In the final paragraph Lincoln begged that we “never forget what they did here.” He beckoned the audience and the nation to follow through on the cause begun on the battlefield—to create a new birth of freedom for the nation.

Part 1: Lincoln states that the nation was conceived in liberty and equality.

Part 2: He states that the group’s purpose is to dedicate the new cemetery to the soldiers who died at Gettysburg.

Part 3: In the final and most significant paragraph, Lincoln defines his interpretation of the dedication. He claims that the audience and the people of the nation are responsible for carrying on the “unfinished work” of the soldiers, by devoting themselves to the nation and a new birth of freedom.

**TERMS and PHRASES**

All men are created equal ...

Conceived ... Dedicated ... Consecrate

Devotion ... Died in vain ...

New Birth of Freedom
THE GETTYSBURG ADDRESS: FACTS AND BACKGROUND

- The Address was given in Gettysburg, Pennsylvania on November 19th, 1863 at a dedication of the Gettysburg Cemetery for soldiers who died in the famous battles of July 1863.

- Lincoln was not the keynote speaker at the event; he read this two-minute address following a two-hour speech from the featured speaker of the day.

- The London Times claimed that Lincoln’s remarks were “ludicrous.”

- The address received little attention at the time, but has become Lincoln’s most famous speech.

- It seems ironic that Lincoln stated as a main part of his speech, “The world will little note, or long remember what we say here.”

- The Battles of Gettysburg and Vicksburg took place during the July 4th weekend of 1863. These two Northern victories were seen as the turning point in the Civil War.

STUDENTS SHOULD KNOW

- What the Battle of Gettysburg was and that it was seen as a turning point in the war.
- That a cemetery was dedicated at the grounds of the battle and was the setting for this speech.
- That President Lincoln believed that slavery divided the nation, but that Whites were superior to Blacks.

UNDERSTAND

- Why many Americans would not be receptive to the idea that the war was to bring a “new birth of freedom.”
- Why Lincoln was so controversial in his time.
- Why this speech came to represent the Civil War era in America.

AND BE ABLE TO DO

- Identify, read and analyze the main ideas of the Gettysburg Address.
- Explain the significance of the speech.
- Analyze the racism of most White Americans during this time period.

Note: the Gettysburg Address is named as a “Seminal Document” in United States History I standard 38 (U.S. I.38).
While the Gettysburg Address is short and is easy to read in its entirety, if it is necessary to shorten the presentation, some possible text selections include:

“...A new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.”

“We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.”

“It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

**ACTIVITIES TO CONSIDER WHEN TEACHING THE GETTYSBURG ADDRESS**

- Students view one or more of the quotations above, and translate into a vernacular version.
- Distribute one quote to each student in the class, and have them attempt to translate into vernacular for class.
- Class brainstorms current issues to which Lincoln’s call for freedom could apply, and then students rewrite the speech to address a contemporary issue.

**RELATED CONTENT**

- Civil War
- Slavery and Abolitionism
- Sectionalism
- Emancipation Proclamation
- Reconstruction
- Civil Rights and Liberties
At the end of the Battle of Gettysburg, more than 51,000 Confederate and Union soldiers were wounded, missing, or dead. Many of those who died were laid in makeshift graves along the battlefield. Pennsylvania Governor Andrew Curtin commissioned David Wills, an attorney, to purchase land for a proper burial site for the deceased Union soldiers. Wills acquired 17 acres for the cemetery, which was planned and designed by landscape architect William Saunders.

The cemetery was dedicated on November 19, 1863. The main speaker for the event was Edward Everett, one of the nation’s foremost orators. President Lincoln was also invited to speak as Chief Executive of the nation, formally to set apart these grounds to their sacred use by a few appropriate remarks. At the ceremony, Everett spoke for more than 2 hours; Lincoln spoke for 2 minutes.

President Lincoln had given his brief speech a lot of thought. He saw meaning in the fact that the Union victory at Gettysburg coincided with the nation’s birthday; but rather than focus on the specific battle in his remarks, he wanted to present a broad statement about the larger significance of the war. He invoked the Declaration of Independence, and its principles of liberty and equality, and he spoke of a new birth of freedom for the nation. In his brief address, he continued to reshape the aims of the war for the American people transforming it from a war for Union to a war for Union and freedom.

http://www.historicaldocuments.com/GettysburgAddress.htm
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

Students can create their own Histor “E” Quations by drawing stick figures with pen or pencil, using clip-art or magazine images, or using computer software to generate their own visual imagery. (Note: Inspiration software is designed to help students explore information in a visual way; this software is already loaded onto all DYS computers, or a free 30-day trial version is available at www.inspiration.com)

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” Quation 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 on the facing page is designed to assess students’ knowledge and understanding as it is demonstrated through their own Histor “E” Quations.
## SCORING RUBRIC for HISTORY “E” QUATIONS

<table>
<thead>
<tr>
<th>PRODUCT</th>
<th>SPECTACULAR 16-20</th>
<th>ADMIRABLE 11-15</th>
<th>NEEDS FIXING 6-10</th>
<th>NEEDS TO BE REWORKED 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REQUIRED COMPONENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>All components are included and they are explored fully.</td>
<td>All components are included, but the visual images are simple and/or general.</td>
<td>All components are included, but the visual images are vague or incorrect.</td>
<td>Not all components are included. The visual images are vague or incorrect.</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The message is crystal clear. Causes lead clearly to their effects. Information is clever and specific.</td>
<td>The message is clear. Causes and effects make sense. Specific information is present.</td>
<td>The topic is clear, but cause and effect may not make clear sense. The equation is quite general, without specific information.</td>
<td>No clear topic—it’s too general to understand the cause-and-effect relationship.</td>
<td></td>
</tr>
<tr>
<td>Written explanations are clear and match the visual equation.</td>
<td>Written explanations are clear and match the visual equation.</td>
<td>Written explanations may be unclear and/or do not match the visual equation well.</td>
<td>Written explanation may be missing, or does not match the visual equation at all.</td>
<td></td>
</tr>
<tr>
<td><strong>PRESENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information flows well, is displayed clearly, and looks interesting. It would attract attention even if a person didn’t have to look at it! The visuals are neat and clear.</td>
<td>Information is neat and has clear organization and flow. The visuals are neat and clear.</td>
<td>Project is near and organized. All major parts are displayed, but it is not very eye-catching. The visuals may be messy or unclear.</td>
<td>Messy, missing some pieces, or unclear. Does not flow well.</td>
<td></td>
</tr>
<tr>
<td><strong>UNIQUENESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s different and one-of-a-kind. You are the only one who would have thought of this equation!</td>
<td>It’s original and it catches the eye.</td>
<td>Pretty standard.</td>
<td>Not very attention-grabbing. “Been there, done that.”</td>
<td></td>
</tr>
</tbody>
</table>

