

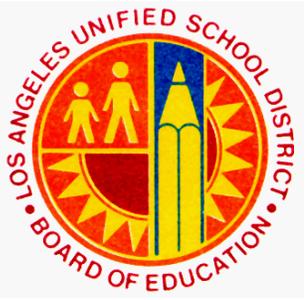


The Los Angeles
Unified School District

**11th Grade United States
History and Geography
Continuity and Change in the
Twentieth Century**

Instructional Guide

Secondary Instruction
History/Social Science Branch

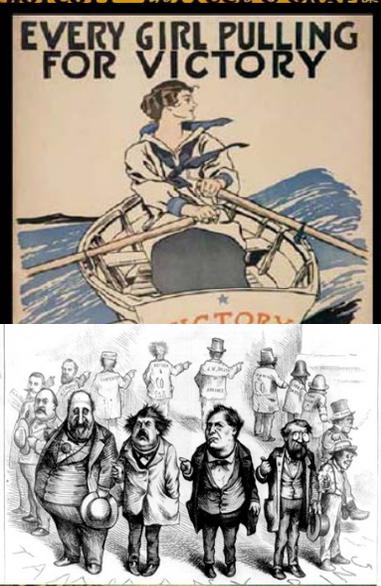
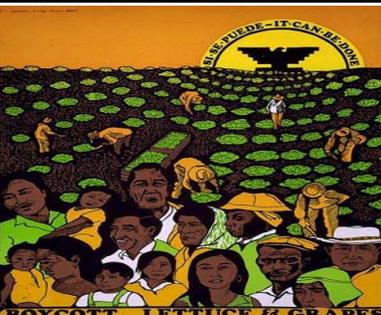
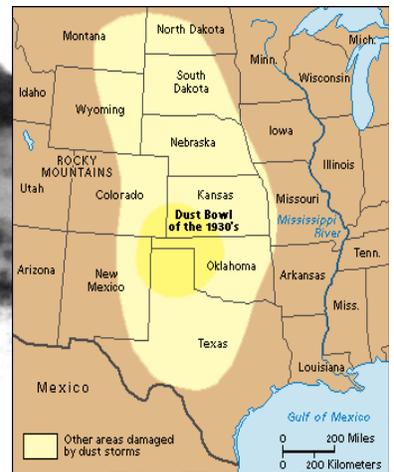
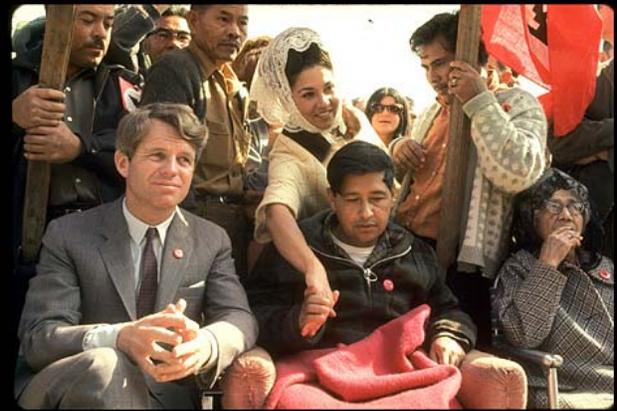


**11th Grade United States
History and Geography
Continuity and Change in the Twentieth
Century**

Los Angeles Unified Schol
District



BINDER TITLE



Los Angeles Unified School District Grade 11 United States History and Geography: Continuity and Change in the Twentieth Century Instructional Guide

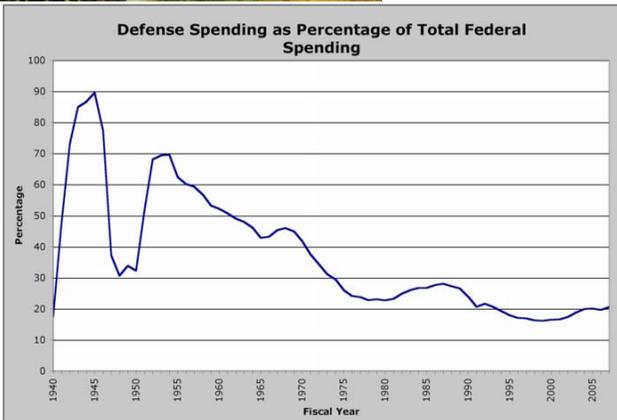


Table of Contents

	<u>Page</u>
Preface	
A. Acknowledgements	iii
B. Mission/Vision Statement	v
C. Goals of the Instructional Guide	vi
D. History/Social Science Instructional Guide Overview	vii
E. Graphic Organizer of History/Social Science Instructional Guide	ix
Section I. Overview of Major District Initiatives	
A. Secondary Literacy Plan	1-1
B. The Nine Principles of Learning	1-3
C. Culturally Relevant Teaching Methods to Close the Achievement Gap	1-5
D. Small Learning Communities	1-6
Section II. Overview of State of California Documents	
A. California Content Standards	2-1
B. History/Social Science Framework for California Public Schools	2-1
C. California Standards for the Teaching Profession	2-2
Section III. History/Social Science Pedagogy	
A. Philosophy	3-1
B. Disciplinary Literacy	3-1
C. Thinking, Reading, and Writing Historically	3-3
D. The Use of Primary Sources	3-4
E. Strategies Used in the Instructional Guide	3-5
F. Student Engagement	3-6
G. Academic Skills Grade 11	3-7
Section IV. Overview of Assessment	
A. The Role of Assessment	4-1
B. The Use of Common Assessments	4-1
C. Scoring	4-2
D. Intervention	4-2
E. Sample Periodic Assessment	4-3
F. Sample Short Constructed Response	4-4
Section V. Instructional Component One	
A. Introduction to the Curricular Map	5-1
B. Curricular Map	5-2
C. Textbook Correlation	5-6
Section VI. Model Lesson 11.2.4	
A. Lesson Overview	6-1
B. Model Lesson	6-2
Section VII. Model Lesson 11.4.5	
A. Lesson Overview	7-1
B. Model Lesson	7-2

Section VIII. Instructional Component Two	
A. Introduction to the Curricular Map	8-1
B. Curricular Map	8-2
C. Textbook Correlation	8-6
Section IX. Model Lesson 11.6.3	
A. Lesson Overview	9-1
B. Model Lesson	9-2
Section X. Model Lesson 11.9.3	
A. Lesson Overview	10-1
B. Model Lesson	10-2
Section XI. Instructional Component Three	
A. Introduction to the Curricular Map	11-1
B. Curricular Map	11-2
C. Textbook Correlation	11-5
Section XII. Model Lesson 11.10.1	
A. Lesson Overview	12-1
B. Model Lesson	12-2
Appendices	
A. Meeting the Needs of All Students	A-1
B. Essential Questions and Focus Questions	B-1
C. The Writing Process	C-1
D. The Use of Primary Sources	D-1
E. National Standards for Civics and Government	E-1

For further information and resources, please visit the History/Social Science webpage at:

www.lausdhss.org

Acknowledgements

This publication reflects the collaborative efforts of many educators. Completion of this Instructional Guide required a network of personnel that included central office, local district, and school site content leaders working together with a common understanding of Disciplinary Literacy and best classroom practices to support student academic performance. Appreciation is extended to the following educators who have worked on past and present publications:

Local District Personnel

District 1	James Harris	District 5	Ray Aubele
District 2	Kieley Jackson	District 6	Alison Murray
District 3	David Bernier	District 7	Alfee Enciso
District 4	Sean Teer	District 8	Paul Valanis

We would also like to thank the following former Local District personnel: Michael Sabin, Sandra Line, Shanna Sarris, Sandra Gephart, Steven Steinberg, Chuck Burdick, and Carlotta Redish-Dixon.

History/Social Science Advisory Panel

Herman Clay	Elaina Garza
Cristy Mercado	Michael Reed

Additionally, we would like to thank all of the Local District teachers who participated in the development process by completing surveys and providing feedback. It is through the collaboration of these dedicated individuals that this Instructional Guide was completed.

Central District Focus Group

Lacey Buidosik	Adrian Martinez
Regina Burke	Gilbert Martinez
Eddie Cuevas	Jjiibwa Nagenda
Becca Hoover	Felicia Perez
Phyllis Hayashibara	Yolanda Greene-Smith
Anthony Kacy	Edward Ting
Kevin Kruska	Ava Vila
Elizabeth Maldonado	Roy Wood

Local District Focus Group Participants

Kathleen Acosta	Paul Davis	William Lambert	Juan Perez
Cary Adams	ShaRon Davis	Kirsten Lee	Aaron Peterson
Dave Arbogast	Charles DiPuccio	Paige Leven	Walter Pineda
Ava Avila	James Douglas	Janie Long	Ginna Ramirez
Arturo Barcenas	Neil Fitzpatrick	Montoya Long	Tami Revel
Vicky Barkley	Malcom Foley	Dorie Lopez	Mark Rhomberg
Denise Belinson	Horacio Garlan	Jose Loza	Lenny Rigor
Amy Benn	Sandra Gephart	Maria Lugo	Daniel Rios
Richard Blake	Marilyn Gunn	Valerie Madrigal	Emilio Rivas
Johanne Bluman	Phyllis Hayashibara	Elizabeth Maldonado	Carlos Robles
Lacey Buidosik	David Hickman	Adrian Martinez	Teule Rose-Aminifu
Regina Burke	Becca Hoover	Brady Mertes	Sunshine Sepulveda-Klus
Albert Celis	Leonard Isenberg	Tom Metro	Yolanda Greene-Smith
Bryant Ching	Deborah Jenkins	Leticia Meza	Sherie Stephens
Patricia Churchill	Jerri Jones-Edrich	Greg Mize	Lydia Soto
Kevin Clanin	Suzie Juarez	Milo Molitoris	Kenny Thomason
Barbara Cleary	Anthony Kacy	Chad Monk	Ed Ting
Gil Collins	Brad Katz	Jjibwa Nagenda	Kelly Welsh
Rigo Coloma	Marina Kavanaugh	Mariela Neira	Linda Wilcox
Scott Cooper	James Keipp	Laurie Nelson	Chris Wolf
Ken Cordero	Jay Kirschner	Alexi Nicolai	Cynthia Villafana
Eddie Cuevas	Maria Klingender-Vaghi	Stuart Odori	Christine Zgradic
Kathleen Dada	Stacie Kortcamp	Jason Parker	
Frederick David	Ron Korb	Manuel Peralta	
Carthel Davidson	Kevin Kruska	Felicia Perez	

Mission

It is the mission of History/Social Science professionals in LAUSD to establish high standards of thinking and to foster learning that prepares each student to become a responsible and productive citizen in our democratic society.

It is our responsibility to create an environment in our classrooms that involves students in academic work that results in an advanced level of achievement and facilitates the skills and dispositions needed for civic participation.

“The curricular goal of democratic understanding and civic values is centered on an essential understanding of our nation’s identity and constitutional heritage; the civic values that form the foundation of the nation’s constitutional order and promote cohesion between all groups in a pluralistic society; and the rights and responsibilities of all citizens.” (*History-Social Science Framework for California Public Schools, 2001 Update, p.20*)

Vision

To create a universally accessible, culturally relevant learning environment grounded in research and collaboration that promotes disciplinary literacy and the habits of mind of History/Social Science, and thereby supports high levels of meaningful participation in the local and global community.



Goals of the *Instructional Guide*

Student Learning

- To ensure all students learn rigorous, meaningful skills and content in History/Social Science in a manner that is engaging, inquiry-based and culturally relevant.
- To ensure that all students are life long learners of History/Social Science and are thus empowered and active citizens.

Teacher Learning

- To support and facilitate teachers' use of reflective practice, participation in professional dialogue and exploration of historical and educational research both personally and collaboratively.
- To deepen teacher understanding and knowledge of History/Social Science and the pedagogical practices needed to implement a rigorous, meaningful curriculum for all students.

District/School

- To provide multiple avenues for history teachers and their colleagues to engage in professional conversations, explore research, and deepen their understanding and knowledge of History/Social Science content and pedagogy.
- To provide adequate resources and instructional materials to support the development of professional teaching and learning communities in schools and throughout the District.

Parent/Community

- To develop and communicate clear expectations about the mission of History/Social Science in LAUSD and to develop partnerships to support that mission.
- To provide assistance for parents to support student learning in History/Social Science.



History/Social Science *Instructional Guide* Overview

The *History/Social Science Instructional Guide for Grade 11* provides a contextual map for teaching all of the California History/Social Standards. The Guide provides the foundation for building a classroom curriculum and instructional program that engages *all* students in rigorous and dynamic learning. Aligned to the *California History/Social Science Standards Framework for California Public Schools*, the instructional resources in the Guide support District initiatives to close the achievement gap and raise all students to proficient performance in History/Social Science. The *History/Social Science Instructional Guide* is one part of a systemic approach to the teaching of history that involves instruction, professional development, and assessment.

Background

In order to evaluate programs and determine students' proficiency in knowing the content called for by the California Academic Content Standards, the state has established the Standardized Testing and Reporting (STAR) Program, of which the California Standards Tests (criterion-referenced assessments aligned to the California Standards in history/social science, English, mathematics, and science) are a component. California Standards Tests (CSTs) have been given annually since 1999 in History/Social Science (grades 8, 10, and 11) English and Mathematics (grades 2-11) Science (grades 9-11). The STAR Program is designed to meet some of the requirements of the No Child Left Behind (NCLB) Act (PL 1-7-110), signed into law on January 2002.

The purpose of this Instructional Guide and the accompanying Periodic Assessments is

to provide teachers with the support needed to ensure that students have received the history content specified by the California Academic Content Standards, and to provide direction for instruction or additional resources that students may require in order to become proficient in history at their particular grade level. This Guide is intended to be the foundation of a standards-based instructional program in history, from which the local district, school, and classroom will further enrich and expand based on the local expertise and available resources.

The Role of the *Instructional Guide* to Support Instruction

The Instructional Guide is a foundation for the teaching of history in Grade 11 and is designed to provide teachers with instructional resources to assist them in their implementation of a standards-based program. The Guide is also designed as a resource to support the implementation of a balanced instructional program.

In implementing this Guide, it is suggested that teachers work together to select the best combination of resources to meet their instructional goals and the specific learning needs of their students.



Organization of the *History/Social Science Instructional Guide*

The *History/Social Science Instructional Guide for Grade 11* is organized into three instructional components that map out the academic year. Included in each instructional component for Grade 11 are the following:

Standards Set

The standards set lays the foundation for each Instructional Component and the Periodic Assessments. The standards sets were determined by analyzing the content of the California History/Social Science Standards for Grade 11 and organizing the standards into a logical grouping for efficient and effective teaching. This curricular map also reflects the state ranking of the standards into a hierarchy indicated by “A”, “B”, “C”, and an asterisk. This ranking indicates the test frequency for each standard. The California Department of Education, in the 2005 testing blueprint, states: “The letter “A” indicates high emphasis, “B” medium, and “C” low. Some standards are not ranked for emphasis and are identified with an asterisk (*).”

Content Standards

Within each standards set, one or two lessons are provided as models. These lessons are created to support “A” level standards and also to provide scaffolding for the students in a sequential manner to prepare them for the periodic assessments. Each lesson incorporates historians’ “habits of mind” as a method to apprentice students to read, write, and think as historians.

Writing Task and Scaffolding Strategies Within the Model Lessons

The writing tasks are instructional tasks aligned to one or more of the high emphasis standards identified by the State Department of Education. Teachers may want to incorporate these types of writing tasks in their classroom instructional

programs. Each writing task sets clear expectations for student performance and includes scaffolding strategies that teachers might use in designing instruction that will provide students with the skills, knowledge, and conceptual understanding to perform successfully on the task.

Textbook References

Standards-aligned resources include textbook references from the LAUSD adopted series that have been correlated with the Content Standard Group. These are provided to assist teachers in locating selections from text that align with each of the Standards Groups.

11th Grade LAUSD teachers have access to textbooks published by Glencoe, McDougal Littell and Prentice Hall. Textbook references that are aligned to the California History/Social Science Standards in each textbook series are included in the Instructional Guide

Appendix

An Appendix with additional instructional strategies is included at the end of this Instructional Guide.



History/Social Science Instructional Guide Overview

I. Major District Initiatives

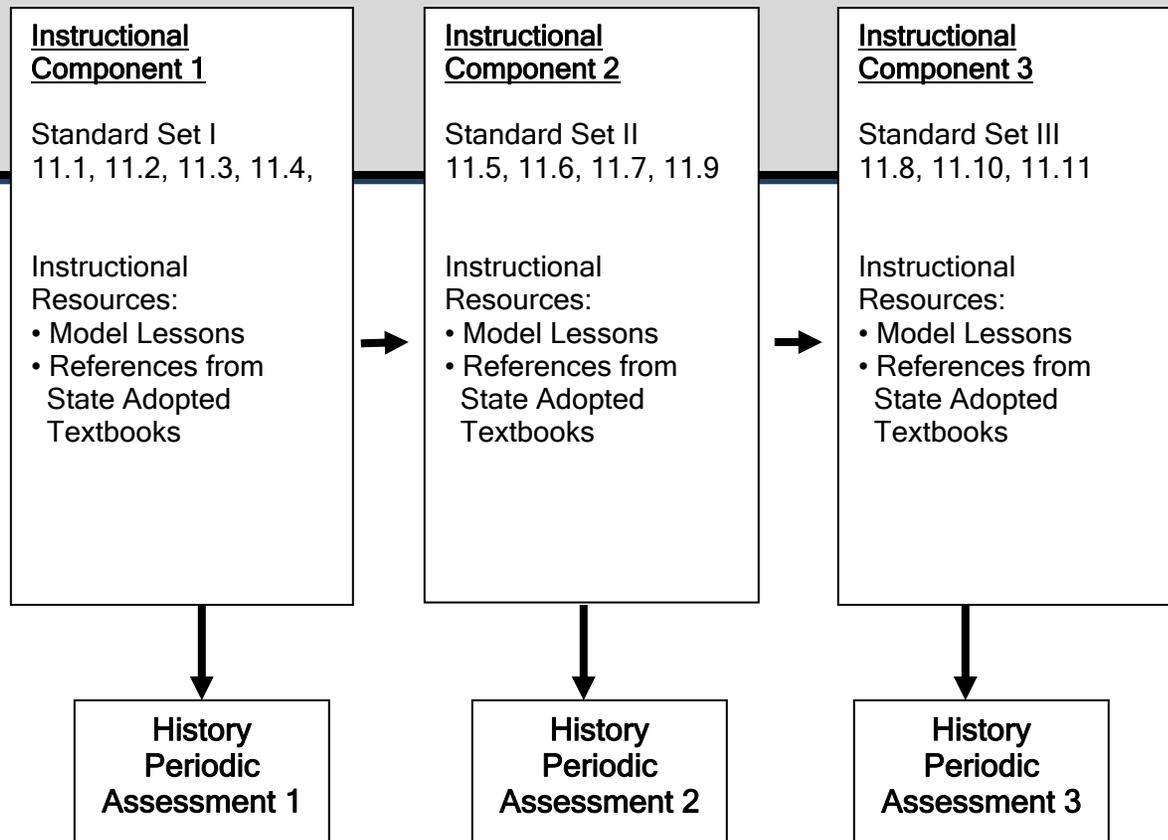
- Secondary Literacy Plan
- IFL Nine Principles of Learning
- Culturally Relevant Teaching Methods to Close the Achievement Gap

II. State of California Documents

- The California Content Standards
- History/Social Science Framework for California
- California Standards for the Teaching Profession

III. Assessment

- Periodic Assessment
- Scoring of Periodic Assessments



Appendices

- Meeting the Needs of All Students
- Essential and Focus Questions
- The Writing Process
- The Use of Primary Sources
- Standards for Civics and Government



Overview of Major District Initiatives

The *History/Social Science Instructional Guide* and Periodic Assessments are part of the larger District periodic assessment program that will support the major Los Angeles Unified School District initiatives: **Secondary Literacy Plan, Institute For Learning (IFL) Nine Principles of Learning, Closing the Achievement Gap: Improving Educational Outcomes for Under-Achieving Students Initiative, and Small Learning Communities.**

A. Secondary Literacy Plan

The goal of the Los Angeles Unified School District's *Secondary Literacy Plan* is to enhance the District's efforts to provide learning opportunities and instruction to enable all middle and high school students to perform rigorous work and meet or exceed content standards in each content area. The plan is designed to address student and teacher needs and overcome challenges commonly faced in middle and high school today. The plan contains the following:

- Address literacy in all content areas.
- Help secondary teachers define their role in teaching reading and writing in their content area.
- Help struggling students with basic reading and writing skills and provide differentiated support.
- Provide training for secondary content area teachers to develop skills and strategies to provide additional, differentiated support for students who lack basic reading and writing skills.
- Change the institutional culture and school structures of traditional middle and high schools that often isolate teachers and students and act as barriers to learning and change.

Under the direction of the Superintendent, Local District Superintendents, and Central Office, implementation of The *Secondary Literacy Plan* began in the 2000-2001

school year. The following changes in the institutional and school structures must occur as the plan is implemented:

- Students must be taught and acquire new skills at the secondary level. Skills that students are taught in elementary school do not suffice for the complex reading tasks and cognitive processing that is required in the secondary curriculum.
- Literacy development must be an ongoing process whereby students learn to read, write and reason in the specific ways that are needed for different content areas and purposes.
- Secondary students need explicit instruction in reading and writing in order to develop deep conceptual understanding and to apply reading and writing strategies effectively in all content areas.
- Teachers must be equipped with the expertise that will enable them to help all students solve problems as readers and writers instead of labeling certain groups of students as problem readers and writers or ignoring low achieving students.
- Students must master the critical ideas in various content areas and learn to use reading, writing, speaking and thinking skills in each content area.

The Office of Curriculum, Instruction and Support Services is presently engaged in a comprehensive review of all intervention strategies and programs. The office will bring forward recommendations that will better define our intervention programs and ensure that all interventions are research-based, effective and wed to classroom instruction. The office will identify specific interventions for grades K through 12, including a comprehensive review of the present Summer School/Intersession program and recommendations.



It is critical that, as we implement standards-based instruction, we have the capacity to diagnose student weaknesses and prescribe specific interventions that will help correct those weaknesses. In accomplishing this goal we will need to identify in-class strategies, extended day strategies and additional strategies that can be implemented in Summer School/Intersession.

In order to meet the challenges of the Secondary Literacy Plan, some action items are:

- Develop an instructional disciplinary literacy framework, and support standards-based instruction related to a specific content area. Content literacy addresses the development of literacy and content knowledge simultaneously.
- Organize instruction at the secondary level to create and support learning conditions that will help all students succeed.
- Implement a coherent ongoing professional development plan that will provide content area teachers with content-specific knowledge and expertise in order to meet the varied

learning and literacy needs of all students.

- Structure an organizational design that will enhance a school's capacity to address the teaching and varied learning needs of students in grades 6-12. Create infrastructure that will include instructional models to support expert teaching of content aligned to the standards.
- Differentiate instructional programs to meet the varied needs of all students, particularly those who need extensive accelerated instruction in decoding, encoding, and reading fluency.
- Strengthen curricular and instructional alignment with the content standards through the adoption of standards-based textbooks in History/Social Science.

Figure 1 illustrates an overview of the Secondary Literacy Plan components and shows the content connections between the disciplines of Science, English/Language Arts, Mathematics, and Social Studies. The interaction of the standards, professional development, assessment, and evaluation combine to form an interactive system that promotes content literacy.

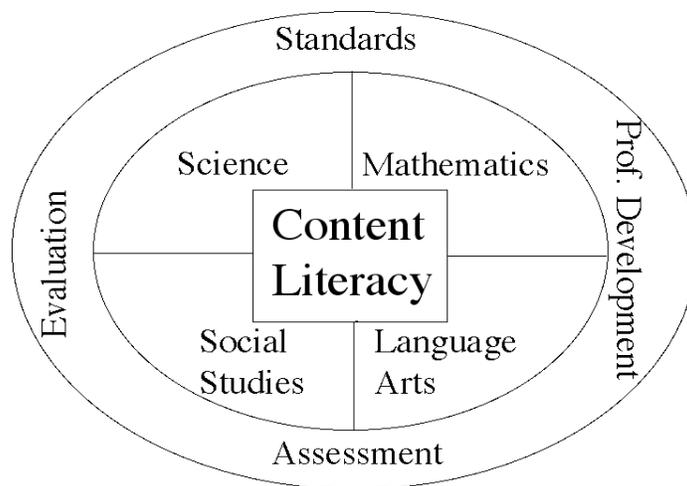


Figure 1- Secondary Literacy Chart



B. The Nine Principles of Learning

The Nine Principles of Learning from the Institute for Learning provide the theoretical foundation of research-based instructional practices that provide the foundation for the Secondary Redesign Comprehensive Plan. These nine principles are embedded throughout the Instructional Guide and underscore the guiding beliefs common in the Los Angeles Unified School District.

Organizing for Effort

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort and to send the message that effort is expected and that difficult problems lead to sustained work. High minimum standards are set and assessments are geared to these standards. All students are taught a rigorous curriculum matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations. This principle is one of the guiding beliefs common in every school in the Los Angeles Unified School District.

Clear Expectations

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated to professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

Fair and Credible Evaluations

We need to use assessments that students find fair and that parents, community, and employers find credible. Fair evaluations are ones for which students can prepare; therefore, tests, exams, classroom assessments, and curriculum must be aligned to the standards. Fair assessment also means that grading must be performed in relation to absolute standards rather than on a curve, so that students clearly see the results of their learning efforts. Assessments that meet these criteria provide parents, colleges, and employers with credible evaluations of what individual students know and can do.

Recognition of Accomplishment

We must motivate students by regularly recognizing their accomplishments. Clear recognition of authentic accomplishment is the hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate progress benchmarks to the standards. Progress points should be articulated so that, regardless of entering performance level, every student can meet real accomplishment criteria often enough to be recognized frequently. Recognition of accomplishment can be tied to an opportunity to participate in events that matter to students and their families. Student accomplishment is also recognized when student performance on standards-based assessments is related to opportunities at work and in higher education.

Academic Rigor in a Thinking Curriculum

Thinking and problem solving will be the new basics of the 21st century, but the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined.



This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable Talk

Talking with others about ideas and work is fundamental to learning, but not all talk sustains learning. For classroom talk to promote learning it must be accountable to the learning community, to accurate and appropriate knowledge and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, primary and secondary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms.

Socializing Intelligence

Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner by calling on students to use the skills of intelligent thinking. By holding students responsible for doing so, educators can "teach" intelligence. This is what teachers normally do with students

from whom they expect much; it should be standard practice with all students.

Self-management of Learning

If students are going to be responsible for the quality of their thinking and learning, they need to develop and regularly use an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly and judging their progress toward a learning goal. These are strategies that good learners use spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

Learning as Apprenticeship

For many centuries, most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.



C. Culturally Relevant/Responsive Teaching Methods to Close the Achievement Gap

In June of 2000, the LAUSD Board of Education approved a resolution that called for an Action Plan to eliminate the disparities in educational outcomes for African American and Latino students. Five major tenets, along with their recommendations, performance goals, and evaluations, are to be embedded into all District instructional programs. *The History/Social Science Instructional Guide* for Grade 11 supports these tenets that are listed below:

Tenet 1 Students' Opportunity to Learn

Comprehensive professional development for administrators, teachers, counselors, and coaches on Culturally Responsive and Culturally Contextualized Teaching will ensure that instruction for African American and Latino students is relevant and responsive to their learning needs.

Tenet 2 Students' Opportunity to Learn (Adult Focused)

The District will provide professional development in the Academic English Mastery Program (AEMP) to promote language acquisition and improve student achievement.

Tenet 3 Professional Development for Teachers and Staff Responsible for the Education of African American and Latino Students

The District will make every effort to ensure that its staff, Central, Local District, and School Site and their external support providers are adequately trained and have the pedagogical knowledge and skill to effectively enhance the academic

achievement of African American and Latino students.

Tenet 4 Engage Parents and Community in the Education of African American and Latino Students

Parents should be given the opportunity and tools to be the effective educational advocates for their children. The District will continue to support the efforts of its schools to engage parents in the education of their children through improved communications between schools, teachers, and parents.

Tenet 5 Ongoing Planning, Systematic Monitoring, and Reporting

The district should annually evaluate the actions taken by various parties (superintendents, local districts, schools, programs, administrators, teachers, and staff) to close the achievement gap for African American and Latino students. The evaluation should report on the status of all African American and Latino children in LAUSD on the performance indicators enumerated in this action plan, and should include case studies for a sample of school and classrooms in all local districts.

The following are basic assumptions upon which culturally relevant and responsive instruction and learning is built.

Basic Assumptions

Comprehensible: Culturally Responsive Teaching teaches the whole child. Culturally Responsive teachers develop intellectual, social, emotional, and political learning by using cultural referents to impart knowledge, skills, and attitudes.

Multidimensional: Culturally Responsive Teaching encompasses content, learning context, classroom climate, student-teacher relationships, instructional techniques, and performance assessments.



Empowering: Culturally Responsive Teaching enables students to be more successful learners. Empowering translates into academic competence, personal confidence, courage, and the will to act.

Transformative: Culturally Responsive Teaching defies conventions of traditional educational practices with respect to students of color. It uses the cultures and experience of students of color as worthwhile resources for teaching and learning, recognizes the strengths of these students and enhances them further in the instructional process. Culturally Responsive Teaching transforms teachers and students. It is in the interactions with individual educators that students are either empowered, or alternately, disabled, personally and academically.

Emancipatory: Culturally Responsive Teaching is liberating. It makes authentic knowledge about different ethnic groups accessible to students and the validation, information, and pride it generates are both psychologically and intellectually liberating.

D. Small Learning Communities

The Los Angeles Unified School District is committed to the learning of every child. That commitment demands that every child have access to rich educational opportunities and supportive, personalized learning environments. That commitment demands that schools deliver a rich and rigorous academic curriculum and that students meet rigorous academic standards. Correspondingly, the large, industrial model schools typical of urban areas will be reconfigured and new schools will be built to accommodate Small Learning Communities. Those communities will be characterized by:

- Personalized instruction
- Respectful and supportive learning environments
- Focused curriculum

- Rigorous academic performance standards
- Continuity of instruction
- Continuity of student-teacher relationships
- Community-based partnerships
- Joint use of facilities
- Accountability for students, parents, and teachers
- Increased communication and collaboration
- Flexibility and innovation for students, parents, and teachers

The LAUSD is committed to the redesign of its schools. That commitment includes the willingness to treat students as individuals and the willingness to allow each school to fulfill the goals of the Small Learning Community ideals in the uniqueness of its own setting.



State of California Documents

The *History/Social Science Instructional Guide* for Grade 11 is built upon the framework provided by the *History-Social Science Framework for California Public Schools*© 2001, the *California Standards for the Teaching Profession*, and the *History-Social Science Content Standards for California Public Schools*©1998. Each of these California documents has overarching implications for every grade level from K to 12.

The History-Social Science Content Standards for California Public Schools represents the content of history-social science education and includes essential skills and knowledge students will need to be historically literate citizens in the twenty-first century. These standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. The *History-Social Science Framework for California Public Schools* is a blueprint for the reform of the history-social science curriculum, instruction, professional preparation and development, and instructional materials in California. The history-social science standards contain a precise description of required content at each grade level. The framework extends those guidelines by providing the philosophical reasoning behind the creation of the standards and the goals for history-social science education in the state of California. “The object of the history-social science curriculum is intended to set forth, in an organized way, the knowledge and understanding that our students need to function intelligently now and in the future” (p.3). These documents drive history-social science instruction in California.

A. The California Content Standards

The California Content Standards in the Instructional Guide are organized into three instructional components. These components were created from the input of the Secondary History Social Science Cadres throughout the Los Angeles Unified School District. The instructional

components provide a map for student mastery of the content standards.

The introduction to the standards states, “When students master the content and develop the skills contained in these standards, they will be well equipped for the twenty-first century” (p. vii).

B. History/Social Science Framework for California Public Schools

The History-Social Science Framework for California Public Schools supports the California History-Social Science Content Standards. The Framework “establishes guiding principles that define attributes of a quality history-social science curriculum at all grade levels.” Additionally, the Framework states, “as educators, we have the responsibility of preparing children for the challenges of living in a fast-changing society. The study of continuity and change is, as it happens, the main focus of the history-social science curriculum.” (p. 3)

These principles of an effective history-social science education program address the complexity of the content and the methods by which the curriculum is effectively taught. In addition to the seventeen distinguishing characteristics of the Framework, the Instructional Guide is based on the following guiding principles:

- Teaching and learning of History/Social Science is inquiry based, with habits of mind that are unique to the discipline.
- All students can learn the habits of mind of the social sciences given adequate



models, coaching, tools, practice and feedback.

- History/Social Science educators have a unique and essential responsibility in the preparation of an educated, engaged citizenry.
- Educators need the adequate time, training, collaboration, resources and tools to implement inquiry and standards-based history instruction.

C. California Standards for the Teaching Profession

The California Standards for the Teaching Profession provide the foundation for teaching. These standards offer a common language and create a vision that enables teachers to define and develop their practice. Reflected in these standards is a critical need for all teachers to be responsive to the diverse cultural, linguistic, and socio-economic backgrounds of their students. The California Standards for the Teaching Profession provides a framework of six standards with thirty two key elements that represent a developmental, holistic view of teaching, and are intended to meet the needs of diverse teachers and students. These standards are designed to help educators do the following:

- Reflect about student learning and practice,
- Formulate professional goals to improve their teaching practice,
- Guide, monitor and assess the progress of a teacher's practice toward professional goals and professionally accepted benchmarks.

The teaching standards are summarized below. Further expansion and explanation of the key elements are presented in the complete text, California Standards for the Teaching Profession, which can be obtained from the California Commission on Teacher Credentialing or the California Department of Education.

Standard 1: Engaging and Supporting All Students in Learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice.

Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Standard 3: Understanding and Organizing Subject Matter for Student Understanding

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area.



Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Standard 5: Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve students in assessing their own learning. Teachers use information from a variety of on-going assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Standard 6: Developing as a Professional Educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional

knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

These standards for the teaching profession, along with the Content Standards and the History-Social Science Framework, provide guidance to achieve the objective that all students achieve a high degree of history-social science literacy.



History/Social Science Pedagogy

Philosophy

The *History/Social Science Instructional Guide* for Grade 11 supports the following:

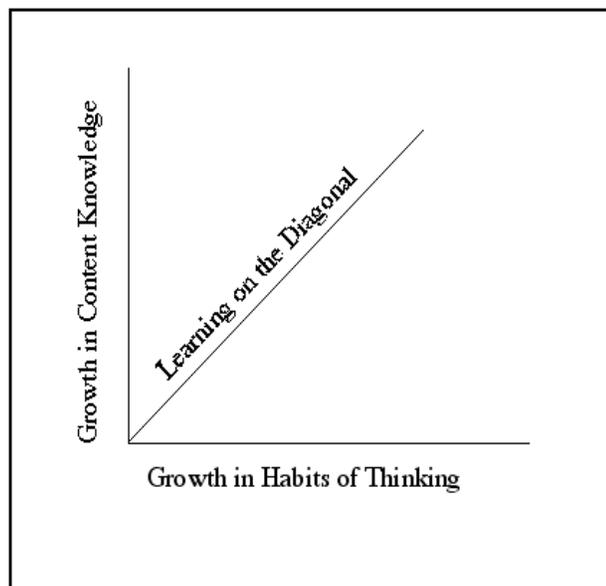
- Deepening the understanding of Disciplinary Literacy and standards-based instruction.
- Examining what it means to think, read and write as an historian and how this translates into day-to-day standards-based lessons and formative assessments.
- Focusing on the ability of teachers to use historical inquiry and primary source documents as an instructional strategy to engage the learner and to apprentice student-historians.
- Utilizing primary sources to model how historians gather and interpret evidence and generate and modify hypotheses.
- Considering our civic mission to educate a thoughtful, informed citizenry capable of making informed choices.

The *History/Social Science Instructional Guide* for Grade 11 fosters and promotes an educational community where history teachers apply this pedagogical knowledge

and these instructional strategies in the classroom. Within that educational community, teachers use formative assessments, analyze the data, participate in lesson study, and continually modify their instruction to support student mastery of content knowledge and the acquisition of historical habits of mind.

Disciplinary Literacy

The District initiative to advance literacy across the four core content areas is termed Disciplinary Literacy. Disciplinary Literacy is defined as “the mastery of both the core ideas and concepts and the habits of thinking” of a particular discipline. The driving idea is that knowledge and thinking must go hand in hand. As content knowledge grows, one needs to grow also in the habits of thinking for that discipline. The role of the teacher is to ensure that all students learn on the diagonal. The following chart, adapted from C. Giesler’s, *Academic Literacy* (1994), illustrates the district Disciplinary Literacy goal for students to learn on the diagonal.



For students to learn on the diagonal, it is of utmost importance for teachers to use instructional methods that promote the mastery of conceptual and content knowledge with analysis skills and habits of mind unique to the discipline of History.

The following five design principles for instruction support student learning along the diagonal:

1. Students learn core concepts and habits of thinking within each discipline as defined by standards.
 - All students are expected to inquire, investigate, read, write, reason, and speak as historians.
 - Students experience curricula characterized by depth and consistency.
2. Learning activities, curricula, tasks, text, and talk apprentice students within the discipline of History/Social Science.
 - Students learn by doing history, engaging in rigorous ongoing investigations into the essential issues of humanity, culture, and civilization.
 - All lessons, assignments, materials, and discussions serve as scaffolding for students' emerging mastery of History/Social Science content knowledge and habits of thinking.
3. Teachers apprentice students by giving them opportunities to engage in rigorous disciplinary activity and by providing scaffolding through inquiry, direct instruction, modeling, and observation.
4. Intelligence is socialized through community, class-learning culture, and instructional routines.
 - Students are encouraged to take risks, to seek and offer help when appropriate, to ask questions and insist on understanding the answers, to analyze and solve problems to

reflect on their learning, and to learn from one another.

- Teachers arrange environments, use tools, establish norms and routines, and communicate to all students how to become better thinkers in History/Social Science.
5. Instruction is assessment-driven.
 - Teachers use multiple forms of formal and informal assessment, formative and summative assessment and data to guide instruction.
 - Throughout the year, teachers assess students' grasp of History/Social Science concepts, their habits of inquiring, investigating, problem-solving, and communicating.
 - Teachers use these assessments to tailor instructional opportunities to the needs of their learners.
 - Students are engaged in self-assessment to develop meta-cognitive development and the ability to manage their own learning.



Thinking Historically

Thinking historically is best described as the acquisition of core knowledge in History/Social Science, which provides the student with a foundation to develop the critical thinking skills needed by historians and social scientists to study the past and its relationship to the present. History is as much about asking questions as it is about answering questions, or questioning answers.

Reading Historically

According to Ronald Takaki, a Professor of Ethnic Studies at UC Berkeley, “Experienced readers of history read to make sense of the past, evaluate what they are reading based on historical evidence and create their own historical explanation or interpretation.” The reading of history requires going beyond the initial facts and is

characterized by differing perspectives, conflicting motives, and competing forces.

Writing Historically

Facts are not the past, but the residue of human action left behind for historians to wade through, interpret, and fashion, through writing, into history. Historians analyze evidence and record their interpretations of the facts, constructing portrayals of the past. Each historian writes with a purpose, targeting a specific audience. Therefore, historical writing is the process through which the historian constructs his/her argument. In essence, historical writing allows the writer to present a version of events based on evidence and records. As Thomas Holt, a professor of History at the University of Chicago says, “All historical writing is essentially competing human narratives about the past.”



The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral to historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand historical content and significance.

Primary sources may include written documents, maps, photographs, cartoons, artwork, artifacts, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on

evidence. Additionally, primary sources allow students to grasp how people resolved complex issues.

It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can prove to be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources. (See **Appendix D** on primary sources)



Strategies Used in the Instructional Guide

Each concept lesson is designed to incorporate a variety of techniques and strategies to support all students. The chart below indicates the strategies found in the concept lessons and the ways these strategies support students.

Student Support Strategies in the Model Lessons	Vocabulary Support ¹	Listening/Speaking	Reading/Writing	Pre-writing activity	Visuals	Analysis Tool	Question variety ²	Variety of Assessment ³	Cooperative Activity	Personalized Content ⁴
Previewing Activities	√		√			√	√		√	√
Cornell Notes	√		√	√		√				
Exit Slips	√		√	√				√		√
Experiential Exercise		√	√				√		√	√
Graphic Organizers	√		√	√	√	√		√		
Jigsaw Reading			√	√				√	√	
Document Analysis	√	√	√	√	√	√	√			
Instructional Conversations	√	√	√				√	√	√	√
Think Aloud	√	√	√			√				√
Think, Pair, Share		√	√	√		√			√	
Visual Analysis			√	√	√	√		√	√	

Key:

¹Vocabulary Support: The strategy contains tools to help students understand key and support vocabulary.

²Question Variety: The strategy involves a variety of questions, building on multiple levels of Bloom's Taxonomy.

³Variety of Assessment: The strategy provides students multiple ways to demonstrate mastery of content.

⁴Personalized Content: The strategy allows students to relate content to their own lives.



Student Engagement

There has been extensive literature written on ways to engage students in learning. In general, much of the literature finds that students engage in classroom activities that are meaningful, motivational, and experiential.

Meaningful activities are those to which the students can relate their own lives or past learning. Students understand why they are engaged in the activity and see connections across curricula or how they might use the information in their lives. These activities give students an opportunity to personalize information, ultimately validating who they are and that what they bring to the classroom is valuable.

Motivational activities build on students' curiosity, interests, and independence. A student's curiosity is perhaps the strongest motivator; if a topic, question, or method of delivery (i.e. storytelling) is intriguing to a student, he/she will naturally look for more information or seek the answer. Likewise, tapping into the interests of the students will build upon internal motivation. Additionally, students are eager to exercise independence and self-expression. Giving students some degree of autonomy in selection of topics, projects, or assessments will increase their motivation to engage in the activity.

Experiential activities tap into the multiple intelligences of students. In History/Social Science, cooperative activities, project-based learning, or simulations are some examples of experiential activities. These activities allow the students to use their spatial, kinesthetic, interpersonal, musical, or naturalist intelligences to engage in the activity ultimately supporting retention and mastery of the content knowledge. (See the chart of Gardner's Theory of Multiple Intelligences in **Appendix A**).



Academic Skills Grade 11

The Instructional Guide emphasizes the development of: Conceptual Analysis, Historical Analysis, and Reading, and Writing skills.

<i>Historical Reading Emphasis</i>	<i>Conceptual Skills Emphasis</i>
<ul style="list-style-type: none"> • Consider the source, context and audience of historical documents. • Evaluate the purpose and significance of historical documents. • Compare texts to examine and evaluate different, perhaps divergent accounts of the same event or topic. • Analyze and evaluate data in historical maps, charts, and other graphic organizers. • Identify cause/effect signal words and qualifiers. • Develop strategies for analyzing inference (sub text) and perspective (point of view, bias) in primary and secondary sources. • Read a variety of primary and secondary sources (visual, literary, musical lyrics, etc.). 	<ul style="list-style-type: none"> • Analyze the causes and effects of historical events recognizing the challenges of determining cause and effect in the study of history. • Understand the role of point of view in studying history, comparing perspectives to gather different, perhaps divergent, accounts of the same event or topic. • Analyze the relationships and interrelatedness of political, economic, social, and cultural factors in the history of the United States. • Evaluate foreign and domestic policies and events focusing on the conflicts and the resolution of such. • Examine the pursuit and growth of democracy, equality, justice and rights focusing on the efforts of individuals, movements and political action to expand the rights of Americans. • Evaluate cultural and ethnic diversity focusing on the unique benefits and challenges facing a multicultural country. • Examine historical actors, events, and patterns to evaluate change and continuity over time.
<i>Historical Analysis Skills</i>	<i>Writing Skills Emphasis</i>
<ul style="list-style-type: none"> • Recognize the complexity of understanding historical causes and effects, including the limitations on determining cause and effect. (HI 2) • Understand the implications and significance of events focusing on both short and long-term causes and effects. • Identify evidence, bias and point of view in historical documents and interpretations. • Analyze a variety of sources in order to demonstrate an ability to categorize documents and sources and develop visual analysis skills • Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. (HI 1) • Construct and test hypotheses and historical interpretations, collecting, evaluating, and employing information from primary and secondary sources. (HR 4) • Interpret past events and issues within the context in which they unfolded. (HI 3) 	<ul style="list-style-type: none"> • Develop introductory paragraphs that provide historical background and thesis statements that clearly address a prompt. • Construct body paragraphs with clear topic sentences in support of a thesis, strong supporting details and explanations, and coherent organization. • Include explanation and analysis statements which bring out the significance and meaning of supporting details and evidence. • Construct strong conclusions that restate a thesis and tie all the key points together. • Incorporate evidence from multiple sources, addressing differing points of view. • Incorporate quotes, paraphrasing, and various ways of integrating citations. • Develop strategies to organize and record information in preparation for writing. • Develop revision strategies to improve word choice, organization, sentence variety, and conventions to enhance clarity and meaning. • Develop a familiarity with rubrics.



Overview of Assessment

The Role of Assessment

Assess student learning and instruction and the effectiveness on the basis of results rather than intentions”

Rick DuFour

As an integral element of the Secondary Periodic Assessment Program, the History/Social Science assessments are designed to measure student learning and inform instruction. The intent of the Periodic Assessments is to provide teachers with the diagnostic information needed to ensure that students have received the instruction in the History/Social Science content specified by the California History/Social Science Framework and Content Standards, and to provide direction for instruction. They are specifically designed to:

- Focus classroom instruction on the California Content Standards.
- Ensure that all students are provided access to the content required of the standards.
- Provide a coherent system for linking assessment of standards to district programs and adopted materials.
- Be administered to all students in core History/Social Science classes on a periodic basis.
- Guide instruction by providing on-going feedback that will help teachers collaboratively target the specific standards-based knowledge and skills that students need to acquire.
- Assist teachers in determining appropriate extensions and interventions.
- Motivate students to be responsible for their own learning.
- Provide useful information to parents regarding their child’s progress toward proficiency of standards.
- Link professional development to standards-specific data.

Purpose of Periodic Assessments

Collecting data is only the first step toward wisdom, but sharing data is the first step toward community.”

Henry Louis Gates, Jr.

There are numerous researched-based reasons for utilizing common assessments. First, common assessments promote equity and access for all students. Secondly, they enable teachers to collaborate, to identify, and to address problem areas in their community/programs. Thirdly, common assessments are tools to be used to hone and share best practices in the teaching profession. Finally, common assessments provide opportunities for a collective-response to help schools create timely, systemic intervention for students.

Results from the assessments should be used to specify immediate adjustments and guide modifications in instruction to assist all students in meeting or exceeding the state History/Social Science standards. With these results, teachers can make immediate decisions about instruction, including extensions and interventions.

“Schools foster effective instruction when they help establish specific, measurable, results-orientated, performance goals.”

Katzenback and Smith

The Instructional Guide includes five Model Lessons with built in assessment components. These classroom level assessments, along with other teacher designed assessments, student evaluations, and student and teacher reflections, can be used to create a complete classroom assessment plan.

The Periodic Assessments are a formal assessment of the student's mastery of the standards within the History/Social Science discipline, but should not be considered the sole method of assessing students' content knowledge. The assessment is designed to measure a range of skills and knowledge.

Each Periodic Assessment will consist of multiple-choice questions and one short constructed response item (SCR). The multiple choice items are designed to mirror the California Standards Test in structure, content and skills. The constructed response items are designed to assess student's historical analysis skills. The content in the SCR's will connect to the content in the model lessons.

The assessment is designed to be given within a single 50 minute classroom period. History/Social Science test booklets will be available in both English and Spanish.

Scoring of Periodic Assessments

The multiple choice portion of the Periodic Assessment will be scored electronically by The Princeton Review. The classroom teacher, using a scoring guide designed to score content and salient ideas, not language conventions, will evaluate the

SCR. Teachers will be trained during professional development in scoring the SCR writing tasks using the scoring guide.

Intervention

"High expectations for success will be judged not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn."

Larry Lezotte

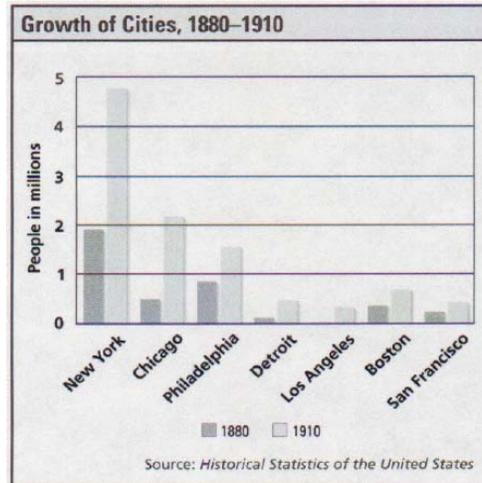
Intervention should be part of the daily classroom instruction. As teachers assess understanding and learning each day, so as to determine where students are in relation to the standards, they will make decisions about when to simply review content and when to incorporate researched-based practices designed to assist students in acquiring the knowledge and skills.

Following each periodic assessment, time should be set aside for students and teachers to review assessment scores and establish a clearly defined course of action. At this point intervention is strategic teaching and learning. Common student misconceptions can be addressed as similar concepts and topics are covered in subsequent units providing opportunities for comparing and contrasting past and present content.

Sample Periodic Assessment Questions

1. Religious revivals of the 2nd Great Awakening resulted in
 - A. Little increase in church membership.
 - B. Was not as large as the 1st Great Awakening.
 - ✓ C. Strong religious influence in many area of American life.
 - D. Great attention to church history and doctrine.

Use the bar graph to answer this question.



2. According to the bar graph, the greatest population increases during this period were in
 - ✓ A. Chicago and New York.
 - B. Philadelphia and San Francisco.
 - C. Philadelphia and New York.
 - D. New York and San Francisco.
3. Which description can be applied to Andrew Carnegie, John D. Rockefeller, and Leland Stanford alike?
 - ✓ A. business entrepreneur
 - B. political leader
 - C. military officer
 - D. steel tycoon
4. What effect did World War I have on the suffragist movement?
 - A. It delayed action as attention turned to the war effort.
 - B. It had little effect.
 - C. It caused a split within the NAWSA.
 - ✓ D. It hastened passage and ratification of the Nineteenth Amendment.
4. What effect did World War I have on the suffragist movement?
 - A. It delayed action as attention turned to the war effort.
 - B. It had little effect.
 - C. It caused a split within the NAWSA.
 - ✓ D. It hastened passage and ratification of the Nineteenth Amendment..
5. What does it mean for government to adopt *laissez-faire* policies toward big business?
 - A. Government removes all tariffs to increase competition.
 - B. The government attitude toward regulation is "hands off".
 - C. Government regulates corporations.
 - ✓ D. Public officials employ union leaders to watch business practices.

Sample Short Constructed Response

Directions: Carefully read the information below. Then use the historical background, cartoon, and excerpts to answer the questions on the other side of this page.

Historical Background

In 1917 the United States entered WWI on the Allied side. This decision had a significant impact on the daily lives of all Americans.

World War I Political Cartoon, 1917:



From Speech by James Gerard Watson, November 25, 1917:

I have traveled this year all over the United States. Through the Alleghenies, the White Mountains, and the Catskills, the Rockies and the Bitterroot Mountains, the Cascades, the Coast Range, and Sierras. And in all these mountains, there is no animal that bites and kicks and squeals and scratches, that would bite and squeal and scratch equal to a fat German-American, if you commenced to tie him up and told him that he was on his way back to the Kaiser.

From Four Minute Man Bulletin No. 17, October 9, 1917:

Well, I hope these spies are getting their messages straight, letting Potsdam know that America is hurling back to the autocrats these answers: For treachery (violation of trust) here, attempted treachery in Mexico, treachery everywhere-one billion. For murder of American women and children-one billion more. For broken faith and promise to murder more Americans-billions and billions more. And then we will add: In the world fight for Liberty, our share-billions and billions and billions and endless billions. Do not let the German spy hear and report that you are a slacker.

Sample Short Constructed Response Answer Sheet

1. In the context of the cartoon, who does the teacher represent?

2. According to the documents, what was the public attitude toward German Americans?

3. Using the political cartoon, the excerpts, and your knowledge of history, what were the consequences of the United States participation in World War I on the home front?

Sample Short Constructed Response Answer Sheet

1. In the context of the cartoon, who does the teacher represent?

Answer(s):
President Wilson, or
The United States Government
(1 point)

2. According to the documents, what was the public attitude toward German Americans?

Answer: Many Americans distrusted the loyalty of German Americans
(1 point)

3. Using the political cartoon, the excerpts, and your knowledge of history, what were the consequences' of the United States participation in World War I on the home front?

Answer: Answer may vary, but students should address the following points;
German American loyalty to the United States came into question.
German American civil liberties were taken away by the United States government.
Americans were asked to give what ever it took to defeat Germany.
(3 points)

Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standards • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ “A” indicates high emphasis ○ “B” medium ○ “C” low ○ Standards that are not ranked for emphasis and are identified with an asterisk (*) 	<ul style="list-style-type: none"> • The California Concepts Collection II, created by California Council for the Social Studies • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 11th Grade:

- It is necessary to conclude the instruction on Standard 11.1 at an appropriate time in order to reach Standard 11.11 in the allocated instructional days.
- 11.9. was moved before 11.8 to create better continuity between topics (WWII, foreign policy, social transformation, the civil rights movement).

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Instructional Component 1: Background to the 20th Century (Standards 11.1, 11.2, 11.3, 11.4)

First 6 days (traditional) and 5 days (year-round) of the Fall Semester:

- Building classroom community
- Constitution Day activities
- Thinking as a historian
- Review of American geography

Blue Print Focus Standards:

“A” indicates high emphasis
 “B” indicates medium emphasis
 “C” indicates low emphasis
 “*” not ranked for emphasis

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.	5 Questions	<ul style="list-style-type: none"> • Society • Constitution • Democracy • Natural Rights • Civil War • Development • Growth • Anarchism • Revolution • Federalism • Reconstruction • Demographics 	<u>Traditional Calendar</u> 15 Days
1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.	*		<u>Concept 6 Calendar</u>
2. Analyze the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.	*		<u>A-Track</u> 12 Days
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.	*		<u>B-Track</u> 12 Days
4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19 th century of the United States as a world power.	*		<u>C-Track</u> 15 Days
			<u>Four by Four Calendar</u> 6 Days

Blue Print Focus Standards:

“A” indicates high emphasis “B” indicates medium emphasis “C” indicates low emphasis “*” not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty.	5 Questions	<ul style="list-style-type: none"> • Ideology • Social Darwinism • Social reform • Revival • Intolerance • Fundamentalism • Religious pluralism • Separation of church and state • Social gospel 	<u>Traditional Calendar</u> 12 Days
1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days <i>B-Track</i> 13 Days <i>C-Track</i> 13 Days
2. Analyze the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.	*		<u>Four by Four Calendar</u> 6 Days
3. Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism).	*		
4. Discuss the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century.	*		
5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.	7 Questions	<ul style="list-style-type: none"> • Corporation • Dissent industrialization • Progressivism • Regulation • Social Darwinism • Trusts • Pluralism • Immigration • Industrial Revolution • Reform • Industrialization • Urbanization 	<u>Traditional Calendar</u> 19 Days
1. Know the effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair's <i>The Jungle</i> .	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 17 Days <i>B-Track</i> 19 Days <i>C-Track</i> 14 Days
2. Describe the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.	A		
3. Trace the effect of the Americanization movement.	*		
4. Analyze the effect of urban political machines and responses by immigrants and middle-class reformers.	A		
5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.	A		
6. Trace the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.	*		
7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).	*		
8. Examine the effect of political programs and activities of Populists.	*		
9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the 16th Amendment, Theodore Roosevelt, Hiram Johnson).	A		

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.	6 Questions	<ul style="list-style-type: none"> Foreign policy Imperialism Interventionism Jingoism Pacifism Expansionism 	<u>Traditional Calendar</u> 13 Days
1. List the purpose and the effects of the Open Door policy.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 12 Days <i>B-Track</i> 10 Days <i>C-Track</i> 10 Days
2. Describe the Spanish-American War and U.S. expansion in the South Pacific.	*		
3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.	*		
4. Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches.	*		
5. Analyze the political, economic, and social ramifications of World War I on the home front.			
6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.			<u>Four by Four Calendar</u> 5 Days

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

Textbook Correlation for the 11th Grade Standards

STANDARD	Prentice Hall <i>America: Pathways to the Present</i>	McDougal Littell <i>The Americans</i>	Glencoe <i>The American Vision: Modern Times</i>
11.1	Chapters: 1,2,3,4,5	Chapters: 1,2,3,4	Chapters: 1,2,3
11.2	Chapters: 8,13,15,16,18	Chapters: 5,6,7,8	Chapters: 2,3,5
11.3	Chapters: 7,9	Chapters: 3,13	Chapters: 1,2,3
11.4	Chapters: 17,19	Chapters: 9,10,11	Chapters: 4,6
11.5	Chapters: 20,21	Chapters: 12,13	Chapters: 7,8,9
11.6	Chapters: 22,23	Chapters: 14,15	Chapters: 9,10
11.7	Chapters: 24,25	Chapters: 16,17	Chapters: 11,12
11.8	Chapters: 26,27,29	Chapters: 16,17	Chapters: 11,12
11.9	Chapters: 27,31	Chapters: 20,21,22	Chapters: 17,18
11.10	Chapters: 28,30	Chapters: 23,24	Chapters: 16,18
11.11	Chapters: 32,33,34	Chapters: 25,26	Chapters: 19,20,21



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 11.2.4

Analyze the impact of urban political machines and responses by immigrants and middle-class reformers.

PRIOR KNOWLEDGE REQUIRED

This lesson should be taught after students have studied the rise of industrialization, and massive immigration from Europe. Students need a working knowledge of the development of cities divided according to race, ethnicity, and class covered in Standard 11.2.2. The Progressive Era is covered in greater depth in a later standard-11.2.9.

INSTRUCTIONAL STRATEGIES

Quick Write

Writing non-stop for 5-10 minutes, focusing on one topic, to generate as many ideas as possible.

Graphic Organizers

Help students understand textual and informational structures and perceive connections between ideas.

Instructional Conversation/ Structured Debate

Students participate in academic conversation on the students' critical questions. Students should use academic discussion stems.

Take A Stand

The teacher projects an issue statement. The statement is read aloud. Then, students go to opposing sides of the room depending on which statement they agree or disagree. Have students explain why they selected the side they chose. Either side can be justified depending on the student's argument. The teacher should ensure that students consider both sides.

BRIEF OUTLINE OF LESSON

Day 1

- Hook Exercise
- Instructional Conversation
- Debrief.
- Background Reading: Political Machines
- Exit Question

Materials Needed: Student Handouts 1 and 2, Document 1, and Transparency 1

Day 2

- Determining Cause and Effect
- Background Reading: Response of Reformers to Political Machines
- Political Cartoon Analysis
- Exit Question

Materials Needed: Student Handouts 2-4, Documents 2 and 3

Day 3

- Warm Up
- Document Analysis
- Debrief
- Take a Stand

Materials Needed: Student Handouts 5 and 6, Documents 3-8, Transparency 2

Day 4

- Pre-Writing
- Student Writing

Materials Needed: Student Handouts 5, 6 and 7, Documents 1-8

CULMINATING TASK

Students will conclude the lesson by writing an essay in response to the following prompt:

Did political machines have more of a positive or negative effect on American cities in the late nineteenth century?

KEY TERMS AND CONTENT

cause
effect
political machines
bosses
corruption
graft
progressives
immigrants
reformers
political
social/social services
economic
benefits/beneficial
self-interest
common good

11th Grade Instructional Guide

Model Lesson 1: Responses to Urban Political Machines

Standard

11.2.4 Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned

Historical Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Guiding Inquiries:

1. What were the causes and effects of urban political machines?
2. What were the pros and cons of political machines?
3. How do self-interest and the common good conflict with each other?
4. Why did reformers push for political changes in local governments?
5. Do the benefits of civic reform outweigh its costs?

Questions for Lesson Study

1. Can students clearly articulate and support a thesis statement?
2. Can students determine cause-effect relationships?
3. Are students able to understand the importance of civic duty/responsibility?
4. Are students able to see multiple perspectives on a given issue?
5. Can students clearly and effectively integrate primary and secondary source materials into their writing?

Materials

Student Handout 1: Quick Write

Student Handout 2: Reading Processing (part 1)

Student Handout 3: Determining Cause and Effect

Student Handout 4: Reading Processing (part 2)

Student Handout 5: Document Analysis Organizer

Student Handout 6: Writing Prompt and Task Sheet

Student Handout 7: Writing Organizer

Document 1: Background Reading on Political Machines

Document 2: Background Reading on Reformers

Document 3: 'Twas Him

Document 4: "Why the Ward Boss Rules"

Document 5: "Mr. Richard Croker and Greater New York"

Document 6: *The Shame of the Cities*

Document 7: *Plunkitt of Tammany Hall*

- Document 8:** Machine Politics in Chicago
Transparency 1: Academic Conversation Sentence Starters
Transparency 2: 'Twas Him
Transparency 3: Take a Stand Statements
Transparency 4: Writing Graphic Organizer
Teacher Guide 1: Key Ideas from the Documents

Lesson Overview

This lesson will focus on the causes and effects of political machines and the responses to them by reformers. The lesson emphasizes the development of skills such as examining causes and effects, reading like a historian to analyze documents (both visual and written), and examining evidence to create and support a thesis statement. It will start by analyzing the causes of urban political machines and end by addressing the efforts of reformers and the changes they brought about. In addition, students will examine various primary sources that relate to the issue of political machines. The culminating activity of the lesson will be a short essay in response to the following prompt: **Did political machines have more of a positive or negative effect on American cities in the late nineteenth century?**

The lesson has been crafted to fit the structure of a 50 minute instructional period and should take four days to complete.