History “E” Quations name, design, concept, activities, and rubric ©KELLEY BROWN 2005
The pages that follow list many types of resources that will be useful in teaching United States History I. Resources are organized by historical time periods, and include Jackdaws, textbooks, activity books, video, CD, DVD and other resources, and internet resources. Each time period includes supporting instruction in the related topics and standards clustered in that historical period.

There are a great many resources available in the DYS system that have not been directly addressed in this chapter. Resource Directory CDs that index available resources have been provided to all teaching coordinators in the DYS system. Please refer to Teaching Coordinators or Instructional Coaches for more information about additional resources that may address the needs of your students.

<table>
<thead>
<tr>
<th>JACKDAWS</th>
<th>Jackdaws are available in every region, although they are not available in every DYS facility. Teachers can find and use Jackdaws through their Regional Resource Lending Libraries.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEXTBOOKS</td>
<td>Each DYS facility will be offered flexibility to choose one primary resource from among the following textbooks:</td>
</tr>
<tr>
<td>PRIMARY TEXTBOOKS</td>
<td>Contemporary’s American History 1: Before 1865 (Wright Group/McGraw Hill)</td>
</tr>
<tr>
<td></td>
<td>History Alive: United States History (Teacher’s Curriculum Institute)</td>
</tr>
<tr>
<td></td>
<td>United States History (Prentice Hall)</td>
</tr>
<tr>
<td>ACTIVITY BOOKS</td>
<td>Regarding additional resources in this section, please note that not every DYS site will have received all materials that are listed. Some of these resources are not located in DYS teaching facilities, but may be available to be checked out from the Regional Lending Libraries. For a fuller listing of resources, or if you are unable to find a specific resource that you think would be of particular value in your classroom, please see your Resource Directory CD, as these CDs index many of the resources now available in the DYS system. Additionally, teachers should feel free to ask their Teaching Coordinators or Instructional Coaches for assistance.</td>
</tr>
<tr>
<td>MEDIA</td>
<td>Media are available at DYS sites and/or through the Regional Resource Lending Libraries.</td>
</tr>
<tr>
<td>SOFTWARE</td>
<td>The Inspiration program enables teachers and students to use their own ideas and data to create their own graphic organizers. This interactive software has been loaded onto all DYS computers.</td>
</tr>
<tr>
<td>INTERNET RESOURCES</td>
<td>The websites included in this section are primarily addressed at teachers, although a small number may be appropriate for, or targeted toward, student learners. All websites and URLs were active at the time that this Instructional Guide was printed.</td>
</tr>
</tbody>
</table>
Teachers are encouraged to make this Instructional Guide as useful as possible by recording personal preferences and experiences using specific resources to teach United States History. Your favorite resources may not even be listed in this guide!

Please note that blank forms are provided for teachers to record notes about resources. These blank pages are also organized by historical time period.
## RESOURCES: Political and Intellectual Origins of the American Nation: The Revolution to the Constitution

| JACKDAWS | Witch Hysteria Comes to Salem Village  
French and Indian War  
The American Revolution  
Story of the Declaration of Independence  
Boston Massacre | Slavery Comes to America  
Story of the Constitution  
Boston Tea Party  
Salem Village and the Witch Hysteria  
Women in the American Revolution |
|---|---|
| TEXTBOOKS | *Contemporary’s American History 1: Before 1865* (Wright Group/McGraw Hill)  
Units 4 and 5: Chapters 7-10.  
*History Alive: United States History* (Teacher’s Curriculum Institute),  
Chapters 4-10, corresponding lesson guides.  
*United States History* (Prentice Hall), Chapters 3-5.  
*United States History: Pacemaker* (Globe Fearon), Chapters 1-5.  
*American History* (Globe Fearon), Chapters 6-9.  
*United States History* (AGS Publishing) Chapters 4-7 with CD-ROM Resource Library. |
| ACTIVITY BOOKS | *Exploring American History* (AGS Publishing), Unit 2, Lessons 1-3.  
*Using Primary Sources with Document Based Questions* (Globe Fearon) Chapter 1,  
Model Lesson, Practice 1; Chapter 5, practice 2;  
Chapter 6, Model Lesson.  
*Standards Based Social Studies Graphic Organizers, Rubrics, and Writing Prompts*, (Incentive Publications), Writing Prompts, pp. 45-80.  
Skills Exercises, pp. 230-236.  
*Doing History:A Strategic Guide to Document Based Questions*, (aimhigher),  
pretest A, Lesson 2.2, 2.3, 2.4.  
*Ready to Use: American History Activities for Grades 5-12* (Center for Applied Research in Education), Section 8, pp. 74-90.  
*If You’re Trying to Get Better Grades and Higher Test Scores, You’ve Gotta Have This Book!*, (Incentive Publications), Important Documents, pp. 202-212. |
| MEDIA | Revolutionary War: Video Quiz (Teacher’s Video Company)  
Colonial Days: Video Quiz, VHS and DVD (Sunburst Visual Media)  
Revolutionary War: Video Quiz, DVD (Sunburst Visual Media)  
Revolutionary War: Birth of a Nation, CD-ROM (MultiEducator U.S. History Mastery Series)  
New Nation: America 1787-1820, CD-ROM (MultiEducator U.S. History Mastery Series) |
| INTERNET | *Thomas Jefferson and Declaration of Independence: Library of Congress Exhibit on Thomas Jefferson*  
http://www.loc.gov/exhibits/jefferson/jeffdec.html |
### RESOURCES: Political and Intellectual Origins of the American Nation: The Revolution to the Constitution

**INTERNET** (resources continued from previous page)

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator’s guide for Federalist 10</td>
<td><a href="http://www.jmu.edu/orientation/faculty/frp_guide/">http://www.jmu.edu/orientation/faculty/frp_guide/</a></td>
</tr>
<tr>
<td>U.S. Constitution Online</td>
<td><a href="http://www.usconstitution.net">http://www.usconstitution.net</a></td>
</tr>
<tr>
<td>Independence Road Trip</td>
<td><a href="http://www.independenceroadtrip.com">http://www.independenceroadtrip.com</a></td>
</tr>
<tr>
<td>American Centuries: Memorial Hall Museum Online</td>
<td><a href="http://memorialhall.mass.edu/home.html">http://memorialhall.mass.edu/home.html</a></td>
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<td>Debate Lesson on Ratifying the Constitution</td>
<td><a href="http://score.rims.k12.ca.us/activity/ratification/index.html">http://score.rims.k12.ca.us/activity/ratification/index.html</a></td>
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**RESOURCES: Formation and Framework of American Democracy**

| JACKDAWS |
|------------------|------------------|
| Story of the Declaration of Independence | Political Parties in America |
| The Emerging Nation: America 1783-1790 | Story of the Constitution |

<table>
<thead>
<tr>
<th>TEXTBOOKS</th>
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<tr>
<td><em>History Alive: United States History</em> (Teacher’s Curriculum Institute), Chapters 9-10, corresponding lesson guides.</td>
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<tr>
<td><em>United States History</em> (Prentice Hall), Chapter 5.</td>
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<td><em>United States History</em> (AGS Publishing) Chapters 7 with CD-ROM Resource Library.</td>
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<tr>
<td><em>Using Primary Sources with Document Based Questions</em> (Globe Fearon) Chapter 1, Practice 1; Chapter 6, Practice 1.</td>
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<td><em>Standards Based Social Studies Graphic Organizers, Rubrics, and Writing Prompts</em>, (Incentive Publications), Writing Prompts, pp. 54-56, 63-66.</td>
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<tr>
<td><em>Doing History: A Strategic Guide to Document Based Questions</em>, (aimhigher), Lesson 2.7, pp. 70-78.</td>
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<tr>
<td><em>Ready to Use: American History Activities for Grades 5-12</em> (Center for Applied Research in Education), pp. 93-94.</td>
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<tr>
<td><em>If You’re Trying to Get Better Grades and Higher Test Scores, You’ve Gotta Have This Book!</em> (Incentive Publications), Section 8: Get Sharp on U.S. History, Government and Citizenship, pp. 183-218.</td>
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<tr>
<td><em>Real World Investigations for Social Studies</em>, (Pearson), Chapter 6: Mandatory School Uniforms: A Real-World Exploration of Power, Authority and Governance; Chapter 10: Connecting Students to Their Communities Through Service.</td>
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<td><em>GED Social Studies Workbook</em> (McGraw Hill), Chapter 3, Power, Authority and Governance, pp. 37-54, sample test questions.</td>
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<td><em>Social Studies: Standards Meaning and Understanding</em> (Eye on Education), Power, Authority and Governance, pp, 121-131; Civic Ideals and Practices, 170-182.</td>
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<td>Facilitator’s guide for Federalist 10</td>
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<td>Constitution National Archives</td>
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<td><a href="http://www.jmu.edu/orientation/faculty/frp_guide">http://www.jmu.edu/orientation/faculty/frp_guide</a></td>
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<td>American Centuries: Memorial Hall Museum Online</td>
<td><a href="http://memorialhall.mass.edu/home.html">http://memorialhall.mass.edu/home.html</a></td>
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<tr>
<td>Thomas Jefferson Digital Archive</td>
<td><a href="http://etext.virginia.edu/jefferson/">http://etext.virginia.edu/jefferson/</a></td>
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<tr>
<td>Congressional Documents and Debates, 1774-1845</td>
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<td>Name of resource</td>
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### RESOURCES:  Formation and Framework of American Democracy

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<td><em>United States History</em> (Prentice Hall)</td>
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# RESOURCES

**Political Democratization, Westward Expansion, and Diplomatic Developments**

## JACKDAWS
- The War of 1812
- Trail of Tears
- The Mexican American War
- The Oklahoma Land Rush
- The Oregon Trail
- Erie Canal
- California Gold Rush 1849
- Manifest Destiny
- The Slave Trade and Its Abolition
- The Emerging Nation: America 1783-1790
- Lewis and Clark Expedition: 1804-1806
- Indian Resistance in Growing America

## TEXTBOOKS
- *History Alive: United States History* (Teacher’s Curriculum Institute), Chapters 11-12, 14-17, corresponding lesson guides.
- *United States History* (Prentice Hall), Chapters 6, 7, and 9.
- *United States History: Pacemaker* (Globe Fearon), Chapters 5-7.

## ACTIVITY BOOKS
- *Using Primary Sources with Document Based Questions* (Globe Fearon) Chapter 2, Model Lesson.
- *Doing History:A Strategic Guide to Document Based Questions*, (aimhigher), pretest B, Lesson 2.1, 2.2.
- *Ready to Use: American History Activities for Grades 5-12* (Center for Applied Research in Education), Sections 10-14, pp. 99-140.
- *If You’re Trying to Get Better Grades and Higher Test Scores, You’ve Gotta Have This Book!,* (Incentive Publications), Get Sharp on U.S. Geography, pp. 129-150.