Day 1	
Teacher/Student Activities	Helpful Hints
<p><u>Hook</u> To introduce some of the key underlying issues regarding political machines select one of the following questions to pose to students:</p> <ol style="list-style-type: none"> 1. Why do people do favors for others? 2. What do people expect when they vote for someone? 3. Would you vote for someone who you knew was corrupt if they helped to get you a job? Why or why not? <p>Write the question on the board or project via LCD.</p> <p>Students will respond to the question using Student Handout 1. In response to the question, students should give three supporting ideas/details to support their opinions. This will help to prepare them for the dialogue to follow.</p>	<p><u>Time Suggestion:</u> 5 minutes</p> <p>These questions could be touched on periodically throughout the lesson.</p>
<p><u>Instructional Conversation</u> To build upon the quick write, students will have a short academic conversation on the same question. Students should use the content of their quick write as support.</p> <p>Form students into groups of four or conduct the discussion as a whole class. Allow students to self-regulate, but help students to listen to and respond to the ideas and not to make personal attacks.</p> <p>To promote academic talk, project Transparency 1 which contains a few academic sentence starters. Encourage students to use them and to think about how they affect the conversation.</p> <p>Have students reflect on how their ideas changed as a result of hearing what their classmates said. The following sentence starter, “After the</p>	<p>15 minutes</p> <p>As students share their ideas, write down key points on the board to show both sides of the issue.</p>

<p>discussion I now think...” may help students to reflect. This reflection could also be done in writing on the bottom of Student Handout 1. In addition, inform students that the concepts discussed will be the basis of what the class will be learning about over the next few days.</p>	
<p>Background Reading Document 1 provides background information on political machines and the context in which they arose. Students will process the reading and develop the skills of an effective reader by completing the supporting questions on Student Handout 2. Section headings, bold face text, and visuals have been included to support student access to the text in the form of a “Pre-reading Text Tour”. Good readers examine these features before they begin to read. Take a minute to point out these features to students.</p> <p>Periodically check for understanding by going over a question or two with the whole class or having students check-in with a partner. Ensure that students know what political machines were and what made them powerful and that they are clear about what Tammany Hall refers to.</p> <p>Debrief the reading by completing the last part of Student Handout 2 as a class on the causes and effects of political machines. This debrief is meant to reinforce the key information as well as to introduce cause and effect thinking. Alternatively, students may debrief their answers with a partner adding key details when appropriate.</p>	<p>25 minutes</p> <p>The 200 million dollars that the Tweed Ring collected would be roughly worth 4 billion dollars today, but that number (200 million) may have been exaggerated for effect.</p> <p>Teachers will find information about reading strategies on pages A12-A13 in the Instructional Guide and a “Pre-reading Text Tour” on the H-SS webpage.</p>
<p>Closure Wrap-up the period by tying the content of the reading and discussion elements together by having students discuss one of the following questions:</p> <ol style="list-style-type: none"> 1. Would you have been a supporter of a political machine in your city? Why or why not? 2. What were the pros and cons of political machines? 3. Do political machines still exist today? Explain. <p>This activity may alternatively be structured as an exit pass in which students respond to the questions by writing a short paragraph and hand that in as their “ticket to leave.”</p>	<p>5 minutes</p> <p>Reconnect to the hook question and the ideas the students shared at the beginning of the class.</p>
<p>Homework Based on student needs have them complete or extend their work on the Background Reading and Closure activities.</p> <p>Glencoe page 261, Prentice Hall pages 308-309 and 390-391, and McDougal Littell pages 268-9 also provide additional content for students to read on the topic of political machines.</p>	

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Warm-Up Reconnect with Day 1 and the concepts of cause and effect using Student Handout 3. Check for student understanding. Based on student responses consider modeling additional examples that relate to students' lives such as the causes and effects of passing or not passing CAHSEE, failing a class, etc.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p>Background Reading Document 2 focuses on the last part of the standard, the responses to political machines by reformers. Have students work in pairs to complete the reading and the questions on Student Handout 4.</p> <p>Follow-up the reading by reinforcing the key concepts of the reading. Address student generated questions to item number 5 of Student Handout 4. In addition, have students share their responses to some of the questions.</p>	<p>25 minutes</p> <p>If students need extra support on similes share an example such as: reformers were like sanitation workers because they tried to clean up the mess made by the machines.</p>
<p>Political Cartoon Analysis To apply the content from Document 2 and to prepare for the document analysis to follow, the class will examine Document 3, a Thomas Nast cartoon. Project Transparency 2 to support student learning. Students could take notes or write down their ideas at the bottom of Document 3.</p> <p>Have students identify the key parts of the cartoon and make connections and inferences to what they have learned about political machines and the responses of reformers. Using the following three levels of questions will help to develop student learning:</p> <ul style="list-style-type: none"> • Level 1 - What do you see? (list details without making inferences) • Level 2 - What is your interpretation? (inferences based upon the available evidence) Have students explain their "proof." • Level 3 - What is the significance? (What is the artist trying to do? What is the larger historical meaning of this source?) 	<p>10 minutes</p> <p>An alternative approach would be to carry out the political cartoon analysis prior to having students read Document 2.</p>
<p>Connecting to the Present Provide closure to the day by talking about things to reform today and ways people are active in reform efforts. This may be a good time to discuss possible service learning projects.</p>	<p>5 minutes</p>
<p>Homework Have students create a political cartoon representing an issue/area to reform from today's world. Students should explain their cartoon in writing underneath the image they create.</p>	

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Warm-Up Day 3 begins with the class reconnecting with the Nast cartoon, Document 3, analyzed during the previous day. This time, students will use Student Handout 5 to record their ideas. This document analysis organizer will serve as the evidence of student thinking and help them to organize ideas in preparation for writing.</p>	<p>5 minutes</p>

<p>Document Analysis</p> <p>At this time briefly introduce students to the writing prompt that they will be responding to using Student Handout 6. Inform students that they will be looking at some primary source documents which will give them ideas about how they might respond to the prompt. Direct students to keep the writing prompt in mind as they examine the documents.</p> <p>In pairs, students will analyze the remaining documents (Documents 4-8). Have students sit side-by side to facilitate their collaboration. Model an analysis of Document 4 if needed to ensure students are clear about the task.</p> <p>If modeling Document 4, point out the importance of the source and words like “pull,” “fix up matters,” “public pay-roll,” and “obligations.” Help students to see the subtext of the document and argument Addams is making through her use of these and other words. Help students to realize the importance of doing a close reading when analyzing a historical document.</p> <p>If time is a concern, focus student analysis on Documents 3, 4, 6, and 7.</p>	<p>25 minutes</p> <p>The documents utilize parentheses to add to student understanding of challenging terms and brackets to add “missing words” from original sources. Explain this to students.</p> <p>Many of the documents bring out both positives and negatives of political machines (see Teacher Guide 1). Inform students that they should read carefully with this point in mind.</p>
<p>Debrief the Documents</p> <p>Review key ideas from each document using Teacher Guide 1. Randomly ask different pairs to share their thinking with the whole class. Make connections to the focus question/writing task as you review the documents. Bring out the different ways that political machines are portrayed.</p>	<p>10 minutes</p> <p>Students may benefit from creating a T-Chart identifying the positives and negatives of political machines.</p>
<p>Take A Stand</p> <p>To prepare students for the writing task and to help them further process their thinking, project Transparency 3 containing issue statements. Select the one or two statements that you feel will elicit the most student response. Read the statements, one at a time to the class, and then have students go to opposing sides of the room depending on whether they agree or disagree with the statement.</p> <p>Agree = right side of the room Disagree = left side.</p> <p>Have students explain and defend their decision. Have students again practice to use the academic discussion stems (Transparency 1) from Day 1. Ensure that students consider both sides of the issue and use evidence. Play the role of devil’s advocate if a vast majority of the students select one side.</p>	<p>10 minutes</p> <p>If time or space is an issue, have students remain seated and put their thumbs up if they agree with the statement and thumbs down if they disagree.</p>
<p>Homework</p> <p>Consider having students write a draft of their introduction and thesis statement for homework using Student Handout 6. Alternatively, some students may need to complete the analysis of the primary sources at home as homework.</p>	

Day 4	
Teacher/Student Activities	Helpful Hints
<p>Writing a Thesis Have students turn to Student Handout 6 which contains the writing prompt and tasks. Read the background information and prompt out loud to the students. Review the qualities of an effective thesis statement. Have students decide which side they will take.</p>	<p>5 minutes</p> <p>The Writing Appendix has additional ideas for supporting student writing particularly writing a thesis and integrating citations.</p>
<p>Pre-Writing Students will utilize Student Handout 7 to further organize their ideas and evidence. Consider constructing one of the body paragraphs as a whole class to model for students how to use the organizer to plan out their essay. The analysis item on the organizer is a sentence for students to explain their main idea or the significance of their details.</p> <p>Student Handout 5 serves as the main source of information for students to complete this organizer. Be sure to direct them there.</p> <p>Students do not need to use complete sentences as Student Handout 7 is more of an organizer than the actual essay.</p>	<p>20 minutes</p> <p>Utilize Transparency 4 to model for students how they might utilize Student Handout 7.</p>
<p>Student Writing The remainder of the period will be devoted to student writing. Walk-around to provide assistance and answer questions as needed. Address common concerns that appear in the student work.</p> <p>Students may either finish their work at home or during the next period of class. Have students check their work to see if they fulfilled all the requirements found in Student Handout 6. To develop their revision skills, ask them to revisit their first paragraph considering how engaging it is. Ask them, "Would you want to read this? How might you make your first sentence and thesis statement more interesting? What words could you change to add more color to your introduction?" Have students revise their first paragraph accordingly.</p> <p>When the writing is completed (this may be during the next class period) have students reflect on their learning with questions such as: How did you decide if machines were positive or negative? How did this lesson help you to see two sides of an issue? What is the main thing you are going to take away from this lesson?</p>	<p>25 minutes</p>

Student Handout 1

Quick Write

Directions: Answer the question that is written on the board. In your answer be sure to include three supporting details to help prove your point.

Student Handout 2

Reading Processing (Part 1)

1. What factors led to the rise of political machines?

2. Define political machines (in your own words). Use 7 words or less.

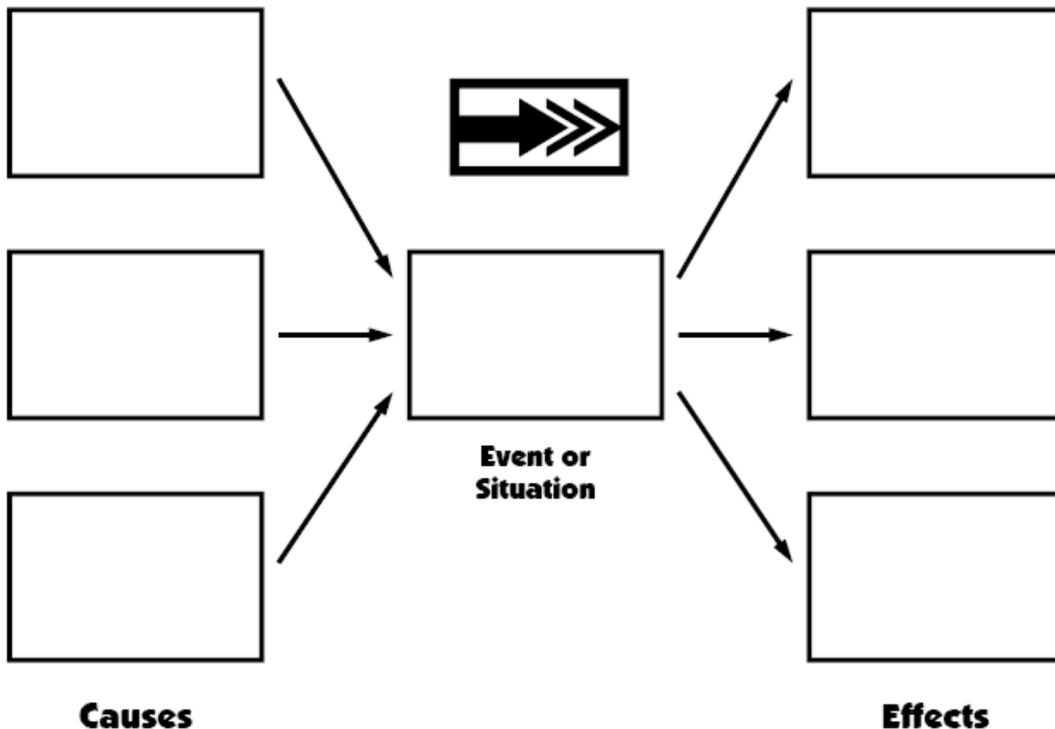
3. Draw a picture representing the pyramid of political machines. Label the parts.

4. What were the positives and negatives of political machines? List the items.

Positives: _____

Negatives: _____

5. Complete the following chart. Put political machines in the event box.



Student Handout 3

Determining Cause and Effect

When studying history, it is important to determine cause-and-effect relationships. A **cause** is the action or situation that leads to an event. An **effect** is the result or consequences of an action or a situation. For example, an event might be passing your history class. Some causes might be attending school daily, studying, and paying attention in class. Some effects of passing your history class might be learning something, graduating on time and having a free summer (no summer school).

Follow these steps to determine causes and effects when reading history:

1. Ask questions about why events occur.
2. Consider actions that may have led to those events.
3. Look for vocabulary clues. These words are known as signal words because they give you a signal or indication that causes and effects are to be found.
Words or phrases such as: *because, due to, since, as a result of, therefore, thus, and as a consequence*, indicate cause-and-effect.
4. Review the items that you identified in your reading and consider the relationships between the causes and effects.

Read the passage below and make a cause and effect diagram based on the model from **Student Handout 2**. Use as many boxes as you need to illustrate the causes and effects. The event box has been done for you.

Passage:

In 1903 a woman named Ida B. Wells was concerned because the local Memphis, Tennessee political machine was not protecting African-Americans. As a result of the racism found in Memphis, lynching (being hung by a mob without a trial) terrorized the black community. For this reason Wells took action. She spoke and wrote about the injustices facing the African-American community. Her reform efforts spread from the city of Memphis to Chicago and on to Washington DC. As a consequence of her efforts a national anti-lynching law finally passed.

Ida B. Wells takes action

Student Handout 4

Reading Processing (Part 2)

1. In 10 words or less, who were reformers and what did they do?

2. Create a simile for reformers by completing the following statement. Give specific details to explain your simile.

Reformers were like _____ because _____

3. What were three achievements of reformers?

4. What do you think was the most significant achievement of the reformers in the area of politics? Explain

5. Write a question that you have about reformers based on the reading.

Student Handout 5

Document Analysis Organizer

Directions: As you analyze the primary source documents, complete the following graphic organizer.

Document & Source	<u>Big Idea</u> What is the main idea of the document?	<u>Effect</u> Does the document reveal a positive or negative effect of political machines?	<u>Evidence</u> Write quotations or key ideas from the document that supports your opinion.
Doc 3: 'Twas Him			
Doc 4: "Why the Ward Boss Rules"			
Doc 5: Mr. Richard Croker and Greater New York			

Student Handout 5

Document & Source	Big Idea What is the main idea of the document?	Effect Does the document reveal a positive or negative effect of political machines?	Evidence Write quotations or key ideas from the document that supports your opinion.
Doc 6: The Shame of the Cities			
Doc 7: Plunkitt of Tammany Hall			
Doc 8: Machine Politics in Chicago			

Student Handout 6

Writing Prompt and Task Sheet

Background:

In the late 19th and early 20th century, American cities faced challenges which arose from the effects of industrialization and urbanization. During this time three groups of people were active to do what they thought was best for themselves and society. These groups were immigrants, political machines, and reformers.

Prompt:

Did political machines have more of a positive or negative effect on American cities in the late nineteenth century?

Tasks:

1. Write an introduction in which you explain what political machines were and how they arose. End the paragraph with a thesis statement that takes a stand on the prompt.
2. Write a body paragraph that supports your thesis statement using evidence from at least two documents. Include supporting explanations of that evidence.
3. Write a body paragraph in which you address the opposing view on the issue using evidence from at least one document. Include supporting explanations of that evidence.
4. Write a conclusion where you restate the thesis statement. Add any additional insight, the historical significance of the issue or connections to the present.

Suggested terms to use in your writing

political machine
bosses
corruption
graft
progressives
immigrants
reformers
political
social/social services
economic
benefits/beneficial
self-interest
common good

Student Handout 7

Directions: Fill out the graphic organizer below to use when you write your essay.

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of political machines (What were they? What did they do?)	
	<u>Thesis:</u> (Did political machines have more of a positive or negative effect?)	
Paragraph 2	<u>Main Idea</u> Support for thesis	Topic Sentence Supporting Detail/Evidence Supporting Detail/Evidence Supporting Detail/Evidence Analysis/Explanation Concluding Sentence
Paragraph 3	<u>Main Idea</u> The other side and further support for your side.	Topic Sentence Supporting Detail/Evidence Supporting Detail/Evidence Analysis/Explanation Concluding Sentence On the whole however, political machines had more of a _____ effect because _____ _____ _____
Paragraph 4	<u>Conclusion</u> Restate thesis and add any additional insight/significance	

Document 1

Political Machines

Directions: Read the information below. As you read, complete the items on **Student Handout 2**.

Immigration and Migration

During the last half of the nineteenth century millions of people moved to America's cities. Immigrants from Europe, farmers, and African Americans from the south moved to cities. The growth of cities such as New York and Chicago led to new challenges for city governments as new demands were placed on **city services** such as fire, police, sewage, transportation, and water. In order to expand services, cities increased taxes and set up new offices to provide help. In this context, **political machines** arose.

Control of Party Politics

Political machines were groups that were designed to keep a particular political party or group of people in power. Political machines controlled the activities of a political party in a city and offered services to voters and businesses in exchange for political or financial support. In the decades after the Civil War, political machines gained control of local governments in New York, Chicago, Boston and other major cities.

Organization of Political Machines

Political machines were organized like a four level pyramid. At the bottom were local precinct workers. Precinct workers reported to captains, who tried to gain voters' support on a city block or in a neighborhood and who reported to a **ward boss**. At the top of the pyramid was the city boss. At election time, the ward boss worked to secure the vote in all the **precincts** in the ward, or electoral district.

Ward bosses helped the poor and gained their votes by doing favors or providing services such as food, clothing, and temporary housing when needed. They helped immigrants to gain citizenship. They also used their power to expand **public-works** projects such as building bridges, parks, and waterworks. Many of the jobs for the public-works projects were distributed by members of the political machine to their supporters.



Tammany Hall. New York City

Services Provided and Political Corruption

Many precinct captains and political bosses were first-generation or second-generation immigrants. They could speak to immigrants in their own language and understood the challenges that newcomers faced. Political machines provided immigrants with support that city governments and private businesses did not provide. In return, the immigrants provided the votes political bosses needed.

Political machines could be greedy and vindictive (seeking revenge against disloyal voters) and often stole millions from the taxpayers in the form of graft (gaining money or power through illegal or dishonest means). In New York City, an estimated 65 percent of public funds in the 1860s ended up in the pockets of Boss Tweed (the political boss of the machine called Tammany Hall) and his cronies, as they padded bills for construction projects and projects with fake expenses. Historians estimate that the Tweed Ring collected million dollars in **graft** between 1865 and 1871.



Boss Tweed

Political machines also were involved in **voting fraud**. Stories abound of instances where individuals voted more than once in elections through the support of political machines. In one election in Philadelphia, a district with less than 100 registered voters returned 252 votes. Due to obvious **corruption** and election fraud some citizens began to demand reform or improvements to the political system in their city and state.

Document 2

The Responses of Reformers to Political Machines

Directions: Read the information below. As you read, complete the items on **Student Handout 4**.

Reformers

In response to the challenges facing urban America towards the end of the nineteenth century various groups of people rose up to meet the needs of the poor, to fight for **social justice**, and to push for greater morality. These people were known as reformers. Typically they came from middle or upper class backgrounds. Some **reformers** fought against political machines. Some historians believe that reformers were fighting to maintain their place in society or gain more power while others believe that reformers had a strong civic mission to improve society.



The cartoonist,
Thomas Nast

Reform Activities

To accomplish their goals, reformers carried out a number of activities. Some conducted investigations, while others wrote articles for newspapers and magazines, and created political cartoons. One cartoonist, Thomas Nast helped to expose and bring down Boss Tweed by his effective political cartoons. Other reformers ran for and were elected to **public office** promising to improve society. One group of reformers, The City Club of New York, worked to elect a reform mayor in 1894. These reformers were known as go-goos or good government guys and worked to clean up city governments.

Reformer Break the Power of the Bosses

Reformers sought to break the power of the city bosses and to take **utilities** out of the hands of private companies. As a result of their efforts, fully two-thirds of the nation's cities owned their own water systems by 1915. Many cities also came to own and operate gas lines, electric power plants, and urban transportation systems. **Commissions** and the use of non-elected city managers and new types of **municipal** government were another innovation made by reformers. These structures helped to distribute power so that one person such as a political boss or a corrupt politician would not have too much power.

Early 20th Century Progressives

Reformers believed that, given a chance, the majority of voters would elect honest officials instead of the corrupt officials handpicked by boss dominated political machines. Reformers advocated a number of methods for increasing the participation of the average citizen such as issuing **secret ballots** printed by the state and requiring voters to mark their choices secretly within the privacy of a curtained booth. By 1910, voting in all states was done this way. At the national level the Pendleton Civil Service Act was passed in 1883 to require that some federal jobs be based on an exam or system of **merit** and not favor.



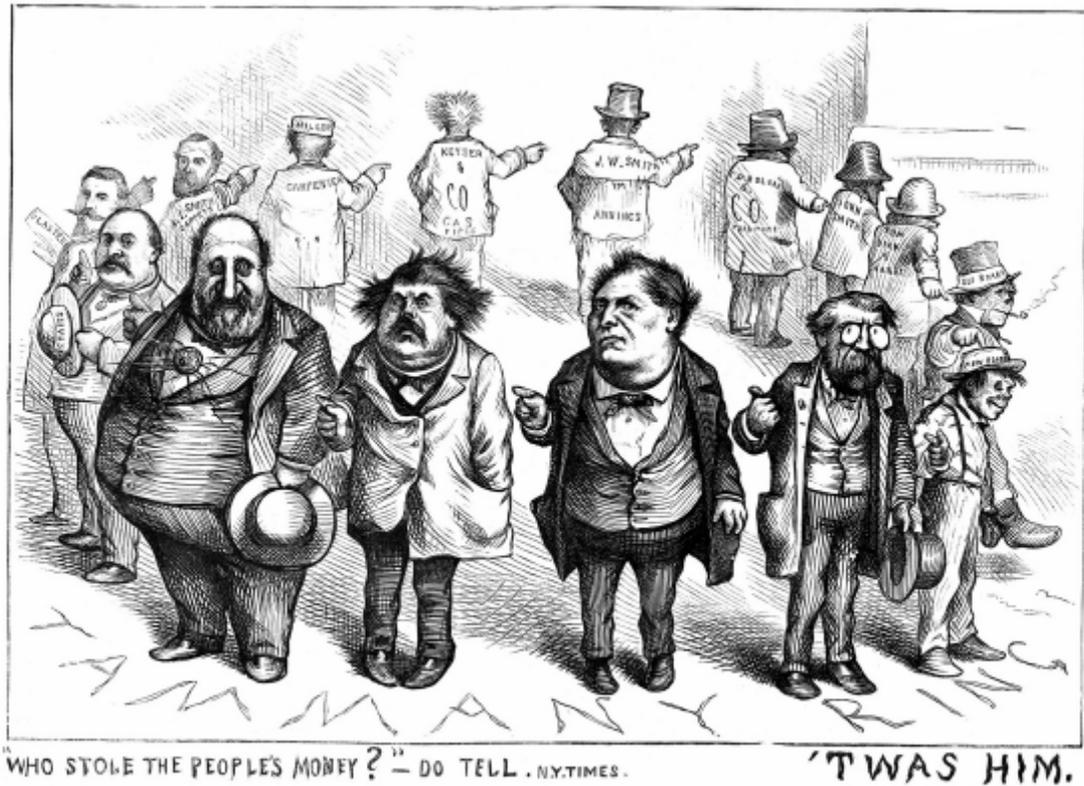
New York polling place showing
voting booths on the left

A Later Reform Movement

Reform movements are still alive in more recent history. For example, in 1944, an 8-year-old Mexican American girl by the name of Sylvia Mendez had been denied admission to her local white school in Westminster, California. Through the efforts of her family and others, the first blow against public school segregation in the United States took place. The case, known as Mendez v. Westminster, started a reform movement against segregation in California. Eventually, the Supreme Court of the United States in the 1954 Brown vs. Board of Education case ended legal segregation in schools nationwide.

Document 3

'Twas Him



The Granger Collection, New York

Thomas Nast, "Twas Him," *Harper's Weekly*, (August 19, 1871)

The caption reads "Who stole the peoples' money?" The large man at the left of the image represents Boss Tweed. He is joined by two members of Tammany Hall, the mayor, and various city contractors that the city did business with such as carpenters.

Document 4

Why the Ward Boss Rules

The Alderman (city council member), therefore, bails out his constituents (residents of a district) when they are arrested, or says a good word to the police justice when they appear before him for trial; uses his "pull" with the [judge] when they are likely to be fined for a civil misdemeanor (small crime), or sees what he can do to "fix up matters" with the State's attorney when the charge is really a serious one.

Because of simple friendliness, the Alderman is expected to pay rent for the hard-pressed tenant when no rent is forthcoming, to find jobs when work is hard to get, to procure (get) and divide among his constituents all the places he can seize from the City Hall. The Alderman of the Nineteenth Ward (district) at one time made the proud boast that he had two thousand six hundred people in his ward upon the public pay-roll. This, of course, included day-laborers, but each one felt under distinct obligations to him for getting the job.

Jane Addams, "Why the Ward Boss Rules" *Outlook*, volume 57 (April 2, 1898)

Document 5

Mr. Richard Croker and Greater New York

We were silent for a time. Mr. Croker took a turn or two, and then resumed:

"People [blame] Tammany (Hall) for this and for that. But they forget what they owe to Tammany. There is no denying the service which Tammany has rendered (provided) to the Republic. There is no such organization for taking hold of the untrained friendless man and converting him into a citizen. Who else would do it if we did not? Think of the hundreds of thousands of foreigners dumped into our city. They are too old to go to school. There is not a [reformer] in the city who would shake hands with them...Except to their employer they have no value to anyone until they get a vote." "And then they are of value to Tammany?" I said, laughing. "Yes," said Mr. Croker, imperturbably (calmly); "and then they are of value to Tammany. And Tammany looks after them for the sake of their vote, grafts (joins) them upon the Republic, makes citizens of them in short; and although you may not like our motives or our methods, what other agency is there by which so long a row could have been hoed so quickly or so well? If we go down into the gutter it is because there are men in the gutter, and you have got to go down where they are if you are to do anything with them."

William T. Stead, "Mr. Richard Croker and Greater New York," *Review of Reviews*, XVI (October, 1897)

Document 6

The Shame of the Cities

Tammany leaders are usually the natural leaders of the people in these districts, and they are originally good-natured, kindly men. No one has a more sincere liking than I for some of those common but generous fellows; their charity is real, at first. But they sell out their own people. They do give them coal and help them in their private troubles, but, as they (Tammany leaders) grow rich and powerful, the kindness goes out of the charity (gifts) and they not only collect at their saloons or in rents cash for their "goodness"; they not only ruin fathers and sons and cause the troubles they relieve; they sacrifice the children in the schools; let the Health Department neglect the tenements and, worst of all, plant vice (immoral or evil practices) in the neighborhood and in the homes of the poor.

Lincoln Steffens, *The Shame of the Cities*, (1904.)

Document 7

Plunkitt of Tammany Hall

If there's a fire in Ninth, Tenth, or Eleventh Avenue, for example, any hour of the day or night, I'm usually there with some of my election district captains as soon as the fire engines. If a family is burned out, I don't ask whether they are Republicans or Democrats, and I don't refer them to the Charity Organization Society, which would investigate their case in a month or two and decide they are worthy of help about the time they are dead from starvation. I just get quarters (places to live) for them, buy clothes for them if their clothes were burned up, and fix them up till they get things humming' again. It's philanthropy (caring for others), but its politics, too - mighty good politics. Who can tell how many votes one of these fires brings me? The poor are the most grateful people in the world, and, let me tell you, they have more friends in their neighborhoods than the rich have in theirs.

If there's a family in my district in want, I know it before the charitable societies do, and me and my men are first on the ground...The consequence is that the poor look up to George W. Plunkitt as a father, come to him in trouble - and don't forget him on election day.

Another thing, I can always get a job for a deservin' man. I make it a point to keep on the track of jobs, and it seldom happens that I don't have a few up my sleeve ready for use. I know every big employer in the district and in the whole city, for that matter, and they ain't in the habit of sayin' no to me when I ask them for a job.

George Washington Plunkitt, William L. Riordan, *Plunkitt of Tammany Hall*, (1905)

Document 8

Machine Politics in Chicago

Crime conditions among the colored (African-American) people are being deliberately fostered by the present city administration...Disorderly cabarets (nightclubs), thieves, and depraved (evil) women are allowed in the section of the city [of Chicago] where colored people live. And, he added, the black people were being "exploited" (misused for personal gain) not just by whites but also for the sake of men in politics who are a disgrace to their own race.

The colored people have simply been sold out by the colored leaders. Our leaders are in the hands of white politicians, even though what the black people most need [are] representatives who are strictly representative, who are responsible first of all to the people of the ward.

Dr. George Cleveland Hall, William L Tuttle, Jr., *Race Riot: Chicago in the Red Summer of 1919*, (1970).

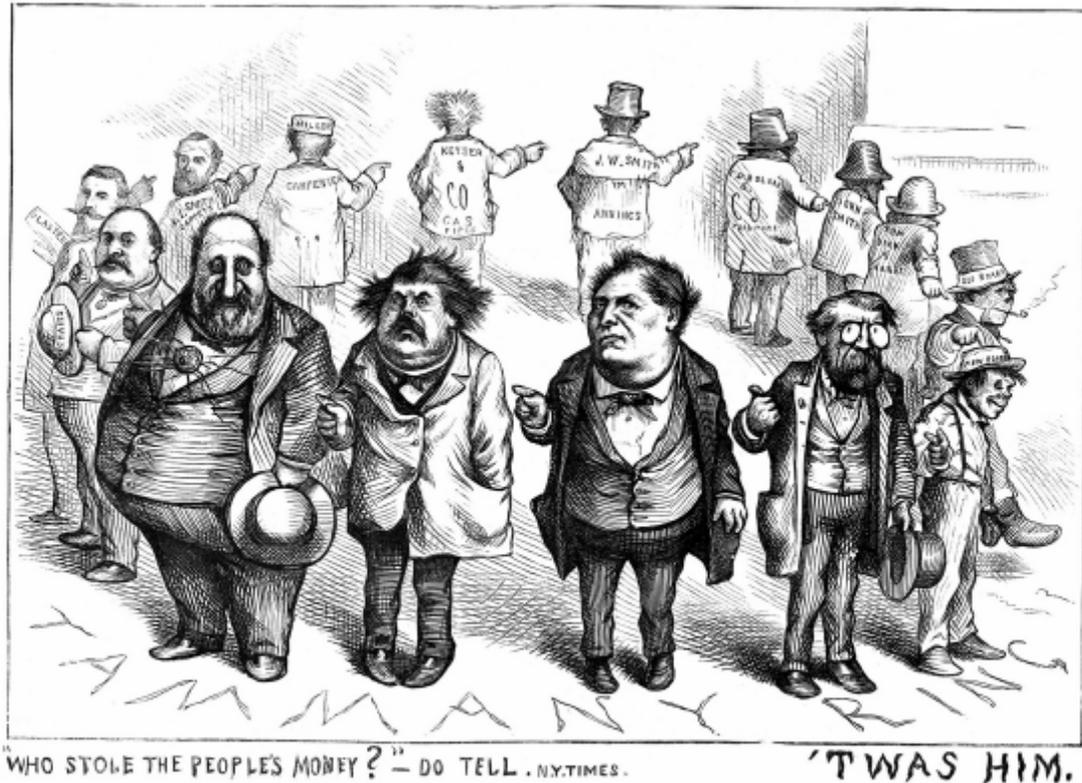
Transparency 1

Sentence Starters

- I believe that....
- I understand your point, but....
- I would like to point out...
- I disagree with you because...
- I respect your opinion, however,
- I would like you to clarify...
- I am confused because...
- I agree because...
- My idea builds upon what _____
said...

Transparency 2

'Twas Him



The Granger Collection, New York

Thomas Nast, "Twas Him," *Harper's Weekly*, (August 19, 1871)

The caption reads "Who stole the peoples' money?" The large man at the left of the image represents Boss Tweed. He is joined by two members of Tammany Hall, the mayor, and various city contractors that the city did business with such as carpenters.

Transparency 3

Take a Stand Statements

Directions: Read the statement, and decide if you agree or disagree with the statement. Take a stand by walking to the “agree” or “disagree” side of the room. Be prepared to defend your position.

1. Political machines served the poor because the wealthy didn't care about the poor.
2. The average American could not fight against machine politics.

Transparency 3

Take a Stand Statements

Directions: Read the statement, and decide if you agree or disagree with the statement. Take a stand by walking to the “agree” or “disagree” side of the room. Be prepared to defend your position.

3. Machine bosses controlled people through the use of fear.

4. Machine politics provided a means for folks to “take care of their own.”

Transparency 4

Paragraph 1	<u>Historical Context:</u> 2-3 sentence summary of political machines (What were they? What did they do?)													
	<u>Thesis:</u> (Did political machines have more of a positive or negative effect?)													
Paragraph 2	<u>Main Idea</u> Support for thesis	<table border="1"> <tr> <td data-bbox="444 495 688 590">Topic Sentence</td> <td data-bbox="688 495 1469 590"></td> </tr> <tr> <td data-bbox="444 590 688 684">Supporting Detail/Evidence</td> <td data-bbox="688 590 1469 684"></td> </tr> <tr> <td data-bbox="444 684 688 779">Supporting Detail/Evidence</td> <td data-bbox="688 684 1469 779"></td> </tr> <tr> <td data-bbox="444 779 688 873">Supporting Detail/Evidence</td> <td data-bbox="688 779 1469 873"></td> </tr> <tr> <td data-bbox="444 873 688 968">Analysis/Explanation</td> <td data-bbox="688 873 1469 968"></td> </tr> <tr> <td data-bbox="444 968 688 1056">Concluding Sentence</td> <td data-bbox="688 968 1469 1056"></td> </tr> </table>	Topic Sentence		Supporting Detail/Evidence		Supporting Detail/Evidence		Supporting Detail/Evidence		Analysis/Explanation		Concluding Sentence	
Topic Sentence														
Supporting Detail/Evidence														
Supporting Detail/Evidence														
Supporting Detail/Evidence														
Analysis/Explanation														
Concluding Sentence														
Paragraph 3	<u>Main Idea</u> The other side and further support for your side.	<table border="1"> <tr> <td data-bbox="444 1056 688 1150">Topic Sentence</td> <td data-bbox="688 1056 1469 1150"></td> </tr> <tr> <td data-bbox="444 1150 688 1245">Supporting Detail/Evidence</td> <td data-bbox="688 1150 1469 1245"></td> </tr> <tr> <td data-bbox="444 1245 688 1339">Supporting Detail/Evidence</td> <td data-bbox="688 1245 1469 1339"></td> </tr> <tr> <td data-bbox="444 1339 688 1434">Analysis/Explanation</td> <td data-bbox="688 1339 1469 1434"></td> </tr> <tr> <td data-bbox="444 1434 688 1612">Concluding Sentence</td> <td data-bbox="688 1434 1469 1612"> On the whole however, political machines had more of a _____ effect because _____ _____ _____ </td> </tr> </table>	Topic Sentence		Supporting Detail/Evidence		Supporting Detail/Evidence		Analysis/Explanation		Concluding Sentence	On the whole however, political machines had more of a _____ effect because _____ _____ _____		
Topic Sentence														
Supporting Detail/Evidence														
Supporting Detail/Evidence														
Analysis/Explanation														
Concluding Sentence	On the whole however, political machines had more of a _____ effect because _____ _____ _____													
Paragraph 4	<u>Conclusion</u> Restate thesis and add any additional insight/significance													

Teacher Guide 1

Key Ideas From The Documents

The following guide captures some of the key ideas found in each document. This does not represent an answer key.

Documents & Sources	<u>Big Idea</u> What is the main idea of the source?	<u>Effect</u> Does the source reveal a positive or negative effect of political machines?	<u>Evidence</u> Write quotations or key ideas from the document that supports your opinion.
Doc 1: Background Reading on Political Machines	Political machines provided needed services, but they abused power, stole tax money, and corrupted the voting process.	Political machines affected cities in both positive and negative ways	Positive- jobs, food, clothing and housing Negative- Political corruption, voting fraud, and payoffs for construction contracts
Doc 2: Background Reading on Reformers	Reformers fought to end the control of political machines and to clean up city government by ridding communities of political bosses. Later progressives reformed voting practices, and government.	Individual reformers and later the Progressive Era brought about many positive improvements to government, schools, and the way Americans treat one another.	Positive (short term) - Secret ballot, fair employment Positive (long term) Reorganization of city governments
Doc 3: 'Twas Him	Boss Tweed and the Tammany Hall political machine amounted to a corrupt ring of thieves stealing public tax money.	The Boss Tweed machine affected New York city in negative ways	The phrase “who stole the people’s money?” suggests the graft carried out by the Tammany Ring in collaboration with elected government officials. The title, “Twas Him”, suggests that it was difficult to pin the blame on an individual. The cartoon shows each member of the ring pointing at another (no accountability). Boss Tweed appears to be the biggest thief of them all.

Teacher Guide 1

Key Ideas From The Documents

The following guide captures some of the key ideas found in each document. This does not represent an answer key.

Documents & Sources	<u>Big Idea</u> What is the main idea of the source?	<u>Effect</u> Does the source reveal a positive or negative effect of political machines?	<u>Evidence</u> Write quotations or key ideas from the document that supports your opinion.
Doc 4: "Why the Ward Boss Rules"	Bosses rule their neighborhood by providing jobs and favors.	Political bosses affected cities in both positive and negative ways.	Positive- The Ward Boss provides rent, bail, and jobs to people living in his ward. Negative- The Ward Boss uses pay-offs to "fix" situations with the police. Poor people in the ward feel an obligation to the corrupt boss.
Doc 5: Mr, Richard Croker and Greater New York	Tammany Hall exploited immigrants in New York City by winning their trust and then manipulating them to vote for political "puppets" of the Tammany Hall machine.	Tammany Hall politics affected New York city in both positive and negative ways.	Positive- Tammany Hall connected with new immigrants and offered needed services. Negative- Immigrants were obligated to vote according to the dictates of Tammany Hall.
Doc 6: The Shame of the Cities	Leaders of the Tammany Hall machine in New York City employed charity to grow rich and then utilized their power and wealth for personal gain.	Tammany Hall politics affected New York city in both positive and negative ways.	Positive- Tammany Hall men were kind, generous, and supplied coal to poor people. Negative- Tammany Hall men gained wealth from vice (criminal activities) that "ruined fathers and sons, and corrupted children." They also neglected tenement properties.

Teacher Guide 1

Key Ideas From The Documents

The following guide captures some of the key ideas found in each document. This does not represent an answer key.

Documents & Sources	<u>Big Idea</u> What is the main idea of the source?	<u>Effect</u> Does the source reveal a positive or negative effect of political machines?	<u>Evidence</u> Write quotations or key ideas from the document that supports your opinion.
Doc 7: Plunkitt of Tammany Hall	George Plunkett as a representative of Tammany Hall provides philanthropic services to poor people in his election district.	According to this source George Plunkett achieved a largely positive influence in New York City.	Plunkett promoted many philanthropic activities, bought clothing for poor people and found jobs for the unemployed
Doc 8: Machine Politics in Chicago	Corrupt bosses controlled the African American community in Chicago.	The Chicago machine bosses affected the African-American community in negative ways.	Oscar DePriest “sold out” his own people in the course of allowing a variety of crimes, even prostitution, to flourish in the African American community.



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 11.4.5

Analyze the political, economic, and social ramifications of World War I on the home front.

PRIOR KNOWLEDGE REQUIRED

This lesson covers the impact of World War I on the home front. Students should have already learned about the outbreak of war in Europe, American attempts at neutrality, the British blockade, American sympathy to the British, American interests on the Allied side, and the Zimmerman Telegram.

INSTRUCTIONAL STRATEGIES

Vocabulary Development

A concept map helps students understand complex vocabulary by explaining the word's meaning and giving examples.

Small Group Work

Students work in groups to read and analyze primary sources, giving them an opportunity to discuss their thinking and deepen their understanding as they consider the thinking of other students.

Content Reading Guides

This strategy, including graphic organizers, helps students gather key information which can be used in response to the essay prompt.

Jigsaw Reading

Students read a small section of a larger passage and share what they have learned with other students or groups.

Think, Pair, Share

Students will listen to a question, think of a response, and share their response with a partner.

Visual Analysis Tools

This strategy uses graphic organizers and questions which help the student deconstruct pictures, posters, political cartoons, and maps.

BRIEF OUTLINE OF LESSON

Day 1

- Analyze a quote, filling in missing words
- Connect an anti-German speech to the quotation
- Develop knowledge of key terms and vocabulary needed throughout the lesson

Materials Needed: Student Handouts 1-5, Documents 1 and 2, Transparencies 1 and 2

Day 2

- Reconnect with the hook
- Read a background essay
- Guided practice of document analysis
- Analyze primary sources

Materials Needed: Student Handouts 6-12, Documents 3-5, Transparency 4

Day 3

- Complete primary source analysis
- Read an economics background essay
- Analyze primary sources related to economics

Materials Needed: Student Handouts 7-12, Documents 5 and 6

Day 4

- Complete primary source analysis
- Review prompt/task sheet
- Unpack the prompt
- Prepare to write

Materials Needed: Student Handouts 14-16, Documents 6-8, Transparencies, 6 and 7

Day 5

- Complete essay writing
- Student reflection

CULMINATING TASK

The culminating task for this lesson is an essay in response to the following prompt:

Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes and determine which was most significantly impacted by World War I.

KEY TERMS AND CONTENT

sycophant
average annual income
righteousness
Sussex Pledge
Zimmerman Telegram
civil liberties
sedition
Consumer Price Index
propaganda
public attitudes
migration
War Industries Board
espionage
recession
national economy
Liberty Bonds
conscription
Victory Bonds
Gross National Product
inflation
rationing
Victory Gardens

11th Grade Instructional Guide

Model Lesson 2:

World War One: The Home Front

Standard

11.4.5 Analyze the political, economic, and social ramifications of World War I on the home front.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

- Students identify bias and prejudice in historical interpretations.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Guiding Inquiries:

1. How does being at war impact daily life?
2. Did World War I equally impact all Americans?
3. To what extent does being at war cause a shift in American ideals?
4. Is it necessary to restrict civil liberties during wartime?

Materials

Student Handout 1: Prejudice and Discrimination in History

Student Handout 2: Key Terms and Vocabulary

Student Handout 3: Exit Pass

Student Handout 4: Graphic Organizer

Student Handout 5: German Children in School

Student Handout 6: Food During the War

Student Handout 7: Wartime Hysteria

Student Handout 8: Leaving for War

Student Handout 9: Women and the War Effort

Student Handout 10: Writing Prompt and Task Sheet

Student Handout 11: Unpacking the Prompt

Student Handout 12: Writing Graphic Organizer

Document 1: Loyalty and German-Americans

Document 2: America During WWI

Document 3: Espionage/Debs

Document 4: C.P.I. "Four Minute Man" Speech

Document 5: The Economics of WWI

Document 6: Economic Data 1914 - 1918

Document 7: African-American Population Charts

- Audio Recording 1: Loyalty
- Transparency 1: Vonnegut Quote
- Transparency 2: Espionage/Debs
- Transparency 3: Definition of Analyze
- Transparency 4: Unpacking the Prompt
- Teacher Guide 1: Vocabulary Development
- Teacher Guide 2: Vocabulary and Key Terms
- Teacher Guide 3: US Entry into WWI

Questions for Lesson Study

1. Can students determine the impact of World War I on the home front?
2. Can students categorize primary sources?
3. Can students evaluate evidence and determine its significance?

Lesson Overview

In this lesson, students will learn about the impact of World War I on the American home front. Students will begin by becoming familiar with anti-German sentiment through a quotation and a speech. Next, students will work with the terms *economic*, *political*, and *social* which will aid them in answering the prompt. Students will then read a background piece on some of the social and political impacts of WWI and work with primary sources related to social and political impacts, categorizing each of the primary sources as they read. Students will then develop an understanding of the economic effects of WWI by reading background information and primary sources about the economic impacts and categorizing these materials. Students will be given an opportunity to revisit their categorization of the primary sources to determine if sources had multiple impacts on the American home front. This lesson has been designed as an overview of the ramifications of WWI on the home front. The lesson has been crafted to fit the structure of a 50 minute instructional period and will take five days to complete.

The essay prompt to which students will respond is:

Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes, and determine which was most significantly impacted by World War I.

Textbook Correlations: Glencoe pages 375 - 383, Mc Dougal Littell pages 388 - 397, Prentice Hall 432 - 436

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook The teacher should begin by reading the introduction on Student Handout 1, Part One, aloud to the students. Next, read the quotation. Students will fill in the blanks in the quotation.</p> <p>Students are not meant to be able to identify the correct answer when they complete this activity. It has been designed to demonstrate that throughout history many groups have been subjected to prejudice and discrimination.</p> <p>Ask a few students to share what they wrote in the blanks and explain why they made these choices. The teacher should not correct any student errors but could encourage a variety of responses.</p>	<p><u>Time Suggestion:</u> 10 minutes</p> <p>This statement was made by Kurt Vonnegut in a collection of short stories and speeches, <u>Palm Sunday</u> published in 1981.</p>

<p>Anti-German Speech Students will listen to an audio recording of a speech given by James Gerard Watson, <i>Loyalty and German-Americans</i> on November 25, 1917. Watson served as U.S. Ambassador to Germany from 1913 - 1917. As students listen to the speech, have them follow along, reading Document 1. This speech has been provided to offer insight for students into the ethnic discrimination that German - Americans faced during World War I.</p> <p>After students have heard/read the speech, have them reconsider their responses to Student Handout 1, Part One.</p> <p>Students will reflect on the connection between the speech and the quotation by answering the question posed on Student Handout 1, Part Two. Select a few students to share their answers.</p> <p>If students struggle, inform them that the missing words are <i>German</i> and <i>First World War</i>, written by Kurt Vonnegut, an American author of German descent.</p> <p>Note for students that at various times of war and conflict in American history different groups have faced prejudice and discrimination. For example, anti-British sentiment during the War of 1812 and anti-Mexican sentiment during the Mexican-American War.</p>	<p>15 minutes</p> <p>Teachers who are unable to play the audio may read the speech to the students. Students may need to listen to the speech more than one time.</p> <p>Students will be able to cite both the Vonnegut quote and the Anti-German speech in their culminating task.</p>
<p>Introduction of Lesson The teacher should begin the lesson by outlining the goals for the next five days. Goals should include:</p> <ul style="list-style-type: none"> • Understanding the effects of WWI on the home front. • Categorizing primary sources. • Writing a multi-paragraph response to the prompt: <ul style="list-style-type: none"> ○ Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes and determine which was most significantly impacted by World War I. <p>The teacher may introduce additional goals as needed.</p>	<p>5 minutes</p>
<p>Key Terms and Vocabulary Working with a partner, students should complete Student Handout 2. They will be responsible for reading the key terms and vocabulary and categorizing each of these terms as political, social, or economic. Students will use this student handout as a reference for definitions as they read primary and secondary sources.</p> <p>Teacher Guide 1 has been provided for students who struggle with the definitions of social, political, and economic.</p> <p>Teacher Guide 2 has been provided as a key for the categorization of the terms.</p> <p>Teacher Guide 3 has been provided as a resource to review with students</p>	<p>15 minutes</p> <p>Remind students that terms may fit into more than one category.</p>

the causes of United States entry into World War I.	
<p>Exit Pass</p> <p>Using Student Handout 3, have students respond to the question:</p> <ul style="list-style-type: none"> In your opinion, “Is it necessary to restrict civil liberties during wartime?” Explain your answer. 	5 minutes

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Teacher Modeling: Background Reading</p> <p>Using Document 2, begin by reading the section entitled, “Wilsonian Idealism” to students, as an introduction to the background reading.</p>	5 minutes
<p>Reconnecting with the Hook</p> <p>Project Transparency 1 for students and reconnect back to the hook from Day 1. Point out to students the contradiction between the quotation and the paragraph on Wilsonian Idealism, particularly the phrase “make the world safe for democracy.”</p> <p>Then, have students work with a partner and read the section entitled “Anti-German Hysteria” and complete the section on Student Handout 4 entitled “Anti-German Hysteria.” When partners have finished, have students share out to check that students understand how to use Student Handout 4.</p>	<p>10 minutes</p> <p>Students should use Student Handout 2 for assistance with vocabulary terms.</p>
<p>Complete Background Reading</p> <p>Working with a partner, students will jigsaw the remaining four sections of Document 2, with each student taking two sections. As they read, have partners fill in the chart on Student Handout 4 and share this information with their partner.</p>	<p>15 minutes</p> <p>Students should use Student Handout 2 for assistance with vocabulary terms.</p>
<p>Document Analysis: Guided Practice</p> <p>Begin modeling the document analysis by reading Document 3, The Espionage Act, aloud to students, clarifying terminology that may be unfamiliar to students. Students should highlight or underline items prohibited by the Espionage Act while the teacher reads. Remind students that each of the documents has been written with a different structure and purpose.</p> <p>Working with a partner, students should read the Debs speech located on Document 3. Students should determine what aspect of the Espionage Act Debs violated and use the items they underlined as evidence. Students should also categorize the document as Political, Social, or Economic. Encourage students to reflect on the document and determine if it fits in more than one category.</p> <p>When students are finished with their analysis, check their answers and justification, clarifying any misconceptions, if needed.</p>	<p>10 minutes</p> <p>Transparency 2 has been provided to assist teachers with the guided practice.</p> <p>Students should use Student Handout 2 for assistance with vocabulary terms.</p>

<p>Primary Source Analysis Working with the same partner, students will analyze Document 4. Students should categorize the document as Political, Social, or Economic. Encourage students to reflect on the document and determine if it fits into more than one category.</p>	<p>10 minutes</p> <p>Students should use Student Handout 2 for assistance with vocabulary terms.</p>
--	---

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Continue Primary Source Analysis Working in teams of four, students will analyze Student Handouts 5 - 8, with each student being responsible for one of the Student Handouts. After 10 minutes have students share their findings with one another</p> <p>As students are working, check that students are categorizing documents in multiple categories.</p>	<p>20 minutes</p> <p>Have a few students share what they have learned based on the documents. Address any questions or misconceptions.</p>
<p>Economics Reading Begin by modeling the first section of the economics reading, entitled “A Boom to the Economy.”</p> <p>Working with a partner, students will jigsaw the remaining four sections of Document 5. As they read, have partners fill in the chart on Student Handout 4 and share this information with their partner.</p>	<p>15 minutes</p>
<p>Primary Source Analysis Working in teams of four, students will analyze Documents 6 and 7 and Student Handout 9, answering all questions on the documents/student handout.</p> <p>As students are working, check that students are categorizing documents in multiple categories.</p>	<p>15 minutes</p>

Day 4	
Teacher/Student Activities	Helpful Hints
<p>Continue Primary Source Analysis Allow students time to complete their analysis of Documents 6 and 7, and Student Handout 9.</p> <p>As students are working, check that students are categorizing documents in multiple categories.</p>	<p>10 minutes</p> <p>If students have completed their analysis use this time to review key ideas from previous Documents and Student Handouts.</p>
<p>Review the Prompt/Task Review Student Handout 10 with students, taking time to review the tasks required to completely address the prompt and drawing students’ attention to the suggested terms to include when they write.</p> <p>Remind students that they may reference both primary and secondary sources in their writing.</p>	<p>10 minutes</p>

<p>Unpacking the Prompt Using Student Handout 11, deconstruct the prompt as a class. Use Transparency 3 to show students the definition of the word “Analyze”, if needed.</p> <p>Use Transparency 4 to record student answers, clarifying when necessary.</p>	10 minutes
<p>Prep for Writing Allow students time to work on Student Handout 12, the writing graphic organizer, using Student Handout 4 and other lesson materials for reference.</p> <p>Remind students that Student Handout 12 has been designed to organize their thoughts for writing and that the complete essay will need to be rewritten before it is turned in.</p>	20 minutes If additional time is needed for students to work on the writing graphic organizer, students may complete Student Handout 12 for homework.

Day 5	
Teacher/Student Activities	Helpful Hints
<p>Essay Writing Allow students to complete their essay in response to the prompt, providing assistance as needed.</p>	40 minutes
<p>Reflection Students participate in a reflective instructional conversation on the material learned.</p> <p>Write on the board, or on an overhead transparency, or project on a PowerPoint slide:</p> <ul style="list-style-type: none"> • How does being at war impact daily life? • Did World War I equally impact all Americans? • Is it necessary to restrict civil liberties during wartime? 	10 minutes

Student Handout 1

Prejudice and Discrimination in History

Part One

Introduction

Throughout history, during times of war, there is a tendency to vilify your enemy. In the United States, this vilification has come in the form of propaganda that has led to discrimination.

Directions: Read the quotation below. Fill in the blanks with the words you feel will best complete the sentence.

“The anti-_____ [sentiment] in this country during the _____ War so shamed and dismayed my parents that they resolved to raise me without acquainting me with the language or the literature of the music or the oral family histories which my ancestors had loved. They volunteered to make me ignorant and rootless as proof of their patriotism.”

Part Two

Directions: Answer the question in one to two sentences.

What, if any, is the connection between the sentiments expressed in the speech by James Gerad Watson and the quotation written above?

Student Handout 2

Key Terms and Vocabulary

Directions: Read each key term and its definition. Then, categorize the term as political, social, or economic. An example for each category has been provided for you.

Term or Phrase	Definition	Political, Social, or Economic
Average Annual Income	The yearly amount of income for all working people divided by the number of people working in that given year.	
Victory Bonds	A special type of war bond sold in the United States after World War I was concluded. It was sold to help pay for the cost of the war effort. It could be redeemed for the value of the bond plus interest.	
righteousness	Considered to be correct or justifiable.	
Sussex Pledge	1916 agreement by Germany not to sink passenger ships and merchant vessels without warning, agreed to due to the threat of the United States cutting off diplomatic relations with Germany.	
civil liberties	Freedom from arbitrary governmental interference (as with the right of free speech) specifically by denial of governmental power and in the United States especially as guaranteed by the Bill of Rights.	Political
Zimmerman Telegram	1917 cable from Germany proposing an alliance with Mexico in the event of war between Germany and the United States. Germany offered to help Mexico regain lands in the American southwest lost in the Mexican-American War. The telegram was intercepted by the British and leaked to the American press.	
sedition	Actions or words intended to provoke or incite rebellion against government authority, or actual rebellion against government authority.	
Consumer Price Index	A government-issued index of the retail prices of basic household goods and services.	
propaganda	Information put out by an organization or government to promote a policy, idea, or cause.	
public attitudes	Opinions of society with respect to an issue or situation.	Social

Student Handout 2

Term or Phrase	Definition	Political, Social, or Economic
migration	The act or process of moving from one region or country to another.	
War Industries Board	United States government agency established on July 28, 1917, during World War I, and reorganized in 1918 under the leadership of Bernard M. Baruch. The organization encouraged companies to use mass-production techniques to increase efficiency and urged them to eliminate waste by standardizing products.	
espionage	The use of spying or spies to gather secret information.	
recession	A period, shorter than a depression, during which there is a decline in economic trade and prosperity.	
national economy	Production and trade of goods and money inside of a country.	Economic
Liberty Bonds	A special type of war bond that was sold in the United States to support the Allied cause in World War I. It could be redeemed for the original value of the bond plus interest.	
conscription	The mandatory enrollment of citizens in the armed forces.	
Gross National Product	The total value of all goods and services produced within a country in a year, including net income from investments in other countries.	
inflation	An increase in the supply of currency or credit relative to the availability of goods and services, resulting in higher prices and a decrease in the purchasing power of money.	
rationing	A fixed and limited amount of something, especially food, given or allocated to a person or group from the stocks available, especially during a time of shortage or a war.	
Victory Gardens	Private gardens that Americans were encouraged to plant to grow their own fruits and vegetables thus leaving more food for the troops.	
sycophant	A person who flatters somebody powerful for personal gain.	

Student Handout 4

America During World War I: Graphic Organizer

Directions: As you read **Documents 2** and **5** complete the chart by explaining what the phrase means and explaining the impact that it had on the home front.

Section	What was it?	What impact did it have?
Anti-German Hysteria		
The Espionage and Sedition Acts		
Committee on Public Information		

Student Handout 4

Section	What was it?	What impact did it have?
Conscription and Military Service		
The Food Administration and The Fuel Administration		
A Boom to the Economy		
Government Intervention in the Economy		

Student Handout 4

Section	What was it?	What impact did it have?
Paying for the War		
Change in Urban Demographics and the Workforce		
Short Term and Long Term Effects		

Student Handout 5

German Children in School

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the Student Handout 5.



Student Handout 5

1. Who are the people in the cartoon?
2. What is the message of the cartoon?
3. How does the text in the caption support the visual images in the cartoon?
4. What is the most effective aspect of the cartoon?

Political	Social	Economic
-----------	--------	----------

Student Handout 6

Food During the War

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



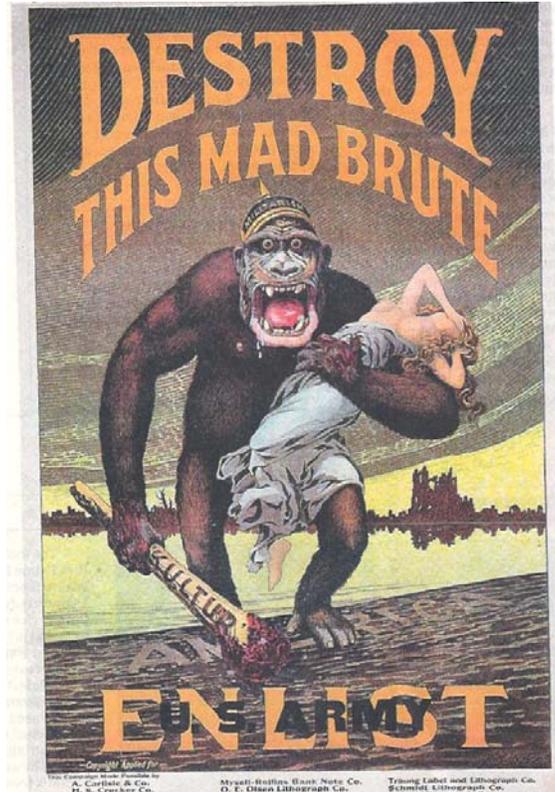
1. What is most prominent in this poster?
2. What words in the poster are most significant? Why?
3. What is the message of the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
-----------	--------	----------

Student Handout 7

Wartime Hysteria

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



1. What images or symbols do you see in the poster?
2. What do the images or symbols represent?
3. How does the text in the poster support images or symbols in the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
-----------	--------	----------

Student Handout 8

Leaving for War

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



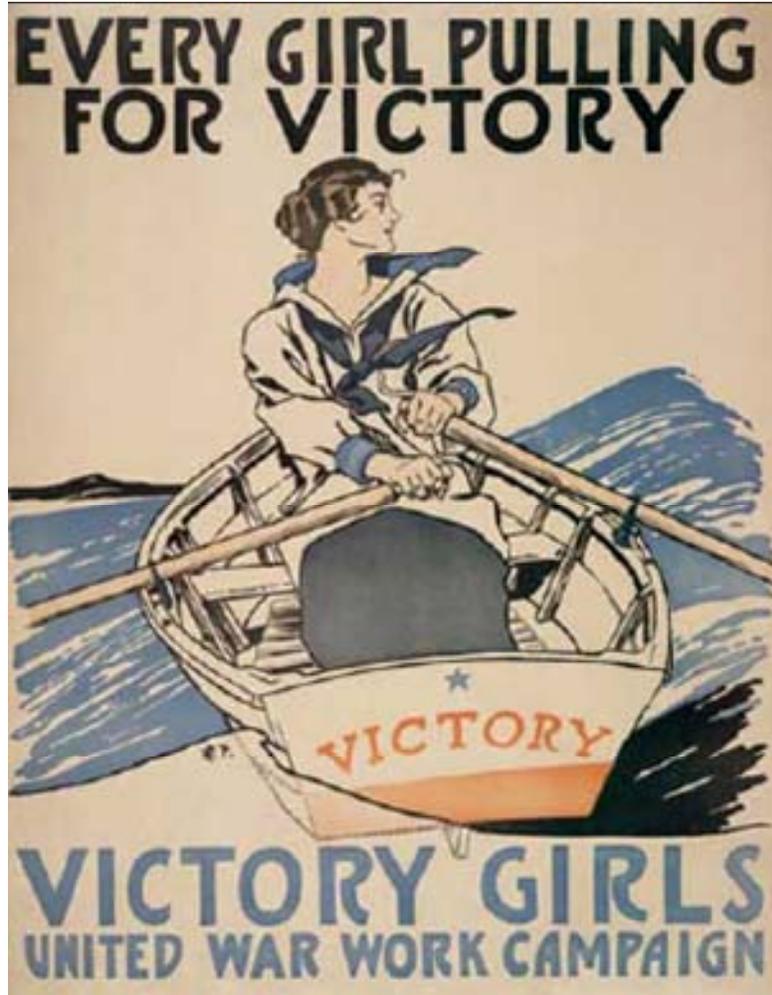
1. What images or symbols do you see in the poster?
2. What do the images or symbols represent?
3. How does the text in the poster support images or symbols in the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
-----------	--------	----------

Student Handout 9

Women and the War Effort

Directions: Study the image below and answer the accompanying questions. When finished with the questions, put a check in the appropriate box(es) at the bottom of the page.



1. What images or symbols do you see in the poster?
2. What do the images or symbols represent?
3. How does the text in the poster support images or symbols in the poster?
4. What is the most effective aspect of the poster?

Political	Social	Economic
-----------	--------	----------

Student Handout 10

Writing Prompt and Task Sheet

Historical Background

In 1917 the United States entered WWI on the Allied side. This decision had a significant impact on the daily life of all Americans.

Prompt

Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes, and determine which was most significantly impacted by World War I.

Task

Write a multi-paragraph essay in which you:

1. Write an introductory paragraph that contains a two to three sentence summary of the impact of American involvement in World War I on the home front. This paragraph must include a thesis statement that establishes an argument for the most significant impact.
2. Write one paragraph that addresses the most significant impact on the home front. Include evidence from at least two primary sources or documents.
3. Write one paragraph that addresses another significant impact on the home front. Include evidence from at least two primary sources or documents.
4. Write one paragraph that addresses the least significant impact on the home front. Include evidence from at least two primary sources or documents.
5. Write a concluding paragraph that restates the thesis and includes a summarizing or final thought.