## MEDIA
- Wild West: Video Quiz, VHS and DVD (Sunburst Visual Media)
- Antebellum America: 1820-1855, CD-ROM (MultiEducator U.S. History Mastery Series)

## INTERNET
- [American Centuries: Memorial Hall Museum Online](http://memorialhall.mass.edu/home.html)
- [American Memory Timeline: The New Nation, 1783-1815](http://memory.loc.gov/ammem/ndlpedu/features/timeline/newnatn/newnatn.html)
- [Thomas Jefferson Digital Archive](http://etext.virginia.edu/jefferson/)
- [A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates, 1774-1845](http://memory.loc.gov/ammem/amlaw/lawhome.html)
**RESOURCES:** Political Democratization, Westward Expansion, and Diplomatic Developments

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<td><a href="http://www.cherokee.org">http://www.cherokee.org</a></td>
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<td><strong>Trail of Tears webquests</strong></td>
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<td><a href="http://www.catawba.k12.nc.us/techrac/plus/taylor/Default.htm">http://www.catawba.k12.nc.us/techrac/plus/taylor/Default.htm</a></td>
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<tr>
<td><strong>Trail of Tears weblinks</strong></td>
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<td><a href="http://www.42explore2.com/trailoftears.htm">http://www.42explore2.com/trailoftears.htm</a></td>
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<tr>
<td><strong>Andrew Jackson Speaks on Indian Removal</strong></td>
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<td><a href="http://www.synaptic.bc.ca/ejournal/jackson.htm">http://www.synaptic.bc.ca/ejournal/jackson.htm</a></td>
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<td><strong>American Memory Timeline: The New Nation, 1783-1815</strong></td>
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<td><strong>History of the Erie Canal</strong></td>
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<td><a href="http://www.history.rochester.edu/canal">http://www.history.rochester.edu/canal</a></td>
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<td><strong>Establishing Borders: The Expansion of the United States, 1846-1848</strong></td>
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<td><a href="http://www.smithsonianeducation.org/educators/lesson_plans/borders/start.html">http://www.smithsonianeducation.org/educators/lesson_plans/borders/start.html</a></td>
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<td><strong>The First American West: The Ohio River Valley, 1750-1820</strong></td>
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<td><a href="http://memory.loc.gov/ammem/award99/icuhtml/fawhome.html">http://memory.loc.gov/ammem/award99/icuhtml/fawhome.html</a></td>
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<td><strong>Gold Rush! California's Untold Stories</strong></td>
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<td><a href="http://www.museumca.org/goldrush">http://www.museumca.org/goldrush</a></td>
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<td><strong>End of the Oregon Trail</strong></td>
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<td><a href="http://www.endoftheoregontrail.org/histhome.html">http://www.endoftheoregontrail.org/histhome.html</a></td>
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<tr>
<td><strong>Trails to Utah and the Pacific: Diaries and Letters, 1846-1869</strong></td>
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<td><a href="http://memory.loc.gov/ammem/award99/upbhtml/overhome.html">http://memory.loc.gov/ammem/award99/upbhtml/overhome.html</a></td>
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<td><strong>Railroad Land Grants</strong></td>
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<td><strong>New Perspectives on the West: Lesson Plans</strong></td>
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<td><a href="http://www.pbs.org/weta/thewest/lesson_plans/">http://www.pbs.org/weta/thewest/lesson_plans/</a></td>
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<td><strong>Lewis &amp; Clark: Journey of the Corps of Discovery</strong></td>
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<td><a href="http://www.pbs.org/lewisandclark/">http://www.pbs.org/lewisandclark/</a></td>
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<td><strong>Lewis &amp; Clark: The Maps of Exploration, 1507-1814</strong></td>
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<td><a href="http://www.lib.virginia.edu/exhibits/lewis_clark/home.html">http://www.lib.virginia.edu/exhibits/lewis_clark/home.html</a></td>
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# RESOURCES:
## Economic Growth in the North and South

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<td><strong>JACKDAWS</strong></td>
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<td>The First Transcontinental Railroad</td>
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<td>Slavery Comes to America</td>
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<td>The Oregon Trail</td>
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<td><em>History Alive: United States History</em> (Teacher’s Curriculum Institute), Chapter 13, corresponding lesson guides.</td>
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<td><em>United States History</em> (Prentice Hall), Chapter 7.</td>
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<td><em>American History</em> (Globe Fearon), Chapter 13.</td>
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<td><em>United States History: Pacemaker</em> (Globe Fearon), Chapter 6.</td>
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<tr>
<td><strong>ACTIVITY BOOKS</strong></td>
<td>Exploring American History (AGS Publishing), Unit 3, Lesson 3.</td>
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<td><em>Ready to Use: American History Activities for Grades 5-12</em> (Center for Applied Research in Education), Section 13, pp. 111-132.</td>
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<td><em>If You’re Trying to Get Better Grades and Higher Test Scores, You’ve Gotta Have This Book!</em> (Incentive Publications), Get Sharp on Economics, pp. 220-233.</td>
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<tr>
<td><strong>MEDIA</strong></td>
<td>Antebellum America: 1820-1855, CD-ROM (MultiEducator U.S. History Mastery Series)</td>
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<td><strong>INTERNET</strong></td>
<td>The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record</td>
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<td>Internet Lessons for Learning about Slavery and the Underground Railroad</td>
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<td>Early Industrialization</td>
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<td>Railroad Maps: 1828-1900</td>
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RESOURCES: Economic Growth in the North and South

INTERNET (resources continued from previous page)

America on the Move: Transportation Changes America

The First American West: The Ohio River Valley, 1750-1820

Railroad Land Grants

Voices from the Days of Slavery

http://americanhistory.si.edu/onthemove/

http://memory.loc.gov/ammem/award99/icuhtml/fawhome.html


http://lcweb2.loc.gov/ammem/collections/voices/

history.sandiego.edu/.../1800s/1851railroads.jpg
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**PRIMARY TEXTBOOK in your facility (circle the one that applies):**

Contemporary’s American History 1: Before 1865 (Wright Group/McGraw Hill)
History Alive: United States History (Teacher’s Curriculum Institute)
United States History (Prentice Hall)
### RESOURCES:  Economic Growth in the North and South