Suggested terms to include in your writing

sycophant	War Industries Board
Average Annual Income	espionage
righteousness	recession
Sussex Pledge	national economy
Zimmerman Telegram	Liberty Bonds
civil liberties	conscription
sedition	Victory Bonds
Consumer Price Index	Gross National Product
propaganda	inflation
public attitudes	rationing
migration	Victory Gardens

Student Handout 11

Unpacking the Prompt

Directions: Use this sheet to unpack the prompt.

The Prompt:

Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes, and determine which was most significantly impacted by World War I.

1. What is the key event being discussed in the prompt? _____

2. What is the first verb in the prompt? _____

3. What do you think that the word analyze means? _____

4. Based on the definition and **Student Handout 10**, what will you need to include in your essay?

5. What three areas must your essay address?

6. What evaluation is the prompt asking you to make?

7. Order the three categories from most significant impact to least significant impact.

Student Handout 12

Writing Graphic Organizer

Paragraph 1	Historical Context: 2-3 sentence summary of the impact of American involvement in World War I	
	Thesis:	
Paragraph 2	Main Idea <i>category with the most significant impact</i>	Topic Sentence
		Supporting Evidence
		Supporting Evidence
		Analysis
		Concluding Sentence
Paragraph 3	Main Idea <i>category with another significant impact</i>	Topic Sentence
		Supporting Evidence
		Supporting Evidence
		Analysis
		Concluding Sentence
Paragraph 4	Main Idea <i>category with the least significant impact</i>	Topic Sentence
		Supporting Evidence
		Supporting Evidence
		Analysis
		Concluding Sentence
Paragraph 5	Restate Thesis	
	Review Main Points	
	Final Thought	

Document 1

Loyalty and German-Americans

Directions: Read the speech as you listen to the recording of the speech being played.

I know that it is hard for Americans to realize the magnitude of the war in which we are involved. We have problems in this war no other nations have. Fortunately, the great majority of American citizens of German descent have, in this great crisis of our history, shown themselves splendidly loyal to our flag.

Everyone had a right to sympathize with any warring nation. But now that we are in the war there are only two sides, and the time has come when every citizen must declare himself American - or traitor!

We must disappoint the Germans who have always believed that the German-Americans here would risk their property, their children's future, and their own neck, and take up arms for the Kaiser. The Foreign Minister of Germany once said to me "your country does not dare do anything against Germany, because we have in your country 500,000 German reservists who will rise in arms against your government if you dare to make a move against Germany."

Well, I told him that that might be so, but that we have 500,001 lamp posts in this country, and that that was where the reservists would be hanging the day after they tried to rise. And if there are any German-Americans here who are so ungrateful for all the benefits they have received that they are still for the Kaiser, there is only one thing to do with them. And that is to hog-tie them, give them back the wooden shoes and the rags they landed in, and ship them back to the Fatherland.

I have travelled this year all over the United States, through the Alleghenies, the White Mountains, and the Catskills, the Rockies and the Bitterroot Mountains, the Cascades, the Coast Range, and the Sierras. And in all these mountains, there is no animal that bites and kicks and squeals and scratches, that would bite and squeal and scratch equal to a fat German-American, if you commenced to tie him up and told him that he was on his way back to the Kaiser.

James Gerard Watson,
Loyalty and German-Americans
November 25, 1917

Document 2

Fact Sheet: America During World War I

Directions: As you read, complete the corresponding chart on **Student Handout 4**. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

Wilsonian Idealism

Once Congress granted President Wilson the Declaration of War with Germany on April 6, 1917, the president sought to change the traditional American hostility to involvement in European wars. With the same fervor that he had supported progressive reform in areas such as the reduction of the tariff, reform of banking with the Federal Reserve Act, and anti-trust legislation, he now sold the war effort as a crusade “to make the world safe for democracy.” Wilson believed that America was not fighting for the gain of territory or riches, but rather to shape an international order in which democracy might flourish around the globe. Wilson perhaps oversold this idealistic view as Americans initially accepted these high minded goals, often with unintended consequences.

Anti-German Hysteria

At the time of American entry into World War I, Americans with at least one German born parent totaled over eight million and represented roughly eight percent of the United States population. The vast majority of these people were loyal Americans. However, rumors of spying and sabotage as well as government propaganda whipped the public into a frenzy of anti-German sentiment. Hatred of Germans and all things German swept the country. Orchestras no longer performed the music of Beethoven or Wagner. Libraries removed German books from their shelves. High schools and colleges cancelled German language classes. During World War I, hamburger became “liberty steak” and sauerkraut became “liberty cabbage.” A handful of German Americans were tarred, feathered, and beaten and at least one German was lynched.

The Espionage and Sedition Acts

Congress passed the **Espionage Act** in June 1917 and the **Sedition Act** in May 1918. Under these laws, if a person was convicted of saying anything disloyal, criticizing the government, or interfering with the war effort in any way, they could be sentenced to up to twenty years in jail and fined up to \$10,000. Under these acts some 2,000 people were prosecuted with roughly half resulting in convictions. Most famously, Eugene V. Debs, a socialist leader received a ten-year prison sentence for giving a speech in which he criticized the war effort and the draft. The prosecution of Debs and others represent an unfortunate era in the history of American civil liberty. When the war ended presidential pardons were granted freely including one for Debs in 1921.

Committee on Public Information

To help sell the war effort, the United States government set up the **Committee on Public Information** (CPI). The organization was headed by George Creel, a journalist

Document 2

whose job it was to convince Americans of the **righteousness** of the war cause. The CPI hired 150,000 workers, half of whom served as “four-minute men.” Their job was to give brief patriotic speeches in support of all aspects of the American war effort. The CPI also had a hand in creating **propaganda** posters, leaflets, booklets, and even influenced movies such as *The Kaiser*, *the Beast of Berlin* and *To Hell with the Kaiser*. The CPI certainly inspired patriotism, but also helped to inflame the passions of Americans against German Americans and helped to stifle dissent.

Conscription and Military Service

Six weeks after the United States declared war on Germany, Congress passed the **Selective Service Act**. The act required all men between the ages of eighteen and forty-five to register with the government for the purpose of being selected for military service (the draft). Only men working in industries deemed vital to the war effort, such as shipbuilding, were exempted from registration. By the end of the war twenty-four million men had registered of whom three million were called into service. Of the nearly four million in active military duty during the First World War, some 400,000 African Americans served in segregated combat and non-combat units in the United States Army, and roughly 13,000 women contributed in non-combat roles in the Army, Navy, and Marine Corps. Ironically, African Americans and women were being asked to support the fight for democracy abroad, while their democratic freedoms at home were still being restricted.

The Food Administration and The Fuel Administration

During the war, the government set up the Food Administration to help conserve food to aid the war effort. Rather than relying on rationing of food, Herbert Hoover, the head of the Food Administration, called for voluntary participation. The Food Administration used a barrage of posters and billboards that called on Americans to give up wheat on Wednesdays and meat on Tuesdays; when eating apples, American children were told to be, “patriotic to the core.” Citizens were urged to plant “**victory gardens**” in their own yards so that farm produced goods could go directly to the Allied cause. The only mandatory restriction came when Congress passed a bill that restricted the use of foodstuffs in the production of alcoholic beverages.

Mimicking the Food Administration, the Fuel Administration asked Americans to voluntarily endure “heatless Mondays,” “lightless nights,” and “gasless Sundays” so that fuel could be sent to support the American war effort.

Document 3

Espionage/Debs

Directions: Read the Espionage Act and the excerpt from Eugene Debs' speech. As you read the Espionage Act, underline all items prohibited. Then, after reading the Debs speech, answer the questions at the bottom of the page. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

Espionage Act, United States Congress, 1917

SECTION 3

Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States or to promote the success of its enemies and whoever when the United States is at war, shall willfully cause insubordination, disloyalty, mutiny, refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct the recruiting or enlistment service of the United States, to the injury of the service or of the United States, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both.

Eugene V. Debs, Speaking in Canton Ohio, June 16, 1918

I have just returned from a visit over yonder [visiting friends in jail], where three of our most loyal comrades are paying the penalty for their devotion to the cause of the working class. They have come to realize, as many of us have, that it is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world.

I realize that, in speaking to you this afternoon, there are certain limitations placed upon the right of free speech. I must be exceedingly careful, prudent, as to what I say, and even more careful and prudent as to how I say it. I may not be able to say all I think; but I am not going to say anything that I do not think. I would rather a thousand times be a free soul in jail than to be a **sycophant** and coward in the streets.

They have always taught and trained you to believe it to be your patriotic duty to go to war and to have yourselves slaughtered at their command. But in all this history of the world, you, the people, have never had a voice in declaring war, and strange as it certainly appears, no war by any nation in any age has ever been declared by the people.

They are continually talking about your patriotic duty. It is not their but your patriotic duty that they are concerned about. There is a decided difference. Their patriotic duty never takes them to the firing line or chucks them into the trenches.

What part of Section 3 of the Espionage Act did Debs violate? What is your evidence?

Political	Social	Economic
-----------	--------	----------

Document 4

C.P.I. "Four Minute Man" Speech

Directions: Read the following speech. As you read, highlight or underline key terms and phrases that provide clues that will allow you to determine if the speech demonstrates a social, political, or economic impact of World War I. Indicate the category at the bottom of the page. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

Ladies and Gentlemen:

I have just received the information that there is a German spy among us—a German spy watching us. He is around, here somewhere, reporting upon you and me—sending reports about us to Berlin and Germans just what we are doing with the **Liberty Loan** [Liberty Bond]. From every section of the country these spies have been getting reports over to Potsdam—not general reports but details—where the loan is going well and where its success seems weak, and what people are saying in each community. For the German Government is worried about our great loan. Those Junkers (land owners in Eastern Germany) fear its effect upon the German morale. They're raising a loan this month, too. If the American people lend their billions now, one and all with a hip-hip-hurrah, it means that America is united and strong. While, if we lend our money half-heartedly, America seems weak and autocracy (government run by a self appointed ruler) remains strong. Money means everything now; it means quicker victory and therefore less bloodshed. We are in the war, and now Americans can have but one opinion, only one wish in the Liberty Loan.

Well, I hope these spies are getting their messages straight, letting Potsdam know that America is hurling back to the autocrats these answers: For treachery (violation of trust) here, attempted treachery in Mexico, treachery everywhere—one billion. For murder of American women and children—one billion more. For broken faith and promise to murder more Americans—billions and billions more. And then we will add: In the world fight for Liberty, our share—billions and billions and billions and endless billions. Do not let the German spy hear and report that you are a slacker.

*Committee on Public Information,
Four Minute Man Bulletin,
No. 17 (Oct. 9, 1917)*

Political	Social	Economic
-----------	--------	----------

Document 5

The Economics of World War I

Directions: As you read, complete the corresponding chart on **Student Handout 4**. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

A Boom to the Economy

When World War I began, the United States economy was in **recession**. But a 44-month economic boom ensued from 1914 to 1918, first as Europeans began purchasing U.S. goods for the war and later as the United States itself entered the war.

United States' entry into World War I in 1917 caused massive U.S. federal spending which shifted national production from civilian to war materials. Between 1914 and 1918, some 3 million people were added to the military and half a million to the government. Overall, unemployment declined from 7.9 percent to 1.4 percent as workers were drawn into new manufacturing jobs and the military draft removed many young men from the labor force.

Government Intervention in the Economy

As part of the war effort, the U.S. government attempted to guide economic activity with the creation of the **War Industries Board** in July 1917. The job of The War Industries Board was to organize and coordinate the production of goods and material necessary to the war effort. The overall impact of the War Industries Board on the economy was relatively small, and it was disbanded shortly after the armistice. However, the War Industries Board established a precedent for future government intervention in the American economy.

To help support the war effort, the National War Labor Board was created in March 1918. The role of the Board was to ensure the support of organized labor during the duration of the war. The Board pressured employers to grant concessions to workers, including the eight-hour work day and higher wages. In exchange, organized labor agreed not to disrupt production with strikes. By the end of the war, union membership in the United States had nearly doubled.

Paying for the War

Some estimates put the total cost of World War I to the United States at approximately \$32 billion, or 52 percent of **gross national product** at the time. The majority of the war was paid for with money borrowed from the public, some from taxes, and some from the creation of new money. Treasury Secretary William Gibbs McAdoo crisscrossed the country selling war bonds, even enlisting the help of Hollywood stars and Boy Scouts. Ultimately the government sold 21 billion dollars in war bonds, or two-thirds of the cost of the war. The other one-third of the money was raised by increased taxes.

Document 5

A Change in Urban Demographics and the Workforce

The large numbers of white men drafted into military service created a void of workers in northern factories producing materials for the war effort. In many cases that void was filled by African-Americans lured from the South by the prospect of higher wages. During World War I some 300,000 - 500,000 African-Americans migrated to Northern cities such as New York, Chicago, and Detroit, greatly changing the racial makeup of those cities. To some extent during the war, and in several instances after the war, racial violence broke out in American cities as a result of these changes in demographics.

Thousands of women flooded into factories and fields, taking up jobs that were left unfilled by men who left the assembly line for the front line. However, most women workers left their wartime jobs when the soldiers came home from the war.

Short Term and Long Term Effects

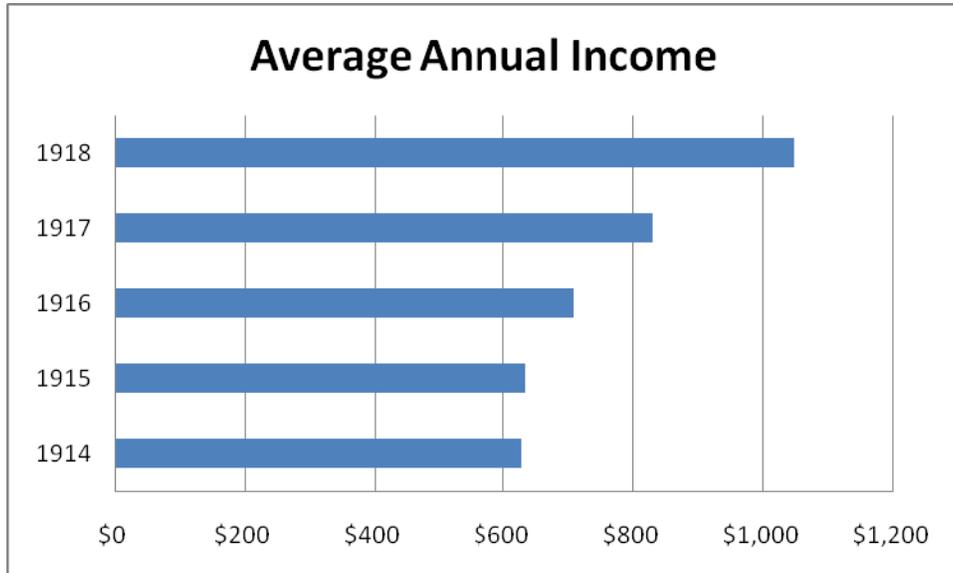
When the war began, the United States was a debtor nation. That is the United States owed more money to other nations than those nations owed to the United States. However, by the end of the war, the United States emerged as a creditor nation, or a nation who loaned money to other nations, investing large amounts of money internationally.

Although the U.S. government took on such an active role in economic affairs during the war, this did not increase the government's role in peacetime. Subsequent increases in federal spending resulted mainly from war-related matters, such as veterans' benefits, and the most of the wartime regulatory agencies soon disappeared with the ensuing peace.

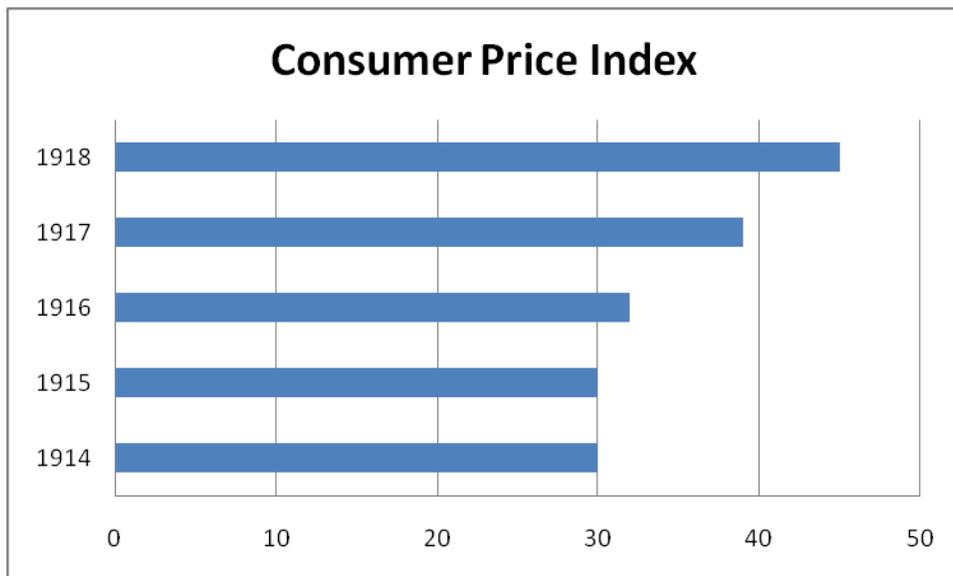
Document 6

Economic Data 1914 - 1918

Directions: Analyze the charts and answer the corresponding questions.

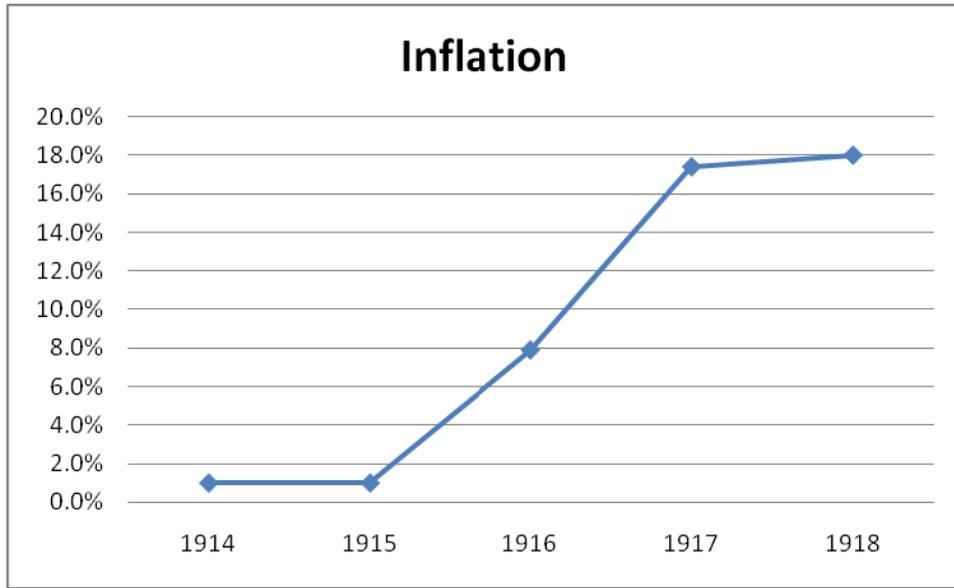


1. What was the average annual income in the United States in 1914? _____
 2. What was the average annual income in the United States in 1918? _____
 3. What might account for this change? _____
-
-



4. What happened to the price of goods and services between 1914 and 1918? _____
-

Document 6



- 5. What was the annual rate of inflation in 1914? _____
- 6. What was the annual rate of inflation in 1918? _____
- 7. What might account for this change? _____

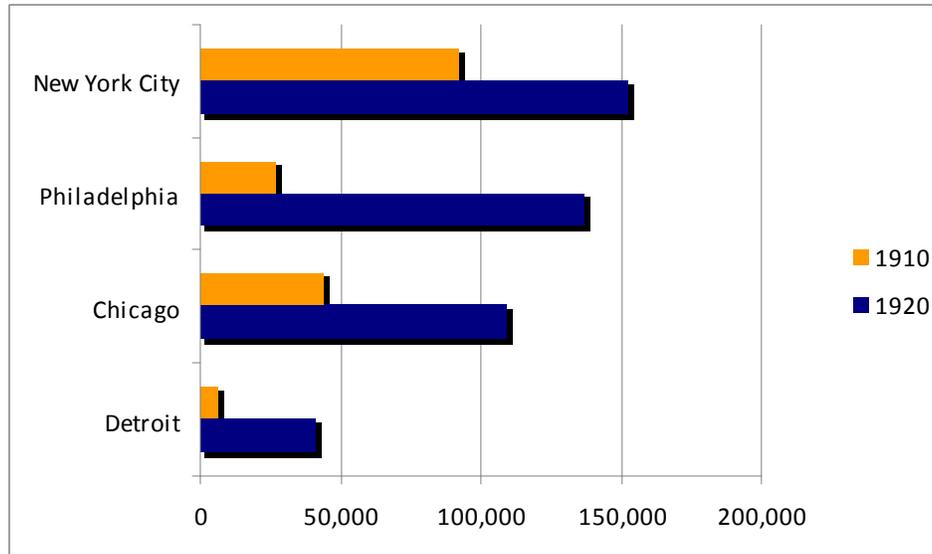
- 8. How did the rise in average annual income compare with the rise in prices of goods and services and inflation? _____

- 9. How do charts and graphs tell a different story than a poster or a written excerpt? _____

Document 7

African American Population in Selected Cities

Directions: Read the chart and answer the questions that follow, using Document 5 as an additional resource if necessary.



1. What factors led to the change in population?

2. What changes might have occurred as a result of the change in demographics?

Source: U.S. Bureau of the Census. Scott Nearing, *Black America*, New York: Vanguard Press, 1929

Transparency 1

Vonnegut Quote

“The anti-Germanism in this country during the First World War so shamed and dismayed my parents that they resolved to raise me without acquainting me with the language or the literature or the music or the oral family histories which my ancestors had loved. They volunteered to make me ignorant and rootless as proof of their patriotism.”

Transparency 2

Espionage/Debs

Directions: Read the Espionage Act and the excerpt from Eugene Debs' speech. As you read the Espionage Act, underline all items prohibited. Then, after reading the Debs speech, answer the questions at the bottom of the page. Refer to **Student Handout 2** for the definitions of any unfamiliar terms.

Espionage Act, United States Congress, 1917

SECTION 3

Whoever, when the United States is at war, shall willfully make or convey false reports or false statements with intent to interfere with the operation or success of the military or naval forces of the United States or to promote the success of its enemies and whoever when the United States is at war, shall willfully cause insubordination, disloyalty, mutiny, refusal of duty, in the military or naval forces of the United States, or shall willfully obstruct the recruiting or enlistment service of the United States, to the injury of the service or of the United States, shall be punished by a fine of not more than \$10,000 or imprisonment for not more than twenty years, or both.

Eugene V. Debs, Speaking in Canton Ohio, June 16, 1918

I have just returned from a visit over yonder [visiting friends in jail], where three of our most loyal comrades are paying the penalty for their devotion to the cause of the working class. They have come to realize, as many of us have, that it is extremely dangerous to exercise the constitutional right of free speech in a country fighting to make democracy safe in the world.

I realize that, in speaking to you this afternoon, there are certain limitations placed upon the right of free speech. I must be exceedingly careful, prudent, as to what I say, and even more careful and prudent as to how I say it. I may not be able to say all I think; but I am not going to say anything that I do not think. I would rather a thousand times be a free soul in jail than to be a **sycophant** and coward in the streets.

They have always taught and trained you to believe it to be your patriotic duty to go to war and to have yourselves slaughtered at their command. But in all this history of the world, you, the people, have never had a voice in declaring war, and strange as it certainly appears, no war by any nation in any age has ever been declared by the people.

They are continually talking about your patriotic duty. It is not their but your patriotic duty that they are concerned about. There is a decided difference. Their patriotic duty never takes them to the firing line or chucks them into the trenches.

What part of Section 3 of the Espionage Act did Debs violate? What is your evidence?

Political	Social	Economic
-----------	--------	----------

Analyze -

to examine something in great detail in order to understand it better or discover more about it

Transparency 4

Unpacking the Prompt

Directions: Use this sheet to unpack the prompt.

The Prompt:

Analyze the impact of American participation in World War I on the national economy, civil liberties, and public attitudes and determine which was most significantly impacted by World War I.

1. What is the key event being discussed in the prompt? _____

2. What is the first verb in the prompt? _____

3. What do you think that the word analyze means? _____

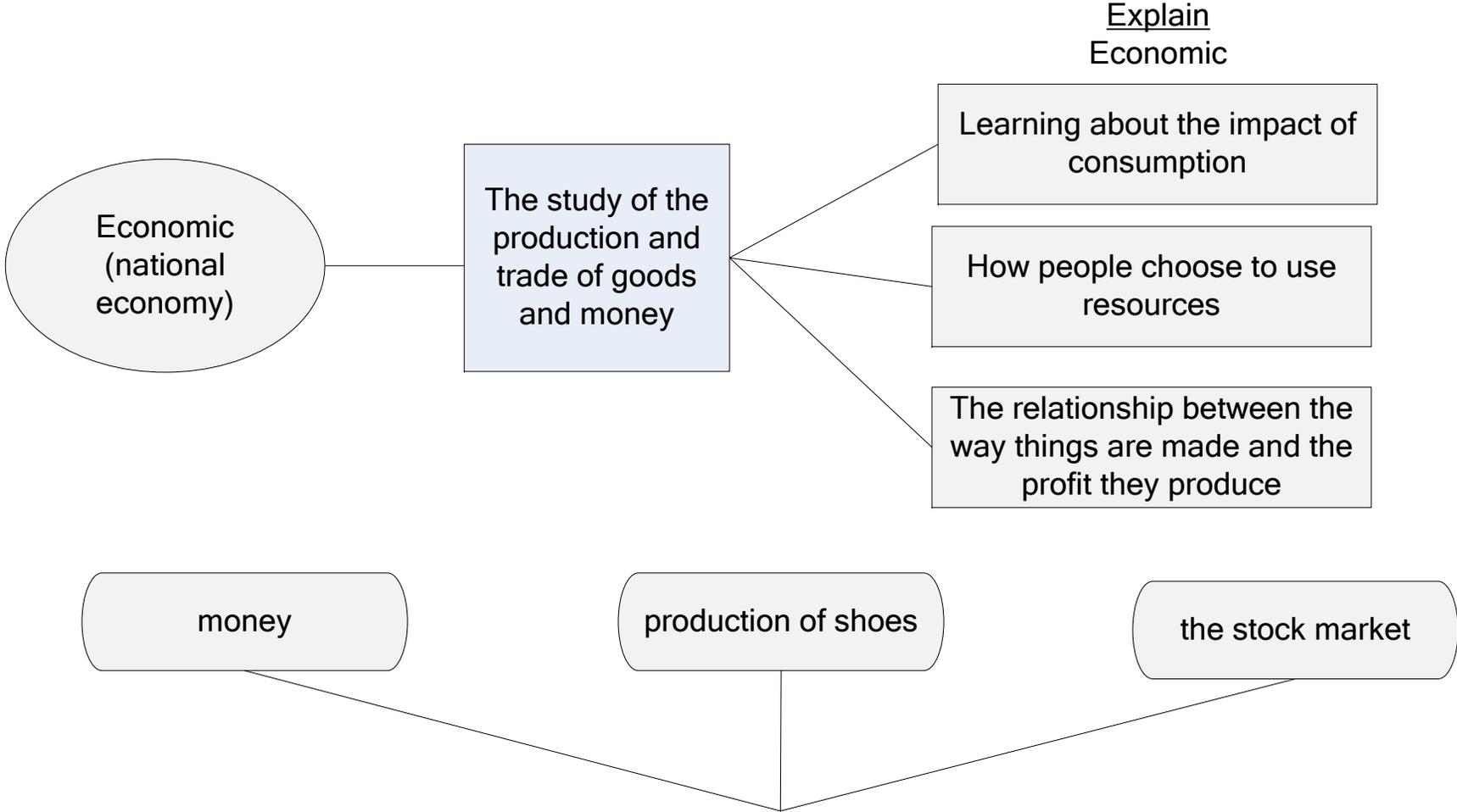
4. Based on the definition and **Student Handout 10**, what will you need to include in your essay?

5. What three areas must your essay address?

6. What evaluation is the prompt asking you to make?

7. Order the three categories from most significant impact to least significant impact.

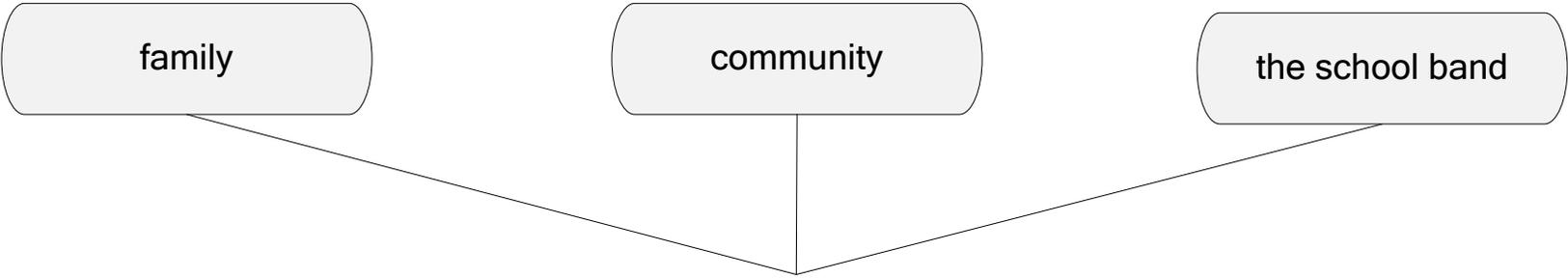
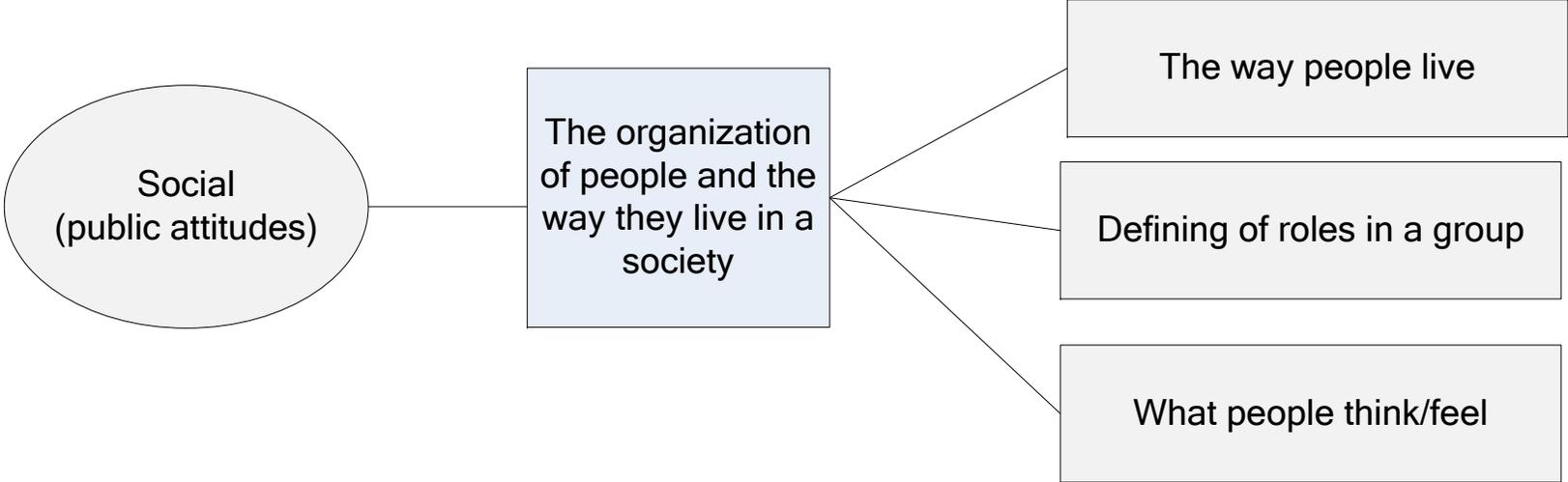
Vocabulary Development



Examples of things that are related to economic

Vocabulary Development

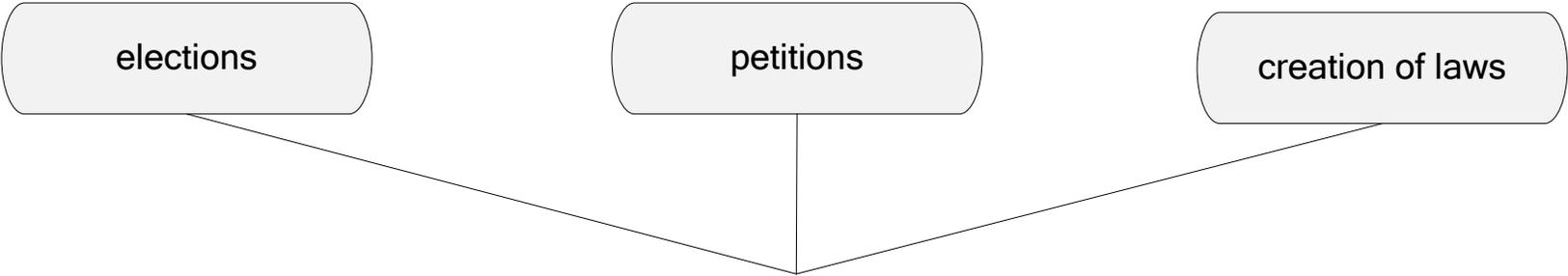
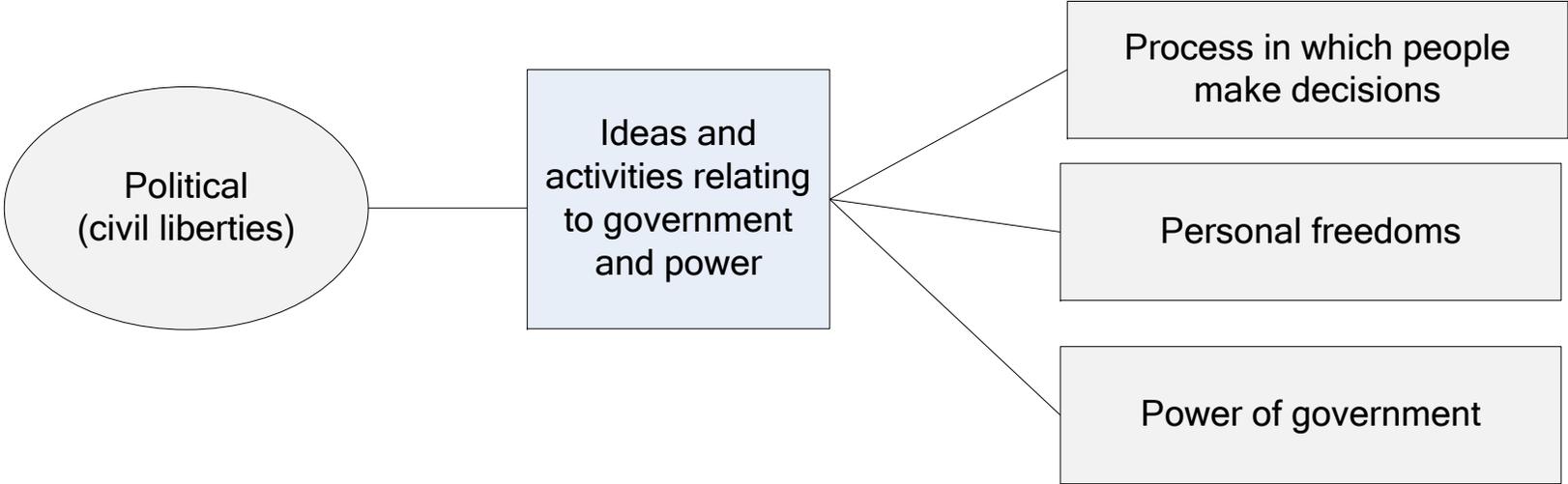
Explain
Social



Examples of things that are related to social

Vocabulary Development

Explain
Political



Examples of things that are related to political

Teacher Guide 2

Key Terms and Vocabulary

Directions: Read each key term and its definition. Then, categorize the term as political, social, or economic. An example for each category has been provided for you.

Term or Phrase	Definition	Political, Social, or Economic
Average Annual Income	The yearly amount of income for all working people divided by the number of people working in that given year.	Economic
Victory Bonds	A special type of war bond sold in the United States after World War I was concluded. It was sold to help pay for the cost of the war effort. It could be redeemed for the value of the bond plus interest.	Political, Social
righteousness	Considered to be correct or justifiable.	Social, Political
Sussex Pledge	1916 agreement by Germany not to sink passenger ships and merchant vessels without warning, agreed to due to the threat of the United States cutting off diplomatic relations with Germany.	Political
civil liberties	Freedom from arbitrary governmental interference (as with the right of free speech) specifically by denial of governmental power and in the United States especially as guaranteed by the Bill of Rights.	Political
Zimmerman Telegram	1917 cable from Germany proposing an alliance with Mexico in the event of war between Germany and the United States. Germany offered to help Mexico regain lands in the American southwest lost in the Mexican-American War. The telegram was intercepted by the British and leaked to the American press.	Political, Economic
sedition	Actions or words intended to provoke or incite rebellion against government authority, or actual rebellion against government authority.	Political, Economic
Consumer Price Index	A government-issued index of the retail prices of basic household goods and services.	Economic
propaganda	Information put out by an organization or government to promote a policy, idea, or cause.	Political, Economic
public attitudes	Opinions of society with respect to an issue or situation.	Social

Teacher Guide 2

Term or Phrase	Definition	Political, Social, or Economic
migration	The act or process of moving from one region or country to another.	Economic, Political
War Industries Board	United States government agency established on July 28, 1917, during World War I, and reorganized in 1918 under the leadership of Bernard M. Baruch. The organization encouraged companies to use mass-production techniques to increase efficiency and urged them to eliminate waste by standardizing products.	Political, Economic
espionage	The use of spying or spies to gather secret information.	Political, Social
recession	A period, shorter than a depression, during which there is a decline in economic trade and prosperity.	Economic
national economy	Production and trade of goods and money inside of a country.	Economic
Liberty Bonds	A special type of war bond that was sold in the United States to support the Allied cause in World War I. It could be redeemed for the original value of the bond plus interest.	Political, Economic
conscription	The mandatory enrollment of citizens in the armed forces.	Political, Social
Gross National Product	The total value of all goods and services produced within a country in a year, including net income from investments in other countries.	Economic
inflation	An increase in the supply of currency or credit relative to the availability of goods and services, resulting in higher prices and a decrease in the purchasing power of money.	Economic
rationing	A fixed and limited amount of something, especially food, given or allocated to a person or group from the stocks available, especially during a time of shortage or a war.	Political, Social
Victory Gardens	Private gardens that Americans were encouraged to plant to grow their own fruits and vegetables thus leaving more food for the troops.	Political, Social
sycophant	A person who flatters somebody powerful for personal gain.	Political

Teacher Guide 3

United States Entry into World War I

Directions: As you read, underline the causes of the United States entry to WWI and categorize this cause as political, social, or economic.

Following the sinking of an unarmed French boat, the *Sussex*, in March 1916, President Woodrow Wilson threatened to cut diplomatic relations with Germany, unless the German Government refrained from attacking passenger ships. On May 4, 1916, the German Government had accepted these conditions in what came to be known as the “**Sussex Pledge**.”

By January 1917, however, the situation in Germany had changed. Representatives from the German navy convinced the military leadership and Kaiser Wilhelm II that a return to unrestricted submarine warfare could help defeat Great Britain faster. German policymakers argued that the United States could no longer be considered a neutral party after supplying weapons and financial assistance to the Allies. Germany’s Chancellor, Theobald von Bethmann-Hollweg, protested believing that a return to submarine warfare would draw the United States into the war. This, he argued, would lead to the defeat of Germany. Despite these warnings, the German government decided to resume attacks on all Allied and neutral shipping.

Stunned by the news, President Wilson went before Congress to announce that he had severed diplomatic relations with Germany. He refrained from asking for a declaration of war because he doubted that the American public would support him unless there was ample proof that Germany intended to attack U.S. ships with no warning. Wilson left open the possibility of negotiating with Germany if its submarines ceased attacking American ships. Throughout February and March German submarines targeted and sunk several American ships.

Wilson also had to address the question of Germany’s attempts to cement a secret alliance with Mexico. On January 19, 1917, British naval intelligence intercepted and decrypted a telegram sent by German Foreign Minister Arthur Zimmerman to the German Ambassador in Mexico City. The “**Zimmerman Telegram**” promised the Mexican Government that Germany would help Mexico recover the territory it had ceded to the United States following the Mexican-American War; in return the Germans asked for Mexican support in the war.

The British did not initially share the news of the Zimmerman Telegram with U.S. officials. Following Germany’s resumption of unrestricted submarine warfare, the British decided to use the note to help sway American official and public opinion to join the war. The American press carried the story the following week.

On April 2, 1917, Wilson went before a joint session of Congress to request a declaration of war against Germany. Wilson cited Germany’s violation of its pledge to suspend unrestricted submarine warfare in the North Atlantic and the Mediterranean, and its attempts to entice Mexico into an alliance against the United States, as his reasons for declaring war. On April 4, 1917, the U.S. Senate voted in support of the measure to declare war on Germany. The House concurred two days later. The United States later declared war on Austria-Hungary on December 7, 1917.

Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standards • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ “A” indicates high emphasis ○ “B” medium ○ “C” low ○ Standards that are not ranked for emphasis and are identified with an asterisk (*) 	<ul style="list-style-type: none"> • The California Concepts Collection II, created by California Council for the Social Studies • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 11th Grade:

- It is necessary to conclude the instruction on Standard 11.1 at an appropriate time in order to reach Standard 11.11 in the allocated instructional days.
- 11.9. was moved before 11.8 to create better continuity between topics (WWII, foreign policy, social transformation, the civil rights movement).

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Instructional Component 2: The United States, the World Wars, and Post War Foreign Policy (Standards 11.5, 11.6, 11.7, 11.9)

Standards	Blue Print Focus Standards	Possible Questions	Instructional Days
11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.	5 Questions	<ul style="list-style-type: none"> • Equal rights • Industrialization • Suffrage • Isolationism • Mass production • Prohibition • Mass media • Segregation • Popular culture • Renaissance 	<u>Traditional Calendar</u> 16 Days
1. Discuss the policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.	*		
2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.	A		<u>Concept 6 Calendar</u> <u>A-Track</u> 10 Days <u>B-Track</u> 13 Days <u>C-Track</u> 13 Days
3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).	*		
4. Analyze the passage of the 19th Amendment and the changing role of women in society.	A		
5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).	A		
6. Trace the growth and effects of radio and movies and their role in the wide world diffusion of popular culture.	*		
7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.	*		<u>Four by Four Calendar</u> 6 Days

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	7 Questions	<ul style="list-style-type: none"> • Depression • Extremism • Government activism • Government expansion • Public works • Separation of powers • Unemployment • Welfare program • Organized labor 	<u>Traditional Calendar</u> 10 Days
1. Describe the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 13 Days
2. Understand the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis.	*		<i>B-Track</i> 13 Days
3. Discuss the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California.	*		<i>C-Track</i> 15 Days
4. Analyze the effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).	*		<u>Four by Four Calendar</u> 6 Days
5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers in California.	*		

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.7 Students analyze the American participation in World War II.	6 Questions	<ul style="list-style-type: none"> • Dictatorship • Genocide • Internment • National security • Sphere of influence • Hegemony • Geopolitics • Foreign aid 	<u>Traditional Calendar</u> 14 Days
1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 11 Days
2. Explain United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.	*		<i>B-Track</i> 11 Days
3. Identify the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Codetalkers).	*		<i>C-Track</i> 9 Days
4. Analyze Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech).	*		<u>Four by Four Calendar</u> 6 Days
5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans.	*		
6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.	*		
7. Discuss the decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki).	*		
8. Analyze the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy.	*		

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.9 Students analyze United States foreign policy since World War II.	6 Questions	<ul style="list-style-type: none"> National security Containment Communism “Cold War” Deterrence Nuclear age Global interrelatedness Bipartisanship Negotiated settlement Social reforms 	<u>Traditional Calendar</u> 11 Days <u>Concept 6 Calendar</u> <i>A-Track</i> 10 Days <i>B-Track</i> 9 Days <i>C-Track</i> 13 Days <u>Four by Four Calendar</u> 5 Days
1. Discuss the establishment of the United Nations and International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.	*		
2. Understand the role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.	*		
3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following: <ul style="list-style-type: none"> The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting The Truman Doctrine The Berlin Blockade The Korean War The Bay of Pigs invasion and the Cuban Missile Crisis Atomic testing in the American west, the “mutual assured destruction” doctrine, and disarmament policies The Vietnam War Latin American policy 	A		
4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).	A		
5. Analyze the role of the Reagan Administration and other factors in the victory of the West in the Cold War.	*		
6. Describe the strategic, political, and economic factors in Middle East policy, including those related to the Gulf War.	*		
7. Examine U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

Textbook Correlation for the 11th Grade Standards

STANDARD	Prentice Hall <i>America: Pathways to the Present</i>	McDougal Littell <i>The Americans</i>	Glencoe <i>The American Vision: Modern Times</i>
11.1	Chapters: 1,2,3,4,5	Chapters: 1,2,3,4	Chapters: 1,2,3
11.2	Chapters: 8,13,15,16,18	Chapters: 5,6,7,8	Chapters: 2,3,5
11.3	Chapters: 7,9	Chapters: 3,13	Chapters: 1,2,3
11.4	Chapters: 17,19	Chapters: 9,10,11	Chapters: 4,6
11.5	Chapters: 20,21	Chapters: 12,13	Chapters: 7,8,9
11.6	Chapters: 22,23	Chapters: 14,15	Chapters: 9,10
11.7	Chapters: 24,25	Chapters: 16,17	Chapters: 11,12
11.8	Chapters: 26,27,29	Chapters: 16,17	Chapters: 11,12
11.9	Chapters: 27,31	Chapters: 20,21,22	Chapters: 17,18
11.10	Chapters: 28,30	Chapters: 23,24	Chapters: 16,18
11.11	Chapters: 32,33,34	Chapters: 25,26	Chapters: 19,20,21



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 11.6.3

Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts on California.

PRIOR KNOWLEDGE REQUIRED

This lesson covers the impact of the Great Depression on the United States economically, socially, culturally, and politically. Students should have already learned about the causes of the Great Depression as outlined in Standard 11.6.2.

INSTRUCTIONAL STRATEGIES

Historical Scenarios

Encourages the development of historical empathy and understanding of a historical era.

Instructional Conversations

Authentic student social and cognitive interactions centered on explicit instructional objectives, focused on inquiry for which there may be more than one correct answer.

Anticipation Guide

Elicit students' prior knowledge of the topic of the text and set a purpose for reading.

Exit Pass

A strategy for assessment, reinforcing concepts and encouraging reflective thinking of student learning.

Graphic Organizers

Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking process. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of material.

Cooperative/Communal Learning

Students are engage more with learning to and support language acquisition through meaningful interactions and positive learning experiences to achieve instructional goal. Students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning.

BRIEF OUTLINE OF LESSON

Day 1

- Hook: Historical Scenarios
- Lesson overview and prompt
- Background Reading and Instructional Conversation
- Visual and Quote Reflection
- Homework: Illustration

Materials Needed: Student Handout 1-2, Document 1, Transparencies 1- 3.

Day 2

- Review Homework
- Anticipation Guide: Data Analysis of the Great Depression

Materials Needed: Student Handouts 3 - 4, Document 2, Transparencies 3 - 11.

Day 3

- Read-Aloud
- Document Analysis: Jigsaw Activity
- Historical Spectrums

Materials Needed: Student Handouts 5 - 6, Documents 3-11, Transparency 12.

Day 4

- Prompt Review
- Writing Graphic Organizer and Essay
- Student Reflection

Materials Needed: Student Handouts 4 - 9, Transparencies 1 and 13.

CULMINATING TASK

The culminating task for this lesson is an expository essay responding to the following prompt:

To what extent did the Great Depression impact the United States?

KEY TERMS AND CONTENT

social
economic
political
cultural
impact
significant
Great Depression
unemployment
foreclosure
drought
Dust Bowl
Okie
personal income
political movements
breadlines
soup kitchens
shantytowns
welfare

Grade 11 Instructional Guide

Model Lesson 3: The Effects of the Great Depression Era

Standard

11.6.3 - Describe the human toll of the Depression, natural disasters, and unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that developed between population groups, and the diffusion of ideas, technological innovations, and goods.

Historical Research, Evidence, and Point of View

- Students distinguish valid arguments from fallacious arguments in historical interpretations.
- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Guiding Inquiries

1. How do economic factors influence the political and social fabric of a country?
2. What were the effects of the Depression on people and society?
3. What is historical empathy?

Materials

Student Handout 1: Great Depression Scenarios

Student Handout 2: Background Reading Graphic Organizer

Student Handout 3: Quickwrite and Anticipation Guide

Student Handout 4: Data Analysis Graphic Organizer

Student Handout 5: Document Analysis Graphic Organizer

Student Handout 6: Effects of the Great Depression Spectrums

Student Handout 7: Writing Prompt and Task Sheet

Student Handout 8: Writing Graphic Organizer

Student Handout 9: Student Reflection

Document 1: Background Reading: The Impact of the Great Depression

Document 2: Data Analysis of the Great Depression
Document 3: Soup Kitchen and Breadline Pictures
Document 4: Okie Family with Jalopy and Billboard Pictures
Document 5: Dust Bowl and Map Pictures
Document 6: California Unemployment Commission, 1932
Document 7: Oral History Excerpt - High School Graduate
Document 8: Oral History Excerpt - Maria Luna
Document 9: Excerpts from Dr. Townsend's Plan
Document 10: Excerpts from Huey Long "Share the Wealth" plan
Document 11: Excerpts from San Francisco Chronicle
Transparency 1: Writing Prompt
Transparency 2: Group Reading Tasks
Transparency 3: Dorothea Lange Photo and Hurston Quote
Transparency 4: Line-Graph: Personal Income
Transparency 5: Line-Graph: Unemployment
Transparency 6: Line-Graph: PCE-Food
Transparency 7: Line-Graph: PCE-Gas/Oil
Transparency 8: Line-Graph: PCE-Housing
Transparency 9: Bar-Graph: PCE-Entertainment
Transparency 10: Bar-Graph: Population Change by State
Transparency 11: Bar-Graph: Membership of Political Movements, 1935
Transparency 12: Effects of the Great Depression Spectrums
Transparency 13: Writing Graphic Organizer
Teacher Guide 1: Data Analysis Graphic Organizer Key

Questions for Lesson Study

1. Can students see the interrelationship of political, economic, and social aspects of a given historical event?
2. Can students draw inferences and make sound conclusions from a variety of historical sources?
3. What factors lead to the development of historical empathy in students?

Lesson Overview

In this lesson, students will learn about the effects the Great Depression had on people's lives, how disaster in the economic sphere brought deep social and personal problems, as well as new strains of thought and culture. Students will begin by becoming familiar with the experience of various groups living during the Great Depression. Next, students will read background information to gain a contextual understanding of the effects of the Great Depression. Students will then develop an understanding of the effects of the Depression by analyzing various historical data of the time period. Finally, students will evaluate primary sources from the 1930s to develop a historical argument based on the prompt. The lesson has been crafted to fit the structure of a 50 minute instructional period and will take four days.

The essay prompt to which students will respond is:

To what extent did the Great Depression impact the United States?

Textbook Correlation: Glencoe pages 474 - 481, McDougal Littell pages 472 - 478, Prentice Hall pages 513 - 524.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook The lesson begins with students reading six scenarios on Student Handout 1. The scenarios all relate to various experiences that different groups of people had during the Great Depression. Encourage students to put themselves “in the shoes” of the different individuals and to think about possible responses. Students are to respond to three scenarios of their choosing. There is no right answer.</p> <p>After students have taken about 5 minutes to work on the handout, spend a few minutes to have students share their responses with a pivot or shoulder partner. Call on a few pairs to share a few of the items. Debrief the scenarios by pointing out that the Great Depression impacted people in different ways. Discuss the various types of impacts that the scenarios bring out (regionally, socially, economically, racially, etc.). Respond to student questions regarding the ideas and experiences in the scenarios.</p>	<p><u>Time Suggestion:</u> 10 minutes</p>
<p>Lesson Overview and Writing Prompt Inform students that they will be learning about the impact that the Great Depression had on the United States over the next few days. Explain the concept of historical empathy to students as well and provide examples if needed.</p> <p>Introduce the culminating writing prompt by having students quickly examine Student Handout 7 while projecting Transparency 1.</p>	<p>5 minutes</p>
<p>Background Reading and Instructional Conversation Students will gain an historical understanding of the effects of the Great Depression by reading and discussing Document 1. Students will read and complete Student Handout 2 in cooperative groups of four.</p> <p>Arrange students in groups of four. Project Transparency 2 and walk students through the steps of the process. Each student will be required to facilitate and share the facts/details they found in their assigned section. The teacher will model the strategy with the class with the first topic and students will then follow this process in their groups of four with the remaining topics. Before modeling the first section, direct students to consider the focus question.</p> <p>To model the first section, give students three minutes to read and take notes independently. Encourage students to mark up the text by circling or underlining key items. The teacher will then lead the discussion of the four important points he/she found. Next, ask the class if they have <u>other</u> details they feel are important that may have been missed. Add additional facts to Student Handout 2.</p> <p>Allow students 3 to 5 minutes to read and make notations of the student handout for each section and 2 to 3 minutes to debrief each section. The time frame for this strategy is intentionally brief. It is effective to post times for each phase of the process. Project Transparency 2 to assist students with the task.</p>	<p>30 minutes</p> <p>Scaffold the reading by grouping stronger readers with those students who may need additional support.</p>

<p>After students have completed the reading and taking notes on Student Handout 2, have them discuss in their groups possible answers to the focus question. Then have the students individually answer the focus question on Student Handout 2.</p> <p>Debrief the discussion process by asking students to consider their thinking before the discussion and after the discussion. How did they benefit from the discussion?</p> <p>The illustration task will be completed as homework.</p>	<p>Consider using a sentence starter to help students complete the focus question.</p>
<p>Visual and Quote Reflection</p> <p>To further develop student historical empathy project Transparency 3, read the quote aloud to the students. Have students do a short think-pair-share with a partner to share their reactions to the quote and image. Inform the students that the source of the quote is Zora Neale Hurston. She was a prominent African American writer who had lived through the Depression. In addition inform them that the picture was taken in California during the Great Depression by Dorothea Lange, a famous photographer of the Great Depression.</p> <p>Discuss the relationship between the quote and the visual as well as the information that students have learned about in the background reading. Compare and contrast the experiences of people and poverty during the Great Depression with life today. The intent of the activity is to have the students connect to the lives of people in the 1930s, increasing historical empathy.</p> <p>The teacher can have students break down the quote by listing the verbs: smells, dropping, and rotting. Look at the qualifiers: Dead, dry.</p> <p>In addition, a few of the following questions could be discussed:</p> <ul style="list-style-type: none"> • What smells like death? • What does Hurston mean about dreams “dropping off the heart”? • How does an understanding of the context of the image and quote affect the tone (feeling) of the quote? • What is a connection between the quote and the background reading? 	<p>5 minutes</p>
<p>Homework</p> <p>Have students complete their illustration task on Student Handout 2. Also, possibly have students create a short paragraph or poem which represents their illustration and their understanding of the effects of the Great Depression.</p>	

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Review Homework</p> <p>Have students quickly share their illustrations and poem/paragraph from the homework with a partner before turning them in.</p>	<p>5 minutes</p>
<p>Quote Reflection</p> <p>Students are to read and reflect on the quote on Student Handout 3. Ask</p>	<p>5 minutes</p>

<p>students to explain the quote.</p> <p>Inform students that they will be learning about the impact that the Great Depression had on families, communities, and regions by analyzing statistical data during the Great Depression. Help students to realize the significance of the data so that they have the appropriate sensitivity and empathy.</p>	
<p>Anticipation Guide for the Great Depression Students will complete a short anticipation guide to activate their interest in analyzing statistical data about the Great Depression. Students are to read each statement on Student Handout 3 and predict if it is true or false. Lead a short discussion on a few of the statements.</p>	5 minutes
<p>Data Analysis of the Great Depression Students will partner with another student to analyze the graphs and answer the question using Document 2 and Student Handout 4. Inform students that they will learn about the impact that the Great Depression had on the United States by analyzing the graphs and answering questions on Student Handout 4. Explain how the graphs work. Point out to students the focus question, titles, the Y axis, and the X axis, especially the numerical meanings of the Y axis in the charts. The line and bar graphs are intended to give the students the overall trends and the gist of life in the 1930s.</p> <p>Model the process using graphs Transparency 4.</p> <p>After completing the analysis all the graphs, have students brainstorm possible answers to the focus question on Student Handout 4 with their partner and then answer it individually.</p>	35 minutes Students who need additional support analyzing graphs should refer to the section in their textbook which offers this specific instructional support.

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Read-Aloud Have 3 or 4 students read Student Handout 4 focus question responses from Day 2.</p>	5 minutes
<p>Jigsaw Activity: Arrange students into groups of three. Students will analyze Documents 3 - 11 using a variation of the Jigsaw instructional strategy. The purpose of this strategy is to develop cooperative learning skills while also allowing for more information to be analyzed in a shorter time frame. Each member is to analyze one photograph (Documents 3 - 5) and two written sources (Document 6 - 11) recording their information on Student Handout 5. After students individually analyze their documents, the group members will share out their analysis and answers with their group.</p> <p>After students begin working, check-in with each group to make sure they are clear on the process and to answer any questions they may have. Identify common challenges or misperceptions students are having and spend some time to debrief some documents as a full group addressing challenges while reinforcing key content from the documents.</p>	30 minutes Allow struggling readers to analyze the documents with stronger readers. A potential grouping of documents - Student 1 - Documents 3, 6, 7 Student 2 - Documents 4, 8, 9 Student 3 - Documents 5, 10, 11

<p>Historical Spectrums</p> <p>To further consider the impact of the Great Depression, students will complete Student Handout 6 in their jigsaw groups of three. Read the writing prompt to the class using Transparency 1 and have students complete the three spectrums by placing an “X” on the continuum of each category based upon their interpretation. Students should also provide a brief explanation of their thinking. This activity will serve as an additional preparation for the writing task. Spend time to break down the prompt with the students. In particular emphasize the meaning of the phrase “to what extent” as this may be new to students.</p> <p>After students have completed Student Handout 6 in their groups, project Transparency 11 and conduct a class survey. Discuss the different ways of looking at the impacts. Have students support their thinking using evidence from the documents. If all groups place X’s on the far right of the spectrum, play the role of devil’s advocate to push students to support and explain their thinking.</p>	<p>15 minutes</p> <p>For kinesthetic learners consider creating a human spectrum with representatives from several groups.</p>
---	--

Day 4	
Teacher/Student Activities	Helpful Hints
<p>Prompt</p> <p>Project Transparency 1. Have students read Student Handout 7. Briefly review the prompt with the students as well as the writing tasks. Unpack the prompt in the same manner that was done in Lesson 2 if needed.</p> <p>Discuss potential ideas for body paragraphs with students. Impacts could range from big picture impacts like political, social, and economic to specific impacts such as impacts on farmers, California, and Mexican-Americans.</p>	<p>10 minutes</p> <p>Struggling writers may benefit by seeing models of sample thesis statements.</p>
<p>Writing Graphic Organizer and Essay</p> <p>Have students plan their essay using Student Handouts 7 and 8. Allow students to partner with another student to collaborate on ideas if needed. Students should take 15 minutes to complete the organizer and an additional 20 minutes to begin their essays. Project Transparency 13 to assist students in the organization of their essay.</p> <p>Students should complete a final draft on a separate sheet of paper.</p>	<p>35 minutes</p>
<p>Student Reflection</p> <p>Have the students reflect on their own learning using Student Handout 9.</p> <p>This is a metacognition activity providing students with self-reflective feedback and time to consider their own learning. When students are taught to think about their own thinking and learning, they gain knowledge.</p>	<p>5 minutes</p> <p>Read some reflections back to students during the next day.</p>

Student Handout 1

Great Depression Scenarios

Directions: The following scenarios represent the experiences of different people during the Great Depression era in the United States. Read the scenarios and choose three to respond to. Put yourself in the place of that person or group.

Scenario 1: You are a factory owner in Detroit. Over the last two years you have seen your profits drop tremendously. Although you are producing the greatest amount of products ever at a decent price, people are just not buying.

What will you do? Why? _____

Scenario 2: You are a wheat farmer in Oklahoma. You have been farming your whole life. Your farmland is turning to dust due to a lack of rain and poor farming practices. You are out of money and have been unable to grow or sell anything for a year. You have 5 kids and a wife.

What will you do? Why? _____

Scenario 3: You are a Mexican-American who was born and raised in California. You are a law-abiding citizen who has been working at a ship-yard. You have been hearing rumors of a government plan to take away your job and send you to Mexico so that a “real American” can take your place.

What will you do? Why? _____

Scenario 4: You are a mother of three young children living in Sacramento, California. Your husband has been out of work for 18 months and you are being evicted from your home. Your sister in San Francisco has offered to take your children until you and your husband find work.

What will you do? Why? _____

Scenario 5: You are a sheriff in Arizona. Every day numerous unemployed young men from across the country are coming to your city either by train or on foot. The local citizens are fearful that these outsiders are going to ruin the town.

What will you do? Why? _____

Scenario 6: You are a teenager from Harlem, New York. Your father and most of the other African-American men from your community have lost their jobs. Many have lost their homes since they cannot afford to make the payments.

What will you do? Why? _____

Student Handout 2

Historical Background Reading on the Impact of the Great Depression

Directions: Read **Document 1** and take notes below of important facts and details from each section of the document. After, answer the focus question based on your analysis of the important facts/details you made notations from the reading.

Focus Question: How would you characterize the impact of the Great Depression?

Life during Depression

Latino/African American

Farmers

Political Movements

Culture during Depression

Facts/Details

-
-
-
-

Answer
Focus
Question

Student Handout 2

Illustration: Sketch a picture related to your reading. This can be a drawing, cartoon, diagram, or flow-chart. You can draw a picture of something that is specifically referred to in the text or something from your own experience or feelings, the reading made you think about.

Student Handout 3

Quick Write

Directions: Read the quote below. Explain the meaning of the quote in your own words.

“Behind every statistic, is a person.”

Anticipation Guide for the Great Depression

Directions: Read each statement below. Predict if you think each statement is true or false.

STATEMENT	Prediction
Individual income increased in the 1930s.	True or False
The unemployment rate in the 1930s was a typical cycle of the economy in the U.S.	True or False
Fuel and gas consumption decreased during the 1930s.	True or False
People spent about the same on entertainment in the 1930s as they did in the late 1920s.	True or False
House prices maintained their value during the 1930s.	True or False

Student Handout 4

Data Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze the graphs on **Document 2**.

Focus Question: What does the data tell you about people's lives during the Great Depression?

Graph Information	Which of the following sentences about the graph is true? Circle the correct answer.	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u> <i>Personal Income</i></p>	<p>A. Personal income increased to record levels in the 1930s.</p> <p>B. Personal income decreased from 1929 to 1933.</p> <p>C. An individual's income was about \$400 a month in 1932.</p> <p>D. Taxes caused a decrease in personal income in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>Unemployment</i></p>	<p>A. Unemployment levels remained the same throughout the 1930s.</p> <p>B. Unemployment decreased drastically from 1930 to 1935</p> <p>C. Unemployment increased dramatically from 1929 to 1933.</p> <p>D. Unemployment levels were highest in the northeast.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>PCE: Food</i></p>	<p>A. Food prices increased in the 1930s.</p> <p>B. Food expenditures decreased in the 1930s.</p> <p>C. Food expenditures cost the government more in the 1930s.</p> <p>D. People spent about \$15,000 for food in 1931.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Student Handout 4

Graph Information	Which of the following sentences about the graph is true? Circle the correct answer.	What might be some possible explanations for this?	Graph Category
<p>Title:</p> <p><i>PCE: Gas/Oil</i></p>	<p>A. Fuel consumption decreased in the 1930s.</p> <p>B. Gas/oil expenditures rose in the 1930s.</p> <p>C. An individual's average expenditure of gas/oil in 1936 was less than \$2000 a year.</p> <p>D. The price of gas/oil increased in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p>Title:</p> <p><i>PCE: Housing</i></p>	<p>A. Housing expenditures rose throughout the 1930s.</p> <p>B. Housing prices declined on average during the 1930s.</p> <p>C. Home sales declined to record levels in 1936.</p> <p>D. In the 1930s home sales decreased by over \$8,000.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p>Title:</p> <p><i>PCE: Entertainment</i></p>	<p>A. More people went to the movies from 1932 to 1934.</p> <p>B. Spending for entertainment in the 1930s returned to pre-Great Depression levels.</p> <p>C. Movie tickets prices increased during the 1930s.</p> <p>D. More people attended spectator sports than movies.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Student Handout 4

Graph Information	Which of the following sentences about the graph is true? Circle the correct answer.	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u></p> <p><i>Population Net Change by State</i></p>	<p>A. The population went down in California.</p> <p>B. The population went up in all states.</p> <p>C. The population rose in California between 1930 and 1940.</p> <p>D. The population stayed the same during the 1930s in all states.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u></p> <p><i>Membership of Political Movements 1935</i></p>	<p>A. The Share Our Wealth Club increased in membership from 1935 to 1938.</p> <p>B. Most of the political movements in the 1930s were socialist movements.</p> <p>C. The Townsend Club was mainly people from the Mid-west.</p> <p>D. Millions of people were politically active in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Focus Question: What does the data tell you about people's lives during the Great Depression? _____

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document that supports your claim?	Circle Document Category
<u>Document 3</u> <u>Source:</u>				Economic Political Social
<u>Document 4</u> <u>Source:</u>				Economic Political Social
<u>Document 5</u> <u>Source:</u>				Economic Political Social

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document?	Circle Document Category
<u>Document 6</u> Source:				Economic Political Social
<u>Document 7</u> Source:				Economic Political Social
<u>Document 8</u> Source:				Economic Political Social

Student Handout 5

Document Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze **Documents 3 - 11**.

Focus Question: To what extent did the Great Depression impact the United States?

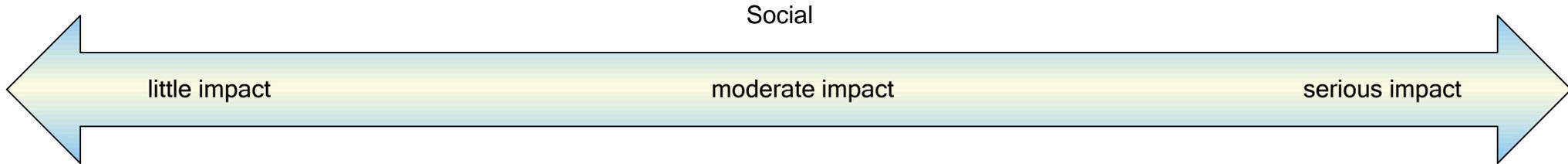
Document Information	What is the main idea of the document?	How does the document show the impact of the Great Depression on people?	What is the evidence from the document?	Circle Document Category
<u>Document 9</u> Source:				Economic Political Social
<u>Document 10</u> Source:				Economic Political Social
<u>Document 11</u> Source:				Economic Political Social

Student Handout 6

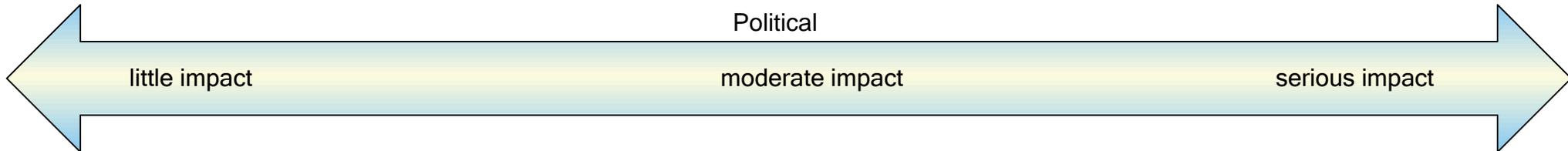
Effects of the Great Depression Spectrums

Prompt: To what extent did the Great Depression impact the United States?

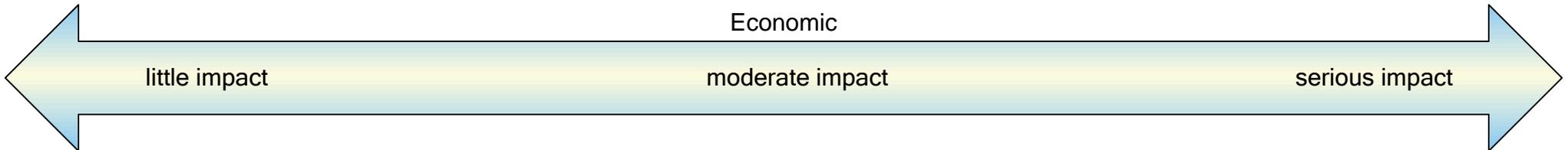
Directions: Mark X on each spectrum below based on your evaluation of the evidence. Explain why you placed an X where you did.



Explanation:



Explanation:



Explanation:

Student Handout 7

Writing Prompt and Task Sheet

Historical Background

The Great Depression which began in 1929 was the greatest economic crisis in U.S. history. This period altered the political and economic institutions in the United States. The Great Depression brought with it deep social and personal problems as well as new strains of thought and culture.

Prompt

To what extent did the Great Depression impact the United States?

Tasks

1. Write an introduction in which you explain the background of the Great Depression.
2. End the introductory paragraph with a thesis sentence which takes a clear historical position.
3. Address at least three specific impacts of the Great Depression on the United States.
4. Write multiple body paragraphs in which you support your thesis with appropriate evidence.
5. Use evidence from multiple documents and cite sources.
6. Write a conclusion in which you restate your thesis and add any additional insight, historical significance or connections to the present.

Suggested terms to use in your writing

social
economic
political
cultural
impact
significant
Great Depression
unemployment
foreclosure
drought
Dust Bowl
Okie
personal income
political movements
breadlines
soup kitchens
shantytowns
welfare

Student Handout 8

Writing Graphic Organizer

Para- graph 1	<u>Historical Context:</u> 2-3 sentence summary of the Great Depression.		
	<u>Thesis:</u> Your position on the impact of the Great Depression on the United States.		
Para- graph 2	<u>Main Idea</u> <i>Impact 1</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 3	<u>Main Idea</u> <i>Impact 2</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 4	<u>Main Idea</u> <i>Impact 3</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 5	<i>Restate Thesis</i>		
	<i>Review Main Points</i>		
	<i>Final Thought</i>		

Student Handout 9

Student Reflection

Based on what I have done in this lesson, I have learned the following about...

The impact of the Great Depression

Graph analysis

Historical empathy

My learning as a student

Document 1

Background Reading: The Impact of the Great Depression

Directions: Read the information below and take notes on **Student Handout 2**.

Notes/Questions

The Great Depression began in the late 1920s and continued through the 1930's, impacting the United States economically, socially, and politically.

Life During the Depression

The Great Depression changed the lives of millions of Americans. People in cities lost their jobs and homes, lived in shantytowns, and got food from soup kitchens and bread lines. David Kennedy, Professor of History from Stanford University writes:

In that era, the typical household had only one wage earner in it. So when we talk about one in four people being unemployed, we're really talking about one in four households in the country with no visible means of support, no reliable income. Today the typical household has two wage earners.

Families suffered as men became hoboes riding freight trains or hitchhiking across the U.S. looking for work. Many women were forced to look for jobs for the first time and often for low wages. Suicide rates rose by 30%, alcoholism rates went up, and the numbers of people who were sent to state mental hospitals from nervous break downs increased by 50%. Children's health suffered and some children died from diseases caused by their malnutrition. From 1929-1939, over 250,000 young people left home in hope and desperation looking for work and leaving families forever. Many children resorted to writing letters to Eleanor Roosevelt begging for her old clothes. Every element of society in every region of the country was touched by the social and economic impact of the Great Depression.

Latino and African American Experiences of the Great Depression

The economic collapse of the Great Depression impacted people of color. Latinos were targeted for attacks and deportation (being forced to leave the country). Kennedy writes:

. . . there were a lot of forcible deportations of Mexicans, and Mexican-Americans, both citizen and non-citizen alike. And although the exact numbers may not be precisely known, at least tens of thousands and perhaps hundreds of thousands of Mexican immigrants who'd been in the country a decade or so were exported back to Mexico, most of them against their will in the 1930s.

African American unemployment was over 50%. In many instances African Americans were the last hired and the first fired. In northern cities like Chicago, the vast majority of African Americans were far below the poverty line earning less than \$1,000 a year. Furthermore they faced discrimination by local officials when attempting to receive government relief.

Document 1

Notes/Questions

The Life of Farmers During the Depression

The Dust Bowl changed the life of the farmer and the demographics of the United States. To grow more crops during World War I, farmers removed grass and trees from huge areas of the Great Plains from Canada to Mexico. The land was quickly exhausted of nutrients and became useless for much farming. A drought for several years in the early 1930s turned soil to dust; high winds at the same time blew dust for hundreds of miles. Timothy Egan account of events of the Dust Bowl in his book, *The Worst Hard Times*.

. . . a storm in May 1934 carried the wind blown shards of the Great Plains over much of the nation. In Chicago, twelve million tons of dust fell. New York, Washington—even ships at sea; three hundred miles off the Atlantic coast—were blanketed in brown.

With more people unable to buy food in the cities, farmers found that their already low income dropped by one half. Many farmers lost their farms because of low crop prices and huge debts. Farm foreclosure sales grew by 25%. Hundreds of thousands of people packed their belongings and left the Great Plains to look for work. Egan states:

At its peak, the Dust Bowl covered one hundred million acres. An area the size of Pennsylvania... More than a quarter-million people fled the Dust Bowl in the 1930s. . . . American meteorologists rated the Dust Bowl the number one weather event of the twentieth century . . . historians say it was the nation's worst prolonged environmental disaster.

The influx of workers to migrant states drove wages down and strained social services, particularly in California. Many Californians looked down on the migrants, calling them "Okies" and posted signs along the highways announcing that they were not welcome and should go back where they came.

Political Movements During the Great Depression

No other twentieth century president enjoyed the levels of popular admiration than President Franklin D. Roosevelt. Yet by 1935, his New Deal legislation of the previous years had aroused growing voices of criticism on the left and right of the political spectrum. Persisting severe economic difficulties fueled the rise of powerful demagogues (leaders who use emotion and/or prejudice to gain power) who offered alternative solutions to the nation's economic problems. Senator Huey Long offered a "Share the Wealth" Program of heavy taxation of the wealthy and large handouts to the poor. His plan attracted support across the country from citizens who bitterly resented the uneven distribution of wealth. Ambitious to be president, Long was outspoken about the shortcomings of the New Deal.

Document 1

Notes/Questions

At the same time, Dr. Francis E. Townsend, a California physician, called for a \$200 pension for every person over 60 years old. By 1935, the Townsend Plan had developed into a mass movement, winning the support of at least 10 million Americans who joined Townsend clubs.

A third critic of President Roosevelt, Father Charles E. Coughlin, a popular radio priest in Detroit, began to speak out against the New Deal. He was convinced that there were serious flaws in the nation's banking system. Father Coughlin called for the nationalization, or government ownership of the banks.

An even greater pressure for a change in the president's New Deal programs came from the Supreme Court. In 1935, the Court began to rule New Deal programs unconstitutional or not allowed by the U.S. constitution.

Culture of the Great Depression

The sufferings of people during the Great Depression changed the popular culture of the 1930s, as people sought inexpensive and escapist leisure activities. Spectator sports and amusement parks remained popular, but fewer people could afford to attend. Instead, family and friends played miniature golf, softball, pinball machines, and the new board game *Monopoly*.

The most popular leisure activity at home became listening to the radio. Even during this hard economic time, radio sales increased during the 1930s. President Roosevelt used this new technology to win the support of the people by giving radio speeches which were called *Fireside Chats*. Entertainment on the radio included comedians, popular music, and shows such as *The Lone Ranger* and *Little Orphan Annie*. When people listened to the programs, they were able to temporarily forget their problems.

Another popular activity which grew during the 1930s was going to the movies. By the end of the 1930s, more people were going to the movies than in the 1920s. Most movies provided an escape for viewers. These movies, such as *Snow White and the Seven Dwarfs*, *the Wizard of Oz*, and *Gone with the Wind*, allowed people to dismiss from their minds the economic hardship surrounding them.

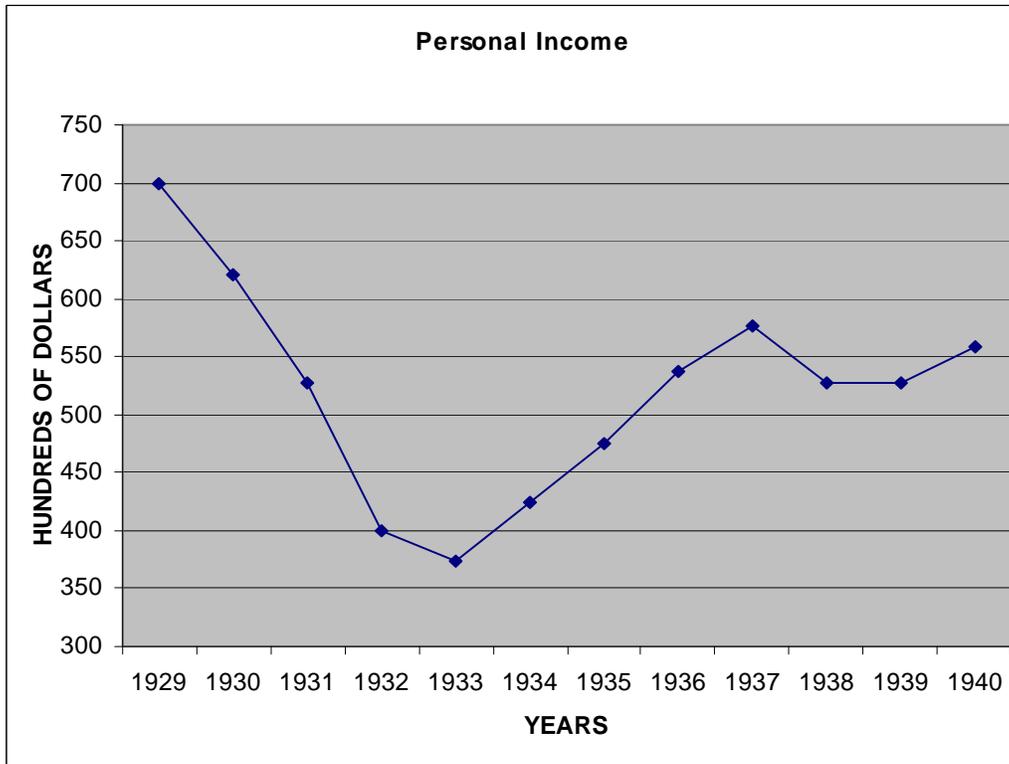
Conclusion

In the late 1920s and through the 1930s the economic collapse tore apart the lives of millions of people. The Great Depression cut a wide path through the U.S. society, leaving an indelible imprint on every American. Day after day, for a decade, the human impact of the Great Depression could be observed in every region of the United States.

Document 2

Data Analysis of the Great Depression

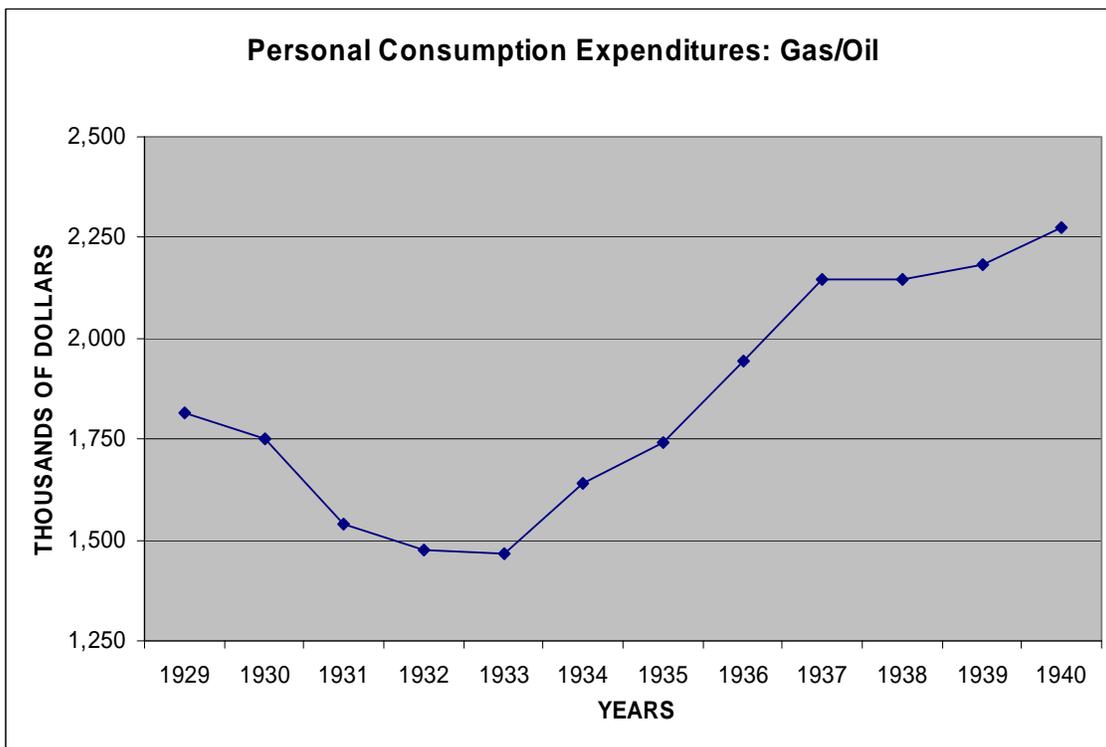
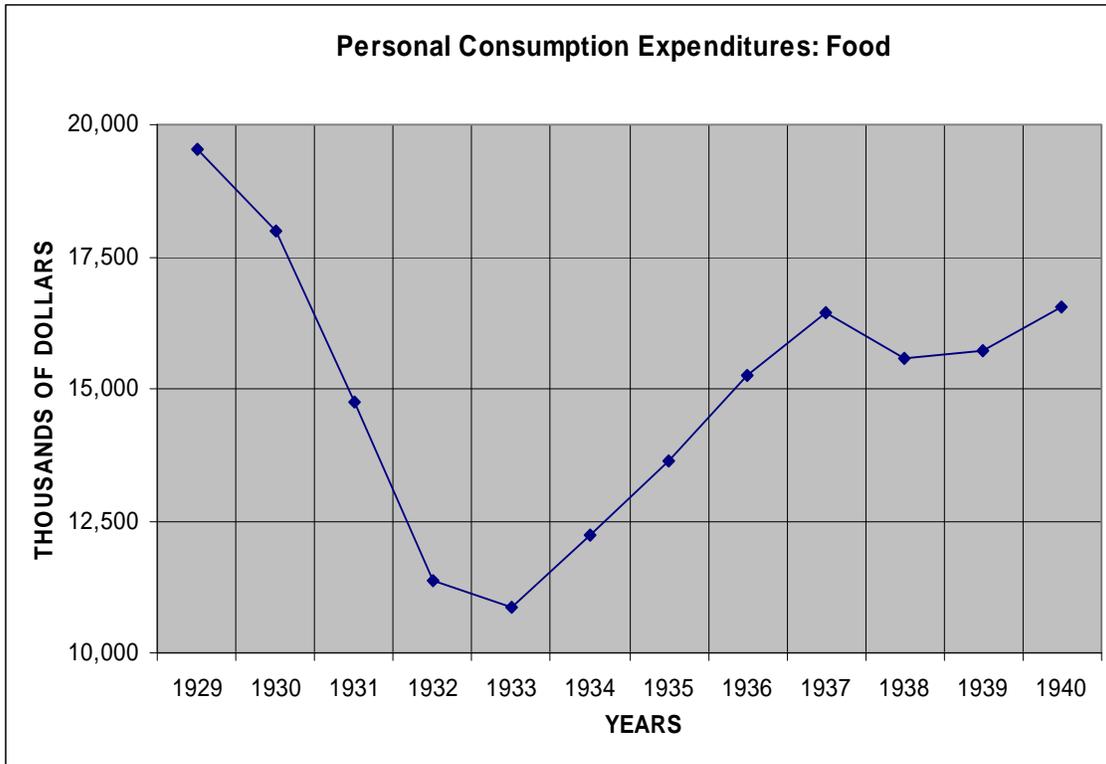
Directions: Analyze the graphs and complete **Student Handout 4**.



Document 2

Data Analysis of the Great Depression

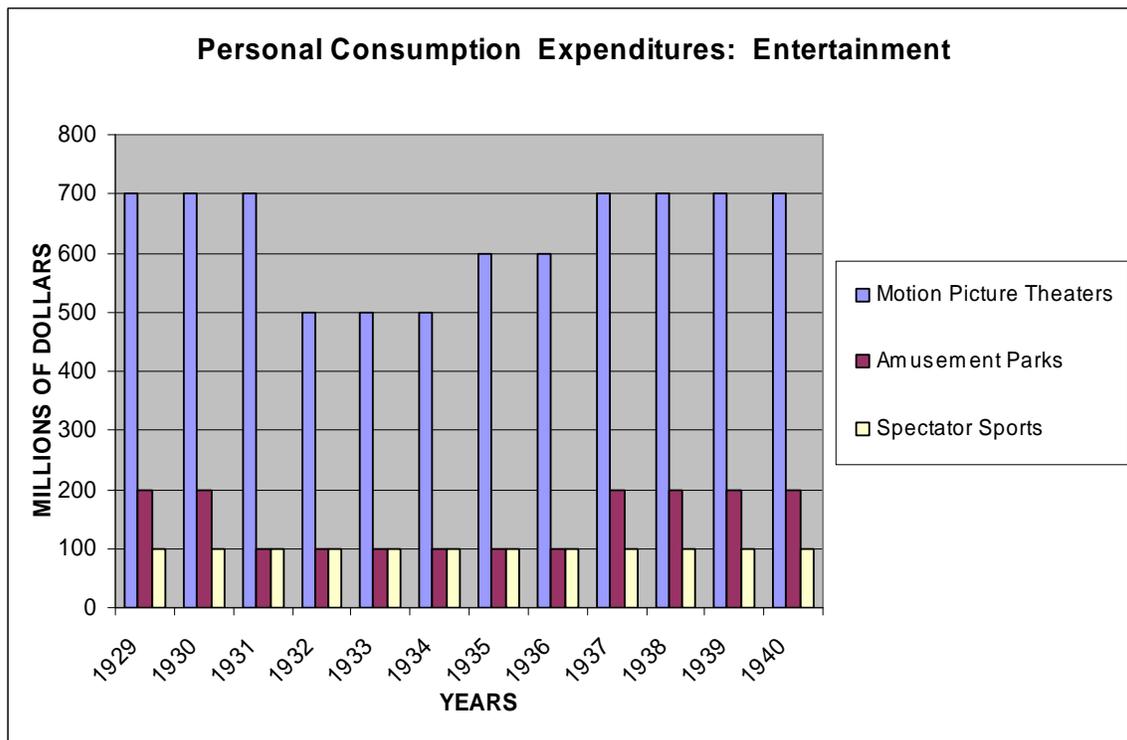
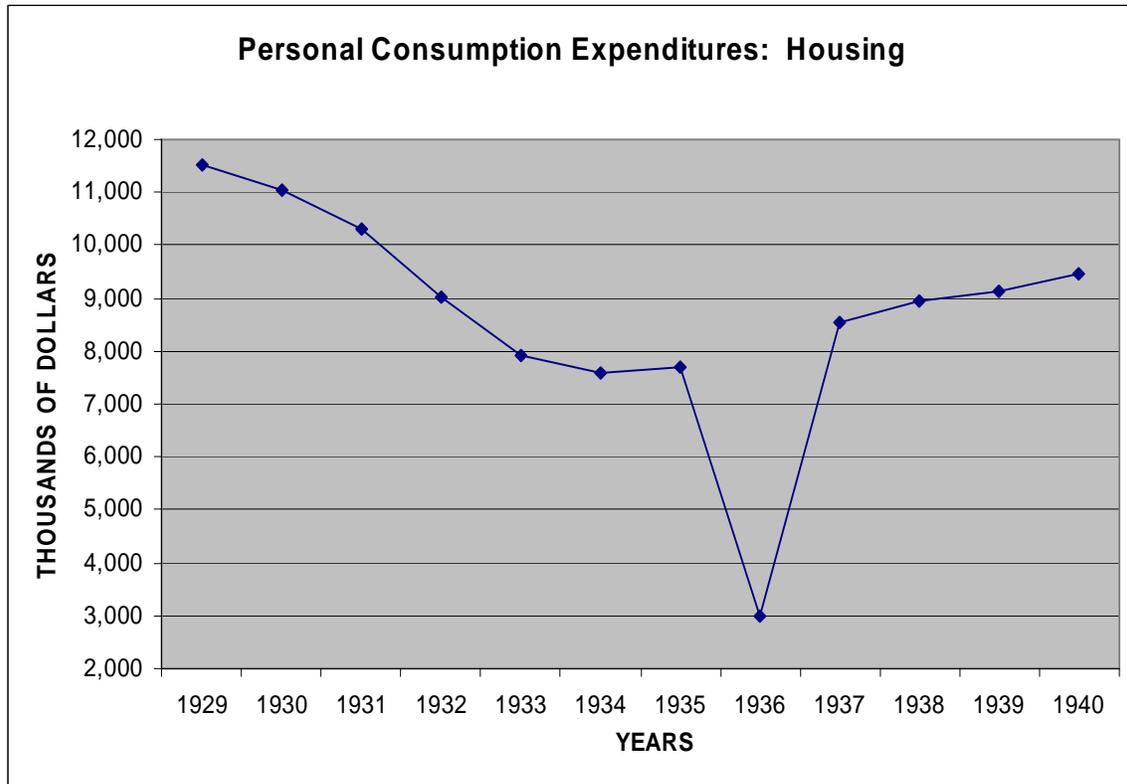
Directions: Analyze the graphs and complete **Student Handout 4**.



Document 2

Data Analysis of the Great Depression

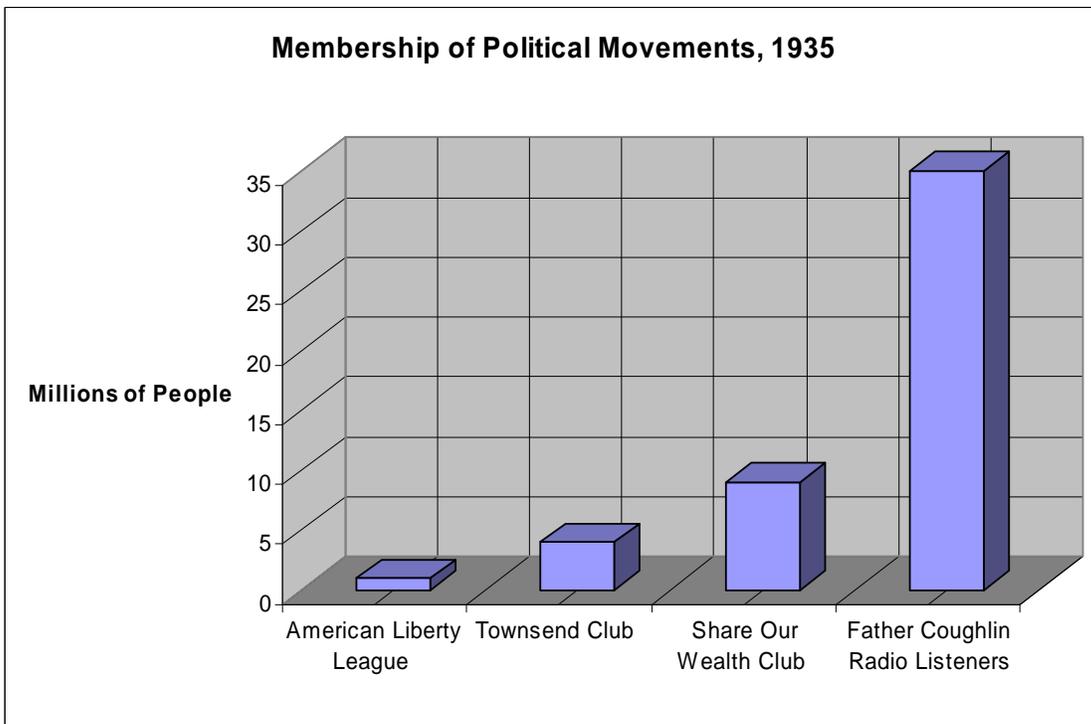
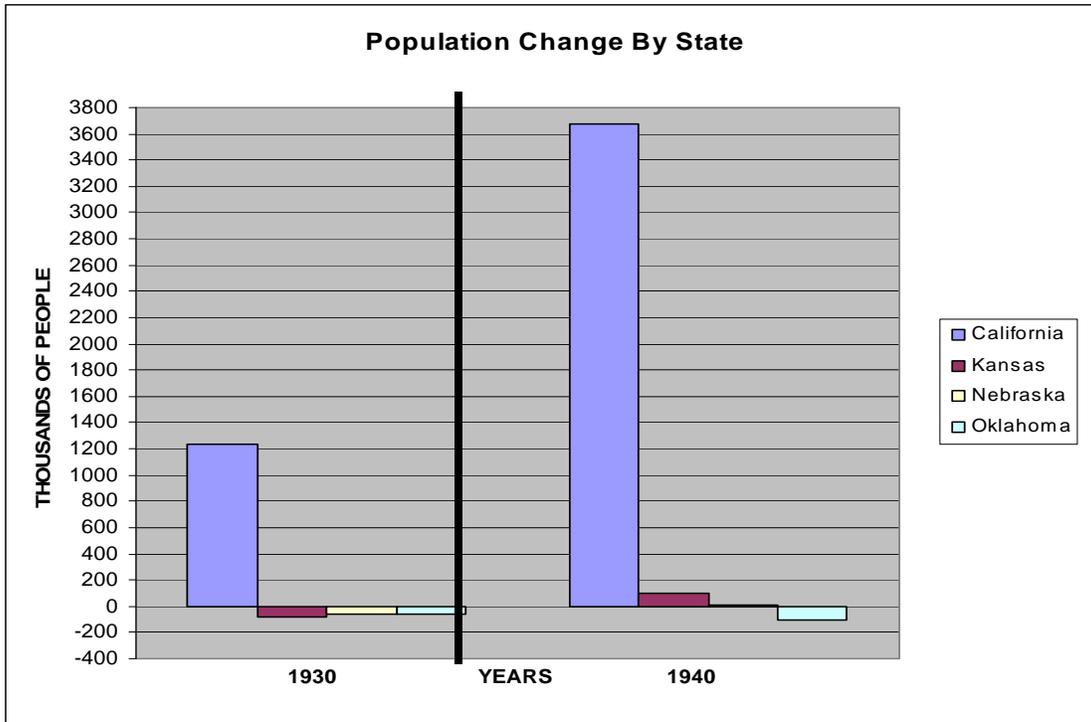
Directions: Analyze the graphs and complete Student Handout 4.



Document 2

Data Analysis of the Great Depression

Directions: Analyze the charts and complete Student Handout 4.



Document 3

Primary Sources: Impact of the Great Depression



During the Great Depression soup kitchens, like this one sponsored by Chicago gangster Al Capone, provided meals for the unemployed.

Photo by Social Security Administration in 1935

The Great Depression was hardest on people of color. African American unemployment was over 50% during the 1930s.



Photo by Margaret Bourke-White in 1937

Document 4

Primary Sources: Impact of the Great Depression



Photo by Dorothea Lange, February 1937

The Dust Bowl of the 1930s sent many families from Oklahoma west toward California. These migrants were referred to as "Okies" and populated migrant work camps throughout California. Many drove in their automobiles referred to as "jalopies".

Hundreds of thousands of migrants descended upon California, though they were not always welcomed.



WPA Photo by John E. Allen

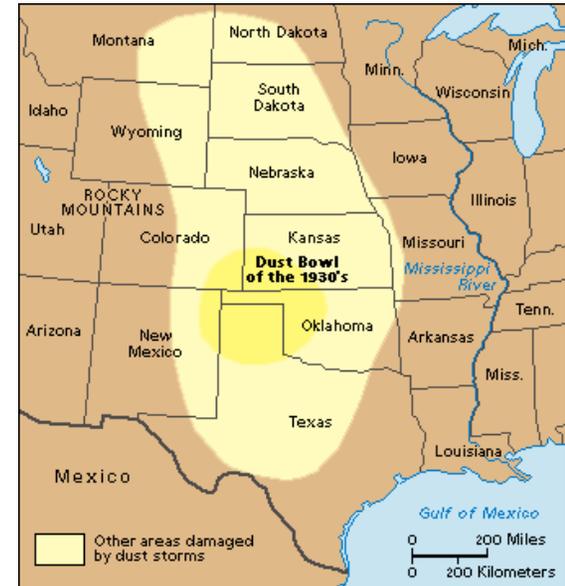
Document 5

Primary Sources: Impact of the Great Depression



Photo from the National Oceanic & Atmospheric Administration, 1935

The term Dust Bowl refers to an environmental disaster during the Great Depression in the United States. As a result of poor farming techniques and severe drought, winds carried off the topsoil of a large area in the Great Plains, resulting in an environmental disaster known as the Dust Bowl. This photo shows an immense dust cloud threatening a number of houses.



Map of the Dust Bowl, 1930s

The Dust Bowl of the 1930s lasted about a decade. Its primary area of impact was on the southern Plains, but its effects were felt throughout the Midwest. The agricultural devastation helped to lengthen the Great Depression.

Document 6

Primary Sources: Impact of the Great Depression

The study of the human cost of unemployment reveals that a new class of poor and dependents is rapidly rising among the ranks of young sturdy, ambitious laborers, artisans, mechanics, and professionals, who until recently maintained a relatively high standard of living and were the stable self-respecting citizens and taxpayers of the state. Unemployment and loss of income have ravaged numerous homes. It has broken the spirit of their members, undermined their health, robbed them of self-respect, and destroyed their efficiency and employability.

. . . The law must step in and brand as criminals those who have neither desire nor inclination [desire to do something] to violate accepted standards of society. . . . Physical privation [lack or loss of things one needs i.e. shelter/food] undermines body and heart. . . . Idleness destroys not only purchasing power, lowering the standards of living, but also destroys efficiency and finally breaks the spirit.

Report of the California Unemployment Commission, 1932

Document 7

Primary Sources: Impact of the Great Depression

It was the Depression; there was no work. I was a burden to Mother and Gus, my step-father. I took the blanket and hurried home. I said nothing to Mother then only that I was going down to Scott's [store] to get a flat fifty box of cigarettes. Ordinarily I was reluctant to add to the delinquent [past due] account; today I found abundant courage. Besides the tin of cigarettes, I asked for two sacks of Golden Grain. "Charge it," I said. Scott looked taken aback but said nothing.

I returned home and told Mother I was leaving. She didn't fight it, but she was sad. Mother owned no suitcase or tote. All she had was a black satin bag, the size of a pillow case. I jammed my new sleeping bag inside it, three or four pairs of socks, shorts, an old sweater, the cigarettes and sacks of Golden Grain. Mother made two sandwiches. She went to her purse and gave me all the money she had: 72 cents. . .

High school graduate from Duluth, Minnesota, 1933

Document 8

Primary Sources: Impact of the Great Depression

It was for us the day of judgment. The *marciales*, deputy sheriffs, arrived in late afternoon when the men were returning home from working in the lemon groves. They started arresting people and holding them in the *rebote*, fronton [jai alai court]. The deputies rode around the neighborhood with their sirens wailing and advising people to surrender themselves to the authorities. They barricaded all the exits to the *colonia* so that no one could escape. . . There were so many arrestees; the fronton was not large enough to hold all the prisoners. We the women cried, the children screamed, others ran hither and yon with the deputies in hot pursuit yelling at them that their time had come and to surrender.

Maria Luna, witness to a deportation raid, 1931

Document 9

Primary Sources: Impact of the Great Depression

It is estimated that the population of the age of 60 and above in the United States is somewhere between nine and twelve million. I suggest that the national government retire all who reach that age on a monthly pension of \$200 a month or more, on condition that they spend the money as they get it. This will insure an even distribution throughout the nation of two or three billion of fresh money each month. Thereby assuring a healthy and brisk state of business, comparable to that we enjoyed during war times.

Dr. Townsend's Plan in a letter to the editor, Long Beach Press-Telegram,
September 30, 1933



Document 10

Primary Sources: Impact of the Great Depression

The great wealth and abundance of this great land belongs to all of us . . . we propose laws [that use estate and income taxes to ensure that no family owns more than \$5 million in property or earns more than \$1 million in income] By limiting the size of the fortunes and incomes of the big men, we will throw into the government treasury the money and property from which we will care for the millions of people who have nothing; and with this money we will provide a home and the comforts of home, with such common conveniences as radio and automobile, for every family in America, free of debt.

Radio address by Senator Huey Long describing his “Share the Wealth” plan,
January 1935



Document 11

Primary Sources: Impact of the Great Depression

Continued influx of thousands of indigents from the Middle West into various California counties, adding to increasing relief burdens, has resulted in the calling of a statewide conference at Los Angeles to be held during the week of July 19. . .

L.A. County Hit

Los Angeles County is the most seriously hit of all the counties of the state. According to Supervisor McDonough, 19.36 percent of Los Angeles County's estimated population of 2,366,904 is on relief.

The Los Angeles Supervisors, through County Charities Superintendent Rex Thomson and Supervisor John Anson Ford, both of whom are now in Washington, have reported to the Federal authorities that 2,946,614 persons entered California by automobile during the 12-month period ending April 30 last. Of this total, 74 percent indicated Southern California as their destination, and a great proportion of these persons needed manual employment.

Dust Bowl Refugees

That approximately 70,000 persons, mostly families from the dust bowl areas, are overtaxing relief and health agencies in the San Joaquin Valley was reported by Harold H. Robertson, Field Secretary of the Gospel Army, a national social and relief body, has reported to the Supervisors. This report has hastened the calling of the relief conference, Supervisor McDonough announced.

*State to Study Relief Problems of Indigents
San Francisco Chronicle, July 11, 1937*



Prompt

To what extent did the Great Depression impact the United States?

Transparency 2

Say Something Reading Strategy

- Group members number off 1 to 4.
- Read and take notes on Student Handout 2
- Stop and discuss after completing each section

Time:

- Presenter # 1 will lead the group discussion for section: *Latinos and African Americans...*

Time:

- Presenter #2 will lead discussion of section *Farmer's Experience...*

Time:

- Presenter #3 will lead discussion on *Political Movements...*

Time:

- Presenter #4 will lead discussion on *Culture of Great Depression.*

- Group members should share any additional main ideas missed after presenter summarizes.

Transparency 3



Dorothea Lange's famous photo of a migrant worker and her family in Nipomo, California during the Great Depression in March 1936.

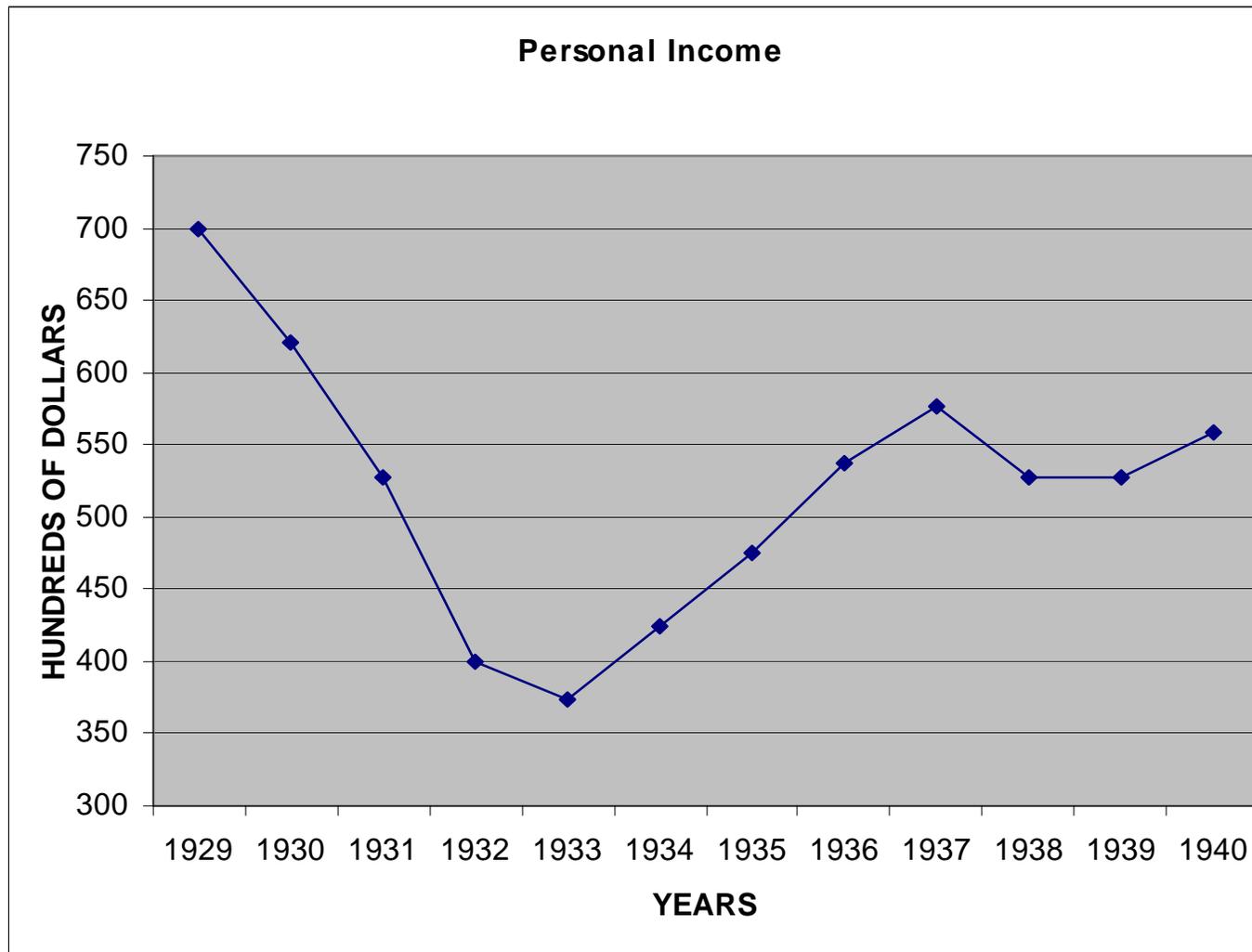
"There is something about poverty that smells like death. Dead dreams dropping off the heart like leaves in a dry season and rotting around the feet."

*Zora Neale Hurston, **Dust Tracks on a Road***

Transparency 4

Data Analysis of the Great Depression

Directions: Analyze the graphs and complete **Student Handout 4**.



Transparency 5

Data Analysis of the Great Depression

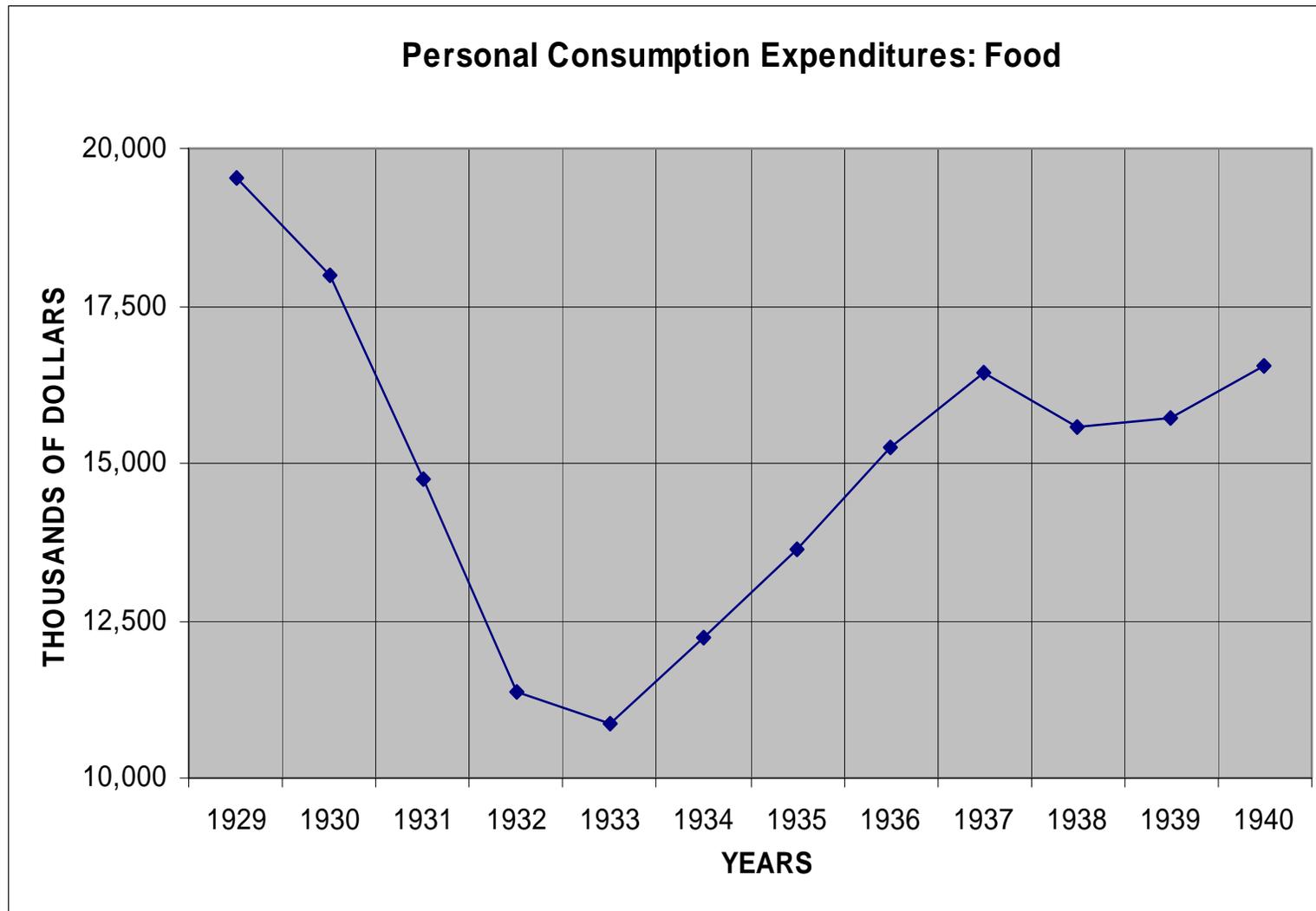
Directions: Analyze the graphs and complete **Student Handout 4**.



Transparency 6

Data Analysis of the Great Depression

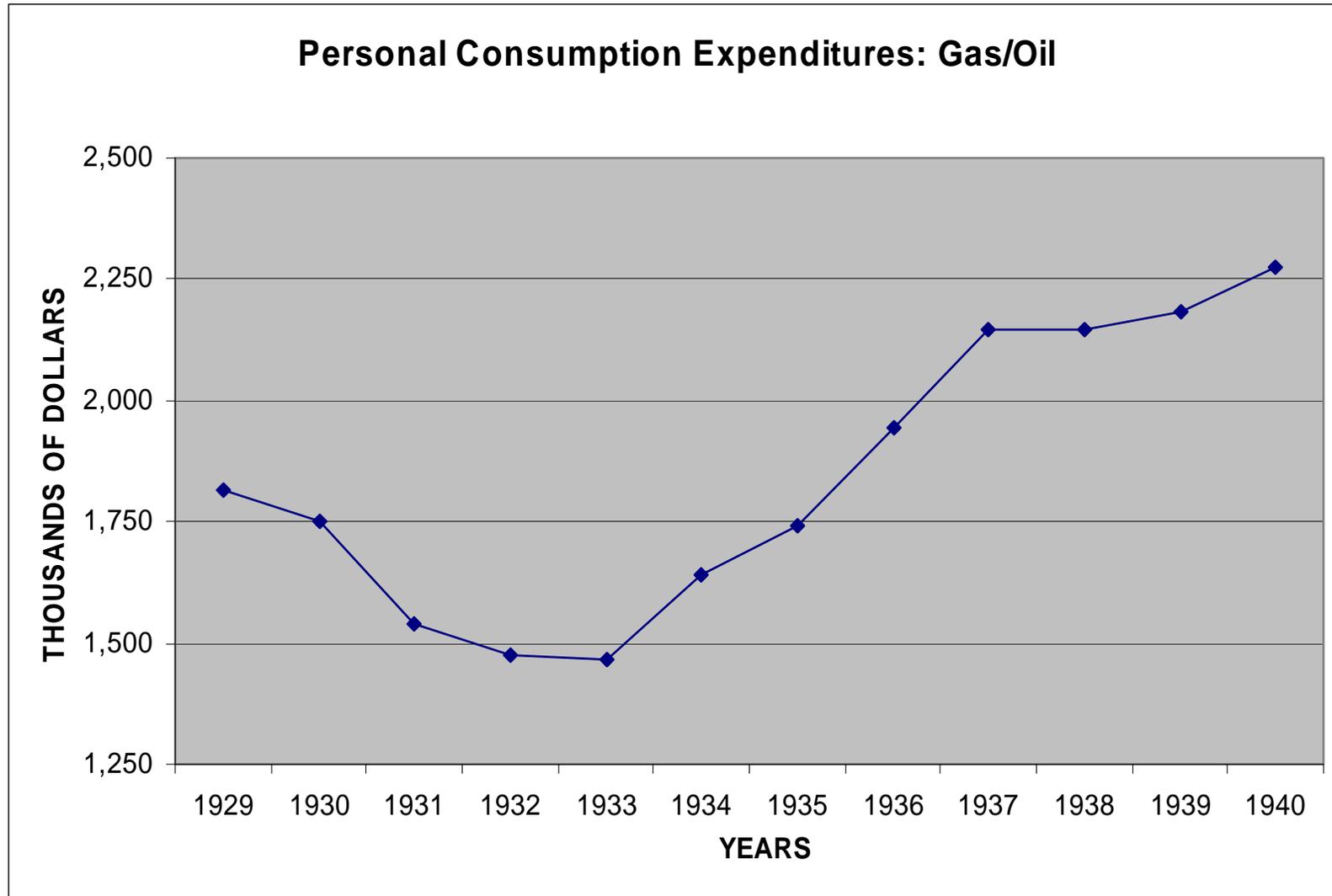
Directions: Analyze the graphs and complete **Student Handout 4**.



Transparency 7

Data Analysis of the Great Depression

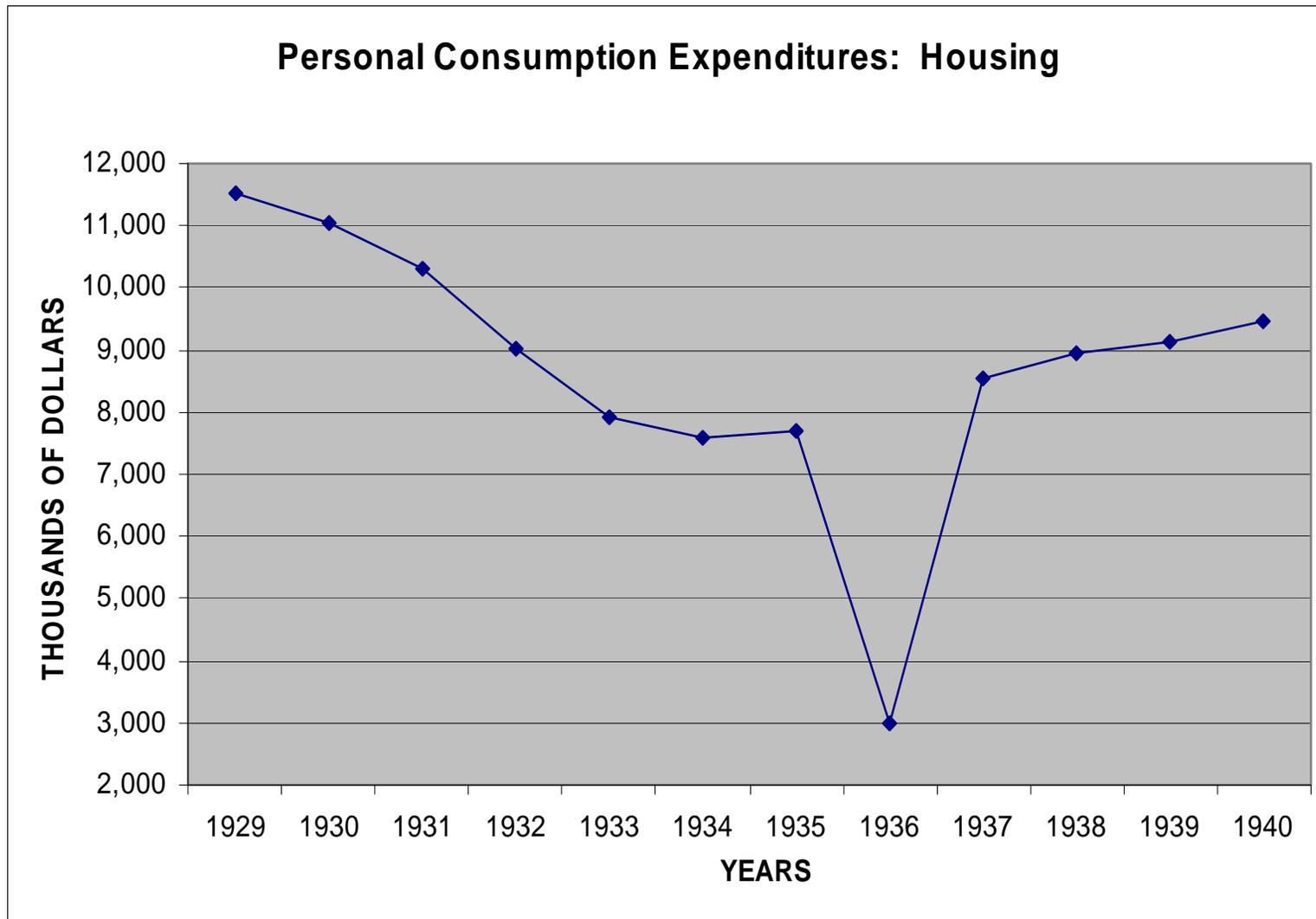
Directions: Analyze the graphs and complete **Student Handout 4**.



Transparency 8

Data Analysis of the Great Depression

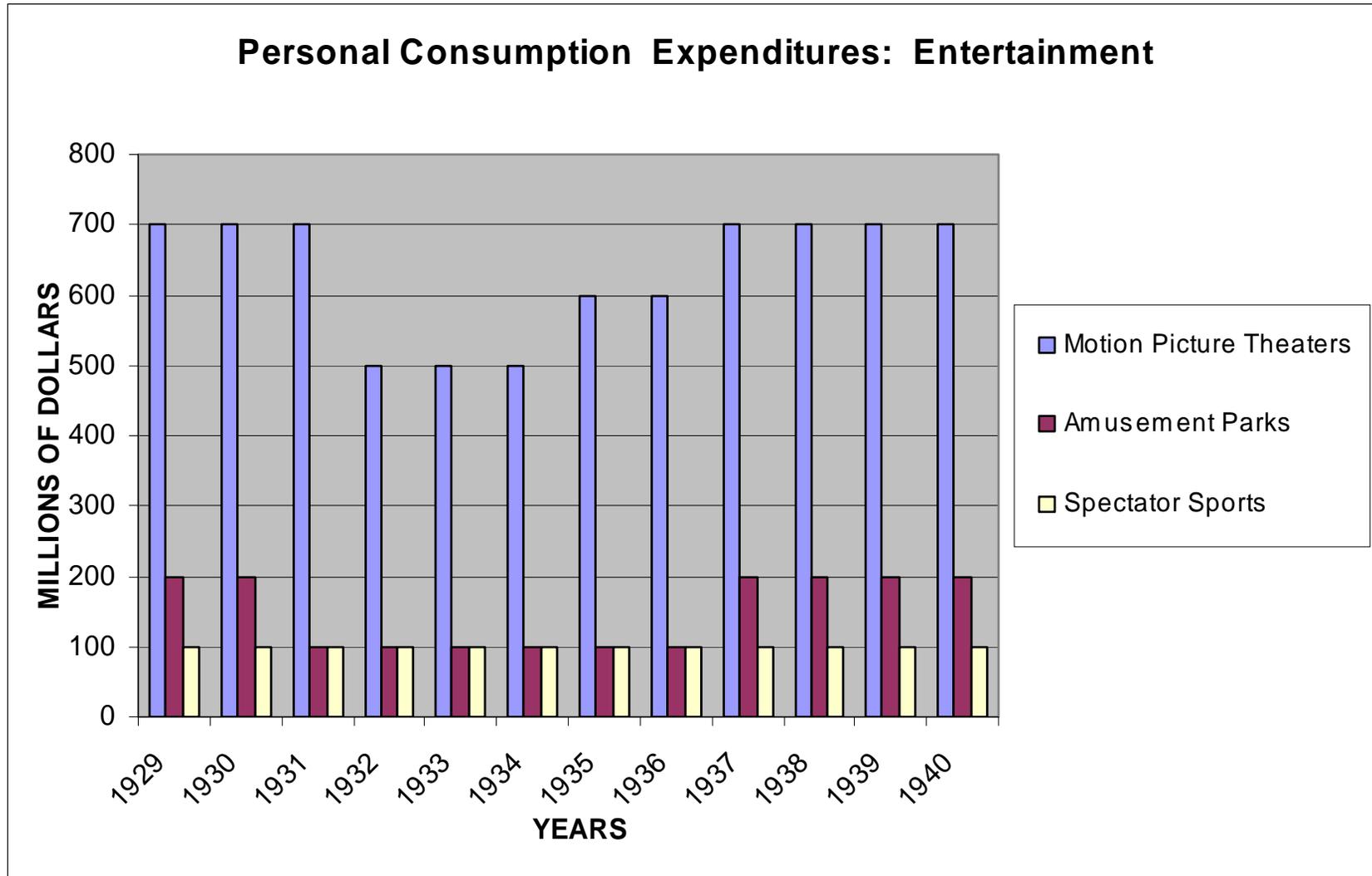
Directions: Analyze the graphs and complete Student Handout 4.



Transparency 9

Data Analysis of the Great Depression

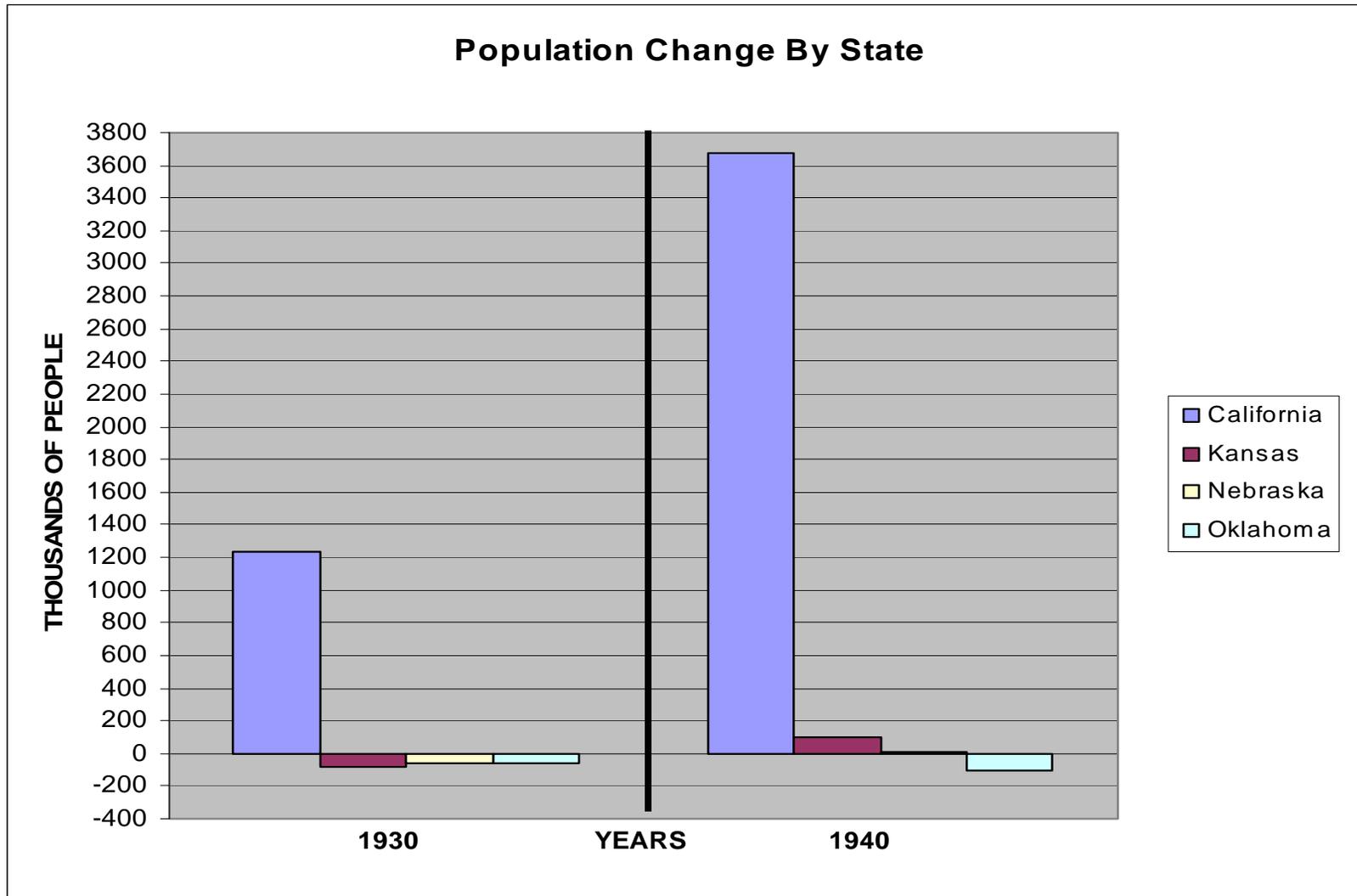
Directions: Analyze the graphs and complete **Student Handout 4**.