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### RESOURCES: Social, Political, and Religious Change

| JACKDAWS | The Early Industrialization of America: “From Wharf to Waterfall”  
Slavery in the United States | The First Transcontinental Railroad  
Underground Railroad |
|----------|---------------------------------------------------------------|------------------------------------------------------------------|
| TEXTBOOKS | *Contemporary’s American History 1: Before 1865* (Wright Group/McGraw Hill)  
Chapters 16-17.  
*History Alive: United States History* (Teacher’s Curriculum Institute),  
Chapters 18-20, corresponding lesson guides.  
*United States History* (Prentice Hall), Chapters 8 and 10.  
*American History* (Globe Fearon), Chapter 13-14.  
*United States History: Pacemaker* (Globe Fearon), Chapters 8-9.  
| ACTIVITY BOOKS | *Exploring American History* (AGS Publishing), Unit 3, Lesson 3.  
*Using Primary Sources with Document Based Questions* (Globe Fearon)  
Chapter 3, Practice 1; Chapter 5, practice 2.  
*Middle Grades Social Studies Book: The Basic Not Boring Series* (Incentive Publications),  
“Abolition Arguments,” p. 197.  
*Doing History: A Strategic Guide to Document Based Questions*, (aimhigher),  
post-test B on women’s suffrage.  
*Ready to Use: American History Activities for Grades 5-12* (Center for Applied Research in Education), Section 15, pp. 141-155.  
*Real World Investigations for Social Studies*, (Pearson), Chapter 5: Defusing Hate: With Malice Toward None, with Charity for All, p. 87.  
| MEDIA | Antebellum America: 1820-1855, CD-ROM (MultiEducator U.S. History Mastery Series) |
| INTERNET | *Voices from the Days of Slavery*  
[http://lcweb2.loc.gov/ammem/collections/voices/](http://lcweb2.loc.gov/ammem/collections/voices/)  
*Uncle Tom’s Cabin and American Culture*  
*The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record*  
*Families in Bondage: Lesson Plan*  
*Remembering Slavery: African Americans Talk about their Personal Experiences of Slavery and Emancipation*  
[http://rememberingslavery.si.edu/audio.html](http://rememberingslavery.si.edu/audio.html) and also:  
[http://rememberingslavery.si.edu/audio.html](http://rememberingslavery.si.edu/audio.html) |
RESOURCES: Social, Political, and Religious Change

INTERNET (resources continued from previous page)

The Lucretia Coffin Mott Papers Project
http://www.mott.pomona.edu/

Internet Lessons for Learning about Slavery and the Underground Railroad
http://score.rims.k12.ca.us/score_lessons/tah/resource/underground2.html

The Frederick Douglass Papers
http://memory.loc.gov/ammem/doughtml/doughome.html

National Geographic: The Underground Railroad
http://www.nationalgeographic.com/features/99/railroad/

African American Women Writers of the 19th Century
http://digital.nypl.org/schomburg/writers_aa19/

The Underground Railroad map

Free State
Slave holding state
Major routes of escape

Rutgers Cartography 2000
http://mapmaker.rutgers.edu/index.html
# RESOURCES: The Civil War and Reconstruction

## JACKDAWS

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<th>Underground Railroad</th>
<th>Secession</th>
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<td>Slavery in the United States</td>
<td>Dred Scott</td>
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<td>Reconstruction</td>
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## TEXTBOOKS

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<tr>
<td>History Alive: United States History (Teacher’s Curriculum Institute), Chapters 20-22, corresponding lesson guides.</td>
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<td>United States History (Prentice Hall), Chapters 10-12.</td>
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<td>American History (Globe Fearon), Chapters 16-18.</td>
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<tr>
<td>Contemporary’s American History 2: After 1865 (Wright Group/McGraw Hill) Chapter 1</td>
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<tr>
<td>United States History: Pacemaker (Globe Fearon), Chapters 9-11.</td>
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<td>United States History (AGS Publishing) Chapter 14-17 with CD-ROM Resource Library.</td>
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## ACTIVITY BOOKS

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<td>Using Primary Sources with Document Based Questions (Globe Fearon)</td>
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<td>Chapter 1, Practice 3 • Chapter 2, Practice 1 • Chapter 3, Practice 2 • Chapter 4, Practice 2 • Chapter 5, practice 2 • Test 1 Document Based Question on Civil War.</td>
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<td>Doing History: A Strategic Guide to Document Based Questions, (aimhigher), post-test B on women’s suffrage.</td>
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<tr>
<td>Ready to Use: American History Activities for Grades 5-12 (Center for Applied Research in Education), Sections 15-16, pp. 141-169.</td>
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<td>Real World Investigations for Social Studies, (Pearson), Chapter 9: Confronting the Cycle of Poverty, pp. 189-191.</td>
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<tr>
<td>Civil War: A Simulation of Civilian and Soldier Life During the American Civil War, 1861-1865 (Interact-simulations.com).</td>
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## MEDIA

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<td>Civil War: America’s Epic Struggle, CD-ROM, (MultiEducator)</td>
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<td>Reconstruction and Industrialization, CD-ROM (MultiEducator U.S. History Mastery Series)</td>
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## INTERNET

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## RESOURCES: The Civil War and Reconstruction