Transparency 10

Data Analysis of the Great Depression

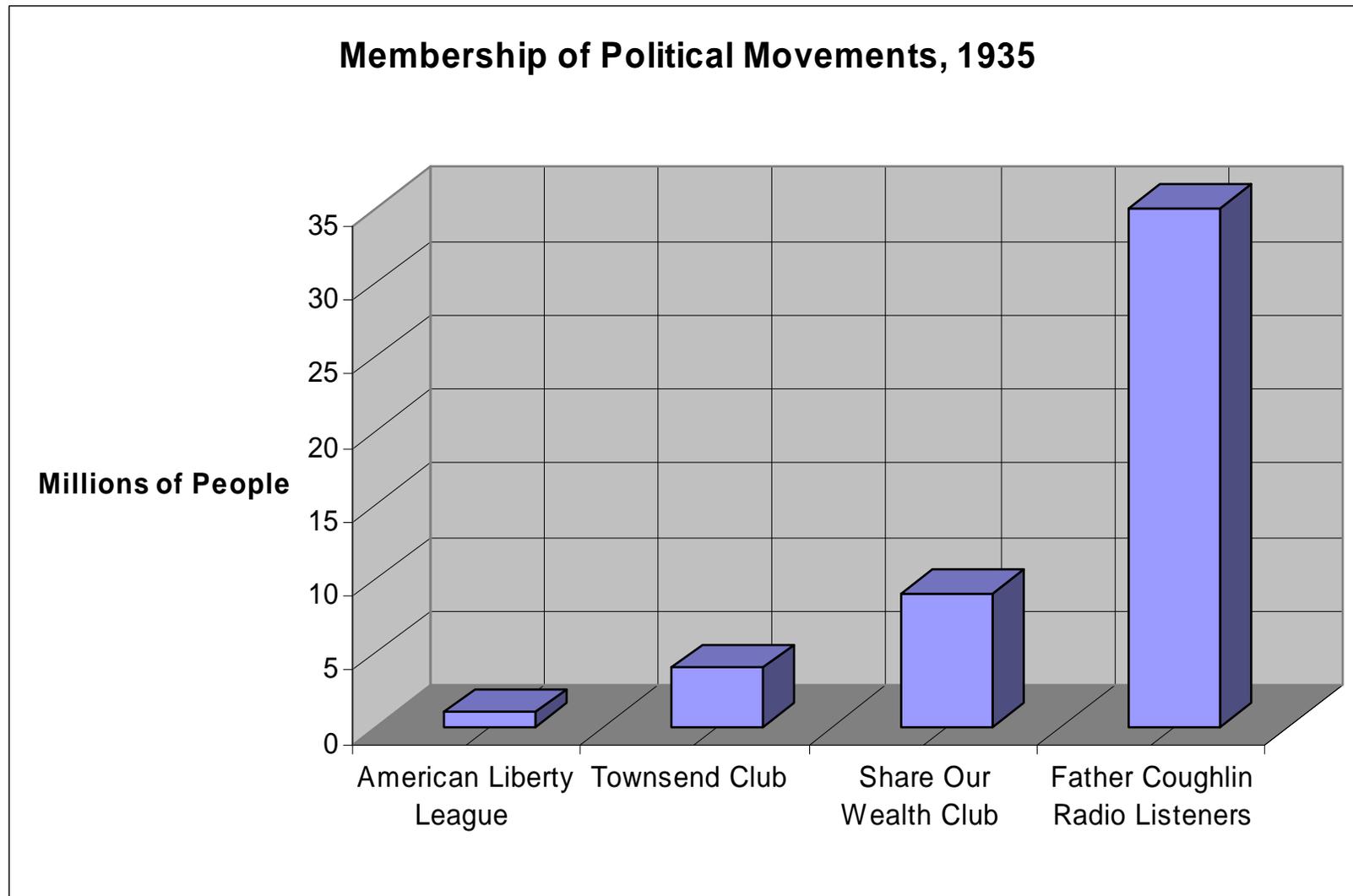
Directions: Analyze the graphs and complete Student Handout 4.



Transparency 11

Data Analysis of the Great Depression

Directions: Analyze the graphs and complete **Student Handout 4**.

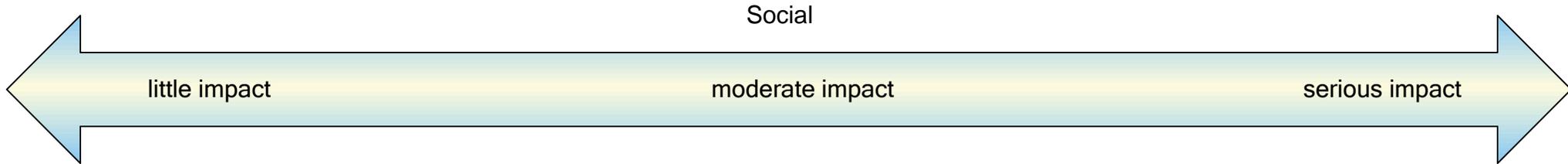


Transparency 12

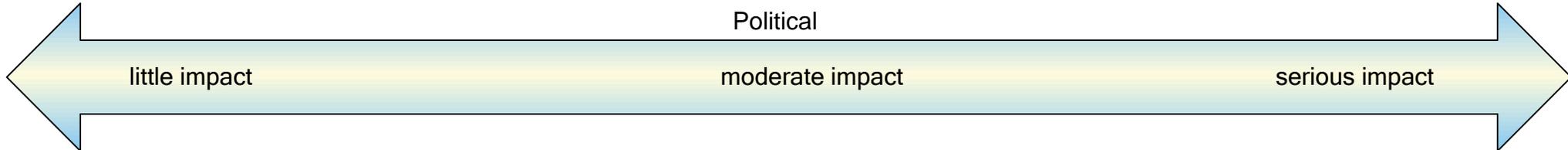
Effects of the Great Depression Spectrums

Prompt: To what extent did the Great Depression impact the United States?

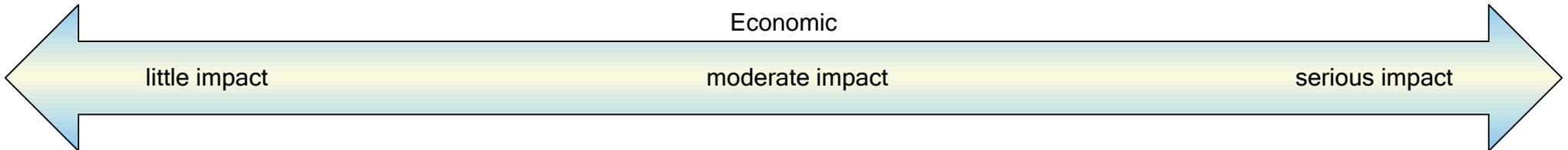
Directions: Mark X on each spectrum below based on your evaluation of the evidence. Explain why you placed an X where you did.



Explanation:



Explanation:



Explanation:

Transparency 13

Writing Graphic Organizer

Para- graph 1	<u>Historical Context:</u> 2-3 sentence summary of the Great Depression.		
	<u>Thesis:</u> Your position on the impact of the Great Depression on the United States.		
Para- graph 2	<u>Main Idea</u> <i>Impact 1</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 3	<u>Main Idea</u> <i>Impact 2</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 4	<u>Main Idea</u> <i>Impact 3</i>	Topic Sentence	
		Supporting Detail/Evidence	
		Supporting Detail/Evidence	
		Analysis	
		Concluding Sentence	
Para- graph 5	<i>Restate Thesis</i>		
	<i>Review Main Points</i>		
	<i>Final Thought</i>		

Teacher Guide 1

Data Analysis Graphic Organizer

Directions: Complete the following organizer as you analyze the graphs on **Document 2**.

Focus Question: What does the data tell you about people's lives during the Great Depression?

Graph Information	Which of the following sentences about the graph is true?	What might be some possible explanations for this?	Graph Category
<p><u>Title:</u> <i>Personal Income</i></p>	<p>A. Personal income increased to record levels in the 1930s.</p> <p>B. Personal income decreased from 1929 to 1933.</p> <p>C. An individual's income was about \$400 a month in 1932.</p> <p>D. Taxes caused a decrease in personal income in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>Unemployment</i></p>	<p>A. Unemployment levels remained the same throughout the 1930s.</p> <p>B. Unemployment decreased drastically from 1930 to 1935</p> <p>C. Unemployment increased dramatically from 1929 to 1933.</p> <p>D. Unemployment levels were highest in the northeast.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p><u>Title:</u> <i>PCE: Food</i></p>	<p>A. Food prices increased in the 1930s.</p> <p>B. Food expenditures decreased in the 1930s.</p> <p>C. Food expenditures cost the government more in the 1930s.</p> <p>D. People spent about \$15,000 for food in 1931.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Teacher Guide 1

Graph Information	Which of the following sentences about the graph is true?	What might be some possible explanations for this?	Graph Category
<p>Title:</p> <p><i>PCE: Gas/Oil</i></p>	<p>A. Fuel consumption decreased in the 1930s.</p> <p>B. Gas/Oil expenditures rose in the 1930s.</p> <p>C. An individual's average expenditure of gas/oil in 1936 was less than \$2000 a year.</p> <p>D. The price of gas/oil increased in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p>Title:</p> <p><i>PCE: Housing</i></p>	<p>A. Housing expenditures rose throughout the 1930s</p> <p>B. Housing prices declined on average during the 1930s.</p> <p>C. Home sales declined to record levels in 1936.</p> <p>D. The 1930s home sales decreased by over \$8,000.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p>Title:</p> <p><i>PCE: Entertainment</i></p>	<p>A. More people went to the movies from 1932 to 1934.</p> <p>B. Spending for entertainment in the 1930s returned to pre-Great Depression levels.</p> <p>C. Movie tickets prices increased during the 1930s.</p> <p>D. The cost of entertainment in 1936 was \$600 million.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Teacher Guide 1

Graph Information	Which of the following sentences about the graph is true?	What might be some possible explanations for this?	Graph Category
<p>Title:</p> <p><i>Population Net Change by State</i></p>	<p>A. The population went down in California.</p> <p>B. The population went up in all states.</p> <p>C. The population rose in California between 1930 and 1940.</p> <p>D. The population stayed the same during the 1930s in all states.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>
<p>Title:</p> <p><i>Membership of Political Movements 1935</i></p>	<p>A. The Share Our Wealth Club increased in membership from 1935 to 1938.</p> <p>B. Most of the political movements in the 1930s were socialist movements.</p> <p>C. The Townsend Club was mainly people from the mid-west.</p> <p>D. Millions of people were politically active in the 1930s.</p>		<p>Economic</p> <p>Political</p> <p>Social</p>

Focus Question: What does the data tell you about people's lives during the Great Depression? _____

Students should write about the economic hardships people faced during the Great Depression. Students may also point out the significant political and social issues of the 1930s.



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 11.9.3

Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.

PRIOR KNOWLEDGE REQUIRED

This lesson covers the early Cold War period of 1945-1956. Students should have learned about World War II and the Soviet expansion into Eastern Europe. They should know the major conferences that were precursors to the Cold War.

INSTRUCTIONAL STRATEGIES

Accessing Prior knowledge

Using the Dot Game in the Hook portion of the lesson, students will access prior knowledge in terms of the understanding of how rumors or false accusations are spread as a stimulating bridge to understanding McCarthyism.

Jigsaw Reading

Students will read two documents in pairs, each student taking one document.

Graphic Organizers

Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking process.

Cooperative/Communal Learning

Students in small groups or pairs are engaged with learning to support language acquisition through meaningful interactions and positive learning experiences to achieve instructional goals.

BRIEF OUTLINE OF LESSON

Day 1

- Hook: the Dot Game
- Background Reading and PowerPoint
- Background Reading and Instructional Conversation

Materials needed: Student Handouts 1 and 2, Document 1, and Transparency 1 through 10.

Day 2

- Political Cartoons
- Analyzing Documents

Materials needed: Documents 2-5, Student Handout 3, and Teacher Guide 3.

Day 3

- Scenario
- Analyzing the Documents
- Unpacking the Prompt
- Pre-writing

Materials needed: Student Handouts 3-6, Documents 2-5, and Teacher Guide 3.

Day 4

- Pre-writing
- Essay Writing

Materials needed: Student Handouts 4 and 6

CULMINATING TASK

The culminating task for this lesson is a multi-paragraph essay that interprets the consequences of the early Cold War on America.

What were the three greatest consequences of the early Cold War on the United States?

KEY TERMS AND CONTENT

foreign
domestic
ideology
Cold War
social
political
economic
containment
Truman Doctrine
Marshall Plan
Berlin Blockade
North Atlantic Treaty Organization (NATO)
House Un-American Activities committee (HUAC)
McCarthyism
paranoia
propaganda
Korean War

11th Grade Instructional Guide

Model Lesson 4

The Early Years of the Cold War

Standard

11.9.3 Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- The era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting
- The Truman Doctrine
- The Berlin Blockade
- The Korean War

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Students analyze how change happens at different rates and times; understand that some change is complicated and affects not only technology and politics but also values and beliefs.

Historical Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Guiding Inquiries:

1. How are a nation's foreign policies and domestic policies related to each other?
2. What is the best approach to foreign policy?
3. What were the causes and effects of the Cold War?
4. In what way did the Cold War impact U.S. domestic policy?
5. In what way did the Cold War impact U.S. foreign policy?

Materials

Student Handout 1: Dot Game Directions

Student Handout 2: Document Analysis Organizer

Student Handout 3: Scenario

Student Handout 4: Unpacking the Prompt

Student Handout 5: Writing Prompt and Task Sheet

Student Handout 6: Writing Graphic Organizer

Document 1: Key Events in the Early Cold War and Timeline

Document 2: Political Cartoon and Comic Book Cover

Document 3: The Waldorf Statement

Document 4: Joseph McCarthy - Speech at Wheeling West Virginia

Document 5: The Rosenberg Case Excerpts

Document 6: NSC - 68 Excerpts

Document 7: Truman's Statement on the Situation in Korea

- Document 8: Defense Spending Graph
- Transparency 1: Writing Prompt
- Transparencies 2-10: Power Point Slides of Key Events and Individuals
- Teacher Guide 1: Dot Game Procedures and Materials
- Teacher Guide 2: Teacher Notes on the Power Point
- Teacher Guide 3: Sample Responses for Student Handout 3

Questions for Lesson Study

1. Can students see the relationship between foreign and domestic events?
2. Can students understand the importance of considering context when studying history?
3. Are students able to identify the subtext of a given historical document?

Lesson Overview

This lesson focuses on the first half of Standard 11.9.3 ending with the Korean War. The lesson begins with a short simulation on Cold War fears and then transitions into a background essay and supporting Power Point on foreign and domestic events of the early Cold War years. The heart of the lesson focuses on student analysis of primary source documents related to the domestic and foreign motivations and impacts of the United States during the Cold War. Students will demonstrate their learning by their response to the following writing prompt:

What were the three greatest consequences of the early Cold War on the United States?

The lesson has been crafted to fit the structure of a 50 minute period and to be completed within 4 days.

Day 1	
Teacher/Student Activities	Helpful Hints
<p>Hook To help students experience and understand the fears and paranoia that filled America during the Cold War students will play The Dot Game. This activity is designed to allow students to experience the anti-communist suspicions during the early Cold War. While playing the Dot Game, students try to form groups that exclude a targeted group of students. In the process, they learn how political accusations created suspicion and fear during the Cold War era.</p> <p>Expect the class to be lively and noisy during the activity.</p> <p>Refer to Teacher Guide 1 for procedures. Have students look at Student Handout 1 for directions.</p> <p>Have students return to their seats after determining the winners. Be sure to spend ample time debriefing the game and making the connection to history to make sure that students learn from the experience. For example, make sure students understand what the dots represented and the climate of fear during the McCarthy era. Use a T- Chart to help students identify how their experience was similar to history. For example, the use of the post-its in the game was like labeling people as pinkos or reds.</p>	<p><u>Time Suggestion:</u> 15 minutes</p> <p>Establish a procedure or sign for getting everyone’s attention when they are playing the game to clarify any confusion.</p> <p>Remind students about the Dot Game as you go through the lesson linking the appropriate historical content (Hiss, the Rosenbergs, McCarthy, etc.) to the elements of the game.</p>

<p>Goals of the Lesson and Writing Prompt</p> <p>Transition from the simulation into the larger lesson by informing students that they will be learning about a time in America’s history where the fear of communism greatly shaped American foreign and domestic policies. Introduce students to the goals of the lesson:</p> <ul style="list-style-type: none"> • Explore the causes of Cold War fears • Examine key events in the early Cold War • Consider the impact of the Cold War on America’s foreign and domestic policies. <p>Students will culminate the lesson by responding to a writing prompt. Introduce students at this time to the writing prompt using Transparency 1.</p> <p>Access student’s prior knowledge about the Cold War that they acquired in their Modern World History class as you transition to the next activity.</p>	<p>5 minutes</p>
<p>Background Reading and Power Point</p> <p>Using Document 1, students will work in pairs or individually to gain background information on the key events involved with the lesson. After students read a few paragraphs looking for key ideas of the Cold War, a slide will be projected to facilitate discussion. Teacher Guide 2 contains procedures and background information for each slide.</p> <p>Utilize the timeline at the end of Document 1 to summarize the chronology of the early Cold War or to serve as the basis for the following review activity.</p>	<p>25 minutes</p> <p>Alternative processes: have students do all of the reading first and then review with slides, or introduce all of the slides with the timeline and then have students read.</p>
<p>Wrap-Up Review</p> <p>Conclude the period by selecting one of the following questions for students to respond to:</p> <ul style="list-style-type: none"> • What were the key events of the early Cold War? • What were the causes and effects of the Cold War? • What role did fear play in the Cold War? • How did the Dot game connect to what you read about in Document 1? <p>Quickly call on a few students. Determine student learning needs to address in the subsequent day or for homework. These questions may also be used as a homework assignment.</p>	<p>5 minutes</p>

Day 2	
Teacher/Student Activities	Helpful Hints
<p>Political Cartoons</p> <p>To build on the context provided in the timeline and background reading students will examine two political cartoons found on Document 2. Remind students of the three levels of questions from Lesson 1 if needed: What do you see? What is your interpretation? What is the significance?</p> <p>Discuss the cartoons as a whole group asking questions such as:</p> <ul style="list-style-type: none"> • What are the key images and symbols in these images? • What are the sources and dates of these images? 	<p><u>Time Suggestion:</u> 10 minutes</p> <p>The political cartoons have been put side-by-side to show differing points of view on the issue.</p>

<ul style="list-style-type: none"> • How do these cartoons reflect different attitudes about the Cold War? • What is the message of the cartoons? <p>Discuss the various points of view on the issue as revealed in the cartoons as well as the use of satire by Herblock. Following the analysis have students individually complete the relevant portions of the document analysis organizer (Student Handout 2).</p> <p>Teacher Guide 3 contains information on each of the documents as a reference guide.</p>	
<p>Analyzing the Documents Have students work in pairs to analyze Documents 3-5. Students should work together on each document and complete the relevant portion of Student Handout 2 as they analyze the documents.</p> <p>Focus student reading on considering the prompt and information in the sources that relate to the prompt.</p>	<p>30 minutes</p> <p>Be sure to point out to students that Document 5 has two parts.</p>
<p>Debrief Review Documents 3-5 as a whole group identifying the main ideas of the documents and links that the documents have to the writing task. Discuss student questions as well. Underline the importance of considering the context and point of view when evaluating historical documents, reminding students of the Dot Game as appropriate. Document 5 shows the importance of considering context as well as differing points of view on an issue.</p>	<p>10 minutes</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Scenario To have students do some initial thinking on approaches to foreign policy during the Cold War students will individually complete Student Handout 3. The different approaches listed are taken from NSC-68 (Document 6) and reflect American foreign policy views of the time. Ensure that students understand the different approaches before completing the task. Have students share their thinking with a partner and then have a short whole group discussion.</p> <p>Help the class to realize the complexity of the different approaches and the challenges leaders face. Discuss alternative approaches as well. To conclude the scenario, inform students that the National Security Council (as found in NSC-68) advocated the fourth approach.</p>	<p>10 minutes</p>
<p>Analyzing the Documents Students will analyze Documents 6-8 and record their findings on Student Handout 2. Have all students analyze Document 6 and then have pairs jigsaw Documents 7 and 8 with each student taking one document. Students who analyze Document 8 should use the timeline at the end of Document 1 to strengthen their chronological understanding. Structure the sharing of information in Student Handout 2 to foster student discussion</p>	<p>25 minutes</p>

about their findings. Debrief the documents touching on key ideas and making links to the writing task. Underline the importance of considering context when evaluating historical documents.	
Unpacking the Prompt Go over the writing prompt using Student Handouts 4 and 5 . Student Handout 4 has been included in the event that students need some additional differentiation and support to break down the writing prompt.	5 minutes
Pre-Writing Have students begin working on Student Handout 6 , the pre-writing organizer. Have students complete the organizer for homework to allow for a full day of writing the following day of class. Some of the scaffolds that were found in earlier versions of this organizer have been taken off to promote student mastery of organization. Guidance may be needed for some students. Emphasize to students that they should use the background reading, notes on Student Handout 2 , and documents as they complete their pre-writing.	10 minutes Some possible consequences for body paragraphs could include: fear of others, increased spending for defense, increased involvement in foreign affairs, a threat to American ideals, greater awareness of the threat of communism, a distraction from domestic needs, etc.

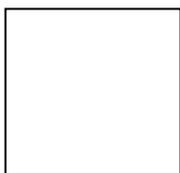
Day 4	
Teacher/Student Activities	Helpful Hints
Pre-Writing of the Essay Recap key ideas from Student Handouts 3 and 5 . Have students briefly discuss with a partner what they will be writing about. Make sure students are clear on the tasks and are able to formulate a solid thesis. Check for any final questions.	10 minutes
Essay Writing Students respond to the prompt. Students who finish early should read over their essay looking for potential revisions. Students could trade papers with a classmate and provide feedback to each other as an alternative.	30 minutes
Reflection Spend the remainder of the period reflecting on the writing task and the guiding inquiries of the lesson. Preview the portions of the Cold War that will be covered in subsequent lessons.	10 minutes

Student Handout 1

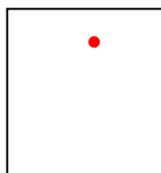
Dot Game Directions

Object of the Game

You are about to receive a slip of paper. Secretly check to see whether the paper is blank or has a red dot. Then hide it and do not show it to anyone during the game.



You are a non-dot



You are a dot

How to win the Game

Non-dots win the game by forming the largest group of students without any dots.

Dots win the game by being the *only* dot in a group of at least three people.

Rules of the Game

Once the game starts, you will have approximately five minutes to form groups.

- You can ask others whether they are dots or non-dots, but players may not reveal their slips of paper during the game.
- You must form groups of at least three people.
- You can be a part of a group only if that group agrees that you are a member.
- If you suspect that someone is a dot, report your suspicion to the teacher. They will deal with the accusation appropriately.

Tips on Strategy

- During the game, you will have to ask classmates whether they are dots. Because everyone will deny being a dot, look for classmates who act suspiciously.
- If you are a dot, try to draw suspicion away from yourself and onto others.

Student Handout 2

Document Analysis Organizer

Directions: Complete the following organizer as you analyze the different documents. Use the following question to guide your reading: **What were the greatest consequences of the early Cold War on the United States?**

Source	Interpretation (Main idea or message)	Evidence (Key quote, image, data)	Significance (Why was this significant?)
<i>Is This Tomorrow</i> comic book cover, 1947			
"Fire!" political cartoon, 1949			
The Waldorf Statement press release, 1947			

Student Handout 2

Document Analysis Organizer

Directions: Complete the following organizer as you analyze the different documents. Use the following question to guide your reading: **What were the greatest consequences of the early Cold War on the United States?**

Source	Interpretation (Main idea or message)	Evidence (Key quote, image, data)	Significance (Why was this significant?)
Joseph McCarthy Speech at Wheeling West Virginia, 1950			
Judge Irving Kaufman sentencing speech, 1951			
Julius Rosenberg statement, 1953			

Student Handout 2

Document Analysis Organizer

Directions: Complete the following organizer as you analyze the different documents. Use the following question to guide your reading: **What were the greatest consequences of the early Cold War on the United States?**

Source	Interpretation (Main idea or message)	Evidence (Key quote, image, data)	Significance (Why was this significant?)
NSC-68 Classified (secret) government report, 1950			
Truman's Statement on the Korean War, 1950			
U.S. defense spending graph, 1940 -- 2005			

Student Handout 3

Scenario

It is March of 1950. The Communists, led by Mao Zedong, have recently taken over China. The Soviets have exploded their first atomic bomb. There are reports of Communist activity in Asia and other parts of the world. What policies should the United States president take?

- 1) Continue the current polices (Truman Doctrine, containment, etc.)
- 2) Return to a traditional (isolationist) American foreign policy
- 3) Go to war against the Soviets
- 4) Rapidly build up the political, economic, and military strength of non-Communists

As an adviser to the President of the United States briefly explain the course of action the United States should take. Give historical examples and details to support your reasoning. Prepare to defend your views.

Student Handout 4

Unpacking the Prompt

Directions: Use this sheet to unpack the writing prompt: **What were the three greatest consequences of the early Cold War on the United States?**

1. What is a “consequence?” _____

2. Are you supposed to write about *all* the consequences? _____

3. In your own words explain what the prompt means.

4. List some consequences of the Cold War. Put a check mark (✓) next to what you feel were the three most important consequences. These will be the topics for your body paragraphs.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. What are the main documents that relate to the three consequences you have chosen?

a. _____

b. _____

c. _____

d. _____

Student Handout 5

Writing Prompt and Task Sheet

Background:

At the end of World War II, tensions between the United States and the Soviet Union ended their wartime alliance. The two superpowers began a struggle for influence throughout the world which resulted in what has come to be known as the Cold War. This conflict impacted U.S. foreign and domestic policies in significant ways between the years of 1945-1953 and beyond.

Prompt:

What were the three greatest consequences of the early Cold War on the United States?

Tasks:

1. Write an introduction in which you explain the background of the Cold War. End the paragraph with a thesis statement that takes a stand on the prompt.
2. Write 3 body paragraphs, one for each consequence you have chosen. Each paragraph should support your thesis statement using evidence from at least two documents with supporting explanations of that evidence.
3. Write a conclusion where you restate your thesis statement. Add any additional insight, historical significance of the issue, or connections to the present.

Suggested terms to use in your writing

foreign
domestic
ideology
Cold War
social
political
economic
containment
Truman Doctrine
Marshall Plan
Berlin Blockade
North Atlantic Treaty Organization (NATO)
House Un-American Activities committee (HUAC)
McCarthyism
paranoia
propaganda
Korean War

Student Handout 6

Writing Graphic Organizer

Paragraph 1	Historical Context:		
	Thesis:		
Paragraph 2	Main Idea	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3	Main Idea	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4	Main Idea	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 5	Restate Thesis		
	Review Main Points		
	Final Thought		

Document 1

Key Events in the Early Cold War

Directions: Read the following background essay on the Cold War. As you read, highlight or underline key ideas (who, what, where, when, why, and how). Pause at the end of each paragraph to make sure you got the main ideas.

Notes/Questions/Key Terms

Introduction

At the end of World War II tensions ran high for the world's new super powers, the United States and the Soviet Union (USSR). Over time the fears and actions of each side would lead to various global conflicts as each side sought to gain a geo-political advantage. These conflicts have come to be known as the Cold War.

Events that Shaped Foreign Policy

Buffer States and Containment

Following the war it was Josef Stalin, the Premier of the Soviet Union's plan to surround the USSR with buffer countries, such as Poland and Romania. In the event of another invasion these buffer countries would help to protect the Soviet Union. This move to take on buffer states and install communist governments was directly opposed to the democratic ideology that the United States wanted to spread. In 1946, Winston Churchill, called the political and military barrier that separated and isolated the countries of Eastern and Western Europe the "Iron Curtain."

In response to Stalin's actions, the United States adopted a policy of containment. In February of 1946 the American diplomat George F. Kennan proposed this policy to prevent the spread of communism to other countries. The policy of containment sought to keep communism in check while encouraging U.S. leaders to take appropriate actions to do so in a firm yet patient manner.

Truman Doctrine and the Marshall Plan

This policy was first applied on March 12, 1947, when the United States sent \$400 million in military supplies and aid to Greece and Turkey to reduce the risk of communist takeover and support governments loyal to the West. In his statement explaining his views, President Truman promised to protect free peoples in their attempts to resist communism. His idea became known as the Truman Doctrine.

The Truman Doctrine was then extended to support the rebuilding of Western Europe. In the years following the war European countries struggled to rebuild their economies and

Document 1

Notes/Questions/Key Terms

infrastructure. In June 1947, U.S. State Department officials devised a plan which became known as the Marshall Plan, named after Secretary of State George Marshall. This plan was offered to all European countries however, Eastern European countries and the Soviet Union rejected the offer citing “dollar enslavement.” The plan ended up providing Western Europe with economic aid which helped them to rebuild and prosper. From 1947 - 1951 the U.S. gave over 12 billion dollars in economic and technical assistance as part of the Marshall Plan. As a result, the communist appeal began to decline in Western Europe.

The Berlin Blockade and the Creation of NATO

The division of Germany was another source of conflict between the Western Allies and the Soviets. As the Americans, British, and French merged their occupied zones and formed West Germany, Stalin feared the worst. In an effort to expel Western forces from Berlin in June 1948, Stalin ordered a blockade. This blockade became known as the Berlin Blockade. Access to food, supplies, and gasoline was cut off to 2.5 million people by blocking roads and railways into West Berlin. The West responded with 200,000 airlifts carrying over 2 million tons of food and supplies into West Berlin to thwart the Soviet move and helped to reconcile Germany with the West. The blockade finally ended peacefully in May 1949.

The Berlin blockade led to a formal military alliance between the United States, Canada and Western European countries known as The North Atlantic Treaty Organization (NATO). Ratified in July 1949, NATO became the first military alliance the United States had ever formed during peace time.

The Korean War

The Korean War had its beginnings in the events at the conclusion of World War II. At the close of the War, Japanese-occupied Korea was divided nearly in half at the 38th Parallel. Soviet troops accepted the surrender of Japanese troops north of this line while the American troops did likewise to the south. A communist government organized in the North while an American-backed government was set up in the South. On June 25, 1950 North Korea invaded the South in hopes of reunifying the country however, the West saw this as communist aggression and went to war in support of the South Koreans and Western interests. Over 36,000 Americans were killed during the course of the war with another 92,000 wounded. North and South Korea had many more casualties.

Document 1

Notes/Questions/Key Terms

Domestic Fear of Communism

Loyalty Program and HUAC

The threat of Communism not only shaped American foreign policy, it also influenced daily life in America. Fear of communists among American citizens instigated investigations into people's political beliefs and questions about their loyalty. In March 1947, Truman organized the Federal Employee Loyalty Program, which was charged with the task of investigating government employees and firing those found disloyal to their country.

Government employees were not the only ones vulnerable to investigation. Hollywood was also scrutinized as it was feared that the film industry was using pro-communism propaganda in their films. In September 1947, the House Un-American Activities Committee (HUAC) began their public hearings with the familiar "Are you now, or have you ever been, a member of the Communist Party?" Among those called before HUAC were the "Hollywood Ten", ten directors and screenwriters who refused to "name names" and "pled the Fifth" when asked if they were members of the Communist Party. As a result, they were among the "blacklisted" actors, screenwriters, directors, and anyone else who worked in the movie industry, who was found to be a communist sympathizer and was thus prevented from working.

McCarthyism

In February 1950, Joseph McCarthy, a senator from Wisconsin, began his effort to root out communism from American institutions. Having started with a purported list of 205 Communists and sympathizers, McCarthy ignited a fervor to find anyone that conducted suspicious activities. Hearings were held as part of the Senate Permanent Subcommittee on Investigations in 1953 and 1954 which McCarthy chaired. As a result of McCarthy's tactics the cartoonist Herblock coined the term McCarthyism to negatively characterize the approach McCarthy and others took to accusing and ruining people and groups who they considered to be communist. McCarthy's downfall eventually came in the spring of 1954, when his harsh methods and attacks on members of the Army were broadcast live on television leaving him in a negative light for many Americans.

Along with the general anti-communist tide, the US Government went to greater lengths to root out spies. Two highly publicized trials were those against Alger Hiss, who was accused of sharing government documents with the Soviets, and Julius and Ethel

Document 1

Notes/Questions/Key Terms

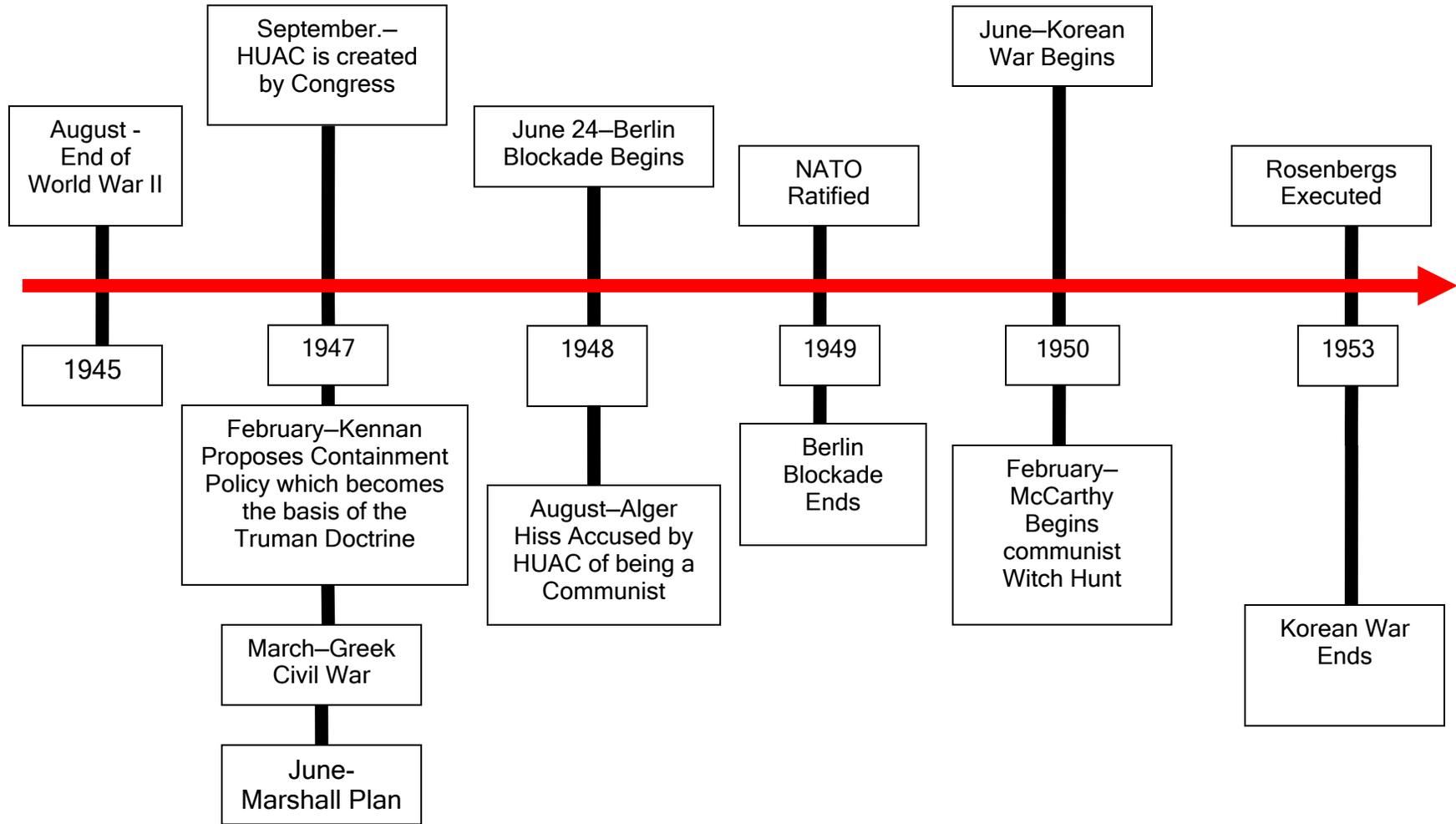
Rosenberg, who were tried for providing the Soviet Union with information about the US atomic bomb program. Hiss was found guilty of perjury in 1950 and spent 44 months in jail. The Rosenbergs were found guilty of treason and were executed in 1953.

Conclusion

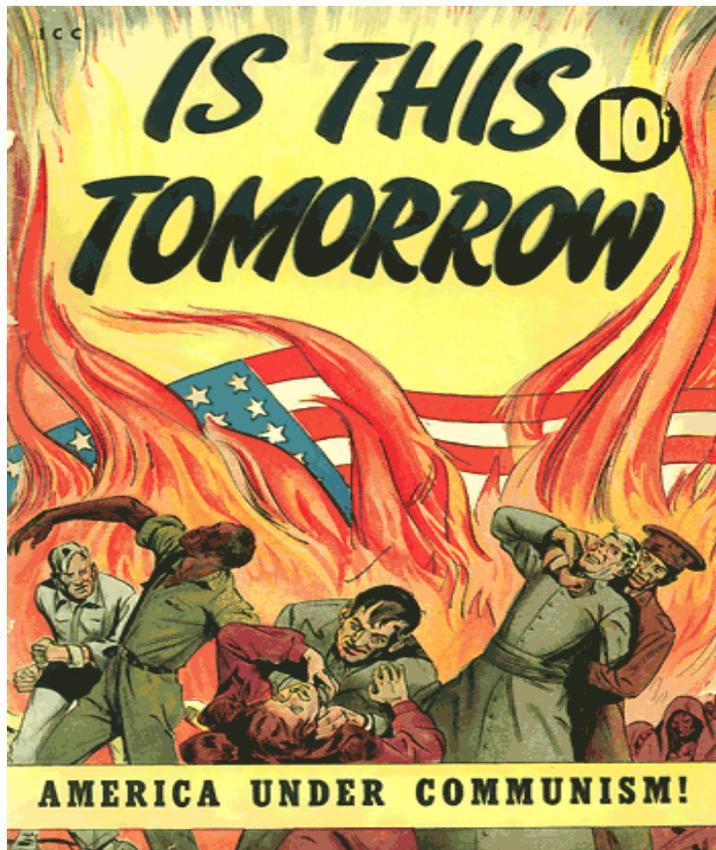
In conclusion, the years immediately following World War II were filled with conflict and tension between the two world super powers as well as within American society. On one side was the US and Allied countries that championed democracy while the Communist USSR, along with other Eastern Bloc countries were in opposition. This rivalry pitted one group of countries against another in an arms race to amass the largest stockpile of nuclear weapons of mass destruction. However, because they built up such stockpiles that assured mutual destruction, the two super powers never engaged in direct conflict with one another. The Cold War would continue until the fall of the USSR in 1991.

Document 1

Early Cold War Timeline



Document 2



Cover of *Is This Tomorrow*, a comic book published by the Catechetical Guild Education Society of St. Paul, Minnesota, 1947.



Herb Block (Herblock), *The Washington Post*, June 17, 1949.

Document 3

The Waldorf Statement

Background:

The Waldorf Statement was issued on December 3, 1947, by Eric Johnston, president of the Motion Picture Association of America, following a closed-door meeting by forty-eight motion picture company executives at New York City's Waldorf-Astoria Hotel.

Statement:

Members of the Association of Motion Picture Producers deplore (disapprove of) the action of the 10 Hollywood men who have been cited for contempt (disrespect) by the House of Representatives. We do not desire to prejudge their legal rights, but their actions have been a disservice to their employers and have impaired their usefulness to the industry.

We will forthwith discharge (fire) or suspend without compensation those in our employ, and we will not re-employ any of the 10 until such time as he is acquitted or has purged himself of contempt and declares under oath that he is not a Communist.

We will not knowingly employ a Communist or a member of any party or group which advocates the overthrow of the government of the United States by force or by any illegal or unconstitutional methods.

In pursuing this policy, we are not going to be swayed by hysteria or intimidation from any source. We are frank to recognize that such a policy involves danger and risks. There is the danger of hurting innocent people. There is the risk of creating an atmosphere of fear. Creative work at its best cannot be carried on in an atmosphere of fear. We will guard against this danger, this risk, this fear.

To this end we will invite the Hollywood talent guilds to work with us to eliminate any subversives (people who try to overthrow authority); to protect the innocent; and to safeguard free speech and a free screen wherever threatened...

Document 4

Joseph McCarthy Speech at Wheeling, West Virginia



Background:

On February 9, 1950 not long after the conviction of Alger Hiss for perjury Joseph McCarthy, a senator from Wisconsin gave a speech to the Women's Republican club of Wheeling, West Virginia.

Speech Excerpts:

Six years ago, there was within the Soviet orbit (sphere of influence), 180,000,000 people. Lined up on the anti-totalitarian side there were in the world at that time, roughly 1,625,000,000 people. Today, only six years later, there are 800,000,000 people under the absolute domination of Soviet Russia—an increase of over 400 percent. On our side, the figure has shrunk to around 500,000,000. In other words, in less than six years, the odds have changed from 9 to 1 in our favor to 8 to 5 against us.

This indicates the swiftness of the tempo of Communist victories and American defeats in the cold war. As one of our outstanding historical figures once said, "When a great democracy is destroyed, it will not be from enemies from without, but rather because of enemies from within." . . .

I have here in my hand a list of 205 [people] . . . a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department. . . .

As you know, very recently the Secretary of State proclaimed his loyalty to a man (Alger Hiss) guilty of what has always been considered as the most abominable of all crimes—being a traitor to the people who gave him a position of great trust—high treason. . . .

He has lighted the spark which is resulting in a moral uprising and will end only when the whole sorry mess of twisted, warped thinkers are swept from the national scene so that we may have a new birth of honesty and decency in government.

Document 5

The Rosenberg Case

Background:

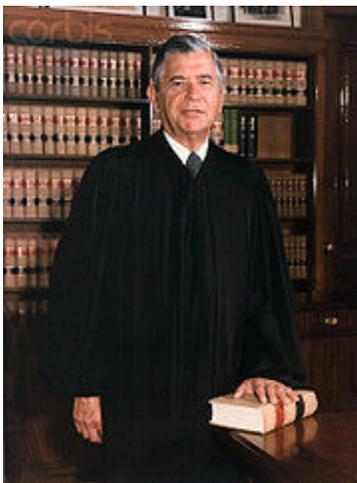
Julius and Ethel Rosenberg were American communists who were executed in 1953 after having been found guilty of conspiracy to commit espionage (spying). The following excerpts include a statement by their judge as well as a statement by Julius Rosenberg.

Excerpt 1: Kaufman sentencing speech, April 5, 1951.

I consider your crimes worse than murder.... I believe your conduct in putting into the hands of the Russians the A-bomb years before our best scientists predicted Russia would perfect the bomb has already caused, in my opinion, the Communist aggression in Korea, with the resultant casualties exceeding fifty thousand and who knows how many millions more of innocent people may pay the price of your treason. . . . concluded [their:] love for their cause dominated their lives - it was even greater than their love for their children.

Excerpt 2: Julius Rosenberg, as quoted by his attorney, Emanuel Bloch, September 22, 1953.

This death sentence is not surprising. It had to be. There had to be a Rosenberg Case because there had to be an intensification of the hysteria in America to make the Korean War acceptable to the American people. There had to be a hysteria and a fear sent through America in order to get increased war budgets. And there had to be a dagger thrust in the heart of the left (liberals) to tell them that you are no longer gonna give five years for a Smith Act (law which made participation in anti-government activities illegal) prosecution or one year for Contempt of Court, but we're gonna kill ya!



Judge Kaufman



Ethel and Julius Rosenberg

Document 6

NSC-68: United States Objectives and Programs for National Security

Background:

In this document dated April 14, 1950, the president's national security advisors discuss the threat of the Soviet Union to American interests and what will be required of the United States government.

Memo Excerpts:

Our overall policy at the present time may be described as one designed to foster a world environment in which the American system can survive and flourish...This broad intention embraces two subsidiary policies. One is a policy... of attempting to develop a healthy international community. The other is the policy of "containing" the Soviet system. The two policies are closely interrelated and interact on one another.

A comprehensive and decisive program to win the peace and frustrate the Kremlin design should be so designed that it can be sustained for as long as necessary.... It would probably involve:

A substantial increase in expenditures (spending) for military purposes....

A substantial increase in military assistance programs... [to meet] the requirements of our allies....

Some increase in economic assistance programs [for our allies]....

Development of programs designed to build and maintain confidence among other peoples in our strength and resolution....

Intensification of affirmative and timely measures and operations by covert (secret) means in the fields of economic warfare and political and psychological warfare with a view to fomenting (encouraging) and supporting unrest and revolt in strategic countries.

Development of internal security and civilian defense (non-military) programs.

Improvement and intensification of intelligence activities

Reduction of Federal expenditures for purposes other than defense and foreign assistance....

Increased taxes....

Document 7

Truman's Statement on the Situation in Korea



Background:

On June 25, 1950, North Korean troops invaded South Korea. President Truman issued the following statement on June 27th in response.

Speech Excerpt:

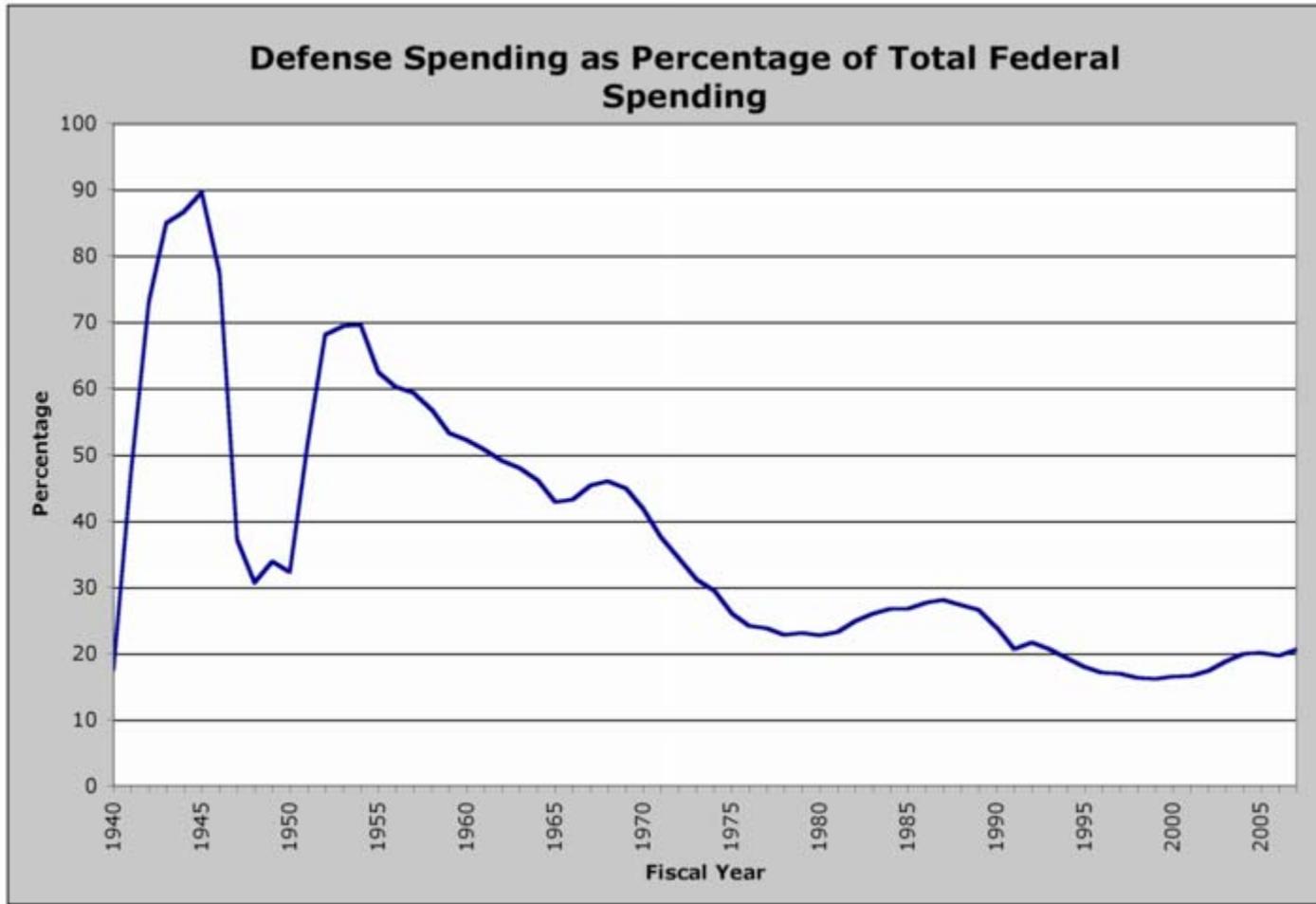
In Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security....

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far reaching effects. The United States will continue to uphold the rule of law.

Document 8

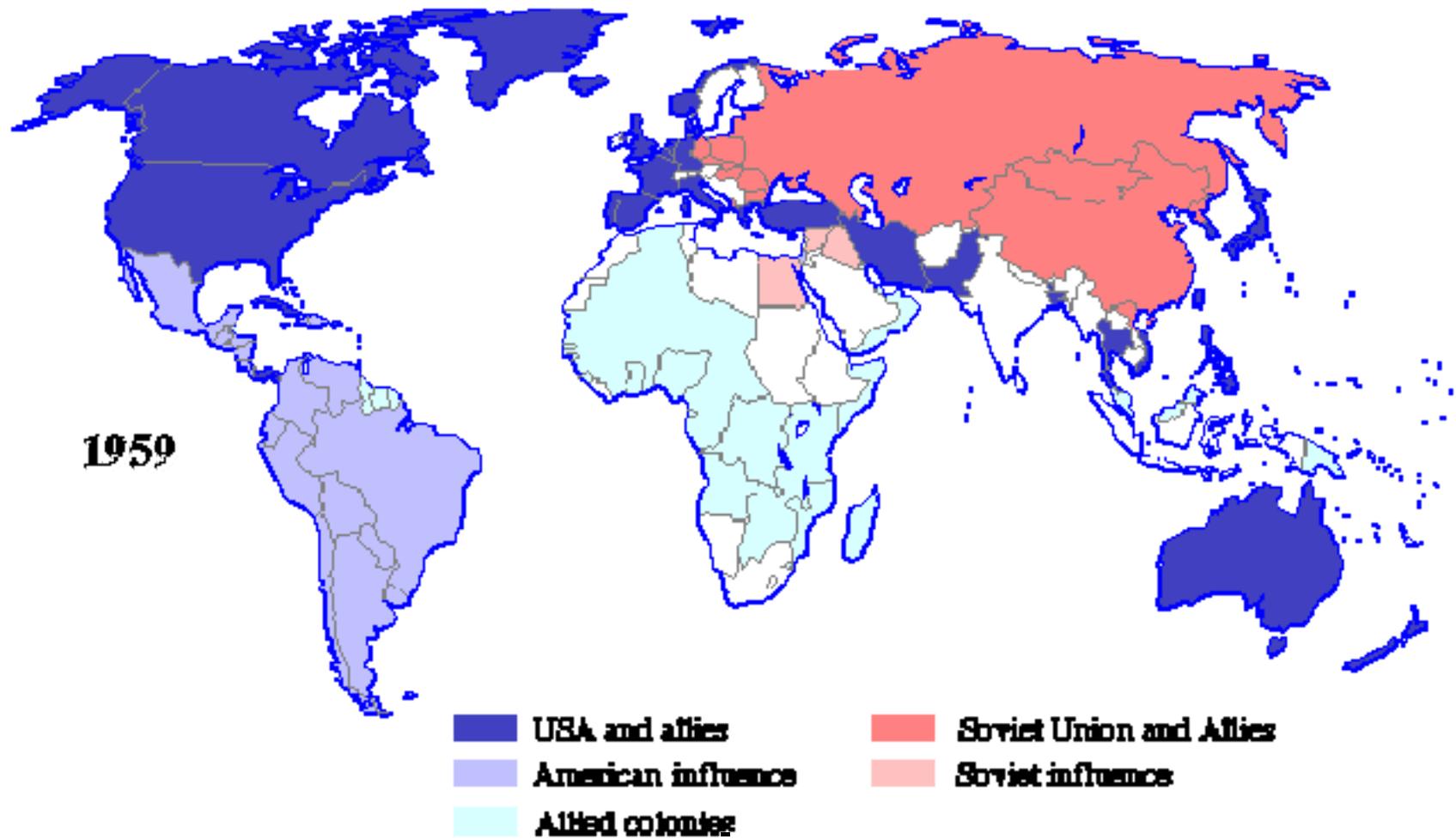
Defense Spending Graph



Prompt

What were the three greatest consequences of the early Cold War on the United States?

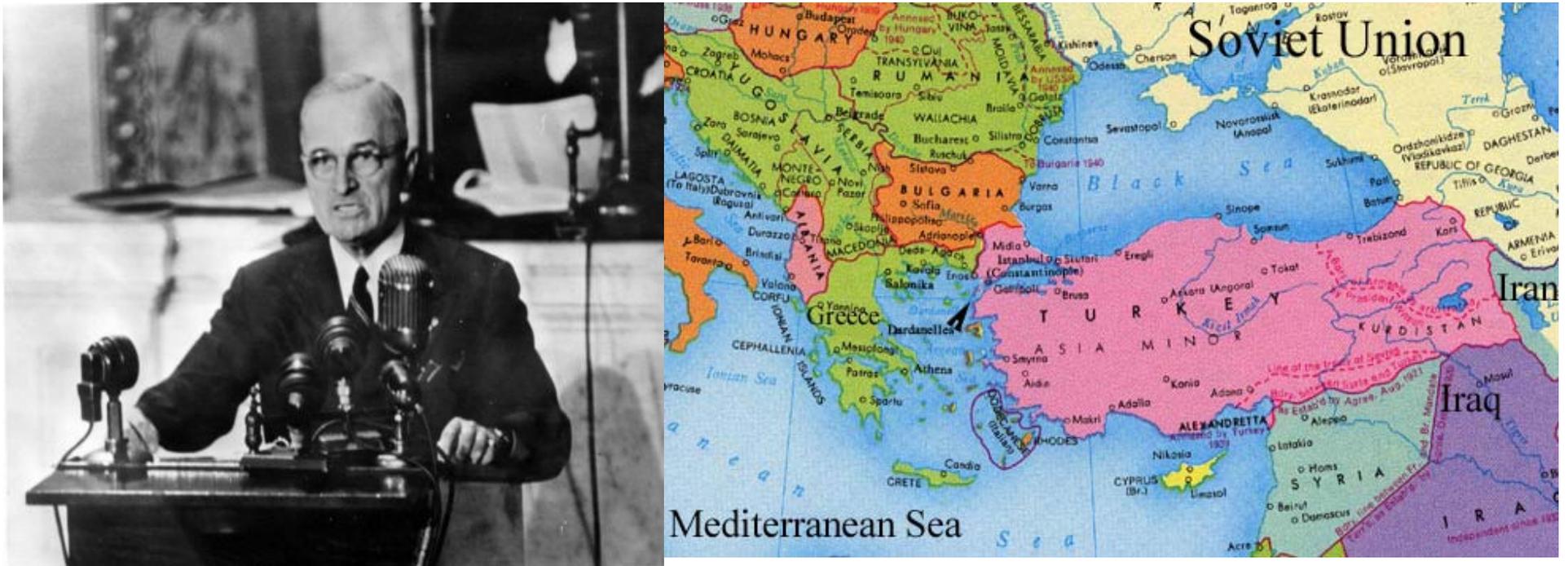
Geo-political Impact of the Cold War



The “Iron Curtain”



Transparency 4



The Truman Doctrine

“We must assist free peoples to work out their own destinies in their own way. I believe our help should be primarily through economic stability and orderly political process.”

Transparency 5



The Marshall Plan

“Our policy is directed not against any country or doctrine but against hunger, poverty, desperation and chaos.”

Transparency 6

The Berlin Blockade and Airlift

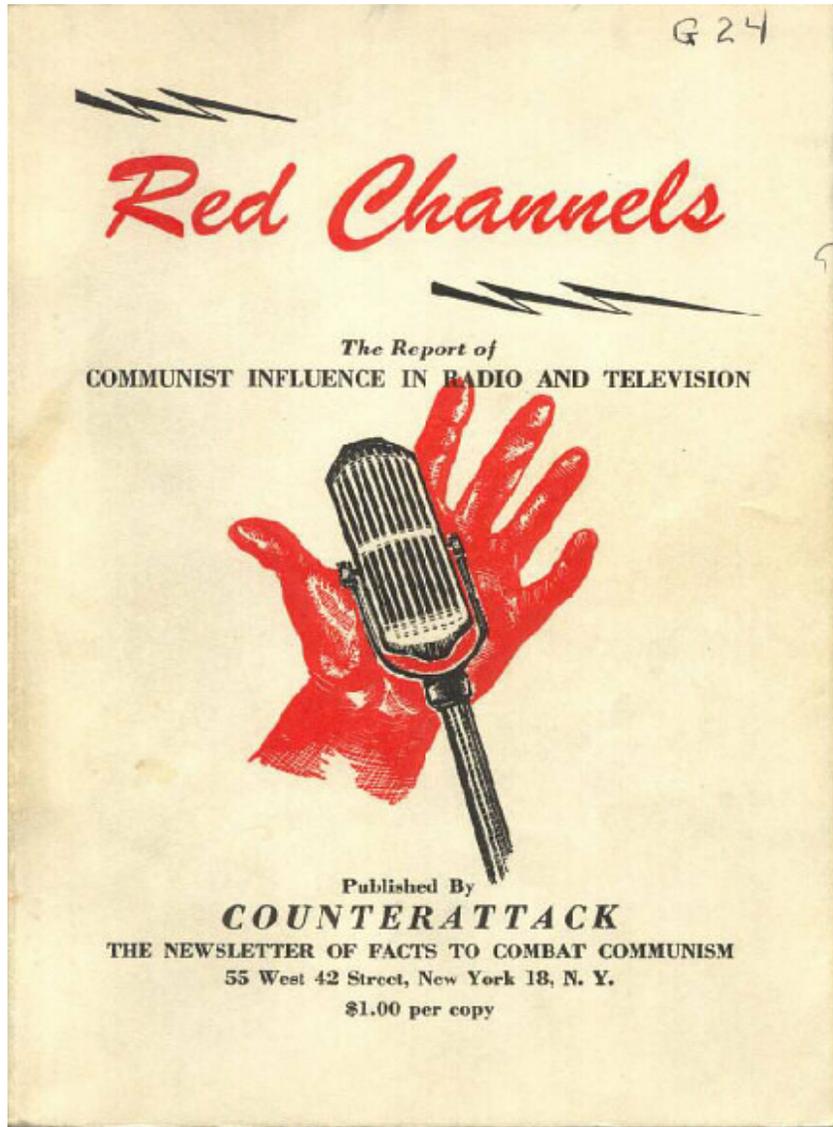


The Korean War



Transparency 8

The Cold War at Home



Transparency 9



Transparency 10



Teacher Guide 1

The Dot Game: Procedures

1. Before class, prepare materials.

- Cut small slips of paper for each student. Make a small red dot on eight of the slips (or about a quarter of the class). Leave the other slips blank.
- Fold all the slips so the dots are not visible.
- Have a small stack of pink sticky notes within easy reach for the game. (Note: the colors pink and red are used to symbolize the fact that communist sympathizers during the Cold War were called Pinkos, while Communists were called Reds).

2. Tell students that they will play a little game.

- Go over the Dot Game directions on **Student Handout 1** with the class. You may mention that there are more non-dots than dots, but do not reveal the numbers.
- Demonstrate for students how they will play the game (sample questions, interrogating their classmates, etc.)
- Consider heightening interest in the game by offering points or other prizes.

3. Have students play the game, following these guidelines:

- Give each student one slip of paper.
- Allow students approximately **five minutes** to move around the room, question one another, and form groups.
- Allow students to struggle with the process while also periodically reminding them of how much time is left to form groups.
- Remind students to report any suspected dots to you. Tag students accused of being dots by placing a sticky note on their shoulder.
- If students are slow to initiate accusations, sow seeds of distrust by whispering to some students, "I think (another student's name) is a dot."
- Expect some students to feel anxious or uncomfortable about the accusations and scapegoating that occur as students form groups.

4. Determine the winners.

- When time is up, have students stop questioning each other. Starting with the smallest group, have students unfold their slips of paper to reveal who is a dot. Declare the winners as: The members of the largest group that does not have a dot member and any dots who are the only dot members of their groups (of at least three people).

5. Debrief the experience. Have students return to their seats before the debrief.

- What methods did you use to determine who was a dot?
- For those accused of being a dot, how did it feel?
- Given that there was no way to know for sure who was a dot, why did you try so hard to convince others that certain class member were dots?
- What emotions fueled this activity?
- Can you think of any time in history when something like this occurred?
- What causes people to fear others?