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<td><strong>The American Civil War Homepage</strong></td>
<td><a href="http://sunsite.utk.edu/civil-war/warweb.html">http://sunsite.utk.edu/civil-war/warweb.html</a></td>
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<tr>
<td><strong>Freedmen and Southern Society Project</strong></td>
<td><a href="http://www.history.umd.edu/Freedmen/">http://www.history.umd.edu/Freedmen/</a></td>
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<td><strong>Accounts from Civil War</strong></td>
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<tr>
<td><strong>A House Divided: America in the Age of Lincoln</strong></td>
<td><a href="http://www.digitalhistory.uh.edu/ahd/exhibit_menu.html">http://www.digitalhistory.uh.edu/ahd/exhibit_menu.html</a></td>
</tr>
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<td><strong>Reconstruction and the Second Civil War</strong></td>
<td><a href="http://www.pbs.org/wgbh/amex/reconstruction/">http://www.pbs.org/wgbh/amex/reconstruction/</a></td>
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<tr>
<td><strong>Valley of the Shadow: Two Communities in the American Civil War</strong></td>
<td><a href="http://valley.vcdh.virginia.edu/">http://valley.vcdh.virginia.edu/</a></td>
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<tr>
<td><strong>Civil War Women</strong></td>
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<tr>
<td><strong>Remembering Slavery: African Americans Talk About Their Personal Experiences of Slavery and Emancipation</strong></td>
<td><a href="http://rememberingslavery.si.edu/audio.html">http://rememberingslavery.si.edu/audio.html</a></td>
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<tr>
<td><strong>Internet Lessons for Learning about Slavery and the Underground Railroad</strong></td>
<td><a href="http://score.rims.k12.ca.us/score_lessons/tah/resource/underground2.html">http://score.rims.k12.ca.us/score_lessons/tah/resource/underground2.html</a></td>
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<td><strong>The Frederick Douglass Papers</strong></td>
<td><a href="http://memory.loc.gov/ammem/doughtml/doughome.html">http://memory.loc.gov/ammem/doughtml/doughome.html</a></td>
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</table>
## RESOURCES: Social, Political, and Religious Change

<table>
<thead>
<tr>
<th>Name of resource</th>
<th>Where you found it</th>
<th>How you use it</th>
</tr>
</thead>
</table>

### PRIMARY TEXTBOOK in your facility (circle the one that applies):

- *Contemporary’s American History 1: Before 1865* (Wright Group/McGraw Hill)
- *History Alive: United States History* (Teacher’s Curriculum Institute)
- *United States History* (Prentice Hall)
### RESOURCES: The Civil War and Reconstruction

<table>
<thead>
<tr>
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<tr>
<td><em>United States History</em> (Prentice Hall)</td>
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## GENERAL HISTORY RESOURCES on the WEB

<table>
<thead>
<tr>
<th>Resource</th>
<th>URL</th>
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</thead>
<tbody>
<tr>
<td>History Matters: George Mason University</td>
<td><a href="http://historymatters.gmu.edu/browse/wwwhistory/">http://historymatters.gmu.edu/browse/wwwhistory/</a></td>
</tr>
<tr>
<td>VRROOM Standards Connector</td>
<td><a href="http://ccbit.cs.umass.edu/vrroom/">http://ccbit.cs.umass.edu/vrroom/</a></td>
</tr>
<tr>
<td>The Choices Program: Brown University</td>
<td><a href="http://www.choices.edu/">http://www.choices.edu/</a></td>
</tr>
<tr>
<td>GED Test Preparation Resources</td>
<td><a href="http://www.gogedgo.org/GED/Text/GEDres.html">http://www.gogedgo.org/GED/Text/GEDres.html</a></td>
</tr>
<tr>
<td>Brainy Quote: Prompt Possibilities</td>
<td><a href="http://www.brainyquote.com">http://www.brainyquote.com</a></td>
</tr>
<tr>
<td>American Centuries: Memorial Hall Museum Online</td>
<td><a href="http://memorialhall.mass.edu/home.html">http://memorialhall.mass.edu/home.html</a></td>
</tr>
<tr>
<td>HistoryTeacher.net</td>
<td><a href="http://www.historyteacher.net">http://www.historyteacher.net</a></td>
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<tr>
<td>Marco Polo (Verizon’s Thinkfinity network)</td>
<td><a href="http://www.marcopolo-education.org/">http://www.marcopolo-education.org/</a></td>
</tr>
<tr>
<td>National Council of Social Studies</td>
<td><a href="http://www.socialstudies.org/">http://www.socialstudies.org/</a></td>
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<tr>
<td>Inspiration and InspireData</td>
<td><a href="http://inspiration.com/">http://inspiration.com/</a></td>
</tr>
<tr>
<td>Online Practice Tests for GED, SAT, and more</td>
<td><a href="http://www.4tests.com">http://www.4tests.com</a></td>
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</tbody>
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## Teacher Notes on General History Resources

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SEARCHING THE WEB for GOOD INFORMATION

To learn about up-to-the-minute research, practices, and resources for teaching social studies to young people whose life circumstances place them “at risk,” teachers may wish to conduct a web-based search on Google.com or Dogpile.com, or any other large search engine. It will be useful to focus on specific terms such as, “education,” “practices,” “at-risk,” “social studies,” “literacy,” “adolescent,” “immigration,” etc.

Additionally, generic search engines like About.com can be quite helpful in finding general information on social studies topics. Goodsearch.com and Blackle.com are general search engines that support progressive social ideals; Goodsearch donates funds to the charity of your choice each time you use it to search the internet, and Blackle saves energy every time you search by eliminating color on your computer monitor.

When the results of a general web-based search are overly broad—or simply overwhelming in number—a “Boolean search” can be extremely helpful. Such a search uses the common words, AND, OR, and NOT in combination with your own search terms. These common words, known as “Boolean operators,” instruct the search engine to narrow or refine your results by showing only those outcomes that combine your search terms in the ways that you have specified. For example, a Boolean search for “immigration AND discrimination” or “immigration NOT recent” would yield many valuable links and a good deal of useful information, while screening out resources about immigration that are more general and might not lead to content-specific material.

When you find pages that you consider useful, DYS teachers may want to use a “website copier” to save the pages, as well as all associated links, onto their own computer’s hard drive. This technique, which is sometimes called “web-wacking,” will enable students to interact with and use the internet sites you select—without actually being on the web! Go to www.httrack.com/ for a free website copier that will help you save your favorite internet resources and make them available offline for future use.

To organize all of your internet bookmarks in one place, yet make them available for use on any computer, teachers will benefit from utilities developed specifically for educators at Portaportal.com or Del.icio.us.
ASSESSMENT

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In DYS settings, balanced assessment means that teachers gather information about students’ learning progress throughout the instructional process, and in a variety of ways. 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 considerations.

On an ongoing basis, teachers’ formative assessment techniques include asking questions, (verbally or on worksheets), observing students during work sessions and activities, creating “ticket to leave/exit card” activities, giving quizzes, and assigning journal entries.