(This activity is used with the permission of Teachers' Curriculum Institute)

Teacher Guide 1

●	●	●	●	●	●	●	●
●	●	●	●	●	●	●	●

Teacher Guide 2

Power Point Procedures and Notes

The background reading (**Document 1**) and the Power Point provide an overview of key events from the early Cold War. They have been designed to be used together to facilitate student comprehension and processing.

Procedures:

- 1) Read the directions to the students. Discuss examples of who, what, where, when, why, and how.
- 2) Read the introduction one. Discuss the concept of a “cold war” as opposed to a “hot war.” Consider creating a brainstorming web or circle map to access student prior knowledge about the Cold War.
- 3) Have students individually read the Buffer States and Containment section. Have students share with a partner what they highlighted. Have a few students share out. Address highlighting skills and key content. Have students use the margin of **Document 1** to take additional notes. Project slides 1 and 2 (**Transparencies 2 and 3**) and review/discuss the key content. Repeat this process for the remaining steps.
- 4) Students read Truman Doctrine and the Marshall Plan. Slides 3 and 4 (**Transparencies 4 and 5**) are used.
- 5) Students read Berlin Blockade and the Creation of NATO. Slide 5/**Transparency 6** is used.
- 6) Students read Korean War. Slide 6/**Transparency 7** is used.
- 7) Students read Loyalty Program and HUAC. Slide 7/**Transparency 8** is used.
- 8) Students read McCarthyism. Slide 8/**Transparency 9** is used.
- 9) Students Conclusion. Slide 9/**Transparency 10** is used.

Notes:

Slide 1/Transparency 2 - This slide helps to point out to students that the Cold War conflict was global in nature with both countries seeking to spread their interest to satellite states.

Slide 2/Transparency 3 - This is a caricature published in the Daily Mail, a British paper, following Churchill’s Iron Curtain speech. Have students attempt to identify what is being portrayed. Point out details like the Soviet flag and “order of Joe” if needed.

Slide 3/Transparency 4 - The quote is part of Truman’s speech. The photo at left is Truman giving the speech. Have students consider the meaning and subtext of this statement.

Slide 4/Transparency 5 - The photo at the left shows a rebuilding project in Germany that was funded by the Marshall Plan. The image at the right shows a shipment of flour. The tags read:

‘For European Recovery supplied by the U.S.A.’

Slide 5/Transparency 6 - The photo shows a plane landing as part of the airlifts that were made. Discuss the air-corridors used and the challenges involved with the airlift.

Slide 6/Transparency 7 - Portrays the 38th parallel as well as the chronology and area of the Korean War.

Teacher Guide 2

Slide 7/Transparency 8 - The images (from the top right) represent a HUAC committee meeting (Nixon is at the right with the dark hair), the Hollywood Ten and some of their lawyers, and Red Channels an anti-communist publication from 1950 which named alleged communist individuals involved in the entertainment industry.

Slide 8/Transparency 9 - From the top right: Alger Hiss, Whittaker Chambers, an anti-Communist protestor, the Rosenberg's, and Joe McCarthy.

Slide 9/Transparency 10 - A movie poster from 1954 of a movie in which atomic bomb radiation causes giant ants to breed. Movies such as this were popular in the 50's and related to Cold War fears.

Teacher Guide 3

Document Analysis Organizer: Sample Interpretations and Evidence

The following guide represents some of the key ideas and evidence found in each document. This does not represent an “answer key.” There are additional items that could be included for both the interpretation and evidence columns.

Document Title and Type	Interpretation (Main idea or message)	Evidence (Key quote, image, data)	Significance (Why is this significant?)
<i>Is This Tomorrow</i> comic book cover	The communists will take over the country through violence and chaos.	<ul style="list-style-type: none"> • Fire, men fighting, woman being molested • The title suggests that this is something that might happen. 	The source reveals the fears, real or imagined, that were being promulgated.
<i>Fire!</i> political cartoon	The cartoonist is trying to make fun of the American fear of communism.	<ul style="list-style-type: none"> • The word hysteria printed on the pants of the figure. • Attempting to put out a fire that is only symbolic with water. 	Some members of the media felt that the fears of the anti-communists were absurd showing that the country was divided.
The Waldorf Statement press release	Communists will not be employed in the motion picture industry.	<ul style="list-style-type: none"> • “We will not knowingly employ a Communist or a member of any party or group which advocates the overthrow of the government of the United States by force or by any illegal or unconstitutional methods.” 	The source brings out the interplay between politics and economics. The MPAA feared the economic consequences of being perceived as soft on communists.
McCarthy speech	<p>Communism is spreading.</p> <p>We might be destroyed by people in our own government who are communists.</p>	<ul style="list-style-type: none"> • “In less than six years, the odds have changed from 9 to 1 in our favor to 8 to 5 against us.” • “As one of our outstanding historical figures once said, ‘When a great democracy is destroyed, it will not be from enemies from without, but rather because of enemies from within.’ ...” 	McCarthy’s speech shows the fear of communism not just abroad but also internally. It also shows the tension between democracy and the restriction of rights.

Teacher Guide 3

Judge Irving Kaufman's Sentencing Speech	Giving the Russians the A-bomb was worse than murder. The Rosenberg's actions led to US casualties in the Korean War.	<ul style="list-style-type: none"> • "I consider your crimes worse that murder...putting the A-bomb into Russian hands...has already caused...casualties exceeding fifty thousand and who knows how many millions more of innocent people..." 	The speech shows how the context of Korea influenced issues involved with the Rosenberg case.
Julius Rosenberg Statement	The government wanted to spend money to fight communism in Korea. To do that they had to make the people fear communism.	<ul style="list-style-type: none"> • "There had to be a Rosenberg Case because there had to be an intensification of the hysteria in America to make the Korean War acceptable to the American people. There had to be a hysteria and a fear sent through America in order to get increased war budgets." 	Rosenberg links domestic actions with foreign affairs and highlights the view that he was being made an example of for others so that they would not do anything subversive in the least.
NSC-68 classified government report	The U.S. needs to help out the countries the communists want to take over and at the same time keep the communists from taking over those countries we are helping. Specific things need to be done to protect our interests and contain communism.	<ul style="list-style-type: none"> • "One is a policy...of attempting to develop a healthy international community. The other is the policy of 'containing' the Soviet system. The two policies are closely interrelated and interact on one another." • "A substantial increase in military expenditures." • "Development of internal security and civilian defense programs." • "Improvement and intensification of intelligence activities." 	Various approaches to foreign policy were being considered. NSC 68 also shows the impact of foreign affairs on domestic policy and expenditures.
Truman's Statement	Now the communists will use force to take over land which is against the agreement of the United Nations and we must	<ul style="list-style-type: none"> • "The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion 	Truman makes the case that the Korean War had everything to do with communism. This brings out the geo-political nature of the Cold

Teacher Guide 3

	enforce this agreement with force.	to conquer independent nations and will now use armed invasion and war.... The United States will continue to uphold the rule of law.”	War.
Defense Spending Graph	As a result of the Cold War U.S. defense spending was a significant part of the U.S. Budget.	<ul style="list-style-type: none"> In 1940 Defense spending was less than 20% of total federal spending. Even in non wartime years (after WWII and before and after the Korean War) defense spending was at least 30% of the federal budget. 	Defense spending had a major increase during the early Cold War.

Introduction to the Curricular Map

The curricular maps are a plan that allocates the time needed to teach all of the content standards adequately in one instructional year. They were created to assist teachers with instructional planning as well as to develop a unified yet flexible instructional approach to History/Social Science within the Los Angeles Unified School District.

The maps are divided into three instructional components consisting of the standard sets to be taught, each component comprising roughly 1/3 of the time in a year-long course. Within each instructional component, there are specified standards and days allocated for each standard; within that component, the sequence of standards and the number of instructional days may be adjusted to best fit the needs of your students before the Periodic Assessment window. The number of instructional days for each standard was determined by the number of “A” and “B” substandards and the content within the standard, as well as the time needed to prepare for and take the California Standards Test (ten days). The maps also build in nine flexible days to account for other activities that may impact classroom time (fire drills, assemblies, minimum days).

Periodic assessments are calendared at the end of each instructional component. In order for students to be prepared for the assessment, the standard sets in each component must be completed in the allotted time.

The curricular maps are organized in the following manner:

Standards	Blue Print Focus Standards	Concepts	Instructional Days
<ul style="list-style-type: none"> • California History/Social Content Standards 	<ul style="list-style-type: none"> • The number of questions on the CST for each standards • The testing emphasis for the substandards as determined by the CDE <ul style="list-style-type: none"> ○ “A” indicates high emphasis ○ “B” medium ○ “C” low ○ Standards that are not ranked for emphasis and are identified with an asterisk (*) 	<ul style="list-style-type: none"> • The California Concepts Collection II, created by California Council for the Social Studies • Concepts highlight important ideas that deepen student understanding of the standard. 	<ul style="list-style-type: none"> • Number of days of instruction allocated for each standard • Differentiated according to school calendar

Items Specific to 11th Grade:

- It is necessary to conclude the instruction on Standard 11.1 at an appropriate time in order to reach Standard 11.11 in the allocated instructional days.
- 11.9. was moved before 11.8 to create better continuity between topics (WWII, foreign policy, social transformation, the civil rights movement).

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Instructional Component 3: Post World War II Domestic Issues (Standards 11.8, 11.10, 11.11)

Standards	Blue Print Focus Standards	Concepts	Instructional Days	
11.8 Students analyze the economic boom and social transformation of post-World War II America.	5 Questions	<ul style="list-style-type: none"> • Military industrial complex • Standard of living • Ideology • Geopolitics • Nuclear age • Sphere of influence • Hegemony 	<u>Traditional Calendar</u> 10 Days	
1. Trace the growth of service sector, white collar, and professional sector jobs in government and business.	*		<ul style="list-style-type: none"> • Military industrial complex • Standard of living • Ideology • Geopolitics • Nuclear age • Sphere of influence • Hegemony 	<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days <i>B-Track</i> 10 Days <i>C-Track</i> 12 Days <u>Four by Four Calendar</u> 6 Days
2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.	A			
3. Examine Truman’s labor policy and congressional reaction to it.	*			
4. Analyze new federal government spending on defense, welfare, interest on the national debt, and Federal and state spending on education, including the California Master Plan.	*			
5. Describe the increased powers of the presidency in response to the Great Depression, World War II and the Cold War.	A			
6. Discuss the diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions.	*			
7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.	*			
8. Discuss forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).	*			

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.10 Students analyze the development of federal civil rights and voting rights developments.	5 Questions	<ul style="list-style-type: none"> Civil disobedience Civil rights Equal opportunity Integration Nonviolence Segregation Freedom of expression Judicial activism 	<u>Traditional Calendar</u> 15 Days
1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.	*		<u>Concept 6 Calendar</u> <i>A-Track</i> 15 Days
2. Examine and analyze the key events, policies and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.	A		<i>B-Track</i> 15 Days
3. Describe the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.	*		<i>C-Track</i> 10 Days
4. Examine the role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King's "Letter from Birmingham Jail" and "I Have a Dream" Speech.	A		<u>Four by Four Calendar</u> 7 Days
5. Discuss the diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.	A		
6. Analyze the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process.	*		
7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women.	A		

Blue Print Focus Standards:

"A" indicates high emphasis

"B" indicates medium emphasis

"C" indicates low emphasis

"*" not ranked for emphasis

GRADE 11 U.S. HISTORY GEOGRAPHY: CONTINUITY AND CHANGE IN THE 20TH CENTURY

Standards	Blue Print Focus Standards	Concepts	Instructional Days
11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.	3 Questions	<ul style="list-style-type: none"> • Immigration • Environmental protection • Demographic change • Pluralism • Multiculturalism • Political left • Political right • Counterculture 	<u>Traditional Calendar</u> 7 Days
1. Discuss the reasons for the nation’s changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society.	A		<u>Concept 6 Calendar</u> <i>A-Track</i> 8 Days
2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).	*		<i>B-Track</i> 8 Days
3. Describe the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure.	A		<i>C-Track</i> 8 Days
4. Explain the constitutional crisis originating from the Watergate scandal.	A		<u>Four by Four Calendar</u> 4 Days
5. Trace the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.	*		
6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies.	*		
7. Explain how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out-of-wedlock births, and drug abuse.	*		

Blue Print Focus Standards:

“A” indicates high emphasis

“B” indicates medium emphasis

“C” indicates low emphasis

“*” not ranked for emphasis

Textbook Correlation for the 11th Grade Standards

STANDARD	Prentice Hall <i>America: Pathways to the Present</i>	McDougal Littell <i>The Americans</i>	Glencoe <i>The American Vision: Modern Times</i>
11.1	Chapters: 1,2,3,4,5	Chapters: 1,2,3,4	Chapters: 1,2,3
11.2	Chapters: 8,13,15,16,18	Chapters: 5,6,7,8	Chapters: 2,3,5
11.3	Chapters: 7,9	Chapters: 3,13	Chapters: 1,2,3
11.4	Chapters: 17,19	Chapters: 9,10,11	Chapters: 4,6
11.5	Chapters: 20,21	Chapters: 12,13	Chapters: 7,8,9
11.6	Chapters: 22,23	Chapters: 14,15	Chapters: 9,10
11.7	Chapters: 24,25	Chapters: 16,17	Chapters: 11,12
11.8	Chapters: 26,27,29	Chapters: 16,17	Chapters: 11,12
11.9	Chapters: 27,31	Chapters: 20,21,22	Chapters: 17,18
11.10	Chapters: 28,30	Chapters: 23,24	Chapters: 16,18
11.11	Chapters: 32,33,34	Chapters: 25,26	Chapters: 19,20,21



LAUSD

HISTORY-SOCIAL SCIENCE

STANDARD: 11.10.5

Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

PRIOR KNOWLEDGE REQUIRED

This lesson covers the diffusion of the Civil Rights movement of African Americans and how it impacted the quests of other groups in pursuit of social justice. Students should have already learned about the roles of civil rights advocates as described in Standard 11.10.4.

INSTRUCTIONAL STRATEGIES

Historical Scenarios

Encourages the development of historical empathy and understanding of a historical era.

Instructional Conversations

Authentic student social and cognitive interactions centered on explicit instructional objectives, focused on inquiry for which there may be more than one correct answer.

Graphic Organizers

Visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking process.

Cooperative/Communal Learning

Students in small groups or pairs are engaged more with learning and language acquisition through meaningful interactions and positive learning experiences to achieve instructional goals.

BRIEF OUTLINE OF LESSON

Day 1

- Hook: What would you do?
- Lesson overview and prompt
- Background Reading
- PowerPoint review

Materials needed: PowerPoint, Student Handouts 1 and 2, Document 1, Transparency 1, and Teacher Guide 1

Day 2

- PowerPoint Preview
- Document Analysis
- Poster Creation
- Homework

Materials needed: PowerPoint, Student Handout 3, and Documents 2 through 24

Day 3

- Gallery Walk/Review
- Connection to the Present
- Preparation for Pre-writing

Materials needed: Student Handouts 3 through 5 and Teacher Guide 2

Day 4

- Student Writing
- Materials needed:** Student Handouts 4 and 5

CULMINATING TASK

The culminating task for this lesson is an expository essay responding to the following prompt:

To what extent did Latinos, Asian Americans, and Native Americans continue the civil rights struggle begun by African Americans?

KEY TERMS AND CONTENT

social justice
non violence
media
status quo
strategies
tactics
UFW
discrimination
AIM
boycotts
civil disobedience
protest
agenda
equality
legal
legislative

11th Grade Instructional Guide

Model Lesson Five

Strategies and Diffusion of the Civil Rights Movement

Standard

11.10.5 Discuss the diffusion of the civil rights movement of African Americans. . .and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

History/Social Science Analysis Skills Connection

Chronological and Spatial Thinking

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Students analyze how change happens at different rates and times; understand that some aspect can while others remain the same; and change is complicated and affects not only technology and politics but also values and beliefs.

Historical Research, Evidence, and Point of View

- Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Guiding Inquiries

1. Is non violent action an effective strategy for social and political change?
2. How does a community or group of people respond to a perceived injustice?
3. What is the most effective way to respond to unfair conditions?
4. When is civil disobedience justified and/or necessary?
5. Which strategies should be used to fight an unjust situation?
6. How does history change and continue over time?

Materials

Student Handout 1: What Action Would You Take?

Student Handout 2: Background Reading Organizer

Student Handout 3: Document Analysis Organizer

Student Handout 4: Writing Prompt and Task Sheet

Student Handout 5: Essay Template

Document 1: The Quest for Civil Rights and Equality for All Americans

Document 2: Latino Civil Rights Background Essay

Document 3: Grape Pickers Protest, Photo 1966

Document 4: Quotes from the Farm Workers Struggle

Document 5: Proclamation of the Delano Grape Workers

Document 6: A Timeline of Non-Violent Movements

Document 7: Boycott Poster

Document 8: Memorandum

Document 9: Cesar Chavez and Robert Kennedy, Photo

Document 10: Native American Civil Rights Background Essay

Document 11: Russell Means Interview, 2002

Document 12: Wounded Knee, Photo 1973
Document 13: Longest Walk Poster
Document 14: Excerpts from the Twenty Points
Document 15: Longest Walk, Photo 1978
Document 16: Native American at Alcatraz, 1969
Document 17: John Trudell, Photo 190
Document 18: Asian American Civil Rights Background Essay
Document 19: Protest Photo, 1968
Document 20: Facts Magazine Cover, 1971
Document 21: Lau v. Nichols
Document 22: Quote from Asian American Newspaper
Document 23: Asian Peace March Article
Document 24: Japanese American Citizens League Memorandum
Transparency 1: What Action Would You Take?
Transparency 2: Background Reading Organizer
Transparency 3: Document Analysis Organizer
Transparency 4: Essay Template
Teacher Guide 1: Key Ideas from the Background Reading
Teacher Guide 2: Strategies and Tactics used for Gaining Civil Rights
PowerPoint: Civil Rights Presentation

Questions for Lesson Study

1. Can students see the relationship between the Civil Rights Movement of African Americans and other groups?
2. Can students understand the consequences of various approaches to pursue equality and justice?
3. Can students understand the changes and continuity over time of various social movements?
4. Can students determine the meaning and perspectives of various types of primary sources?

Lesson Overview

This lesson will focus on the strategies and tactics used by the Civil Rights Movement and the other movements that followed (Latinos, Asian Americans, and Native Americans). Students should have already gained a background understanding of the Civil Rights Movement and the events at Birmingham and Little Rock. The lesson begins with a review of the approaches taken by the Civil Rights movement and continues with the examination of primary source document sets focusing on three of the major groups that continued the struggle. The culminating activity of the lesson will be an essay in response to the following prompt:

To what extent did Latinos, Asian Americans, and Native Americans continue the civil rights struggle begun by African Americans?

The lesson has been crafted to fit the structure of a 50 minute instructional period and will take 4 days to complete.

Day 1	
Teacher/Student Activities	Helpful Hints
<u>Hook</u> The lesson begins with students considering various responses to a scenario. Students will utilize Student Handout 1 . Project Transparency 1	<u>Time Suggestion:</u> 10 minutes

<p>as support. Read the scenario to the students. Direct students to choose two of the suggested tactics and explain why they would select those items.</p> <p>When students have completed the handout, select a few students to share out their responses. Discuss the pros and cons of the various approaches.</p> <p>Inform students that they will be learning more about these approaches over the course of the lesson. Consider sharing the culminating writing task at this time.</p>	
<p>Background Reading The lesson continues with a background reading reviewing the various approaches of the Civil Rights movement, and an introduction to the groups that continued the movement. The reading utilizes Document 1 and Student Handout 2. Instruct the students to use the graphic organizer as they read the background reading to record the main ideas for each topic.</p> <p>Read the first portion of the reading aloud to the students. Model how to complete the first portion of the idea organizer using the “Think-Aloud” process in which you making your thinking visible to the students.</p> <p>Student Handout 2 is intended to serve as a tool for students to capture the big ideas involved with each approach. Have students work in pairs to complete the remaining portions. Check periodically for student understanding as a whole group and with pairs of students using Teacher Guide 1 as a resource.</p> <p>Review the key ideas from Student Handout 2 as a full group.</p>	<p>30 minutes</p> <p>If students already have a deep understanding of the content from the background reading, move to the PowerPoint Review.</p> <p>For more detailed information on using <i>Think Alouds</i> and Concept Definition Maps.</p>
<p>PowerPoint Review To review the content of the reading utilize the PowerPoint (Part 1). Each slide corresponds with portions of Document 1. Project each slide and have students think individually about how the image relates to the reading individually and then have them share their thinking with a partner. Discuss the key ideas of each slide using it as an opportunity to make sure students accurately identified and recorded the big ideas on Student Handout 2. This is meant to be a quick review of the reading and not an exhaustive presentation/lecture.</p>	<p>10 minutes</p> <p>Copy a class set of the PowerPoint slides as notes/handouts if an LCD projector is not available.</p> <p>Reconnect with the hook as appropriate.</p>
<p>Homework The following textbook references relate to the content of the lesson should you want to have students do additional activities or reading: McDougal: pgs. 724-725; 768-775; 844-845, Glencoe: pgs. 824-831.</p> <p>To keep students accountable, give each student a Post-It note or index card. After reading the text, students will need to copy what they consider to be the most important sentence and write an explanation as to why that was the most important point.</p>	

Day 2	
Teacher/Student Activities	Helpful Hints
<p>PowerPoint Preview: Begin the class by briefly previewing the different groups that continued the struggle begun by African Americans. Utilize the PowerPoint (Part 2) to introduce students to the three groups that will be focused on, reconnecting with the approaches taken by the Civil Rights Movement in the process.</p>	10 minutes
<p>Document Analysis To explore the quests of Native Americans, Latinos, and Asian Americans, students will work in small groups to examine primary and secondary source documents. Documents 2 through 9 focus on Latinos; Documents 10 through 17 on Native Americans, and Documents 18 through 24 on Asian Americans. Divide the class into small groups ensuring that each topic is covered by at least two small groups. Each group will focus on one movement. Small groups should have no more than 4 students. All students should read the background reading (Document 2, 10 or 18) and at least 3 documents.</p> <p>Students will record their findings on Student Handout 3. Make sure that students are clear about what they should be writing on Student Handout 3 by going over the meaning of each question and discussing sample responses. Make sure that students dialogue concerning the documents and responses to Student Handout 3.</p>	<p>30 minutes</p> <p>If time is a concern, have all students focus on the documents related to Latinos and adjust the writing task accordingly.</p> <p>Have students look at the documents for the other groups if they finish early.</p>
<p>Poster Creation Have students complete their document analysis by summarizing their key ideas from Student Handout 3 on a poster paper or on sheets of copy paper. Create a model poster or template for students to emulate. Instruct students to jot down bullets of the big ideas for each of the questions in a neat yet colorful manner. These posters will serve as the basis for sharing the content with students from the other groups.</p>	<p>10 minutes</p> <p>Prompt students to complete their posters quickly.</p>
<p>Homework Have students read the background essays for the two groups they did not cover (Documents 2, 10, 18) and complete a Venn Diagram comparing and contrasting the two groups. Students will need to create their own Venn Diagrams. Be sure that students are clear about what a Venn Diagram looks like. Create a model if needed.</p> <p>Have students identify at least three similarities and three differences for the two groups they are examining. This activity is meant to provide students with a preview of the Gallery Walk and not meant to give students all the understanding they will need to complete the writing task.</p>	<p>The homework may be collected at the beginning or end of Day 3.</p>

Day 3	
Teacher/Student Activities	Helpful Hints
<p>Gallery Walk/Review To share the information from each of the three groups, post student posters/information around the room. Inform students that they will have 7 minutes to take notes on the other groups. Students should walk</p>	<p>25 minutes</p> <p>Place the posters for each group near each</p>

<p>quietly around the room gathering information. Direct students to look at all the posters so that they can compare information and add details as necessary.</p> <p>After students have taken notes conduct a whole group review of the information. Discuss the three questions on Student Handout 3 making sure students recorded the key ideas from their gallery walk. Utilize Teacher Guide 2 as you review the information.</p> <p>Have an instructional conversation on the following question: “What is the most effective way to respond to unfair conditions and injustice?” In addition have students think about the information on Student Handout 3 in relation to the writing prompt. Discuss ways that the groups continued the struggle of the Civil Rights Movement and ways they were unique in their approaches. Help students to see the nuances of the various approaches taken by the different groups.</p> <p>Have students cite specific details and sources to support their thinking. This will be a key piece that they will need for their writing task.</p>	<p>other to help students to compare information.</p> <p>Review/analyze a few documents as a full group to make connections across groups if necessary.</p> <p>Have students circle the strategies/tactics used that were similar to those used by African Americans (on Student Handout 3) or create a T-Chart with similarities on one side and differences on the other.</p>
<p>Connection to the Present Have the students brainstorm social justice issues of the present. Reconnect with the hook exercise to discuss various approaches that might be used today.</p>	<p>10 minutes</p>
<p>Preparation for Writing Go over Student Handout 4 with the class. Break down the prompt as needed ensuring that students are clear about the writing task.</p> <p>There are a variety of approaches which may be taken in response to the prompt. Students may be directed to write about each of the three groups discussing the extent to which each group continued the struggle begun by African Americans (one paragraph for each group). A six paragraph essay in which students write four body paragraphs covering the Civil Rights movement and the three major movements that followed is another option.</p> <p>Emphasize to students that they need to consider the extent to which the movements that followed the Civil Rights movement were more of a continuation or more of a change. After students are clear about the tasks, allow them some time to begin organizing their thoughts using Student Handout 5. Students should finish this organizer for homework.</p>	<p>15 minutes</p> <p>Make sure students cite their evidence from the documents.</p> <p>Create a spectrum activity to help students evaluate the extent they feel each of the various groups continued the Civil Rights Movement. See Model Lesson 3 for an example.</p>

Day 4	
Teacher/Student Activities	Helpful Hints
<p>Student Writing Have students take a few minutes to discuss their writing plans with a classmate. Answer any lingering questions or address any misconceptions you have noticed and then give students time to write.</p>	<p>40 minutes</p>
<p>Reflection Reflect on the writing task and lesson with the students, discussing challenges and concepts they learned.</p>	<p>10 minutes</p>

Student Handout 1

What Action Would You Take?

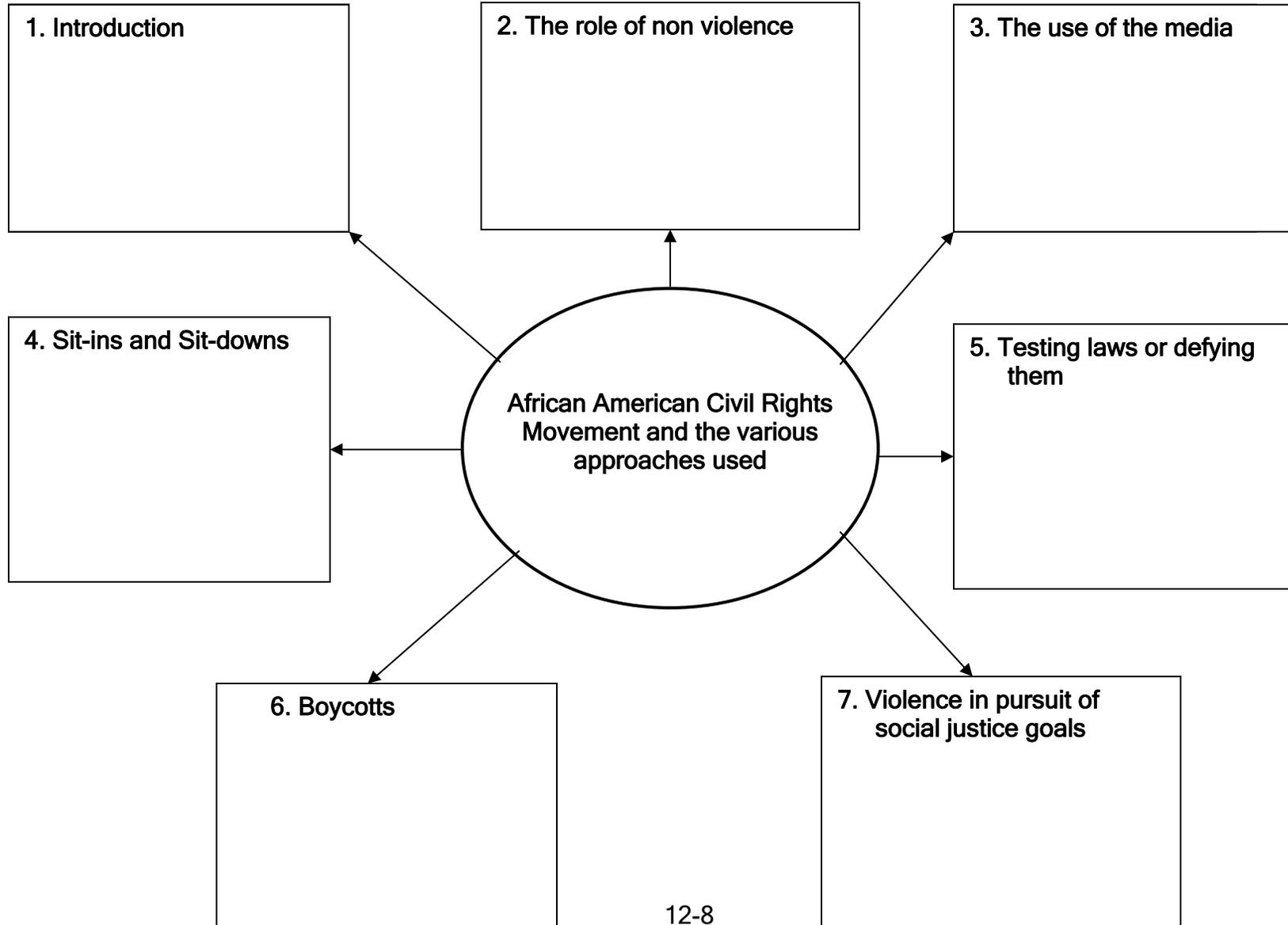
Your school is banning all outside food from entering your campus, including sack lunches made from home. The District's new cafeteria feels that if everyone ate the cafeteria food the overall health of the student body would improve as well as test scores. As a student on this campus, what action would you take regarding this issue?

I would take the following action: (Choose only two)	I would do this because:
• Boycott the cafeteria.	
• Ignore the rule and bring your own food.	
• Write a letter to the school paper protesting this policy.	
• Send a petition to the school board to revoke this law and make it legal for students to bring outside food to school.	
• Stage a sit-in or protest.	
• Plan a march and rally outside of school.	
• Inform the media of your plight.	
• Break into and destroy the cafeteria, preventing them from serving food the next day.	

Student Handout 2

Background Reading Organizer

Directions: Use the organizer below to jot down the big ideas from **Document 1** on the African American Civil Rights movement.



Student Handout 4

Writing Prompt and Task Sheet

Background:

The African American Civil Rights Movement of the 1950's and 1960's utilized a number of tactics and strategies in the quest for social justice and equality. These strategies included boycotts, mass marches, sit-ins, legislation, and several others. In the 1960's and 70's other groups of Americans increased their pursuit of justice and equality.

Prompt:

To what extent did Latinos, Asian Americans, and Native Americans continue the civil rights struggle begun by African Americans?

Tasks:

1. Write an introduction in which you give background for the Civil Rights Movement, and take a stand on the prompt.
2. Write body paragraphs that support your thesis statement.
3. Include evidence from at least five documents with supporting explanations of that evidence.
4. Write a conclusion where you restate the thesis statement. Add any additional insight, historical significance of the issue, or connections to the present.

Suggested terms to use in your writing:

social justice
non violence
media
status quo
strategies
tactics
UFW
discrimination
AIM
boycotts
civil disobedience
protest
agenda
equality
legal
legislative

Student Handout 5

Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u>		
	<u>Thesis:</u>		
Paragraph 2	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 5	<u>Restate Thesis</u>		
	<u>Review Main Points</u>		
	<u>Final Thought</u>		

Document 1

The Quest for Equality and Civil Rights for all Americans

Directions: Read the following background reading on The Civil Rights Movement and take notes using **Student Handout 2**.

Introduction

The ideals of liberty, equality and justice presented in the Declaration of Independence in 1776 have been fought for by many groups of people in our country's history, particularly African Americans. In spite of some advances over the years such as the Brown v. Board of Education ruling in 1954, progress for African Americans was very slow. Brown itself was a response to Plessy v. Ferguson that said separate but equal facilities were acceptable when dealing with the "colored question." Despite the overthrow of Plessy by the Supreme Court victory of Brown v. Board of Education, many Jim Crow laws remained intact for years after this historic decision keeping blacks and whites segregated in many aspects of life, including housing, recreation, and schools. Often times, officials in southern states would simply refuse to enforce the decisions of the courts which created de facto segregation. Frustrated by the lack of immediate practical effect, civil rights activists adopted a strategy of non-violent action by testing laws that had been ignored or by challenging unjust laws through civil disobedience. Americans of all races and backgrounds took protests to the streets in the form of sit-ins, bus boycotts, and freedom rides as part of the quest for liberty, equality, and justice. (Complete box #1 on **Student Handout 2**)

Non-violent Action

Non-violent action is a strategy of achieving socio-political goals through protests, civil disobedience, economic or political non-cooperation, and other actions that avoid using violence. Mohandas (Mahatma) Gandhi and Martin Luther King, Jr., are two leaders of the 20th century most often associated with this strategy. In India, Mahatma Gandhi employed a passive form of resistance. Gandhi's tactic for social change is often called Satyagraha. Satyagraha emphasizes that in order to achieve social and political change it is not enough to change the actions of an oppressor; one must attempt to change the heart of the oppressor as well. Dr. Martin Luther King, Jr., a great admirer of Gandhi, emphasized non-violent action that employed the tactics of civil disobedience, mass media, community education, protest demonstrations, and boycotts while leading the Civil Rights Movement. (Complete box #2 on **Student Handout 2**)

Civil Disobedience

Dr. Martin Luther King, the most famous leader of the Civil Rights movement was deeply committed to non-violent action in the form of **civil disobedience**, the willful act of disobeying laws one believes to be unjust. Dr. King preached this philosophy to his parishioners and went about challenging unjust Jim Crow laws throughout the South. Dr. King made the case for civil disobedience and the urgent need for action in his famous "Letter from a Birmingham Jail," which he wrote from his jail cell while under arrest for breaking a local law during a 1963 demonstration. He wrote: *freedom is not given voluntarily by the oppressor; it must be demanded by the oppressed....For years now I have heard the word, Wait!... This "Wait" has almost always meant "Never." We must*

Document 1

come to see,...that "justice too long delayed is justice denied." (Begin to complete box #4 on Student Handout 2)

Use of the Media

Throughout the civil rights campaign, King and his followers used the media as means to bring attention to their non-violent actions. King's "Letter from a Birmingham Jail" was published widely throughout the United States which brought a national and international focus on the civil rights struggle in America. Before or after every demonstration or march, King would conduct press conferences, hold interviews with national magazines, and write editorials for the local papers where they staged their protest. The non-violent civil disobedience of civil rights demonstrators was usually met with overwhelming violent force from local officials; most notably, Birmingham, Alabama Police Commissioner, Eugene "Bull" Connor. Connor ordered police to use various weapons such as electric cattle prods, high pressure water hoses, and attack dogs against the demonstrators. These events were caught by television cameras and broadcast throughout the nation and the world. These actions outraged Americans of all races and made certain to civil rights leaders, the power and effectiveness of television streaming these violent attacks. The result was increased nationwide awareness and pressure on the federal government to take action to end segregation. (Complete box #3 on Student Handout 2)

Other Non-Violent Tactics

"Sit-ins", or "sit-downs", were one form of civil disobedience often used. Protesters non-violently occupied an area, indoor or outdoor, by sitting down and remaining seated, thus, preventing "business as usual" and challenging the unjust law of segregation in a public space. The demonstrators would not move even when ordered to leave by police. They would continue to remain seated as they were being arrested and physically carried off to jail. Sit-ins were a very effective form of non-violent action because the forced removal of the protestors often aroused sympathy from the general public, which in turn created pressure on the authorities to concede to the demands of the demonstrators. (Complete box #4 on Student Handout 2)

The "**Freedom Rides**" were originally designed as an act of civil disobedience against southern laws that racially segregated the seating in various forms of transportation, including buses and trains. Groups of black and white "Freedom Riders" would board caravans of interstate busses to travel across southern states to test a 1961 United States Supreme Court decision outlawing racial segregation on interstate public transportation. These caravans were met with angry and often violent reactions from local residents and officials. The "Freedom Riders" were often arrested for violating state and local segregation laws. As with the sit-ins and other non-violent demonstrations the reactions of the local officials reported in newspapers and shown on television in other parts of the country created public sympathy for the civil rights movement and forced the government to action. (Complete box #5 on Student Handout 2)

A **boycott** is an economic action involving the act of voluntarily refusing to buy goods from an organization as an expression of nonviolent protest. In 1955, Rosa Parks, a black woman living in Montgomery, Alabama, became the focus of the civil rights

Document 1

movement when she was arrested for refusing to move to the back of a segregated public bus. Black citizens of Montgomery walked, carpoled, or stayed home rather than ride the city's segregated buses. The boycott made life difficult for the black residents of Montgomery, but it created great economic pressure on the bus company and local merchants as well. After a year of the boycott, the federal courts ruled that segregation of the city's buses violated the equal protection clause of the United States Constitution. (Complete box #6 on **Student Handout 2**)

Mass marches were also a non-violent strategy that used large numbers of people to assemble and march in protest of a law or policy they felt unjust. The civil rights movement experienced its most spectacular event when the March on Washington took place. Over 250,000 people, converged on Washington D.C. on August 28, 1963. This was the largest political assembly to date and turned out to be its most historic. On this hot summer day, Dr. King spoke the famous words of his *I Have a Dream* speech, "I have a dream...when all God's children will be judged not by the color of their skin, but by the content of their character." His words touched the hearts of many Americans and won them over to the cause of civil rights. Today, the mass protest march remains an effective strategy for groups to bring public attention to their causes.

The strategy of non-violent action effectively achieved many of the objectives of the Civil Rights Movement to end racial discrimination against African Americans. The movement succeeded in bringing about legislative changes that made racial segregation of public facilities, public transportation, and public schools illegal.

Violence: An Alternative to King's Philosophy

Despite these successes, younger African American activists took up a more **militant** strategy. They said that the achievements of the civil rights movement were "too little, too late" and believed in a more direct confrontational style, including the philosophy of physical violence. Their strategy was to call for black self-reliance and black pride under the title of "Black Power." Advocates of black power rejected the faith held by other civil rights leaders in the good intentions of white Americans to remedy the injustices of racial discrimination. No one epitomized this attitude more than Malcolm X, a preacher from the Nation of Islam. According to Malcolm and his followers, "You can't sing up on some freedom, but you can swing up on some freedom..." The Black Power Movement insisted on controlling their institutions, shaping their agenda and programs, and defining their own demands and destiny. The Black Power Movement continued into the 1970's and was led by Huey P. Newton and Bobby Seale. Newton, a founding member of the Black Panther Party, felt that openly brandishing arms in confrontations with the police was a more effective way of being treated with dignity and respect than to act passively while being subjected to police brutality. (Complete box #7 on **Student Handout 2**)

A New Wave of Protest Movements Emerge

Inspired by the success of the Civil Rights Movement, Native Americans, Latinos, Asian Americans and other groups followed the lead of African Americans. While emphasizing group identity and pride, they challenged the status quo, existing legislation, and demanded through various means, full and equal citizenship rights.

Document 2

Latino Civil Rights Background Essay

Introduction

Although a diverse group from many different countries, Latino Americans share a similar culture and language. They have long been apart of the American fabric, and had many of the same experiences related to discrimination, disenfranchisement and lack of opportunities. Through these related experiences, a bond of solidarity formed. Many Mexican Americans during the 1960's began to refer to themselves as "Chicanos." The term, first used to demean Latinos, was recast as a source of ethnic pride. Many Chicano activist looked to the past, claiming the Aztec peoples as their common ancestors.

During the 1960's a wide array of Chicano or "Brown Power" youth organizations aimed at bettering the lives of Latinos were established. La Raza Unida, became a political party during the 1970's and began using its collective influence to push for change. La Raza Unida supported candidates for office in several states and registered thousands of new voters. Edward Roybal was one such candidate. In 1963 he was elected to the US House of Representatives and was the first Latino Congressperson from California since 1879.

Boycott of Grapes

In the 1960's farm workers in California began to build a union in response to low wages, inhumane working conditions and lack of benefits. One of the leaders of this new movement was Cesar Chavez. Chavez, a Mexican American, grew up in a migrant farm worker family in California and understood the deplorable conditions to which farm workers were subjected. In 1962, Chavez and Dolores Huerta organized the National Farm Workers Association. Their goal was to unionize farm workers and collectively bargain to win contracts from growers that would guarantee better wages, working conditions, and benefits. Shortly after, Chavez met Larry Itliong, leader of the Filipino Agricultural Union. The two organizations merged to establish the United Farm Workers.

United Farm Workers used non-violent tactics similar to those employed by African Americans during their Civil Rights Movement, including strikes, picketing and boycotts. One of the most significant campaigns for the rights of Latino farm workers was against the California grape growers. The grape boycott grew out of earlier efforts to force grape growers to let their workers join the union. The struggle lasted for five years and ended in 1970 when most growers gave in to workers' demands and signed labor agreements with the Union Farm Workers Organizing Committee.

Bilingual Education

Another key issue for Latinos was bilingual education. Despite the passage of the Bilingual Education Act by President Johnson in 1968, conditions at predominately Latino schools were still inferior. In 1968, a community action group in East Los Angeles called the Brown Berets organized students in a walkout to gain attention to their conditions and demands for better education. Approximately 15,000 students walked out of class to protest the lack of Chicano teachers and administrators and to call for smaller class sizes. The student protesters marched to Hazard Park where Congressman

Document 2

Edward Roybal addressed the crowd. These protests and new organizations such as the Brown Berets that took their cue from the Black Panthers, gradually improved housing conditions, employment opportunities, and promoted a stronger sense of pride in the Chicano culture.

Document 3

Grape Pickers Protest



Striking grape pickers, April 11, 1966

Notes on the picture: The signs read "Don't buy S and W Tree Sweet. S and W Negotiate." The protestors are chanting "Viva Huelga." Huelga is the Spanish word for strike. The video camera is being held by someone working for ABC.

Document 4

Quotes from the Farm Worker Struggle

Eliseo Medina

"People started talking about how unfair. . . the growers were. . . and why we needed to fight back. . . And then, so Cesar gets up and he's this little guy. . . very soft spoken, I say, That's Cesar? You know, I wasn't very impressed . . . but the more he talked, the more I thought that not only could we fight, but we could win."

-Eliseo Medina, quoted in *Chicano!*, by F. Arturo Rosales

Farm Worker

"When we tried to fight back in the past, we found the grower was too strong, too rich, and we had to give up. Cesar Chavez has shown us we can fight back."

-Farm worker

Maria Varela

"It was in reality a fiesta: days of celebrating what sings in the blood of a people taught to believe that they are ugly, discovering the true beauty in their souls during the years of occupation and intimidation. . . This affirmation grew into a *grito*, a roar, among the people gathered in the auditorium of the Crusade's Center."

-Maria Varela, quoted in *Chicano!*, by F. Arturo Rosales

Cesar Chavez

"Gandhi taught that the boycott is the most nearly perfect instrument of nonviolent change, allowing masses of people to participate actively in a cause. . . Even if people cannot picket with us or contribute money or food, they can take part in our struggle by not buying certain products."

-Cesar Chavez

Cesar Caballero

"One night I went to a dance. I didn't know that it was a place with mostly Anglo girls. An Anglo policeman told me to leave the premises. At that point I questioned him, and he arrested me. I asked him why he was arresting me, and he uttered some very racist sentiments. At the station, they let me go. Nevertheless, I spent a very embarrassing and uncomfortable few hours in jail. "

-Cesar Caballero, quoted in *New Americans*, by Al Santoli

Reies Lopez Tijerina

"You have been robbed of your lands by Anglo Americans with some Spanish American accomplices...The federal and state governments are not interested in you. Join the Alianza. Together we will get your lands back...preferably through court action. If the courts do not respond, then we will have to resort to other methods."

-Reies Lopez Tijerina, quoted in *The Mexican Americans*, by Manuel P. Serv

Document 5

Excerpts from the Proclamation of the Delano Grape Workers for International Boycott Day, May 10, 1969 by Dolores Huerta

...We have been farm workers for hundreds of years and pioneers for seven [when the first farm workers union was formed]. Mexicans, Filipinos, Africans and others, our ancestors were among those who founded this land and tamed its natural wilderness.

...We mean to have our peace, and to win it without violence, for it is violence we would overcome, the subtle spiritual and mental violence of oppression, the violence subhuman toil does to the human body. So we went and stood tall outside the vineyards where we had stooped for years. But the tailors of national labor legislation had left us naked. Thus exposed, our picket lines were crippled by injunctions and harassed by growers; our strike was broken by imported scabs; our overtures to our employers were ignored. Yet we knew the day would come when they would talk to us, as equals.

...Grapes must remain an unenjoyed luxury for all as long as the barest human needs and basic human rights are still luxuries for farm workers. The grapes grow sweet and heavy on the vines, but they will have to wait while we first reach our freedom. The time is ripe for our liberation.



Document 6

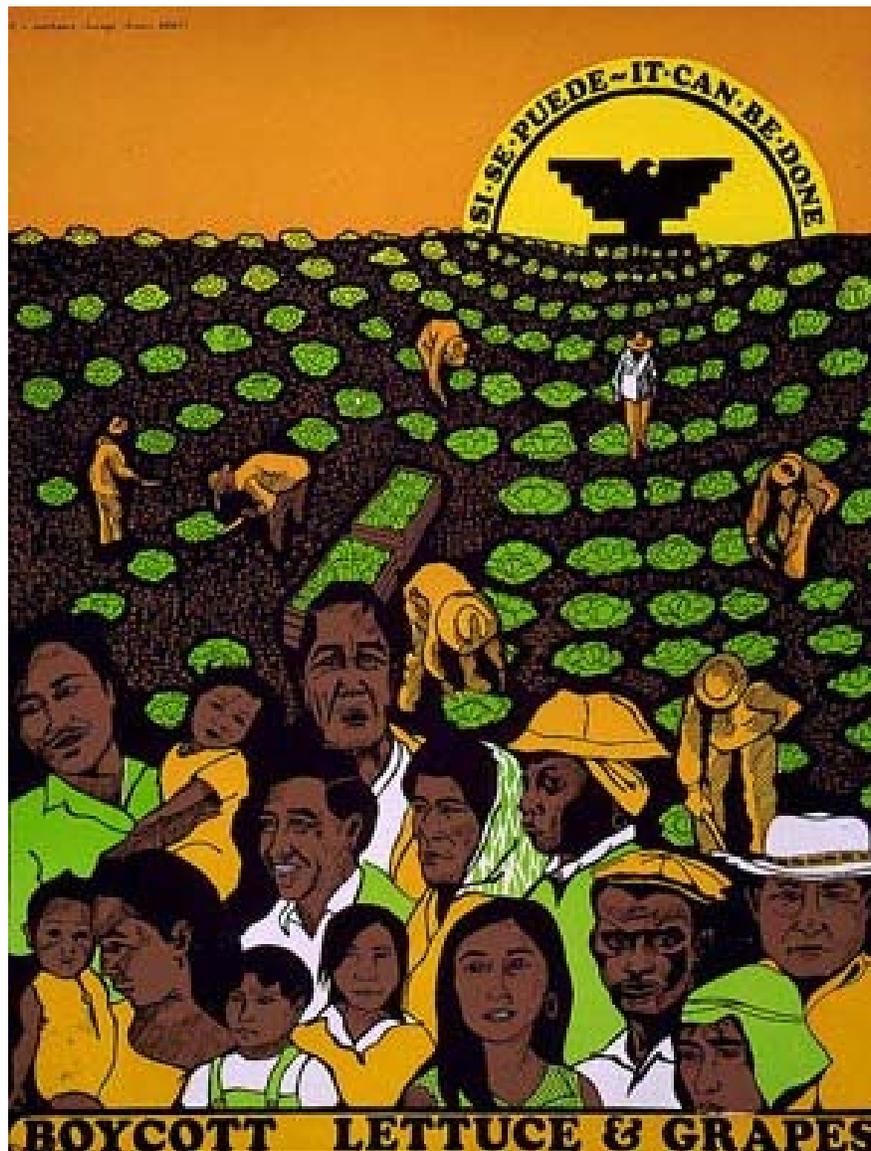
A Timeline of Non-Violent Movements

<p>Civil Rights Movement</p> <p>MARTIN LUTHER KING, JR.</p> <p>The U.S. Civil Rights Movement, led by Dr. King, ended state mandated segregation in the U.S.</p>	<p>1955 Rosa Parks refuses to give up her seat to a white man on a city bus in Montgomery, Ala. Her subsequent arrest launched a 281-day bus boycott—and the Civil Rights Movement.</p>	<p>1959 Dr. and Mrs. King spend a month in India studying Gandhi’s protest techniques of nonviolence.</p>	<p>1960 Four black college students from North Carolina A&T organize a sit-in at a segregated drug store lunch counter, launching a desegregation effort that spread across the South.</p>	<p>1961 Over a thousand student “Freedom Riders”, black and white, take bus trips through the South to test segregation laws. Following mob attacks on riders, Dr. King renews calls for nonviolence.</p>	<p>1963 In Birmingham, Ala., and nonviolent protestors—most of them children—are attacked by police dogs and knocked down by fire hoses. Many are jailed. The hostility shocks the nation and the world.</p>	<p>1964 President Johnson signs the Civil Rights Act of 1964, the most sweeping civil rights legislation since the Civil War.</p>	<p>1965 Law enforcement officers beat hundreds of protestors as they attempt to march from Selma, Ala., to Montgomery to demand voting rights. The march is completed weeks later when 25,000 arrive at the Alabama State Capitol. The march leads to the passage of the Voting Rights Act.</p>
<p>Farm Worker Movement</p> <p>CÉSAR CHAVEZ</p> <p>The farm worker movement, led by Chavez, countered exploitation and abuse in the fields.</p>	<p>1965 National Farm Worker Association joins the Filipino union in the Delano strike.</p> <p>Growers and their allies in law enforcement harass strikers, many of whom are arrested and jailed. Strikebreakers continue the harvest.</p>	<p>1966 Acknowledging that the strike alone would not compel growers to act, Chaves leads a 250-mile protest march from Delano to Sacramento, Calif., to raise awareness of the farmworkers’ struggle. As a result, one grower agrees to sign an agreement with the union.</p>	<p>1967 The national boycott of California table grapes begins. In the coming years, sales of California grapes decline drastically as shoppers across the U.S. and Canada stop buying them.</p>	<p>1968 After property violence erupts, Chavez begins a 25-day hunger strike to rededicate his movement to nonviolence. Senator Robert F. Kennedy, along with thousands of farmworkers and supporters, join Chavez in breaking the fast by taking a public mass.</p>	<p>1969 After workers developed symptoms of pesticide poisoning, Chavez and union leaders picket the U.S. Food and Drug Administration to protest pesticide hazards.</p>	<p>1970 The grape strike and boycott ends with a three-year contract signed between the Delano growers and the United Farm Workers.</p>	<p>1975 California passes the Agricultural Labor Relations Act (ALRA), the first law in the nation recognizing the right of farmworkers to unionize.</p>

Source: Teaching Tolerance - Viva La Causa

Document 7

Boycott Poster



Chicago Women's Graphics Collective. "Boycott Lettuce & Grapes." Circa 1978

Document 8

Memorandum

Mr., President, in September the United Farm Workers Organizing Committee, AFL-CIO-UFWOC began the third year of their strike and boycott against California growers of fresh table grapes. They are solemnly dedicated to non-violent, direct action as a tactic to obtain human dignity, and to guarantee by contract improved living and working conditions through collective bargaining with their employers.

Senator Harrison Williams, D-N.J. Chair, Subcommittee on Migratory Labor *Congressional Record*, October 11, 1968

Document 9

Cesar Chavez and Robert Kennedy



Note: The photograph was taken in March 1968 at the end of Chavez's 25 day hunger strike.

Document 10

Native American Right Movement: Background Essay

Introduction

Dating back to the 1800's, U. S. government policies isolated Native Americans on reservations and denied them social and political rights. Native Americans were not considered American citizens until 1924. In 1946, Congress enacted an Indian claims commission to compensate Native Americans for lands that had been taken from them. Unfortunately, it took many years for this legislation to improve the living conditions for native peoples. During the 1960's, Native Americans suffered from the worst poverty, most inadequate housing, highest disease and death rates, and the least access to education of any ethnic minority group in the United States. Denied their political and social rights, Native Americans began to organize like their earlier Civil Rights predecessors. Between 1968 and 1975, Native American activists forced American society to hear their demands and to reform U.S. government policies toward native peoples.

American Indian Movement (AIM)

Frustration and anger over the poverty, unemployment, and neglect for Native American rights by the United States government prompted young Native Americans to take a more militant approach to obtaining their civil rights. In 1968, these Native American activists formed the American Indian Movement (AIM) and called for "Red Power". Dissatisfied with the approaches of their tribal elders and the response of the U.S. government, they demanded that Indian lands be protected and that prohibitions against certain Indian religious practices be lifted. They mocked the celebration of "Columbus Day" and staged sit-ins at museums that featured exhibits of Native American bones and artifacts. They also established cultural and educational programs on the reservations.

In November 1969, a Native American militant group calling itself "All Tribes" occupied Alcatraz Island and remained there for the next 18 months. In 1972, the AIM group staged a protest by occupying the Bureau of Land Management in Washington D.C., in February 1973; still another militant group took up arms and seized eleven hostages at Wounded Knee South, Dakota. They stayed there for 71 days, sometimes exchanging gunfire with federal marshals until the government agreed to examine the treaty rights of the Sioux nation. Before this period of militant action, Native American tribal groups were very diverse; they were divided by language, religion, tribal history, region, and degree of integration into American society. The establishment of AIM was seen as a unifying act for Native Americans as they came together to achieve their common goals.

The Longest Walk

In 1978, eleven legislative bills were introduced in the U.S. Congress that would have abrogated (officially end a legal agreement) Native Treaties that protected remaining Native American sovereignty. The Longest Walk of 1978 was a peaceful, spiritual effort to educate the public about Native American rights and the Native way of life. Native American Treaty Rights under the U.S. Constitution were to be honored as the supreme

Document 10

law of the land. The 3,600 mile walk proved successful in its purpose: to gather enough support to halt proposed legislation abrogating Indian treaties with the U.S. government. On July 15, 1978, The Longest Walk arrived in Washington, D.C with hundreds of supporters including Muhammed Ali, Senator Ted Kennedy and Marlon Brando. The 11 legislative bills that threatened Native sovereignty were defeated thus protecting the remaining Treaty rights Native Americans possessed.

Legislation

In the late 1970's and early 1980's, the Native American Rights Fund and other groups were finally able to make use of the Indian claims commission legislation to win important victories in the courts. The tribes finally won the return of lands in the states of Oklahoma, New Mexico, and Washington. In 1980 the Supreme Court ruled in favor of the Sioux nation and ordered the federal government to pay the Sioux nation over \$117 million for lands taken from them in South Dakota. Indian tribes today have used their tribal lands and special tax exempt status to their advantage. Today many tribes fund their own educational and social programs with profits from gambling casinos on Indian land.

Document 11

Russell Means Interview, 2002

Note: Russell Means participated in the events at Alcatraz.

“Before AIM (American Indian Movement), Indians were dispirited, defeated, and culturally dissolving. People were ashamed to be Indian. You didn’t see the young people wearing braids or chokers or ribbon shirts in those days. Hell, I didn’t wear ’em. People didn’t Sun Dance, they didn’t sweat, they were losing their languages. Then there was that spark at Alcatraz, and we took off. Man, we took a ride across this country. We put Indians and Indian rights smack dab in the middle of the public consciousness for the first time since the so called Indian Wars. And, of course, we paid a heavy price for that. Some of us are still paying it. But now you see braids on our young people. There are dozens of Sun Dances every summer. You hear our languages spoken again in places they had almost died out. Most important, you find young Indians all over the place who understand that they don’t have to accept whatever the dominant society wants to hand them, that they have an obligation to stand up on their hind legs and fight for their future generations, the way our ancestors did. Now, I don’t know about you, but I call that pride in being Indian. And I think that’s a very positive change. And I think—no, I know—AIM had a lot to do with bringing that change about. We laid the groundwork for the next stage in regaining our sovereignty and self-determination as nations, and I’m proud to have been a part of that.”

Document 12

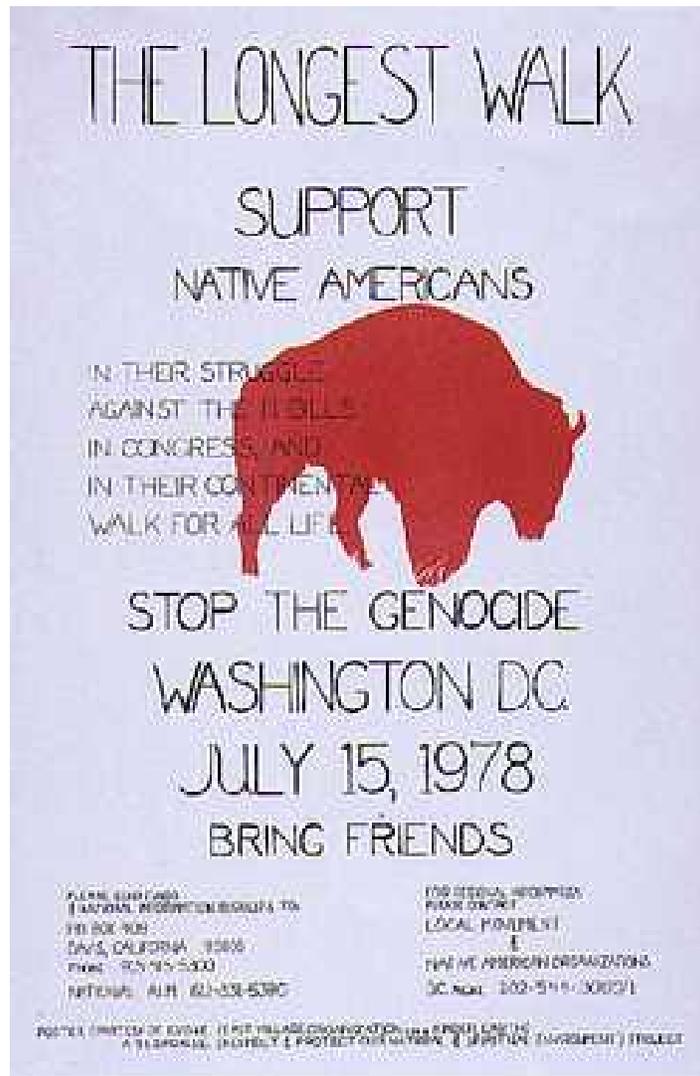
Occupation of Wounded Knee



March 19, 1973, Members of AIM at Wounded Knee, South Dakota. Armed Indians sit back to back supporting one another and keeping eye on all directions as members and supporters of the American Indian Movement (AIM) continue to hold this small village here. These armed militants are at a roadblock into Wounded Knee.

Document 13

The Longest Walk



Note: Several hundred Native Americans marched from San Francisco to Washington D.C. to symbolize the removal of Native Americans from their homelands. The walk was a peaceful event and resulted in the halting of proposed legislation threatening Native American rights and treaties.

Document 14

Excerpts from the Trail of Broken Treaties 20 Points for Renewal of Contracts - Reconstruction of Indian Contracts and Securing an Indian Future in America, 1972

1. RESTORATION OF CONSTITUTIONAL TREATY-MAKING AUTHORITY

The U.S. President should propose by executive message, and the Congress should consider and enact, legislation to repeal the provision in the 1871 Indian Appropriations Act, which withdrew federal recognition from Indian Tribes and Nations as political entities which could be contracted by treaties with the United States, in order that the President may resume the exercise of his full constitutional authority for acting in the matters of Indian Affairs -- and in order that Indian Nations may represent their own interests in the manner and method envisioned and provided in the federal Constitution.

3. AN ADDRESS TO THE AMERICAN PEOPLE & JOINT SESSION OF CONGRESS

The president and the leadership of Congress should make commitment now and next January to request and arrange for four Native Americans -- selected by Indian people at a future date, and the President of the United States and any designated U.S. Senators and Representatives -- to address a joint session of Congress and the American people through national communications media, regarding the Indian future within the American Nation, and relationships between the Federal Government and Indian Nations --on or before June 2, 1974, the first half-century anniversary of the 1924 "Indian Citizenship Act."

4. COMMISSION TO REVIEW TREATY COMMITMENTS & VIOLATIONS

...Indians have paid attorneys and lawyers more than \$40,000,000 since 1962. Yet many Indian people are virtually imprisoned in the nation's courtrooms in being forced constantly to defend their rights, and while many tribes are forced to maintain a multitude of suits in numerous jurisdictions relating to the same or single issue, or a few similar issues. There is less need for more attorney assistance than there is for institution of protections that reduce violations and minimize the possibilities for attacks upon Indian rights.

Note: The Nixon administration rejected all of the proposals in the 20 Points.

Document 15

Longest Walk



Longest Walk Photo, 1978, Washington D.C.

Document 16

Native Americans at Alcatraz, 1970



Document 17

John Trudell



John Trudell speaks to the press during the Alcatraz occupation, 1970

Document 18

Asian American Civil Rights Background Essay

Introduction

For many years Asian Americans had been a part of American culture, its economy, and its history, especially in states such as New York, California, and Hawaii. Although they had been part of the American landscape for over 100 years, many still felt the pangs of discrimination.

Many groups trying to achieve equality in America saw the African American Civil Right Movement as a model. Asian Americans were no different. They organized themselves “through the power of a consolidated yellow people.” Collectively, they believed a united “Yellow Power” movement had a better chance of achieving its goals than being in separate groups. They decided they would incorporate strategies and tactics employed by African Americans.

Asian Studies Programs

Up until the 1970’s most colleges and university programs did not include Asian American studies. In fact, Asian American perspectives or experiences played no formal role in university life. Students at UC Berkeley and San Francisco State began to organize student strikes and protests to force the colleges and universities to include Asian American studies programs. To achieve their goal, Asian American students of diverse cultural backgrounds came together to take action, often times partnering with other minority groups. These students brought attention to their cause by holding large rallies, informational picketing, and sometimes by breaking the law through direct confrontations such as blocking campus entrances.