At the end of each mini-unit, teachers gather comprehensive data about students’ progress relative to the learning objectives of the unit. These summative assessment activities may include performance tasks, projects, or comprehensive tests, and are commonly used to make a final evaluation of student progress for transcripts. (More detail about formative and summative assessments is provided later in this chapter.)

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 are clearly communicated to students; students know what we want them to Know, Understand, and be able to Do.

Teachers use a range of assessment tools to monitor (formative assessment) and evaluate (summative assessment) students’ progress.

Reflective processes and activities include self-reflection, peer coaching, journals, logs, and self-critiques.

Tests and quizzes include a variety of response types, including true/false or multiple choice selections, as well as responses that students must develop themselves, such as problems to solve, short answer, open-response or performance tasks.

Prompts that involve verbs from higher-level thinking processes (outlined in Bloom’s Taxonomy, see next page), with an emphasis on evaluating, creating, applying, and analyzing, are used for culminating performances or other complex assessment projects.

Student portfolios are used to collect student work as a form of assessment, with key pieces of work selected by the students to meet established criteria for evaluation or to demonstrate progress.
ASKING QUESTIONS WITH BLOOM’S TAXONOMY

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).

<table>
<thead>
<tr>
<th>BASIC THINKING SKILLS</th>
<th>HIGHER-ORDER THINKING SKILLS</th>
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<tbody>
<tr>
<td>KNOWLEDGE</td>
<td>REMEMBERING</td>
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<tr>
<td>COMPREHENSION</td>
<td>UNDERSTANDING</td>
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<td>APPLICATION</td>
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<td>ANALYSIS</td>
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<td>SYNTHESIS</td>
<td>EVALUATING</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>CREATING</td>
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While Benjamin Bloom’s name was alphabetically first in a list of experts who developed this classification, many college and university professors participated jointly in developing what is now known as Bloom’s Taxonomy.

In the 1990’s, a former student of Bloom’s named Lorin Anderson led a team of cognitive psychologists in reviewing and revising the original taxonomy. To reflect the active nature of thinking, the name of each category of thinking was changed, and some categories were renamed to reflect the quality of these thinking processes.

Classifications in both the original and revised taxonomies are useful in asking questions and developing assignments that promote higher-order thinking. Using this taxonomy helps teachers assess student progress in ways that are grounded in different thinking processes.

Teachers use “prompts” from Bloom’s Taxonomy to assess the level or degree to which students grasp the material. The following examples illustrate this concept by focusing on the learning objective “To Comprehend and Use Social Studies Concepts and Skills in Real-World Situations.”

**Recognize, describe, and name** social studies concepts, facts, and skills related to real-world situations

**Explain, compare, and outline** appropriate social studies concepts, facts and skills related to real-world situations

Use social studies concepts, facts and skills to **examine** and **solve** real-world situations

**Distinguish** strengths and weaknesses of using particular social studies concepts, facts and skills to describe real-world situations, and categorize their different points of view, biases, values, or intents

**Invent** or design products that involve particular social studies concepts, facts or skills in real-world situations.
Instructional activities in DYS are focused on concrete Learning Objectives, expressed in terms of what we want students to know, understand, and be able to do. But what does this mean in concrete terms? How can we discern what a student knows, understands, or is able to do?

With effective planning, the teacher focuses on the assessment from the beginning, and lets students know precisely what they will be asked to do to demonstrate their level of knowledge and understanding.

While the assessments themselves should not be adjusted, the teacher should be prepared to scaffold the learning and make adjustments to the learning for various students, based on information gleaned from the ongoing formative assessments.

Rather than jump to conclusions about whether or not a student has grasped a particular body of knowledge, it is helpful first to slow down, take a deep breath, and simply express what we see. Describe in detail what you see happening. What is the student doing? What is she not doing? After noting what is happening, what that means—what does your student know or not know?

Following a review of your students’ actions and what they suggest about their knowledge, then you will take to help your students progress. How will you help? What are your next steps?

When the time comes for a summative assessment of your students, teachers should consider offering a variety of choices regarding the style in which different students communicate their learning. The intent is not to modify the criteria for the assessment; the intent is to modify the mode of assessment.

Ultimately, the beauty of planning with the assessment in mind is that when teachers plan carefully and understand what the standards are calling for, they reach the assessment part of each lesson already knowing how they will determine whether, and to what degree, students have achieved that lesson’s learning objectives.
DEFINING ASSESSMENT
Assessments include many different methods of gathering evidence to measure student progress in learning crucial material. The various assessment methods used in DYS settings may include:

PRE-ASSESSMENT
Prior to beginning a mini-unit of instruction, teachers gauge what students **KNOW, UNDERSTAND**, and are **able to DO**. Formal pre-assessments gather data that is specific to each student, while informal pre-assessments rest on general data for either a group of students or for individuals. All pre-assessments should target the primary learning objectives (what students should know, understand, and be able to do by the end of the mini-unit).

ASSESSMENT
Teachers observe learning by describing, collecting, recording, scoring, and interpreting information about a student’s learning. Data may be used to adjust instruction, coach students, or assist in final evaluation of student progress. Assessment data may or may not be quantitative in nature.

**FORMATIVE** assessment is ongoing, conducted throughout instruction to provide teachers with data regarding the degree to which a student **knows, understands**, or **is able to do** a given learning task. Quizzes, teacher observation of students, oral questioning, and other techniques yield useful information for planning, sequencing, and making adjustments to students’ learning experiences, and can be particularly useful in coaching students.

**SUMMATIVE** assessment takes place at the end of an instructional unit, and provides information on student performance relative to the learning objectives outlined in the mini-unit plan. Information from summative assessment is used to make a judgment or evaluation of student accomplishments in that mini-unit, and comprises a critical part of student evaluation.

PERFORMANCE-BASED ASSESSMENT
Teachers observe and assess student performance in projects, presentations, or performances using a set of established criteria. Because performance-based assessment is essentially subjective, teachers must use a scoring guide, or “rubric,” that is based on explicit criteria and clear descriptions of various levels of quality.

**HOLISTIC RUBRICS** combine a number of elements of performance into a short descriptive narrative for each scoring level. The emphasis is on evaluating the overall product or performance.

**ANALYTIC RUBRICS** separate the performance or product into its critical attributes, and each category or attribute is evaluated separately. Because it provides specific information about the various components of the performance or product, this type of rubric is useful as a coaching tool.

PORTFOLIO ASSESSMENT
Teachers use a pre-established set of criteria to look at a collection of each student’s work, both to inform their own strategies and instructional planning, and to understand what students are learning. Because performance-based assessment is essentially subjective, the expectations for content and criteria for assessment must be clear to students and teachers **before** portfolios are created or evaluated.

**PORTFOLIOS** include work that is representative of each student’s efforts, achievements, and progress over a period of time. Students’ reflection on their own work is an important component of portfolio assessment, which may include a range of products that demonstrate student learning (e.g., video or audio recordings, journals, completed assignments, quizzes, tests, etc.). When used for evaluation, portfolio components may be scored either individually or as a set, or simply by confirming the inclusion of each required element.
USING RUBRICS FOR AUTHENTIC ASSESSMENT

**Authentic Assessment** refers to methods that correspond as closely as possible to real-world experiences. These techniques were first applied in arts and apprenticeship systems, where assessment has always been based on performance. Authentic assessment takes the principles of evaluating real work into all areas of the curriculum. In using “authentic assessment,” the instructor will:

- Observe the student in the process of working on something real
- Provide feedback
- Monitor the student’s use of the feedback, and
- Adjust instruction and evaluation accordingly.

**Rubrics** are particularly useful in assessing student knowledge, skills, or applications on performances (such as a speech, debate, or PowerPoint presentation) or products (such as a written response, the results of a project, or a portfolio of work). In DYS settings, teachers use rubrics as scoring guides to evaluate the quality of responses constructed by students in performance and portfolio assessments.

Rubrics focus on responses constructed by students in their own performances and products. This emphasis is quite different from multiple-choice, matching, or similar teacher-constructed choices for responses. The advantages of using rubrics in assessment are that they allow assessment to be more objective and consistent, focus teachers to clarify their expectations in explicit terms, show students exactly what is expected and how their work will be evaluated, promote students’ understanding about the criteria to use in assessing peer performance, provide teachers with useful feedback regarding the effectiveness of the instruction, and offer students and teachers benchmarks against which to measure and evaluate.

Rubrics help students understand the “rules” of the classroom, providing them with insights into their own learning processes as they grow to understand why they get the scores they get. Students can become involved in both peer- and self-assessment with rubrics, as they recognize how learning is evaluated and how learning is evaluated. When students become familiar with rubrics, they can also assist in the process of designing the rubrics, which empowers students and contributes to more focused and self-directed learning.

All rubrics have three essential features, described briefly below.

**CRITERIA OR STANDARDS**

The learning outcomes (learning objectives) that the student demonstrates through the work. What students should know, understand and be able to do, and the corresponding standards from the Massachusetts Curriculum Framework.

**QUALITY DEFINITIONS**

Describe the way that differences in students’ responses will be judged. For example, if a particular question requires that students provide a correct factual answer, and demonstrate the process they used, and provide a written explanation, the rubric must indicate which of these components will be considered in awarding a score. There are many options for labeling each level of quality, and the rubric must provide a clear description for each of the qualitative levels that students may achieve.

**SCORING STRATEGY**

May be either holistic or analytic. In a holistic strategy, the scorer takes all of the criteria into consideration but aggregates them to make a single, overall quality judgment. In an analytic strategy, the scorer gives criterion-by-criterion scores, so every criterion on a particular product or performance is given a separate score. Most commonly, the scorer gives a rating for each criterion, and then also gives a total score (usually by adding up the criterion scores).
Think about a particular skill, lesson, or mini-unit that you have enjoyed teaching.

What assessment methods did you use? What roles did the assessments play in your planning and instruction? What factors do you consider when selecting an assessment method?

How did you share with your students the criteria and expectations for how the work was to be evaluated?

Are particular methods of assessment better suited to different types of curriculum and instruction? Why or why not?

Quickly scan this list of different ways to gather evidence of student learning. Which methods do you use most? Why? Are there methods that you never use? Why not? What methods would you like to try for the first time?

Learning logs  Non-linguistic (graphic) representations
True/false tests or quizzes  Laboratory reports and analysis
Filling in the blanks  Essays, stories, or poems
Demonstrations  Matching
Labeling a diagram, map, etc.  Think alouds
Diaries or journals  “Show your Work”
Technical products (e.g., videos or PowerPoint)  Debates
Competitions  Interviews
Musical, dance, or dramatic performances  Process folios
Social studies fairs (or similar demonstrations)  Short answers
Newspaper advertisements or other media  Oral questioning
Web page or other internet products  Skills tests
Portfolios of work  Research reports
Observations of students  Oral presentations
Concept maps
SEARCHING THE WEB

This is another good opportunity to conduct a web-based search on Google or Dogpile, or any other large search engine, using specific terms such as, “performance assessments,” “high school,” “open-response,” “social studies,” “genetics,” “evolution,” “cell biology,” etc. A Boolean search for “social studies AND open response questions AND rubric” or “Declaration of Independence AND performance AND assessment” is likely to yield many valuable links and a good deal of useful information, while screening out resources that are more general.

Again, when you find pages that you consider valuable, you can use a “website copier” to save the pages, as well as all of their links, onto your computer’s hard drive. Go to www.httrack.com/ for a free website copier that will help you save internet resources for future use.
Acknowledgements

This Social Studies guide emphasizes teaching and learning United States History I, and comprises the fourth in a series of instructional guides that focus on the content and delivery of education services in DYS facilities across the state of Massachusetts. The DYS Instructional Guides are one component of the DYS LEED Education Initiative, an education reform effort supported by the Commonwealth Corporation and the 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 Studies Curriculum Framework from the Massachusetts Department of Education.

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