Equal Educational Opportunities - Lau v. Nichols

During the 1970’s, members of the Chinese American community in San Francisco felt that the school district ignored issues that were important to their children’s academic success. Chinese American students only received instruction in English. Many people within the Chinese American community felt that these students had little chance of passing classes or furthering their education if they didn’t receive some instruction in their primary language. A group called Chinese for Affirmative Action formed in 1969 to address this issue of discrimination. Their goal was to force the school district to implement a bilingual education program that would help students that did not speak English. With help from a local community group, Chinese for Affirmative Action, the community filed a class action suit against the school district in 1970. Kinney Kinmon Lau, a high school student at the time, was the principal plaintiff in the lawsuit along with 12 other non-English speaking Chinese American students. The case made its way to the Supreme Court of the United States.

Pursuit of Internment Reparations

Shortly after the attack on Pearl Harbor, the US government ordered that Japanese Americans be “evacuated” from their homes to Internment Camps far away from the coastal cities where many had lived and worked for years. Not only were they confined within the camps, as prisoners, but most lost their homes, a majority of their possessions, as well as land and businesses they legally owned. In 1978, Japanese

Document 18

American activist, Fred Korematsu, led an effort to force the US government to acknowledge the discrimination, apologize, and offer money as a means of reimbursement for the injustice and loss of property. Nearly 10 years later, Congress approved the Civil Liberties Act of 1988. This law authorized that each Japanese American who was interned, and still alive, would received \$20,000 to help make up for the injustice they had endured during World War II. Congress also issued a formal apology to the survivors.

Document 19

Asian American Protest



"Yellow Power to Yellow People" In front of court house - Oakland, California - 1969

Facts Magazine Cover, 1971



Asian-Ancestry Community College Students Demand Official Voice



Members and applauders of the Seattle Community College's Oriental Student Union circled on the sidewalk in front of the central city campus on Broadway this week to emphasize demands college trustees hire immediately five administrators of Asian ancestry.

Note: The Oriental Student Union (OSU) at Seattle Central Community College (SCCC) decided that the SCCC administration was not moving quickly enough on the its demands that the school hire five Asian administrators and staged a sit-in on February 9, 1971, and took over SCCC offices more forcefully on March 2, 1971.

Document 21

Lau v. Nichols

SUPREME COURT OF THE UNITED STATES

414 U.S. 563
Lau v. Nichols

CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE NINTH CIRCUIT

No. 72-6520 Argued: December 10, 1973 --- Decided: January 21, 1974

Syllabus (The Case)

The failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program, and thus violates § 601 of the Civil Rights Act of 1964, which bans discrimination based "on the grounds of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare. Pp. [414 U. S. 565-569](#).

MR. JUSTICE DOUGLAS delivered the opinion of the Court.

The Supreme Courts Decision

The San Francisco, California, school system was integrated in 1971 as a result of a federal court decree, 339 F.Supp. 1315. *See Lee v. Johnson*, [404 U. S. 1215](#). Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

This class suit brought by non-English-speaking Chinese students against officials responsible for the operation of the San Francisco Unified School District seeks relief against the unequal educational opportunities, which are alleged to violate, *inter alia*, the Fourteenth Amendment. No specific remedy is urged upon us. Petitioners ask only that the Board of Education be directed to apply its expertise to the problem and rectify the situation.

"[s]chool systems are responsible for assuring that students of a particular race, color, or national origin are not denied the opportunity to obtain the education generally obtained by other students in the system."

That section bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance." The school district involved in this litigation receives large amounts of federal financial assistance.

The text of the decision has been abrieviated.
<http://supreme.justia.com/us/414/563/case.html>

Document 22

Quote from Asian American Political Alliance Newspaper

“Historically, the racist power structure in America has denied the humanity of non-whites peoples. We can see that Afro Americans have been killed, exploited, and economically and psychologically exploited. In regards to Oriental Americans, this denial of humanity presently takes only more subtle and implicit forms.

The Oriental living within the confines of United States boundaries (whether immigrant or citizen whose birth place is on American soil) are in effect told by formal education, the mass media and most forms of social organization to hate himself. He is taught that the European way of viewing the world is the universally correct one, and that Eastern thought is “exotic,” “weird,” and “slothful.” He has also been led to believe that his language is no more than odd sounding, meaningless gibberish, instead of being melodious and expressive. But worst of all, he is taught to hate the color of his skin and the shape of his features. In short, he is, on this level, taught to view even the basic aspect of his physical being as despicable and undesirable.” ---Revolutionary Historian

Steve Louie Collection, AAPA (Asian American Political Alliance) newspaper

Document 23

Asian Peace March

AAPA (Asian American Political Alliance) Newspaper, 1970

SAN FRANCISCO---More than 300 Asian Americans took part in the second Vietnam Moratorium peace march here last Saturday according to Edison Uno, co-organizer of the Ad Hoc Japanese Americans for Peace.

San Franciscan Uno, Ray Okumura of Berkeley and Kathy Reyes were the principal backers of the ad hoc committee.

Asian marchers congregated early Saturday at the Japanese Cultural Center's Peace Pagoda and became a part of the parade for peace in San Francisco, one of the largest public parades the city has ever witnessed.

Among Asian marchers were such heads of Asian American studies in Northern California as Dr. Paul Takagi of U.C. Berkeley, Dr. James Hirabayashi of San Francisco State College, and Prof. Isao Fujimoto of U.C. Davis. Local Churchmen include the Revs. Nicholas Iyoya of Christ United Presbyterian Church, the Rev. Lloyd Wake of Glide Memorial Church and Roy Sano, chaplain of Mills College.

A post-march party was hosted by Aileen Yamaguchi and Marlene Tanioka, where most Nisei and Sansei marchers gathered to compare experiences.

A number of Asian names were also among the more than 1,500 names of business and professional people listed in full-page ads in the San Francisco metropolitan dailies before the peace march.

They included Patricia Oyama Clarke and Don Fujimoto, artists; Joseph Morozumi, attorney; Susumu Togasaki, Business; the Rev. Lloyd Wake, clergy; Susan Tanaka, education; George Nagata, musician; Robert j. Kaneko, Dan Kataoka and Jean Saito, probation officers; Chizuko Mayall, scientist; and Richard Aoki and Nozusuke Fukuda, social workers.

-Kashu Manichi

Japanese American Citizens League Memorandum



**JACL-LEC JAPANESE AMERICAN CITIZENS LEAGUE
LEGISLATIVE EDUCATION COMMITTEE**

WASHINGTON OFFICE: 1730 RHODE ISLAND AVE. N.W., WASHINGTON, DC 20036 (202) 223-1240
NATIONAL HEADQUARTERS: SAN FRANCISCO, CA 94115

TO: ALL SUPPORTERS OF REDRESS FOR JAPANESE AMERICANS
FROM: Grayce Uyehara, JACL-LEC Executive Director *Grayce*
RE: LETTER-WRITING CAMPAIGN FOR S. 1009 AND H.R. 442
DATE: June 5, 1987

ACTION ALERT #4

This is a very important action alert requiring your immediate support. The time for a full scale grassroots lobbying effort has come. Your involvement could help make redress a reality in the 100th Congress.

S. 1009 introduced by Senator Spark Matsunaga on April 10 has 74 Senators as cosponsors of the bill to accept the findings and to implement the recommendations of the Commission on Wartime Relocation and Internment of Civilians. It is assigned to the Committee on Governmental Affairs.

H.R. 442 introduced by Rep. Tom Foley on January 6 now has 141 cosponsors on the bill to implement the recommendations of the Commission on Wartime Relocation and Internment of Civilians. The bill was marked up by the subcommittee on Administrative Law and Governmental Relations on May 13 and has moved to the full Judiciary Committee.

We know you will realize that our task is to make sure that every Member of Congress hears from constituents who believe there must be redress to the surviving Americans of Japanese ancestry for the loss of individual freedom and the denial of constitutional rights during World War II. The more letters, the better.

Please do the following immediately so that the legislators will hear from you before the Fourth of July recess to tie the redress issue to Independence Day and the Bicentennial of the United States Constitution.

ACTION NOW:

1. Write a letter to your Representative and Senators asking them to support the redress bills. If they are already cosponsors, write a thank you letter and ask that they vote for the bills. Please do this even if you have written before.
2. To increase the numbers of constituent letters ask five friends or relatives - anywhere in the United States - to write to their legislators. This will require that you make copies of the sample letter to send to these people.
3. When you receive replies to your letters, send us copies

(over)

Transparency 1

What Action Would You Take?

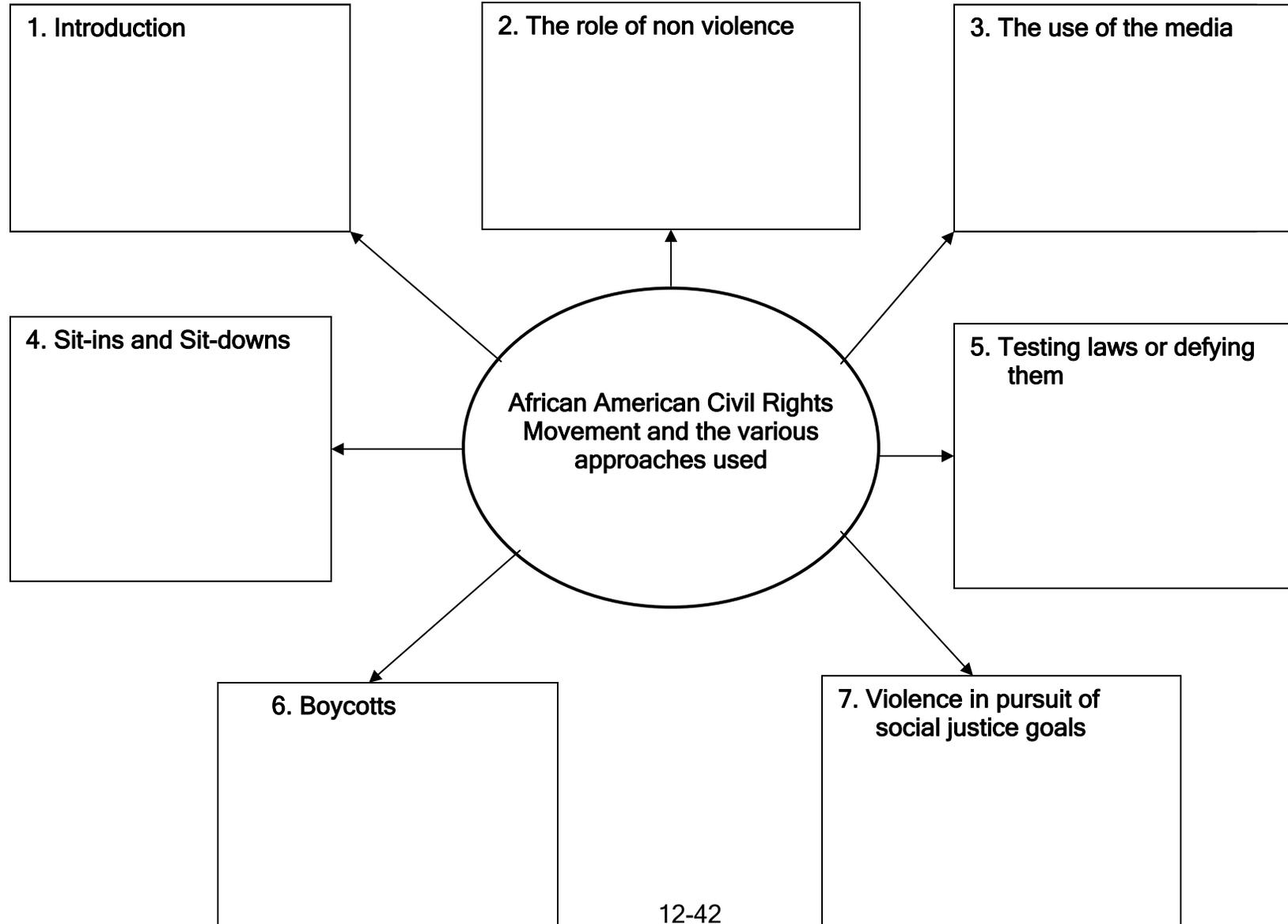
Your school is banning all outside food from entering your campus, including sack lunches made from home. The District's new cafeteria feels that if everyone ate the cafeteria food the overall health of the student body would improve as well as test scores. As a student on this campus, what action would you take regarding this issue?

I would take the following action: (Choose only two)	I would do this because:
• Boycott the cafeteria.	
• Ignore the rule and bring your own food.	
• Write a letter to the school paper protesting this policy.	
• Send a petition to the school board to revoke this law and make it legal for students to bring outside food to school.	
• Stage a sit-in or protest.	
• Plan a march and rally outside of school.	
• Inform the media of your plight.	
• Break into and destroy the cafeteria, preventing them from serving food the next day.	

Transparency 2

Background Reading Organizer

Directions: Use the organizer below to jot down the big ideas from **Document 1** on the African American Civil Rights movement.



Transparency 3

Document Analysis Organizer

Directions: Carefully read each document in your document set. Discuss them with your group. Answer the questions in the organizer below.

Movement	What was the agenda of the group? (What did they want?)	What strategies/tactics were used? (Cite evidence)	How were the actions of this group similar and different from the Civil Rights Movement? (Cite evidence)
<p style="text-align: center;">Native American</p>			<p>Similar</p> <p>Different</p>

Transparency 4

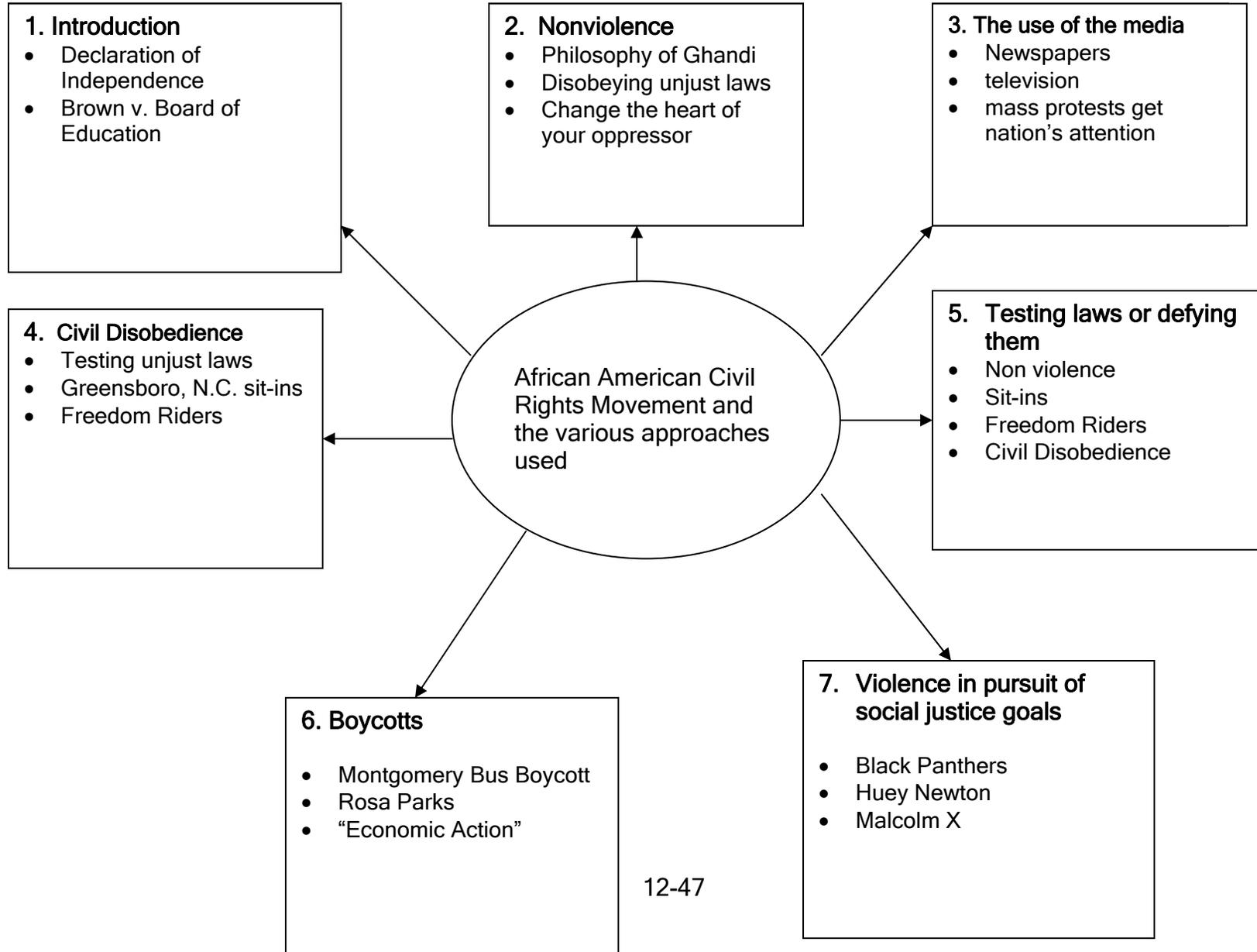
Writing Graphic Organizer

Paragraph 1	<u>Historical Context:</u>		
	<u>Thesis:</u>		
Paragraph 2	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 3	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 4	<u>Main Idea</u>	Topic Sentence	
		Supporting Evidence	
		Supporting Evidence	
		Analysis	
		Concluding Sentence	
Paragraph 5	<u>Restate Thesis</u>		
	<u>Review Main Points</u>		
	<u>Final Thought</u>		

Teacher Guide 1

Key Ideas From the Background Reading

Use the organizer below to write down the “big” ideas from **Document 1** on the African American Civil Rights movement.



Teacher Guide 2

Document Analysis Organizer

The following guide represents some of the key ideas and evidence found in each document. This does not represent an “answer key.” There are additional items that could be included for each column.

Movement	What was the agenda of the group? (What did they want?)	What strategies/tactics were used? (Cite evidence)	How were the actions of this group similar and different from the Civil Rights Movement? (Cite evidence)
Asian American	<ul style="list-style-type: none"> • Integration • Nondiscrimination • Reparations for internment • Creation of Asian Studies programs in schools 	<ul style="list-style-type: none"> • Protests (Documents 19, 20 and 23) • Legislation (Documents 21 and 24) • Use of mass media (Document 22) • Letter writing campaigns (Document 24) 	<p>Similar</p> <ul style="list-style-type: none"> • Use of legislation • Use of mass media • Use of mass marches <p>Different</p> <ul style="list-style-type: none"> • Reparations for internment in relocation camps • Access to higher education • Bilingual education

Teacher Guide 2

Movement	What was the agenda of the group? (What did they want?)	What strategies/tactics were used? (Cite evidence)	How were the actions of this group similar and different from the Civil Rights Movement? (Cite evidence)
<p style="text-align: center;">Latino American</p>	<ul style="list-style-type: none"> • Nondiscrimination in the work place • Higher wages • Better working conditions • Bilingual education 	<ul style="list-style-type: none"> • Delano lettuce boycott (Document 5) • Grape boycott (Documents 3, 7 and 8) • Passage of Bilingual Education Act (Documents 2 and 6) • Hunger Strike (Document 9) 	<p>Similar</p> <ul style="list-style-type: none"> • Use of boycotts • Use of mass media • Use of mass marches <p>Different</p> <ul style="list-style-type: none"> • Hunger strikes • Use of murals and other art work to depict the plight of the workers

Teacher Guide 2

Movement	What was the agenda of the group? (What did they want?)	What strategies/tactics were used? (Cite evidence)	How were the actions of this group similar and different from the Civil Rights Movement? (Cite evidence)
<p style="text-align: center;">Native American</p>	<ul style="list-style-type: none"> • Ancestral lands restored • Better employment opportunities • Higher wages • Equal treatment 	<ul style="list-style-type: none"> • Use of mass media (Document 17) • Legislation (Documents 14 and 18) • Mass marches (Document 15) • Occupation of Wounded Knee and Alcatraz Island (Documents 12 and 15) 	<p>Similar</p> <ul style="list-style-type: none"> • Use of mass marches • Legislation <p>Different</p> <ul style="list-style-type: none"> • Used violent means • Occupation of Alcatraz Island and Wounded Knee/ Direct confrontation • Fought for return of ancestral lands • Legislative goals, treaties

Background on Civil Rights Tactics

- Part I:
 - Philosophy of Non Violence
 - Civil Disobedience
 - The Role of the Media
 - Violence as a Response

Legislation

- High Court Bans Segregation in Public Schools



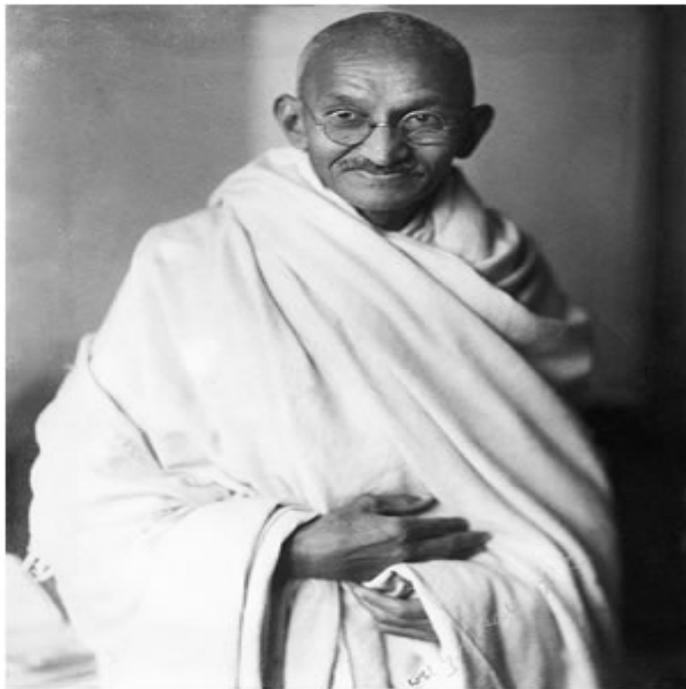
- Segregated Southern school



Philosophy of Non-violence

Mohandas Gandhi

Martin Luther King, Jr.



Civil Disobedience – Sit-Ins



Civil Disobedience -- Freedom Rides



- The first sign says “The law of the land is our demand.”

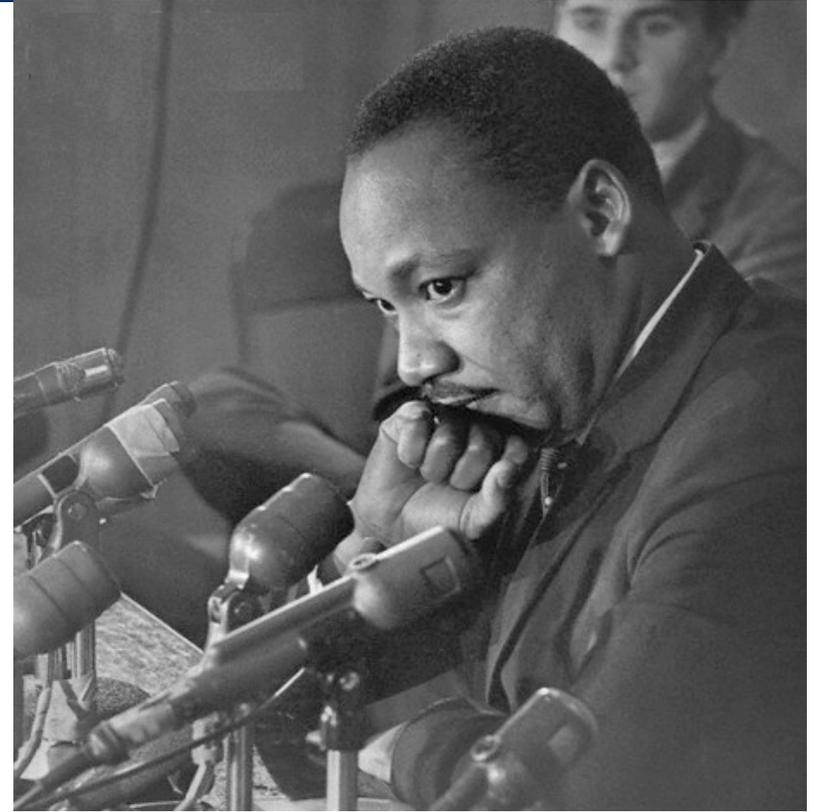
The Bus Boycott



Non-Violent strategies: Mass Marches



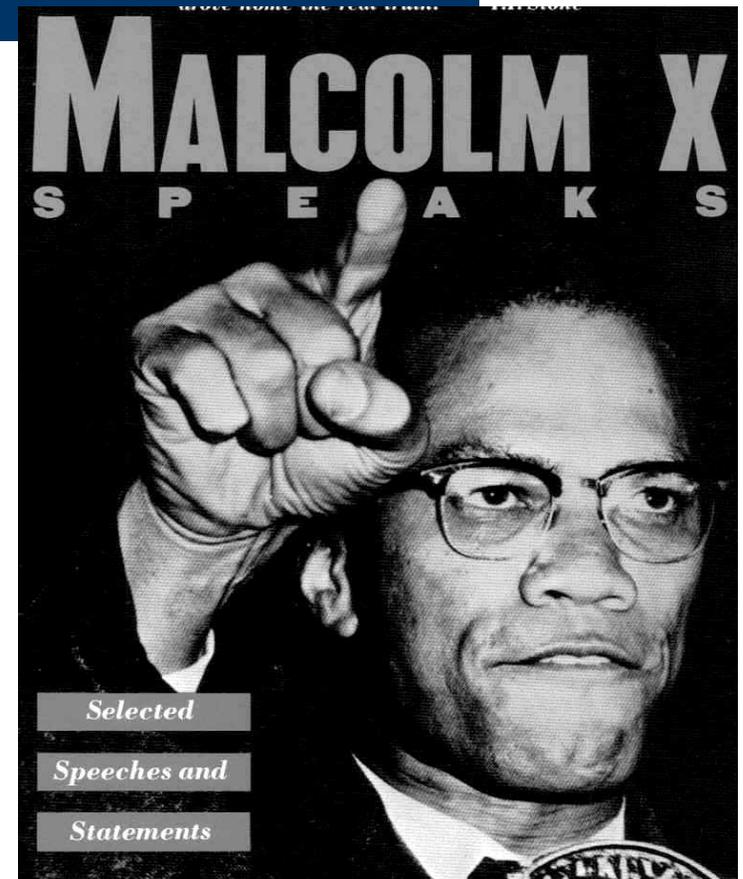
The Role of the Media



Violence as a Response



“Turn left or get shot.” A handmade sign on a street corner in Watts during the 1965 uprising.



Part 2: The Struggle Continues

- Latinos
- Native-Americans
- Asian-Americans

Latinos – Cesar Chavez and the UFW



Asian-Americans



Meeting the Needs of All Students

The *Instructional Guide* pays special attention to reading and writing as an historian, but with increased emphasis upon strategies that allow teachers to apprentice student learning, thus creating a quality, standards-based, cooperative, culturally relevant history classroom, with an emphasis on AEMP and SDAIE strategies.

Additionally, all students, especially students with disabilities, will make progress when they are provided direct, explicit, and systematic instruction in History/Social Science. It is strongly recommended that history teachers explore all options to ensure equal access to, and evidence of, learning in the History/Social Science curriculum for all learners - i.e., Special Education, English Learners (ELs), Standard English Learners (SELs), and Gifted and Talented learners (GATE). The goal of enabling all students to achieve a common set of standards requires equitable treatment as well as multiple and varied opportunities to learn.

Developmental Considerations

By the time history students enter middle school, their intellectual development undergoes important changes as their thinking becomes increasingly abstract and multidimensional. Due to this maturation, students are now capable of analyzing data, testing hypotheses, and making valid comparisons and historical inferences. However, student limitations must be understood. According to the *History-Social Science Framework for California Public Schools*, “Historical analysis must be grounded in the lives of people and events. If students are to understand and relate to political and historical people and events, educators must recognize the continuing need of students for concrete illustrations and sound, engaging instructional approaches.

Content Specific Strategies that Support English Learners, Standard English Learners and Students with Disabilities

Strategy	Application that changes practice	Classroom observables of implementation	What does this look like in Secondary History/Social Science?
<p><i>Instructional Conversations</i> Real teaching is understood as assisting the learner to perform just beyond his or her current capacity. This assistance in the "zone of proximal development" awakens and rouses into life the mental capacities of learners of all ages. This assistance is best provided through the instructional conversation, a dialogue between teacher and learners in which the teacher listens carefully to grasp the students' communicative intent, and tailors the dialogue to meet the emerging understanding of the learners.</p>	<p><i>Teachers...</i></p> <ul style="list-style-type: none"> • Promote student centered, higher order thinking and learning. • Weave together students' prior knowledge with background information to build understanding of text and content. • Elicit student input while integrating content into discussion to promote student inquiry. • Advocate the use of text features, citations, and reasoning to support an argument or position. • Integrate oral language into history/social science curriculum. • Co-construct knowledge with students through interactive discussion. • Collaborate with and encourage students to volunteer to speak to construct meaning from text and other source materials. • Clarify meaning throughout lessons and discussions. 	<p><i>Students...</i></p> <ul style="list-style-type: none"> • Engage in classroom discussion to advance understanding and application of history/social science concepts. • Use text frames, citations, and reasoning to construct and support an argument or position. • Clarify meaning throughout lessons and discussion. • Use more complex academic vocabulary and language to convey ideas. 	<p><i>In History/Social Science...</i></p> <ul style="list-style-type: none"> • Students are engaged with course content through activities that require students to express verbally what they are thinking. • The basic lesson design begins with a hook (preview) activity that taps into the students' prior knowledge and interest. • Key concepts are introduced in ways to activate students' curiosity, validate cultural dispositions and are supported by visuals. • Language demands are appropriate to student fluency. • Movement and role playing activities are used to support the kinesthetic learner and stimulate academic discussion.

<p>Graphic Organizers Graphic organizers are visual and graphic representations of information that show both units of information and the relationship between these units. Graphic organizers-also known as concept maps, story maps, advance organizers, story webs, semantic maps, and cognitive organizers-are often used to teach text structure, to aid comprehension, support writing organization and planning and to help students understand vocabulary.</p>	<p>Teachers...</p> <ul style="list-style-type: none"> • Plan the strategic use of visual tools and graphic organizers to facilitate learning. • Promote student use of visual tools and graphic organizers to enhance and clarify their thinking. • Model thinking about new concepts using visual tools and graphic organizers to construct meaning, show relationships, and organize ideas. • Provide students with opportunities to demonstrate their understanding of content through the use of visual tools and graphic organizers. 	<p>Students...</p> <ul style="list-style-type: none"> • Use visual tools and graphic organizers to enhance and clarify their thinking. • Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas. • Develop new ways to organize and visually represent their thinking to facilitate understanding of history/social science concepts via writing tasks and oral presentations. • Select and utilize appropriate graphic organizers based on their understanding of the required task. 	<p>In History/Social Science...</p> <ul style="list-style-type: none"> • Graphic organizers and writing tools to help students with understanding of key concepts, organizing information, processing, reading, and preparing for writing.
<p>Cooperative Learning Cooperative learning takes many forms and definitions, but most cooperative approaches involve small, heterogeneous teams, usually of four or five members, working together towards a group task in which each member is individually accountable for part of an outcome that cannot be completed unless the members work together; in other words, the group members are positively interdependent. Cooperative learning</p>	<p>Teachers...</p> <ul style="list-style-type: none"> • Establish the concept of the 'classroom family' and build on this in ways that affirm academic achievement and success. • Provide opportunities for students to interact with peers through structured learning activities. • Provide a variety of ways for students to demonstrate their understanding of course content. • Maximize the amount of time 	<p>Students...</p> <ul style="list-style-type: none"> • Support and assist one another to accomplish learning goals. • Interact cooperatively with peers to brainstorm, explain, question, disagree, persuade, and problem-solve. • Work collaboratively in small groups to foster content knowledge. 	<p>In History/Social Science...</p> <ul style="list-style-type: none"> • Teachers are encouraged to use a variety of strategies such as: think, pair, share; gallery walks; primary source document analysis; jigsaw reading and visual discovery activities. • Students validate their understanding of the content through interaction with their peers and their instructor.

<p>creates natural, interactive contexts in which students have authentic reasons for listening to one another, asking questions, clarifying issues, and re-stating points of view.</p>	<p>available for listening and speaking in low-risk cooperative learning environments.</p> <ul style="list-style-type: none"> • Arrange classroom seating to facilitate collaborative learning. 		
<p><i>Academic Vocabulary</i> Academic vocabulary is defined as specialized vocabulary used in academic situations. This vocabulary/language occurs with high frequency in academic texts and discourse.</p> <p>One function of schools is to prepare students with the academic language proficiency, and academic knowledge and skills needed to communicate in different academic fields. Students with academic language and vocabulary are prepared to communicate like scientists and social scientists, mathematicians, and literary scholars.</p>	<p><i>Teachers...</i></p> <ul style="list-style-type: none"> • Provide explicit instruction and model appropriate use of academic language. • Scaffold academic English to support students' oral and written communication. • Provide multiple opportunities for students to practice using academic language in context. 	<p><i>Students...</i></p> <ul style="list-style-type: none"> • Communicate ideas effectively using academic language. • Use academic language on a daily basis in a variety of formats in all language domains; listening, speaking, reading and writing. • Produce work that reflects appropriate use of academic language. 	<p><i>In History/Social Science...</i></p> <ul style="list-style-type: none"> • Specialized academic vocabulary is called out, introduced, and "front loaded" for. • Definitions of key terms are embedded in text excerpts and teachers ensure that key vocabulary is discussed during the course of each activity. • Teachers ask questions that promote student responses to reinforce their comprehension of key academic vocabulary.

Principles and Domains of Culturally Relevant and Responsive Pedagogy

1. Knowledge and Experience
 - a) Teachers must build their personal knowledge of cultures represented in the classroom.
 - b) Teachers must identify cultural practices aligned with specific learning tasks.
 - c) Teachers must engage students in instructional conversations (accountable talk) that draw on their language competencies outside the school.
2. Social and Emotional Elements
 - a) Teachers must begin the process of becoming more caring and culturally competent by acquiring a knowledge base about ethnic and cultural diversity in education.
 - b) Teachers must conduct a careful self-analysis of what they believe about the relationship among culture, ethnicity, and intellectual ability.
 - c) Teachers must identify and understand attitudes and behaviors that can obstruct student achievement (affective filter).
3. Equity and Equality
 - a) Teachers must vary the format of instruction by incorporating multi-modality teaching that allows students to demonstrate competence in different ways.
 - b) Teachers must acknowledge and accept that students can demonstrate knowledge in non-traditional ways.
 - c) Teachers must build knowledge and understanding about cultural orientations related to preferred cognitive, interactive, and learning styles.
4. Quality and Rigorous Instruction
 - a) Teachers must emphasize academic rigor at all times.
 - b) Teachers must provide clear expectations of student accomplishments.
 - c) Teachers must promote higher order thinking skills.
5. Instructional Strategies
 - a) Teachers must use cooperative learning, apprenticeship, and peer coaching as instructional strategies.
 - b) Teachers must provide ample opportunity for each student to read, write, and speak.
 - c) Teachers must use constructivist learning approaches.
 - d) Teachers must teach through active application of facts and skills by working with other students, use of computers, and other multi-media.
 - e) Teachers must provide timely and continuous feedback on students work.
6. Pedagogical Approaches
 - a) Teachers must assist students to use inductive and deductive reasoning to construct meaning.
 - b) Teachers must scaffold and relate students' everyday learning to their cumulative academic knowledge.
 - c) Teachers must modify curriculum-learning activities for diverse students.
 - d) Teachers must believe that intelligence is effort-based rather than an inherited phenomenon.
7. Assessment and Diagnosis
 - a) Teachers must use testing measurements for diagnostic purposes.
 - b) Teachers must apply periodic assessments to determine students' progress and adjust curriculum.
 - c) Teachers must seek alternative approaches to fixed time tests to assess students' progress.
 - d) Teachers must supplement curriculum with more multi-cultural and rigorous tests.
 - e) Teachers must evaluate students of different backgrounds using authentic assessment appropriate to them, their education, and life experiences.

English Learners

English Learners (ELs) are students who are in English as a Second Language (ESL) classes or in the Preparing for Redesignation Program (PRP). These students may not have developed the academic vocabulary required to master the complex concepts found in the History/Social Science curriculum. They benefit from classroom instruction that supports academic language acquisition.

Experts in the field of language acquisition have identified common approaches and strategies that can help ELs access content. Known as Specially Designed Academic Instruction in English (SDAIE), these techniques help ELs navigate difficult texts and concepts.

Kathleen Kenfield, a recognized expert in language acquisition, identifies several components of effective SDAIE instruction:

Designing Appropriate Lessons

- Lesson begins with a preview activity that taps into students' prior knowledge, fills in necessary blanks in students' background understanding, introduces key concepts, activates student curiosity and validates cultural dispositions.
- Language demands are appropriate to student fluency.
- Lesson includes explicit vocabulary frontloading, instruction, and support.
- Lesson includes all language modes: listening, speaking, reading, and writing.
- Reading and writing activities are preceded by pre-reading (activating prior knowledge and familiarity with text structures) and pre-writing (process writing) activities.
- Students reflect on their learning.



Clarifying Input

- Teacher uses moderate speech rate, enunciates clearly, uses controlled vocabulary, and limits idiomatic speech.



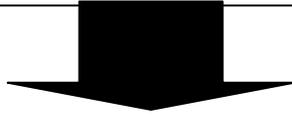
Using Contextual Clues

- Teacher uses gestures and facial expressions to make meaning clear. Teacher models desired behavior and acts out meaning of text.
- Teacher repeats and rephrases when necessary.
- Lesson includes the use of props, manipulatives, and visuals.
- Students use graphic organizers to process reading and writing activities.



Checking for Understanding

- Teacher clarifies student responses: “What I hear you saying is . . .”.
- Teacher uses a variety of question types (Bloom’s Taxonomy).
- Students are able to show mastery of assessed objectives in a variety of ways.
- Students are given think time to formulate verbal and written responses.

**Student-centered Organization and Support**

- Teacher monitors student engagement.
- Lessons include cooperative activities using a variety of grouping strategies.
- Content is personalized, allowing students to relate it to their own lives and to the world in which they live.

Gifted and Talented Students

All students should receive an education appropriate to their individual capabilities, interests, and needs, as well as have learning opportunities that help develop their abilities to the highest level. Because gifted and talented students generally demonstrate high performance or capacity for high performance beyond age/grade expectations, they are atypical learners who require specialized learning experiences beyond the regular curriculum.

Differentiated instruction for gifted and talented students includes:

- Accelerated or advanced content.
- More complex understandings of generalizations, principles, theories, and the structure of the content area.
- Abstract concepts, thought processes, and skills.
- Level and type of resources used to obtain information, acquire skills, and develop products.
- Longer/shorter time span for learning.
- Generating new information and/or products.
- Transfer of learning to new/different disciplines or situations.
- Development of personal growth and sophistication in attitudes, appreciations, feelings, and intuition.
- Independence of thought and study.

Special Education Students and Least Restrictive Environment

Children with disabilities are to be educated with children who are not disabled, to the maximum extent possible. Within the general education program, this may include:

Accommodations:

Changes in course content, teaching strategies, test presentation, location, timing, scheduling, student responses, or environmental structuring that do not substantially change the standard or expectation for student performance.

Modifications:

Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, or environmental structuring that do substantially change the standards or level of expectation for student performance.

Co-planning:

A process by which two teachers share planning, modifications, and evaluation of instruction and behavioral support.

DIS Support:

The provision of itinerant support services within the general education class.

Co-teaching:

Two teachers sharing instruction, planning, behavioral support, and grading for all students in a classroom.

Inclusion:

The provision of special education support within the general education classroom for students with moderate to severe disabilities who are included and educated in the general education classroom 100% of the school day.

Howard Gardner's Theory of Multiple Intelligences

Intelligence Type	Description of Intelligence	Suggested Activities
Verbal-linguistic	Sensitive to the meaning and order of words, as a poet.	Hearing, listening, impromptu or formal speaking, tongue twisters, humor, oral or silent reading, creative and academic writing.
Logical-mathematical	Able to handle chains of reasoning and recognize patterns and orders, as a scientist.	Abstract symbols, formulas, outlining, graphic organizers, numeric sequences, calculation, deciphering codes, problem solving.
Musical	Sensitive to pitch, melody, rhythm, and tone, as a composer.	recording, music recitals, singing on key, whistling, humming, environmental sounds, percussion vibrations, rhythmic patterns, music composition, tonal patterns.
Spatial	Perceive the world accurately and try to re-create or transform aspects of that world, as a sculptor or airplane pilot.	Art, pictures, sculpture, drawings, doodling, mind mapping, patterns, designs, color schemes, active imagination, imagery, block building.
Bodily-kinesthetic	Able to use the body skillfully and handle objects adroitly, as an athlete or dancer.	Role playing, physical gestures, drama, inventing, ball passing, sports games, physical exercise, body language, dancing.
Interpersonal	Able to work with and learn from others.	Group projects, division of labor, sensing others' motives, receiving/giving feedback, collaboration skills.
Intrapersonal	Possess access to one's emotional life as a means to understand oneself and others; exhibited by individuals with accurate views of themselves.	Emotional processing, silent reflection methods, thinking strategies, concentration skills, higher order reasoning, "centering" practices, meta-cognitive techniques.
Naturalist	Connected to the intricacies and subtleties in nature.	Bringing the outdoors into the class, relating to the natural world, charting, mapping changes, observing wildlife, keeping journals or logs.

Differentiation of Instruction

(Based on a model from Leadership for Differentiating Schools and Classrooms, by: Carol Ann Tomlinson and Susan Demirsky Allan)

is a teacher's response to a learner's needs

guided by principles of differentiation, such as

respectful tasks

flexible
grouping

ongoing assessment and
adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

- Multiple Intelligences
- Jigsaw Reading
- Rehearsed Activities
- Varied Texts
- Varied Supplementary Materials
- Wait Time
- Numbered Heads Together

- Small-Group Instruction
- Independent Study
- Varied Homework
- Anticipation Guides
- Think-Pair-Share
- Give One/Get One
- People Hunt
- Three – Step Interview

- Text Tour
- Graphic Outline (organizers)
- Text Quest
- Reciprocal Reading
- Thumbs Up/Thumbs Down
- Visual Representation
- Pass the Poster

Elements of Differentiation

Content:

What we teach and how we give students access to the information and ideas that matter.

Process:

How students come to understand and “own” the knowledge, understanding, and skills essential to a topic.

Product:

How a student demonstrates what he or she has come to know, understand, and be able to do as a result of a segment of study.

Student Characteristics

Readiness:

The current knowledge, understanding and skill level of a student. Not a synonym for ability; it reflects what a student knows, understands, and can do based on what a teacher is planning to teach. The goal of readiness differentiation is to make work a little too difficult for students at a given point in their growth and provide them the support they need to succeed at a new level of challenge.

Interests:

What a student enjoys learning about, thinking about, and doing. The goal of interest differentiation is to help students connect with new information, understanding, and skills by revealing connections with things they already find appealing, intriguing, relevant, and worthwhile.

Learning Profile:

A student’s preferred mode of learning. Individual learning profile is influenced by learning style, intelligence preference, gender, and culture. The goal of learning profile differentiation is to help students learn in the ways they learn best and to extend the ways in which they can learn effectively.

Sample Strategies to Use for Differentiation

Anticipation Guide

An Anticipation Guide (AG) consists of agree/disagree statements designed to activate what students already know, arouse curiosity about the topic, and to foster thinking. Students read the statements and decide whether they agree or disagree.

The AG is an excellent introductory activity to a unit, a lesson, a reading selection, or to a video. Students weigh their preconceptions before the learning activity, and can revisit the AG later to reevaluate their earlier decisions.

Suggestions for use:

1. The statements you choose should reflect major concepts, events, feelings, or conflicts that will come up in the lesson, reading, or viewing.
2. Be sure not to make the statements all “agree” or all “disagree.”
3. If you are aware of the preconceived notions of your students, statements can be designed specifically to challenge them.
4. Students can complete the AG individually in worksheet form and then share with a partner or group.
5. As an alternative, teachers can write the items on an overhead or chart paper, read the items aloud, give “think time,” and ask for a thumbs-up or thumbs-down.
6. The AG is then put away, to be revisited later on in the unit. Students can reexamine their preconceived notions individually/whole class.
7. It is important to inform students that this activity is not a test; the purpose of the activity is to help their brains become more receptive to the information.

The Text: Activities to Aid Comprehension

- Text Tour
 - A teacher-led pre-reading survey of the chapter; teacher asks students to note illustrations, asks questions such as, “What do you think this visual has to do with the content of the chapter?” “Can anyone answer the question in the margin?” Teacher calls students’ attention to such features as visuals, boldface print, sidebars, and headings.
- Graphic Outline
 - The students fill out a prepared graphic outline of the chapter, noting main headings, subheadings, visuals, sidebars, and marginal notes.
- Text Quest
 - A fun scavenger-hunt-like activity that guides students through the chapter asking them to note certain features, e.g., “List the words you find in boldface throughout the chapter,” “Describe the largest visual on page 76.” It may be best for students to work with partners on this activity.
- Graphic Organizers for Vocabulary
 - See organizers on page A-13.

Reading to Learn

- Reciprocal Reading
 - Student pairs or small groups read to each other while questioning and summarizing, seeking and providing clarification as they proceed.
- Jigsaw Reading
 - Students, or groups, read a small section of a larger passage and share what they have learned with other students/groups.

Strategies to use BEFORE Reading	Strategies to use DURING Reading	Strategies to use AFTER Reading
<p><i>Student:</i></p> <ul style="list-style-type: none"> • Activate prior knowledge: “What do I already know about this topic?” • Do a prereading tour of the chapter: look at the visuals, headings, notes in the margins, words in boldface or <i>italic</i> print. • Read the introduction to the chapter. • If the chapter has a summary, read it first. • Talk with a partner about what you think the chapter will be about. <p><i>Teacher:</i></p> <ul style="list-style-type: none"> • Provide a K-W-L. • Provide an Anticipation Guide. • Lead a Text Tour, using terms common to the content. • Provide a Text Quest. • Provide a Graphic Outline. 	<p><i>Student:</i></p> <ul style="list-style-type: none"> • Create guiding questions based on the headings. Look for answers to these questions as you read. • Write a brief summary of each section on Post-It notes. • Work in a team to read reciprocally. 	<p><i>Student:</i></p> <ul style="list-style-type: none"> • Turn summaries into some form of study notes. • Review notes regularly. • Create a graphic organizer that transforms the text into a visual form. • Prepare vocabulary cards for new and important terms. Include a visual if possible.

Checking for Understanding

- Thumbs Up, Thumbs Down, Sideways
 - Ask students to indicate understanding with a thumbs-up (“agree”), thumbs-down (“disagree”), and thumbs-sideways (“not sure”). Students may have high anxiety about admitting their lack of understanding. This can be alleviated by having students show their signal with their hands close to their bodies, preventing other students from seeing.
- Visual Representation of Understanding
 - Students need many visual ways to display their understanding. Students can use graphic organizers such as Venn Diagrams, Illustrated Concepts, and Character Collages.
- Choral Response
 - Students are invited to respond as a group to the teacher’s questions or incomplete sentences, e.g., “Who was the first President of the United States?” or “The first President of the United states was _____” Students who don’t know the answer are not embarrassed, and they benefit from hearing the question and the answer. Teachers often use a physical clue (open arms) or a verbal cue, to signal a choral response.

- Wait Time
 - Waiting before calling on students allows them to process the question and is valuable to all learners. Consistent use of wait time will increase student participation.
- Think-Pair-Share
 - Students are paired, and then are asked to think about a given topic. Then, at a signal, they share with their partners. This is best handled as a timed share: “Partner X, you have one minute to share your answer with partner Y.” “Time!” “Ok, partner Y you have one minute to share your answer with partners X.” Without this structure, it is likely that one student will do all of the talking or students will sit and stare at one another.
- Give One/Get One
 - Students write down individually what they know about a topic. They then talk to other students in the room, sharing one thing they know, and writing one thing they learned from each other. See chart on page A-14.
- Thinking Maps
 - Use a variety of Thinking Maps to help students organize, analyze, and develop a deeper understanding of content.
- Act It Out/Step Into the Picture
 - Project an image related to the content being studied. Have students assume the characters of individuals represented in the image, and hold a discussion with each other related to the topic.

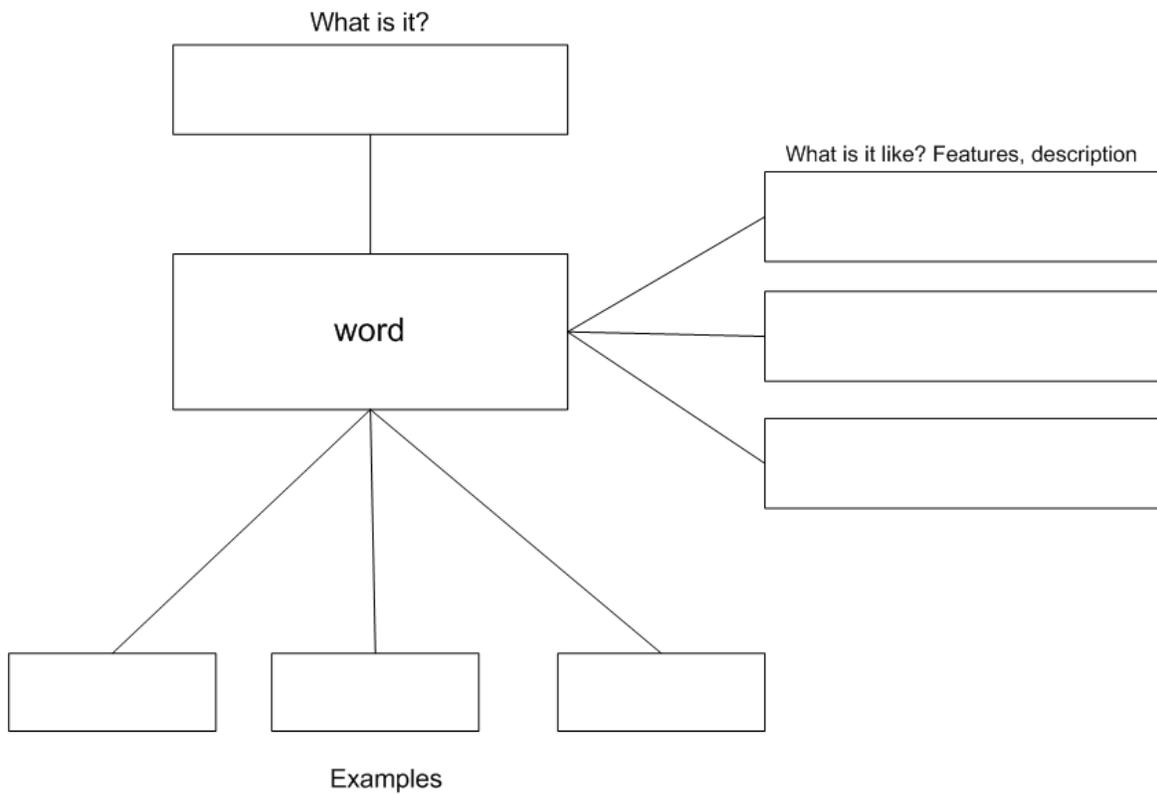
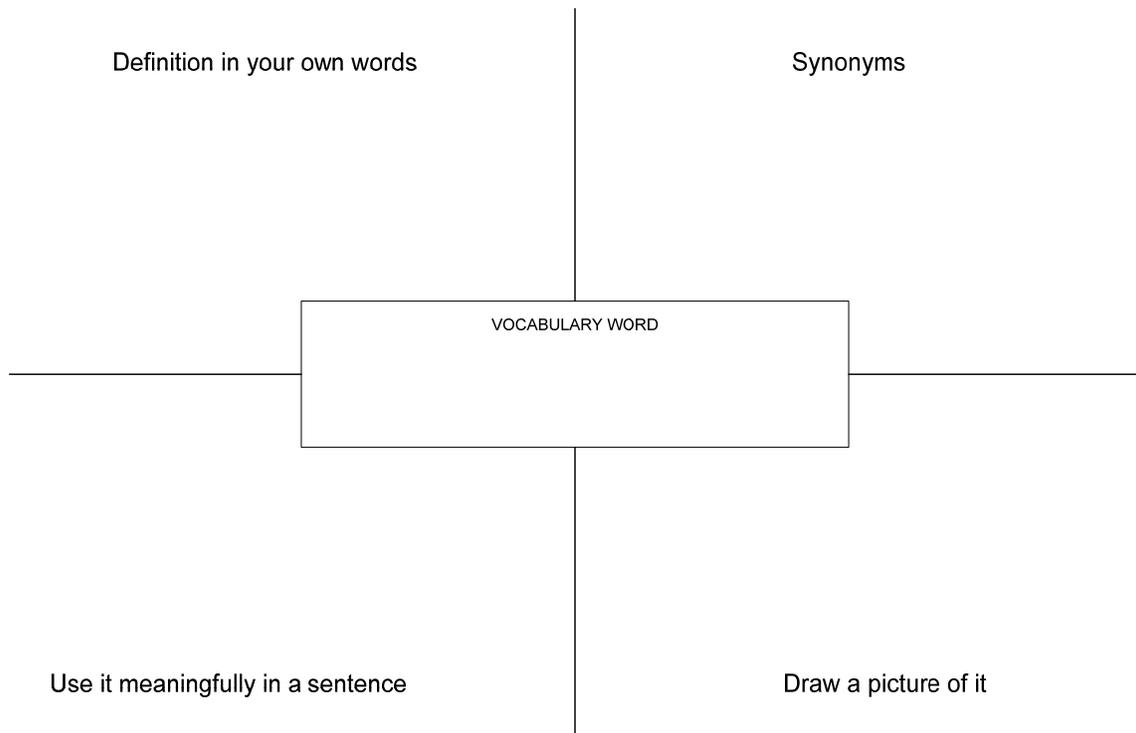
Encouraging Content Conversations

- Numbered Heads Together
 - Students in each team number off (1-2-3 or 1-2-3-4)
 - The teacher then announces a question or poses a problem.
 - **Hint:** The best kind of Numbered Heads questions are those that have multiple possible right answers and that ask students to name fewer answers than the total number of correct responses.
 - The students then put their heads together sharing possible answers and make sure that everyone on the team knows the answers. Student should use the note taking chart (see chart on page A-15).
 - The teacher calls a number at random, then calls on the students with that number to respond, each sharing just one answer.
- Three-Step Interview
 - Students are in groups of four. The teacher poses a question. Students ask and answer the same question throughout the activity.
 - Steps:
 1. **A** interviews **B** while **C** interviews **D**.
 2. Students reverse roles.
 3. Students do a round robin share of what they learned during the interview.

- Pass the Poster
 - The teacher writes a question on each of several pages of chart paper (one chart for each group of three or four students).
 1. Each group receives a poster. Give them just a few minutes to write down answers to the question.
 2. Students have to check their answer with their group before it is added to the poster.
 3. The teacher then has the students pass the poster to the next group.
 4. The group reads the answers written on the poster and adds their own answers. This continues until the groups get their original posters back.
 5. They read the answers, add anything else they would like to add, and the posters are displayed.
 6. Students may tour the posters, copying down questions/answers.

- Rehearsed Reading
 - Individual students practice reading passages aloud with their small groups in preparation for reading the passages to the whole class.

Graphic Organizers for Vocabulary



Give One/Get One

This is What I Know About the Topic:

1. _____

2. _____

3. _____

4. _____

5. _____

This is What I Learned from Others:

1. _____ told me this:

2. _____ shared this with me:

3. I learned this from _____:

4. _____ contributed this:

5. The following information was given to

me by _____:

Numbered Heads Together:

<u>My group's ideas</u>	<u>New ideas from others</u>
1.	1.
2.	2.
3.	3.
4.	4.
	5.
	6.
	7.
	8.

Vocabulary Development

The following pages include sample concept definition maps for some of the key concepts involved with the Model Lessons. These maps are designed to provide all students, particularly English Learners with greater access and understanding of key concepts. Maps such as these should be utilized throughout the year to introduce students to concepts and to develop vocabulary.

The maps provided include partially completed maps and completed maps. The partially completed maps include definitions and a few sample answers with the view that students in collaboration with the teacher and/or peers would complete the remaining boxes. Student responses and misconceptions will help to inform teachers of student understanding and needs. The completed maps may be used as a review of the concept being considered and a check for understanding.

Concept Definition Map

What is it like? Political Corruption

Term:
Political
Corruption

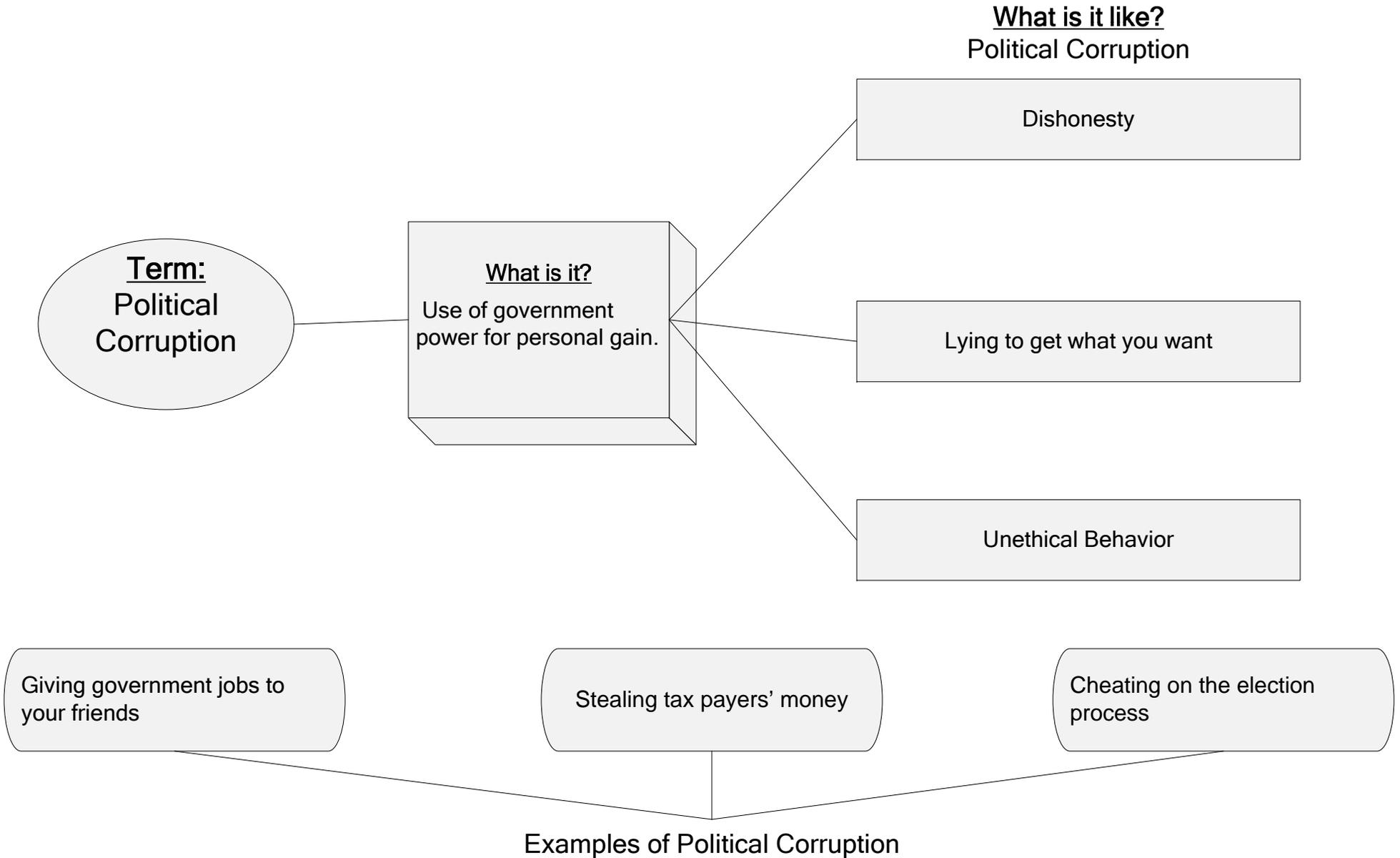
What is it?
Use of government
power for personal gain.

Dishonesty

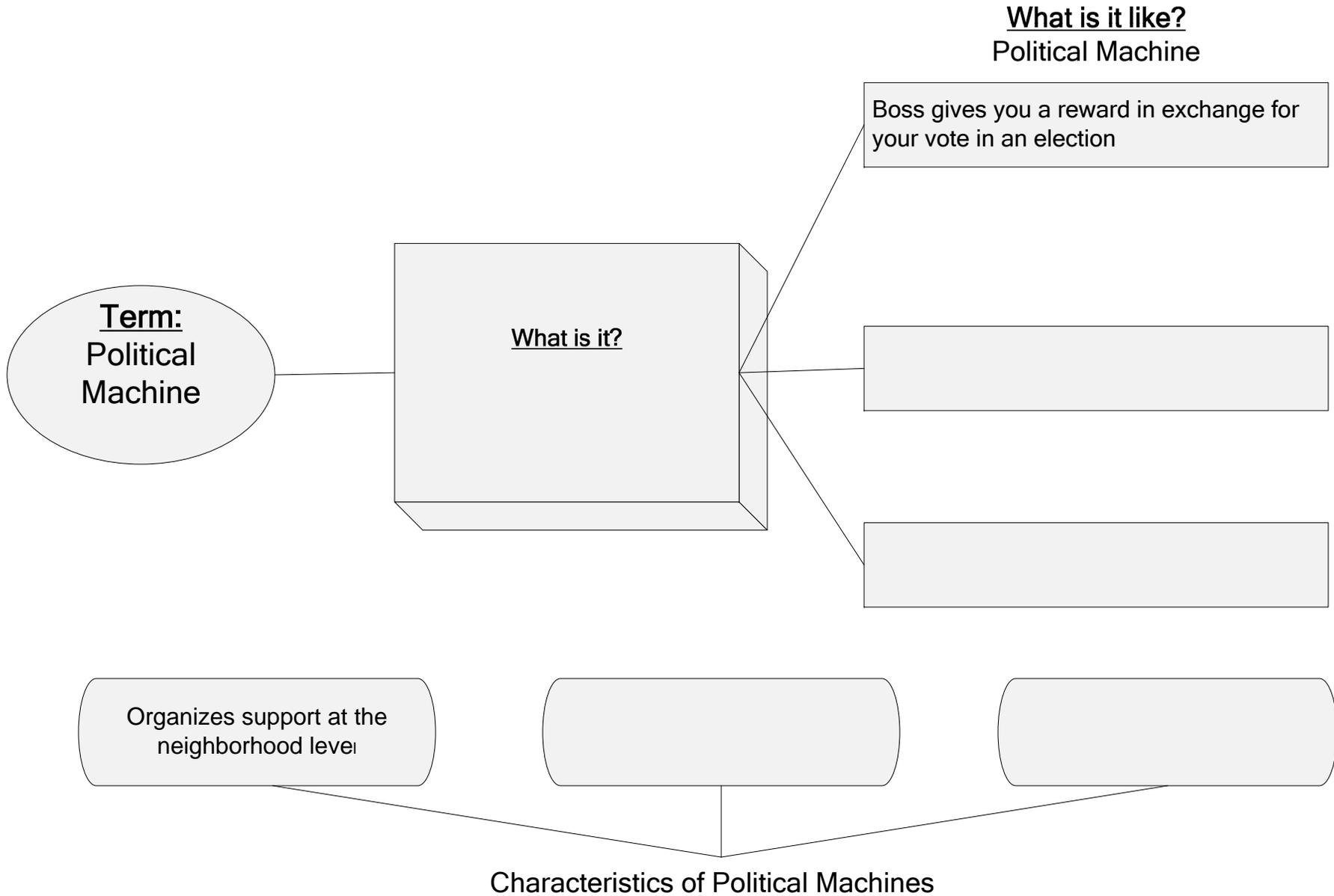
Giving government jobs to
your friends

Examples of Political Corruption

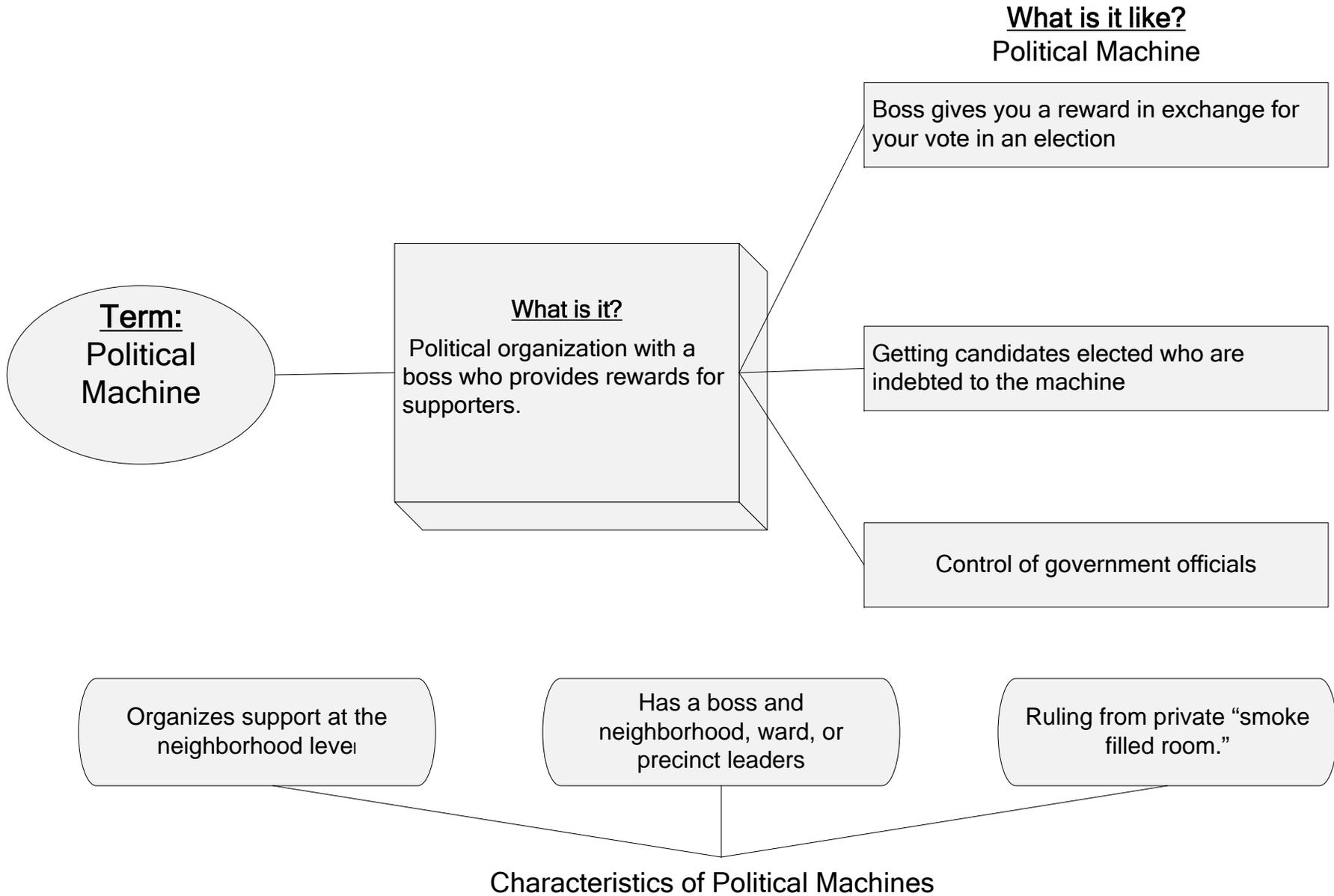
Concept Definition Map



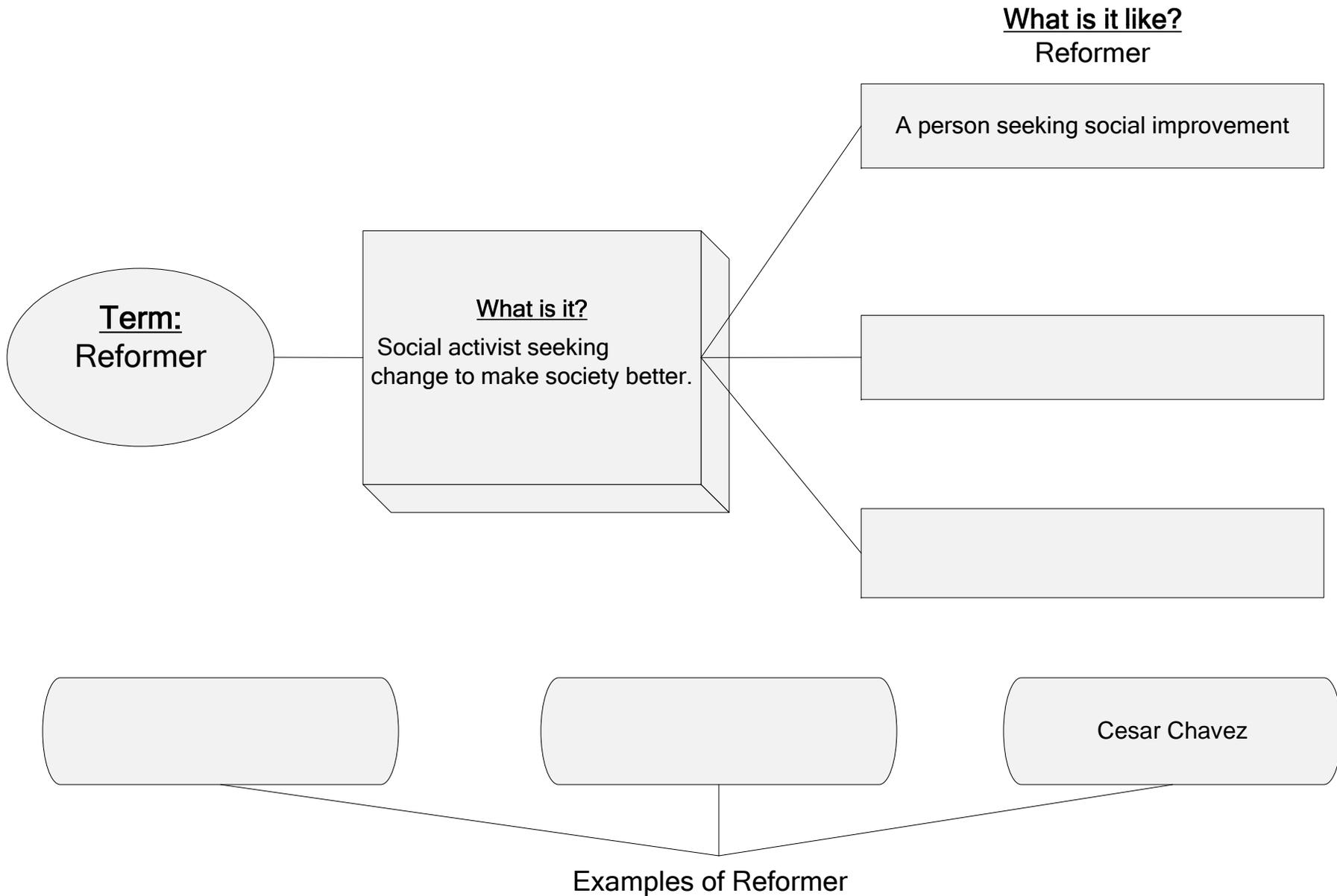
Concept Definition Map



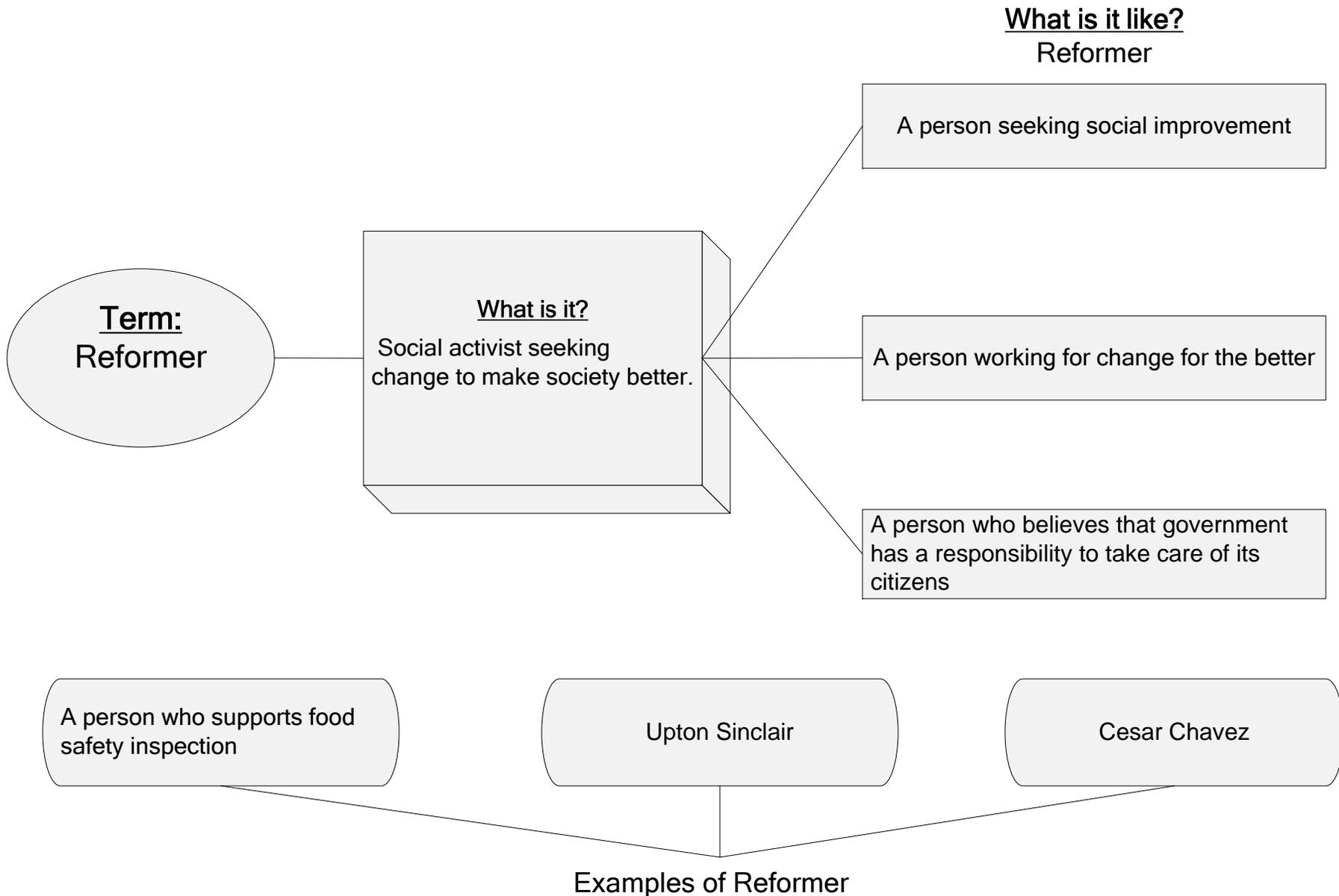
Concept Definition Map



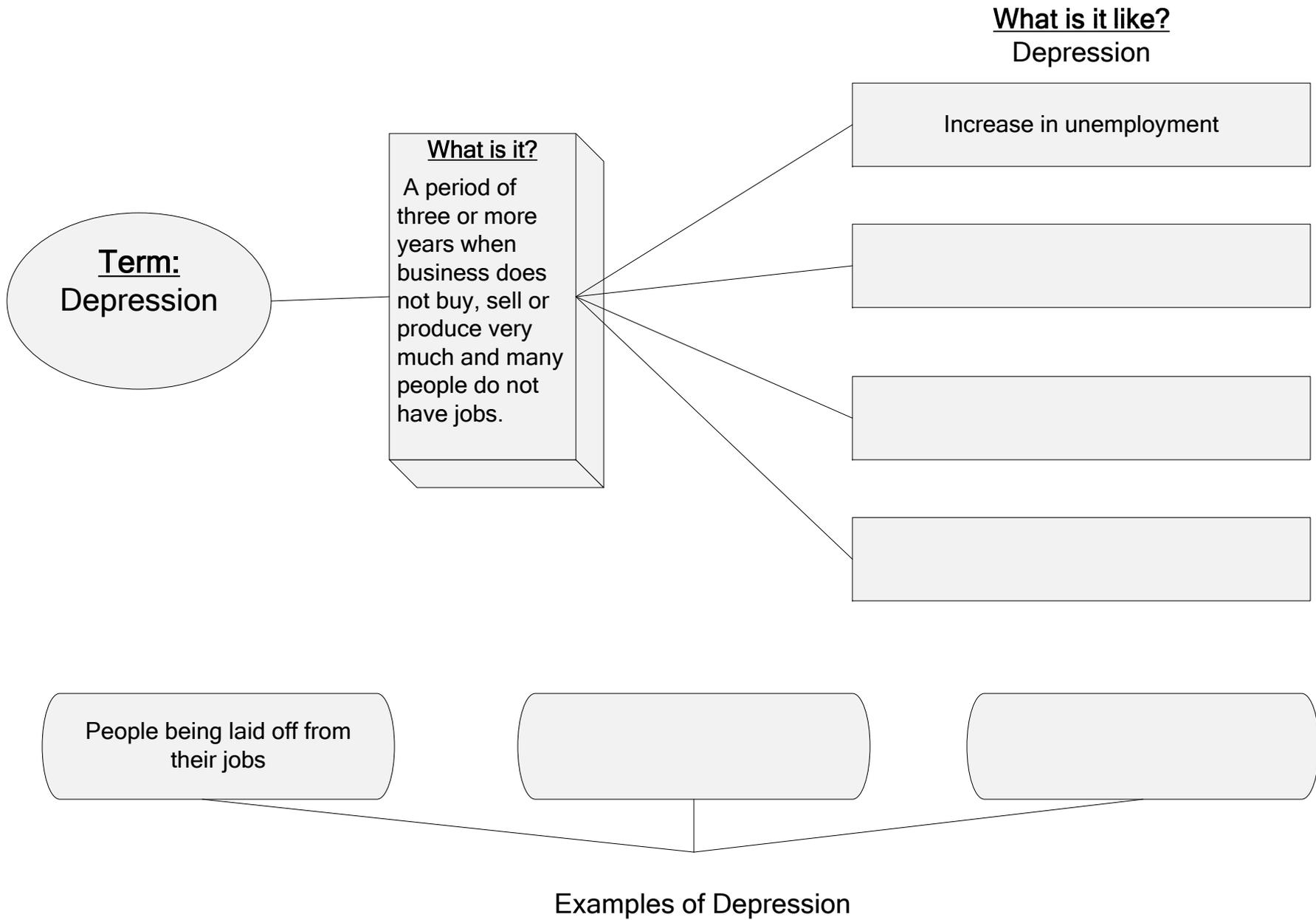
Concept Definition Map



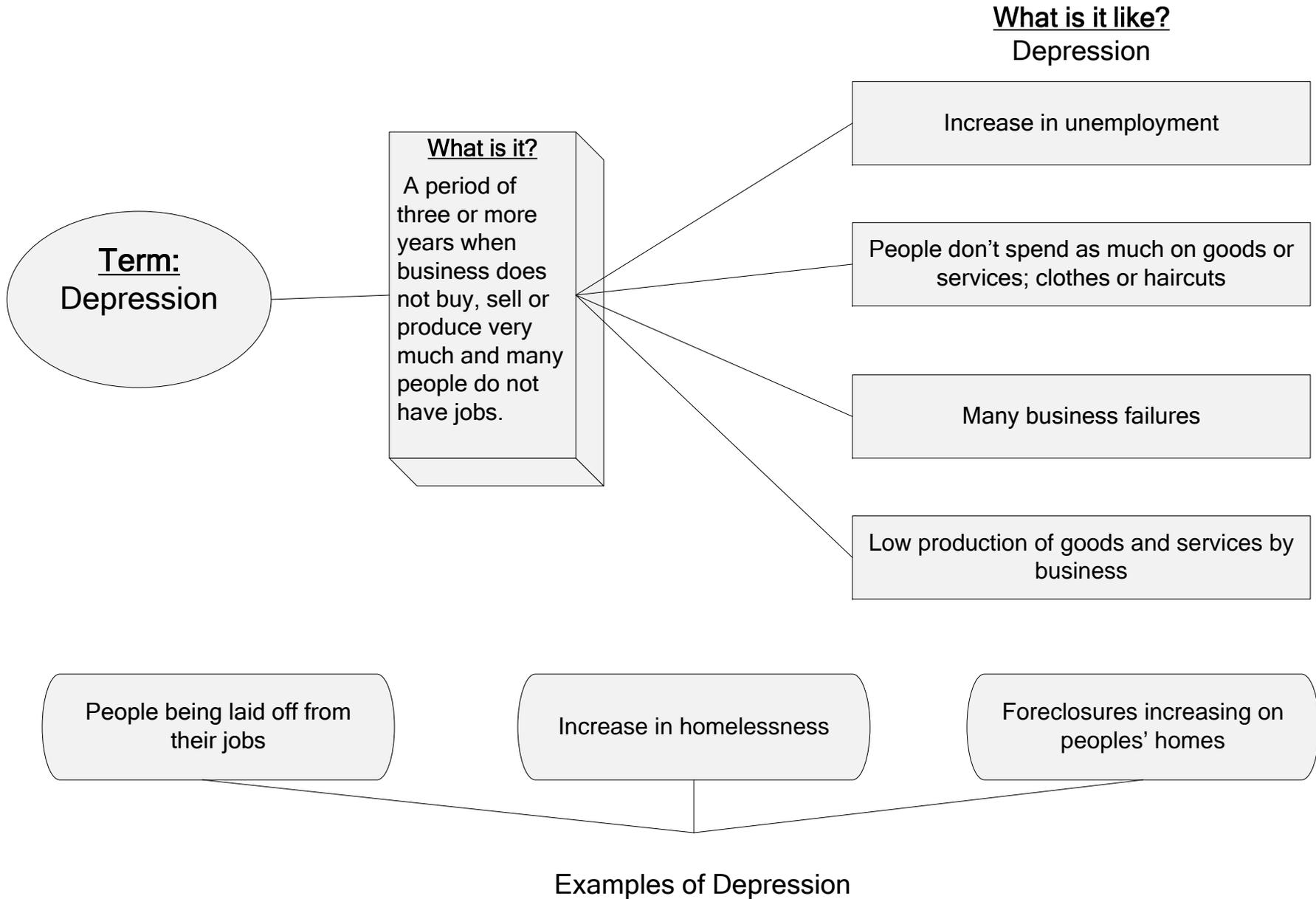
Concept Definition Map



Concept Definition Map

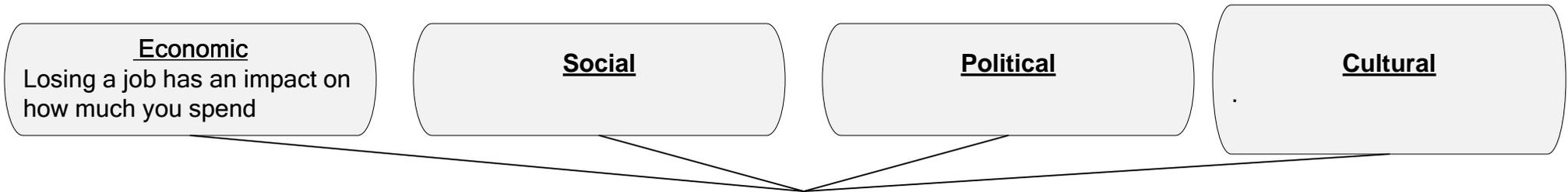
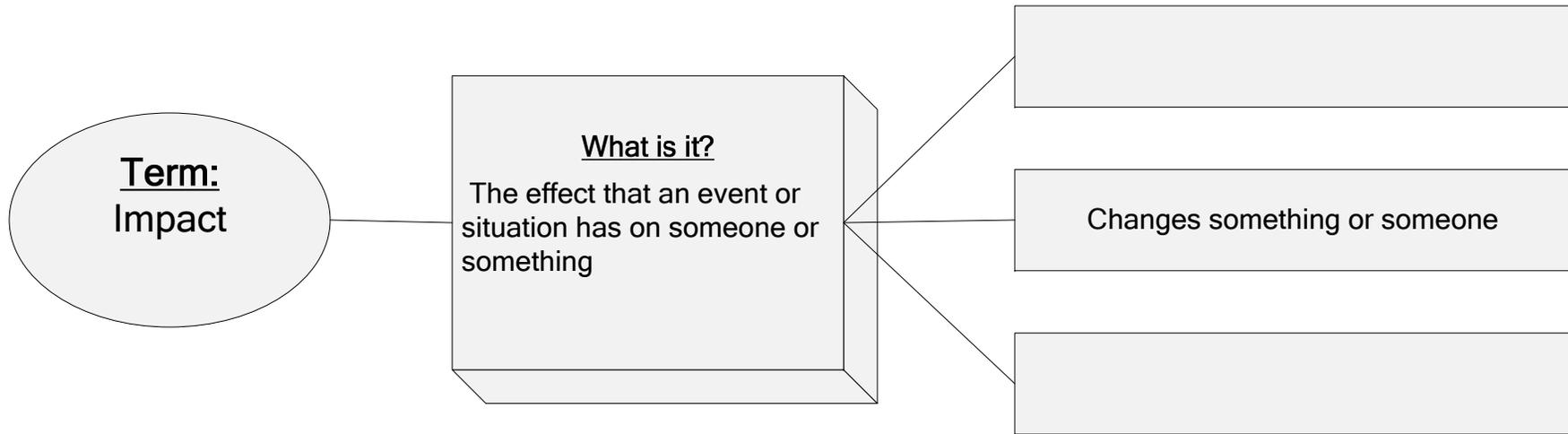


Concept Definition Map



Concept Definition Map

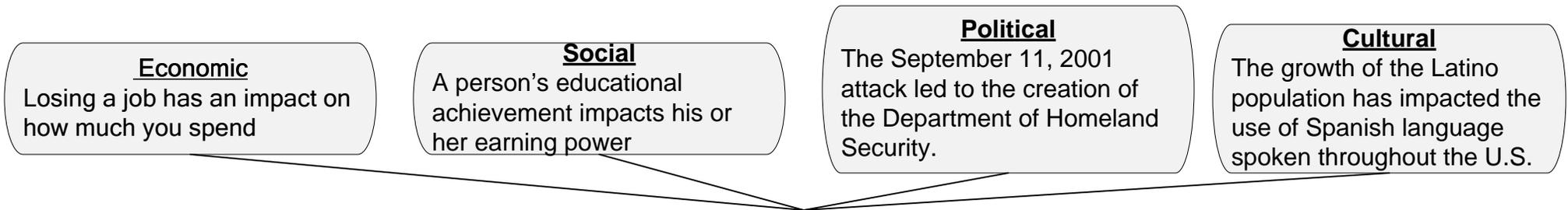
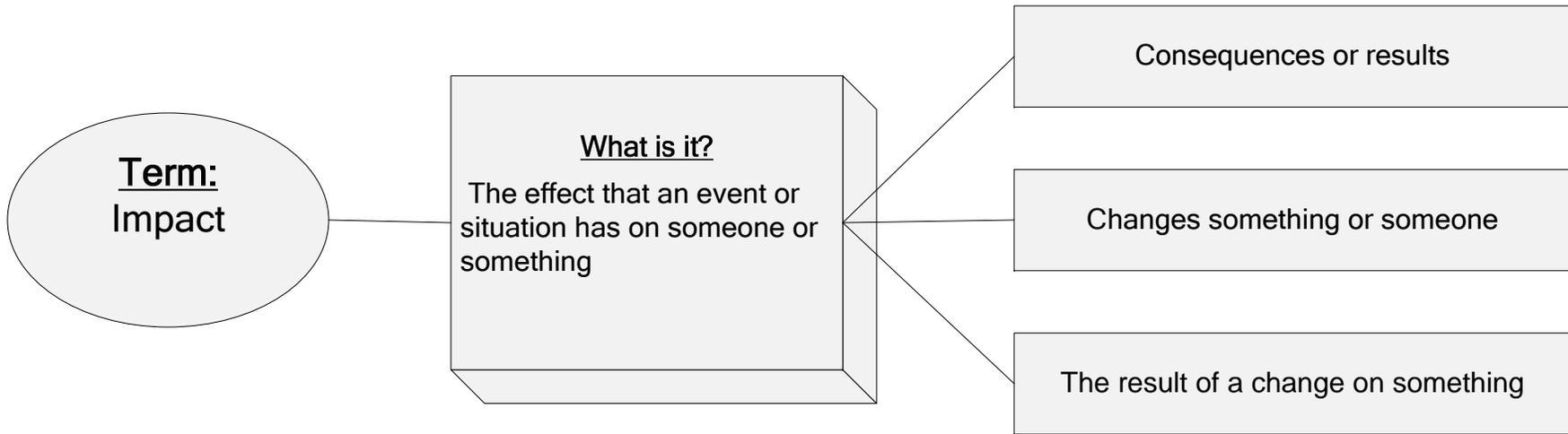
What is it like?
Impact



Examples of Impact

Concept Definition Map

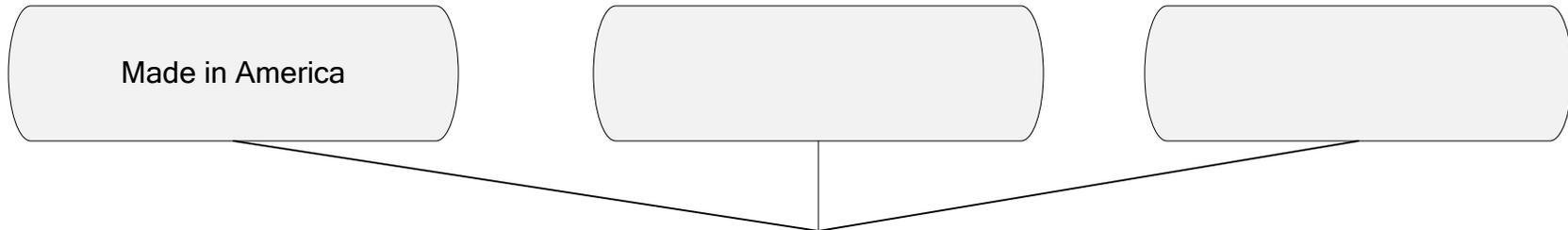
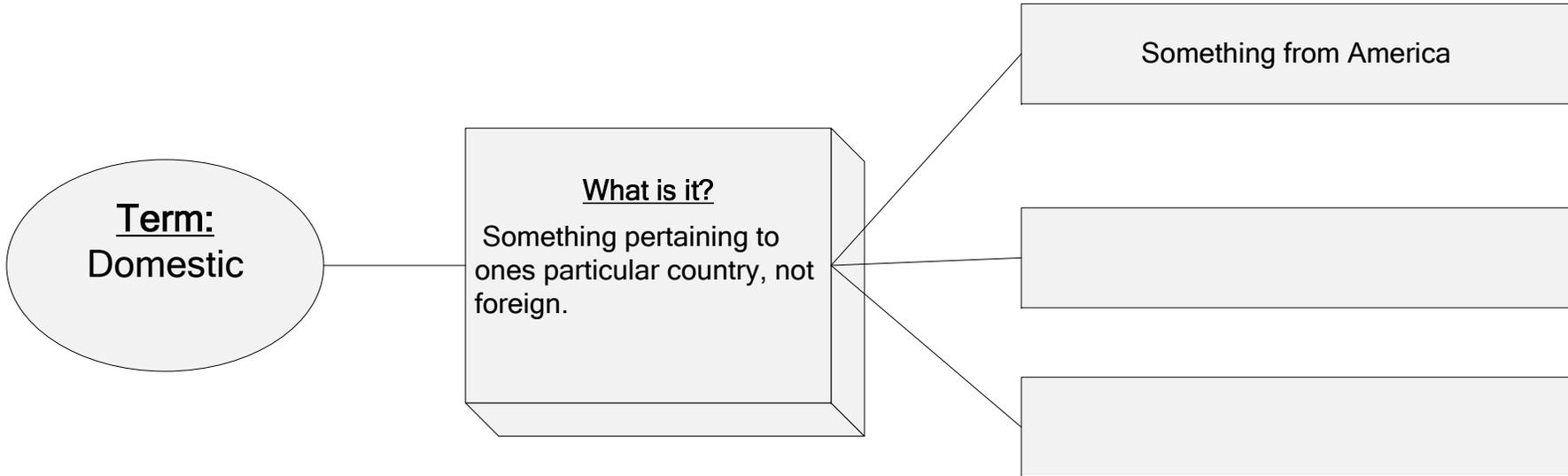
What is it like?
Impact



Examples of Impact

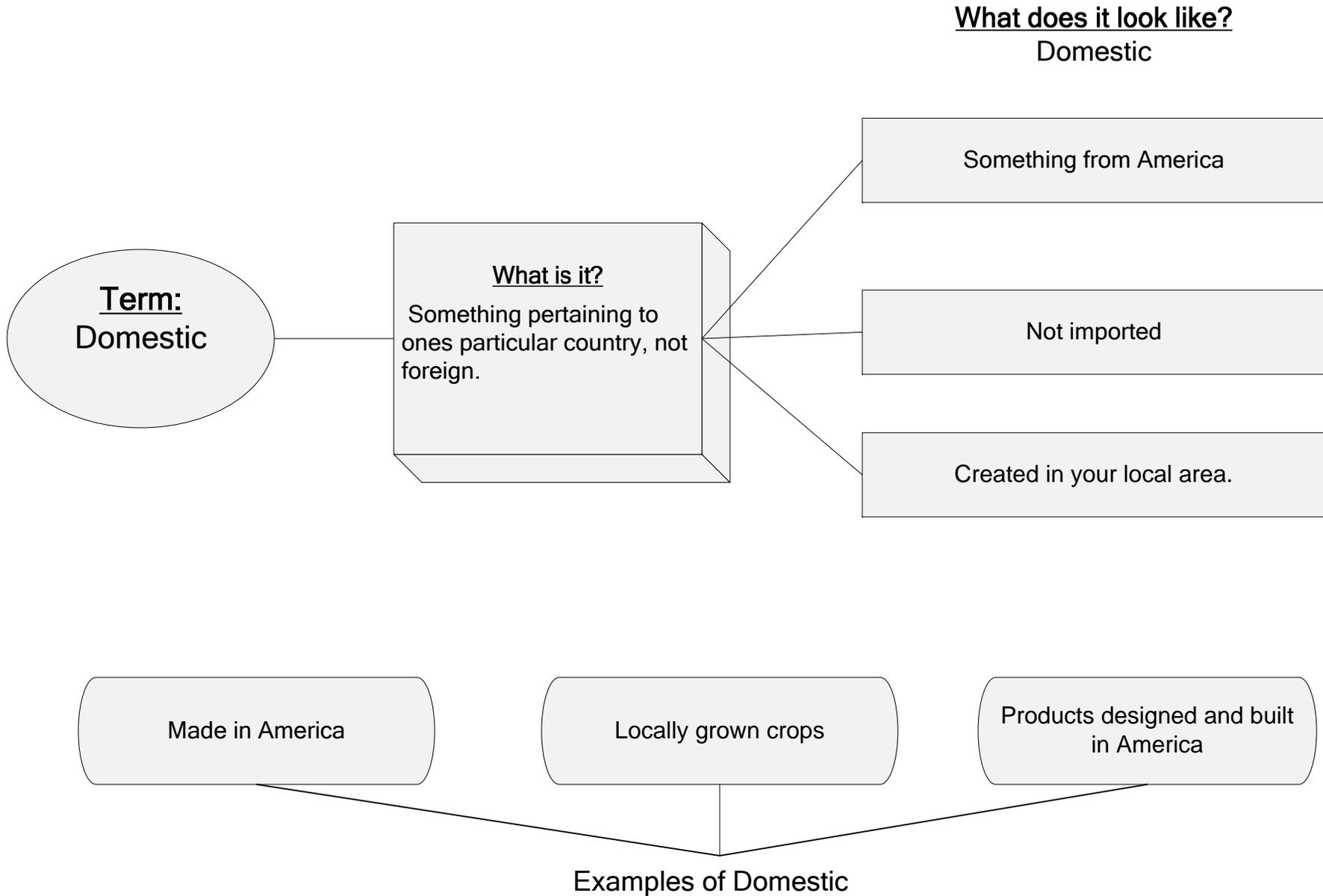
Concept Definition Map

What does it look like?
Domestic

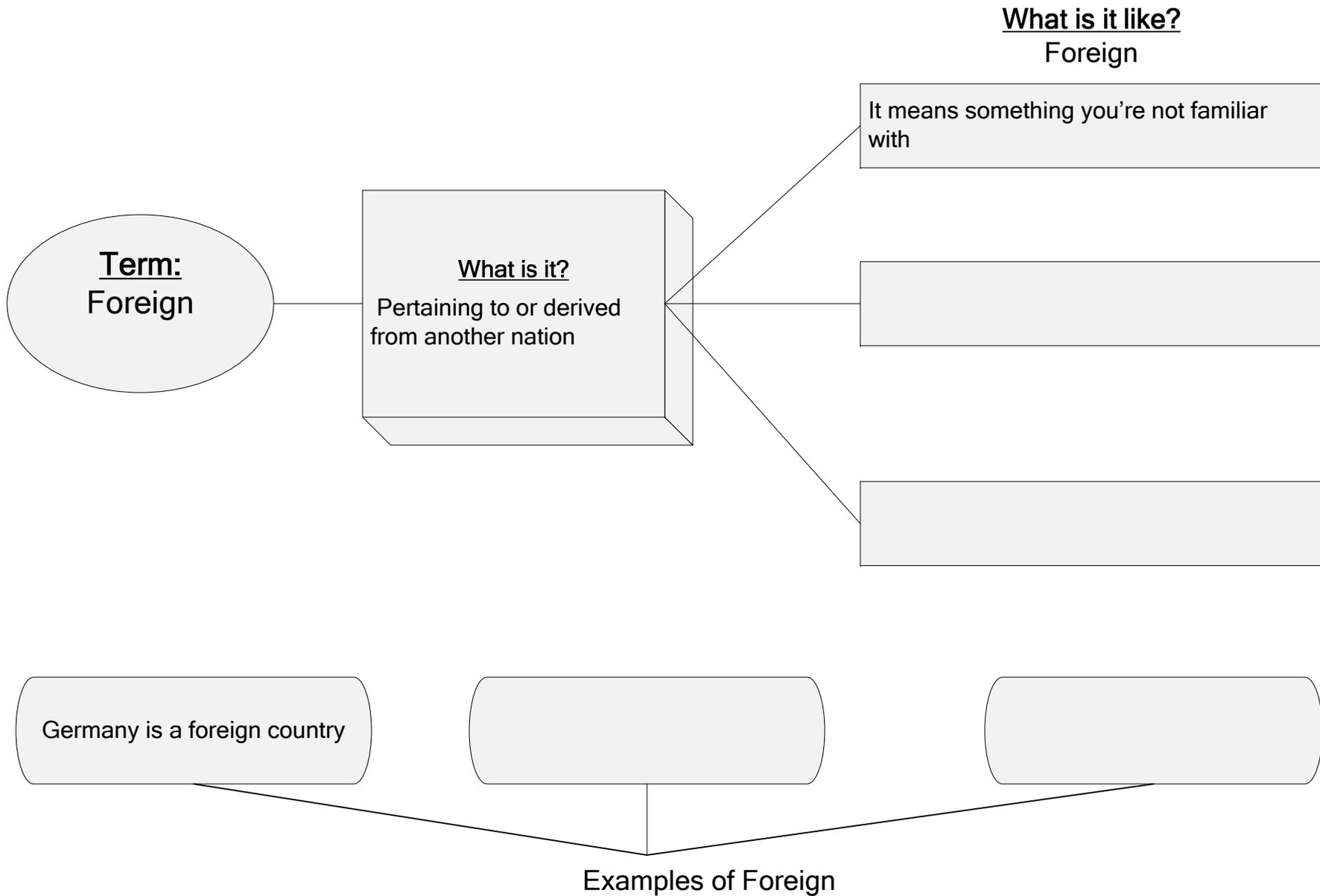


Examples of Domestic

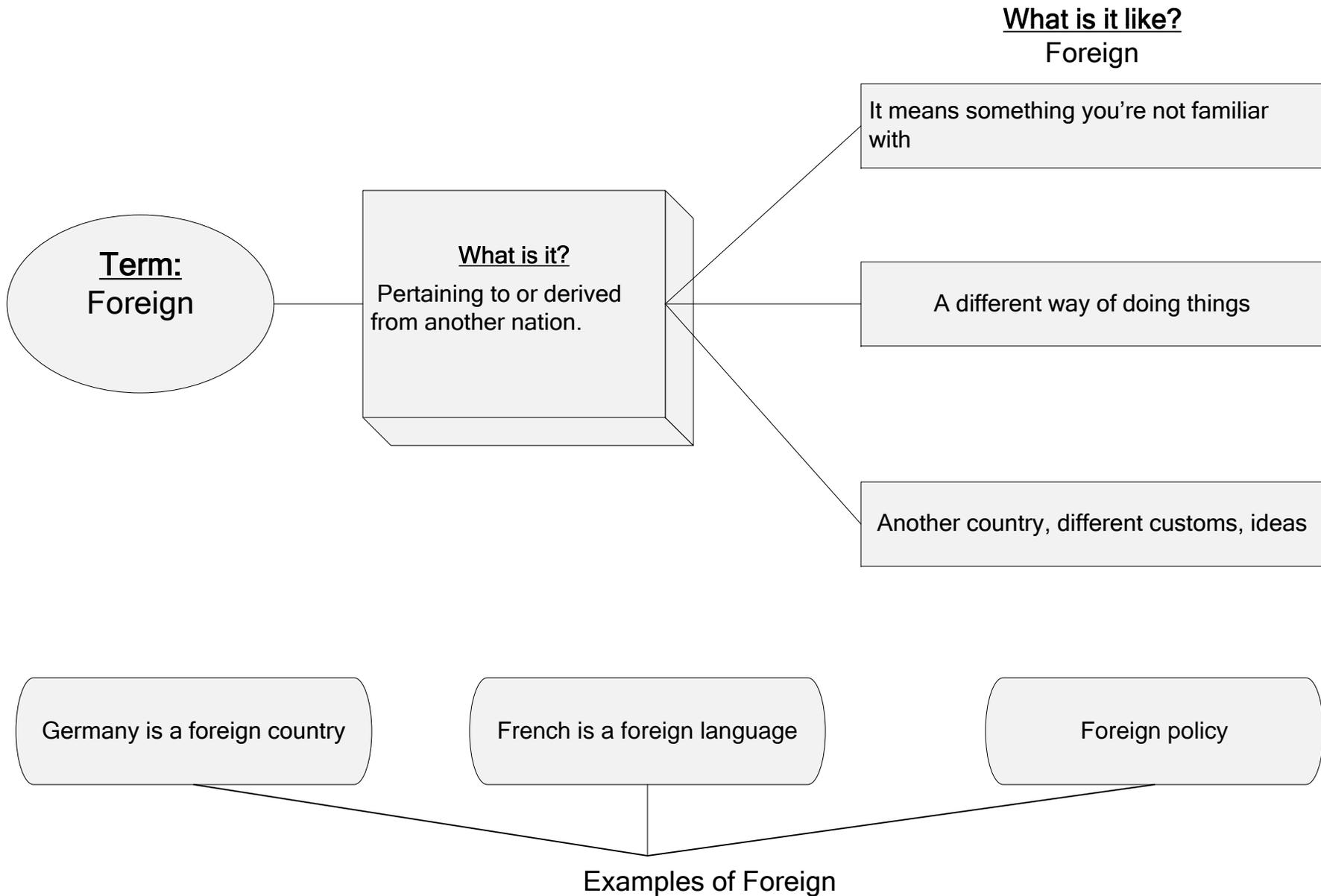
Concept Definition Map



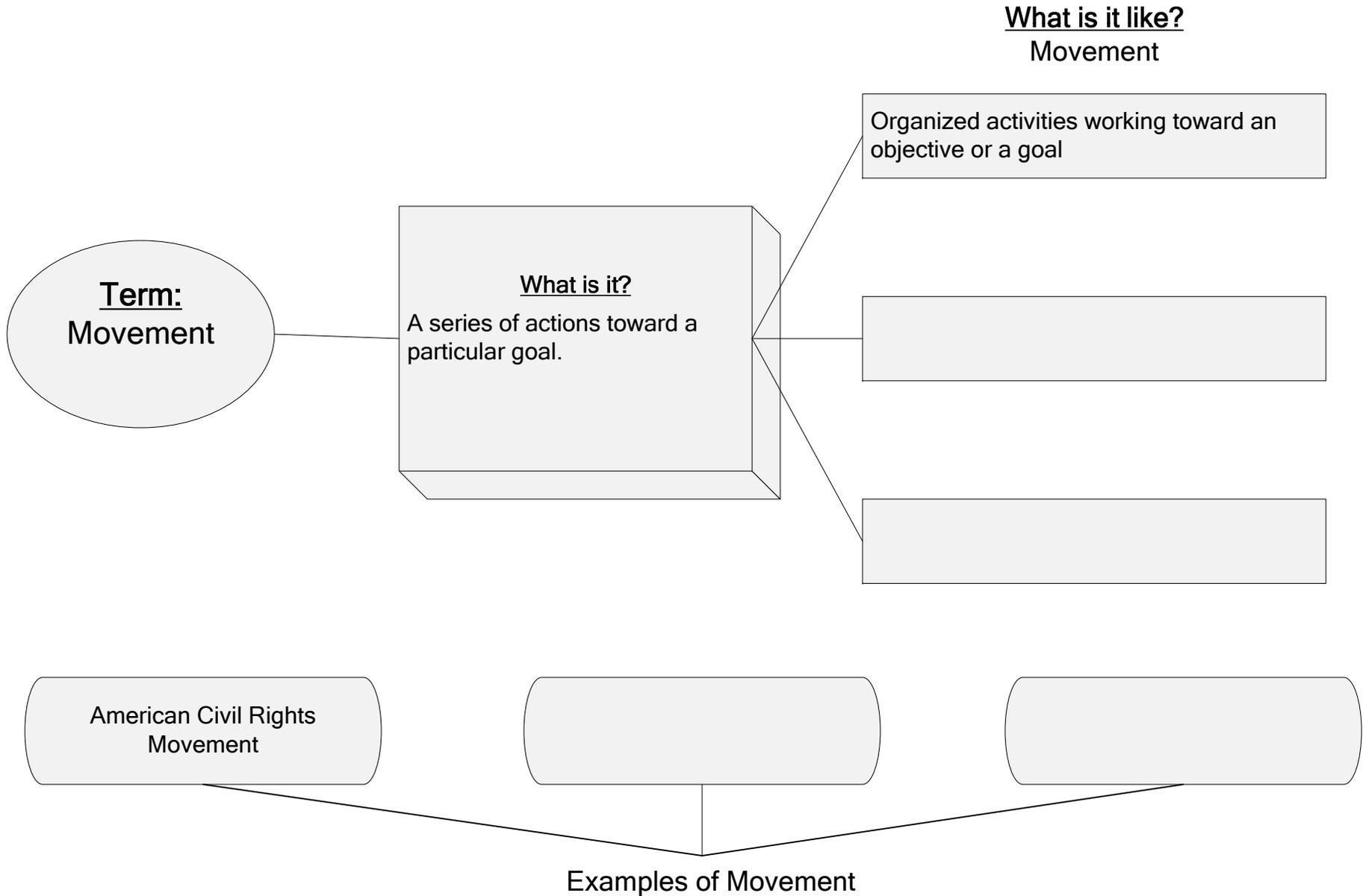
Concept Definition Map



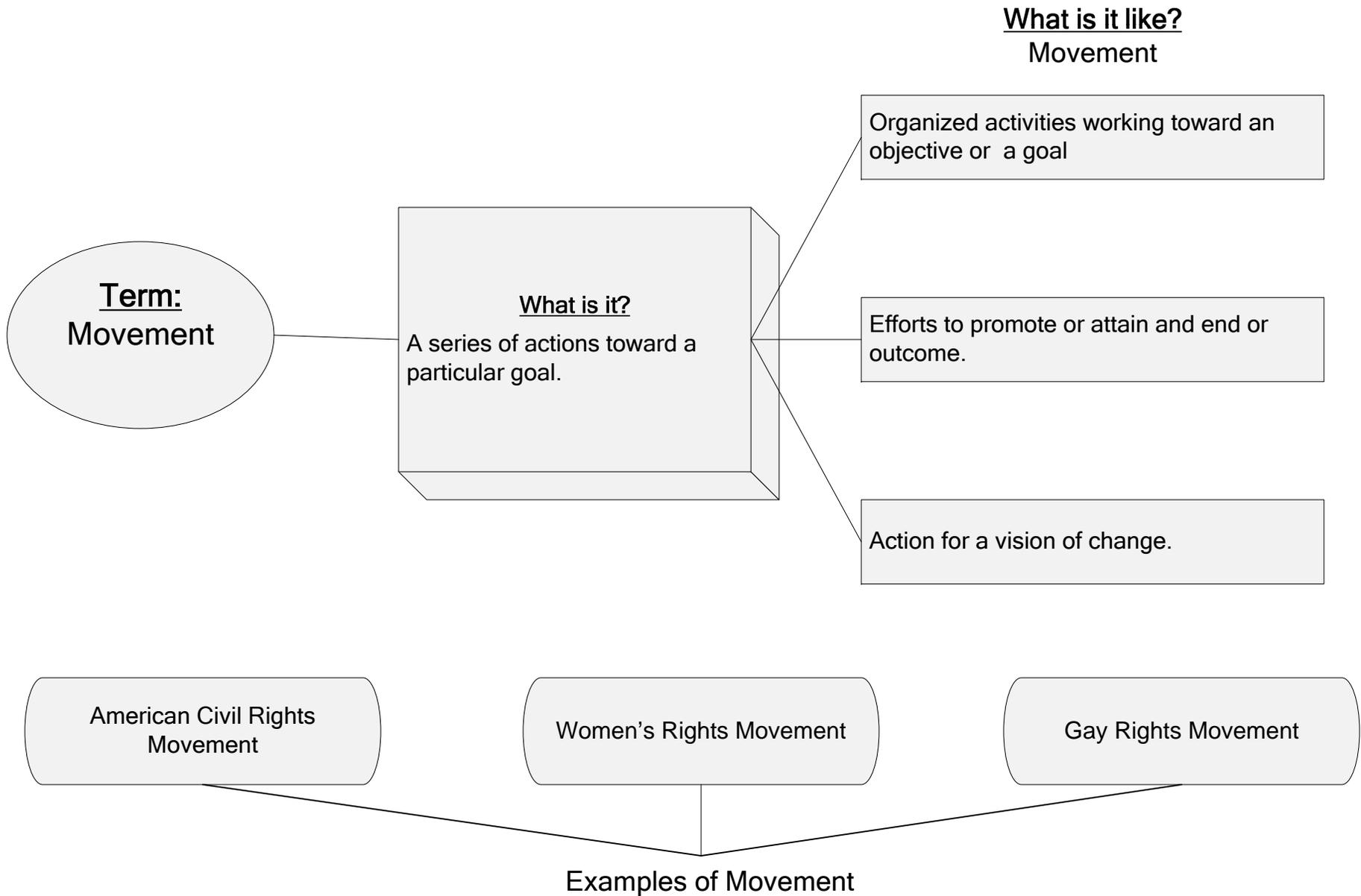
Concept Definition Map



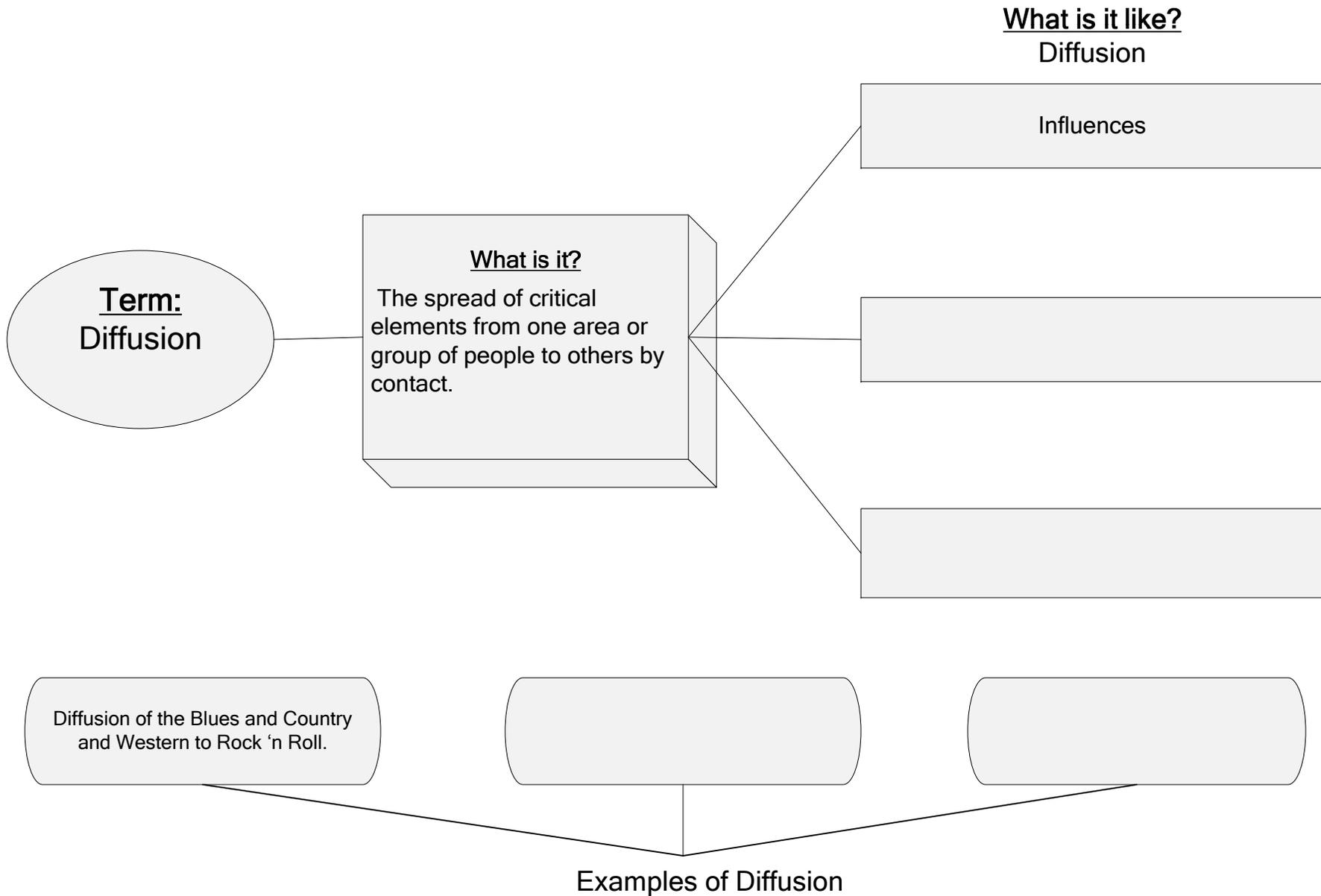
Concept Definition Map



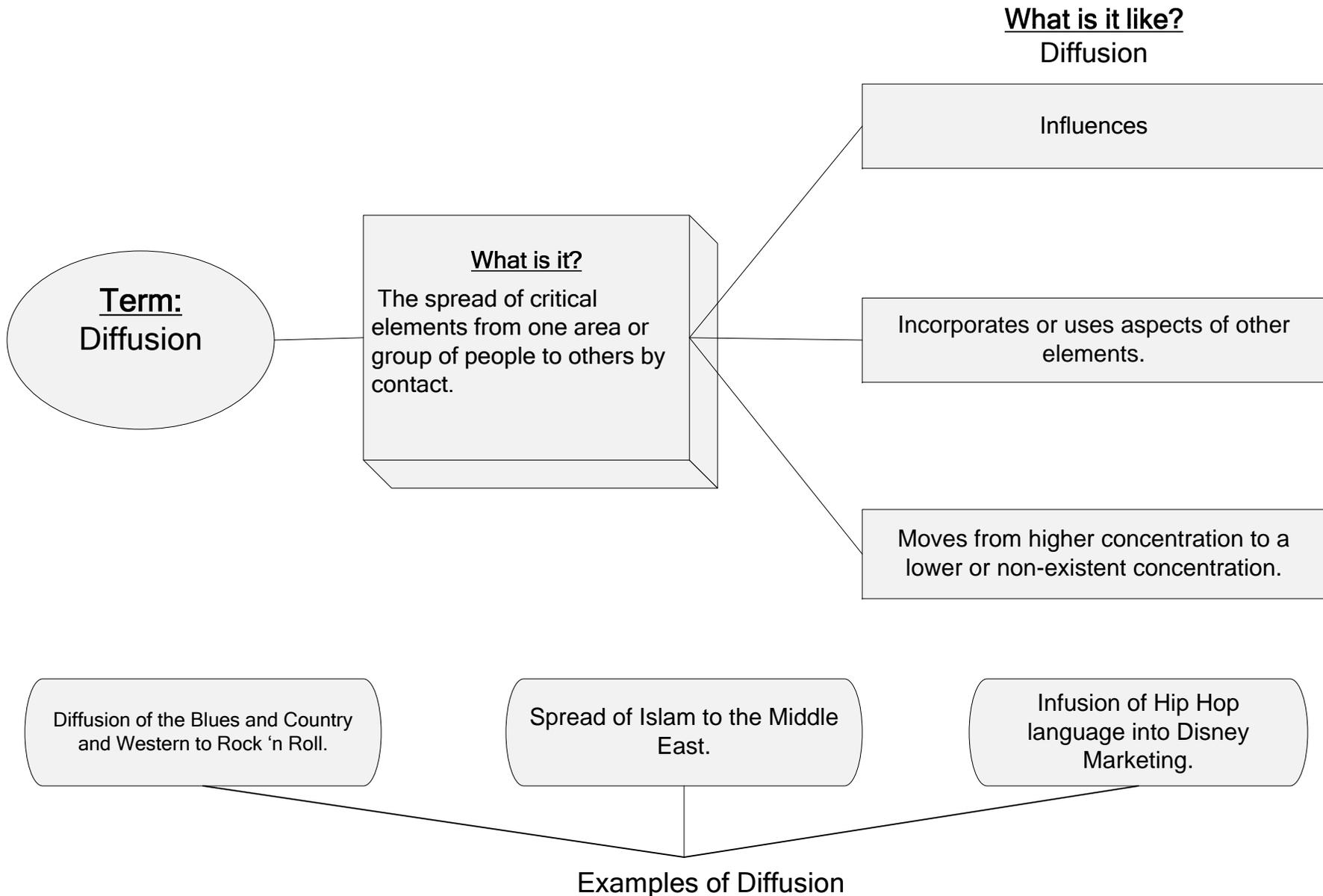
Concept Definition Map



Concept Definition Map



Concept Definition Map



Essential Questions and Focus Questions

Essential questions and focus questions are tools to guide teacher planning and assessment of student learning in a standards-based United States History classroom.

What is an essential question?

An essential question is a “big idea” question that shapes the materials and activities that will guide student research into smaller, unit-based questions. Essential questions direct student thinking and inquiry into standards-based information as “entry points” into the curriculum. Essential questions probe the deepest issues confronting us, complex and baffling matters that elude simple answers, issues such as courage, leadership, identity, relationships, justice, conflict, or prejudice. They are framed to provoke and sustain student interest.

What is a focus question?

A focus question is a question that has been created to teach and assess critical content from the content standards. Focus questions have more specific answers and directly connect to particular knowledge that students need to learn from history. Focus questions can be used to check for student understanding of content from the standards in a variety of formats ranging from warm-up questions to group projects to summative assessments.

Essential Questions/Enduring Understandings vs. Focus Questions/Standards

<i>Essential Questions/Enduring Understandings</i>	<i>Focus Questions/Standards</i>
<ul style="list-style-type: none">• Have multiple “right answers.”• Raise more questions.• May be arguable and prone to misunderstanding.• Are engaging and intriguing.	<ul style="list-style-type: none">• Are grade/content specific.• Contribute to a deeper understanding of specific historical eras or events.• Questions may have multiple answers, but usually have one or more correct answers.• May be addressed solely through specific content.

The essential questions and focus questions that follow are but a sampling of questions that teachers might consider as they design units, lessons, activities, and assessments for their United States History courses.

Standard 11.1: Review of Significant Events Prior to the 20th Century	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are America’s ideals? • What does it mean to be an American? • Why do revolutions happen? • What rights should everyone have? • What is the purpose of government? • How democratic is America? • Should there be limits on personal freedoms? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • How did the Enlightenment influence the political ideas of early America? • What is democracy? • What are the key ideas found in the Declaration of Independence? Constitution? Bill of Rights? • How has the Constitution and the interpretations of it changed over time? • How is power shared between state and federal governments? • What were the effects of the Civil War and the Reconstruction eras?
Standard 11.2: Industrialization, Immigration, and Urbanization	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors cause migration? • How does technology influence society? • Why do cities develop? • What does it mean to be an American? • What is power (political, economic, and/or industrial)? • What is progress? • What defines the American dream? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What were the causes and effects of industrialization? Urbanization? • What were the key economic and political policies of industrial leaders? • What were the goals of the Americanization movement? • What were the goals and methods of Progressive reformers? • How did Social Darwinism and Social Gospel impact America? • What were the effects of the Progressive Movement? • What role did the government play in the era of industrialization?
Standard 11.3: The Role and Impact of Religion on America	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is religion? • What does it mean to be religious? • What do you believe? • How does religion impact society? • Why does religious intolerance happen? • To what extent, if any, does religion impact government? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What were the significant religious revivals in American history? • What is religious pluralism? • What is meant by the separation of church and state? • What does the 1st amendment have to do with religious liberty? • Identify incidences of religious intolerance.

Standard 11.4: The Rise of the U.S. as a World Power	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What does it mean to be a world power? • Why do nation-states want power? • What are the most powerful countries in the world and why? • How do wars impact society? • What contributes to the decline of a nation's power? • What factors shape a nation's foreign policy? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What were the goals and effects of the Open Door Policy? • What were the causes and effects of the Spanish American War? • How did Social Darwinism influence imperialism? • What events and factors were involved in the building of the Panama Canal? • What were the foreign policies of Roosevelt, Taft, and Wilson? • Why did the U.S. enter World War I? • How did World War I impact the home-front? • How did the U.S. become a world power? • Why was the Treaty of Versailles not ratified in the United States?
Standard 11.5: The Twenties	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What causes people to be suspicious of others? • What factors lead to social and cultural change? • How do "old" and the "new" social and cultural ideas conflict with each other? • What role does popular culture play in society? • Is culture more of a reflection of society or more of an influence on society? • What happens to a dream deferred? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What were the major policies of Harding, Coolidge and Hoover? • Cite instances of attacks on civil liberties in the 1920's. How did various groups respond? • What were the causes and effects of the 18th and 19th Amendments? • What was the significance of the Harlem Renaissance? • How did the development of mass-production affect America? • How did popular culture impact America? • What were the religious and cultural tensions between the old and new in the 1920s? • What was the significance of the Twenties on American history?
Standard 11.6: The Great Depression and the New Deal	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do economic issues impact society? • What is the source of economic problems? • What role should the government take in the economy? • What is the best way to respond to an economic crisis? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What were the causes and effects of the Great Depression? • What is the difference between a recession and a depression? • How did Hoover and Roosevelt respond to the economic crisis? • What was the New Deal and how did it impact America? • How did the Great Depression and Dust Bowl impact California? • What role does organized labor play in society?

Standard 11.7: U.S. Involvement in World War II	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do countries go to war? • Can war be avoided? • Is there such a thing as a just war? • Should rights be limited in a time of war? • Is everything fair in war? • What are the costs of war? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • Why did the U.S. enter World War II? • What factors led the U.S. to abandon prior isolationist policies? • What was the U.S. wartime strategy? • How did World War II impact the home-front? • How did World War II impact Europe environmentally/physically? • What were the contributions of American soldiers and special fighting forces? • What were the causes and effects of the use of atomic bombs on Japan? • Why were Japanese Americans interned during World War II? • What was the Marshall Plan and how did it impact the U.S. economy?
Standard 11.8: Post-War America	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How should tax dollars be spent? • How much power should the government/president have? • How do technological developments influence society? • How do economic changes impact social and cultural changes? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • How has the labor market changed since World War II? • How did Mexican immigration impact the agrarian economy? • What were the causes and effects of Truman's labor policy? • How did federal government spending change in the post-war era? • How and why have presidential powers expanded? • How did the technological and scientific innovations after World War II alter the economy? • What role has the military-industrial complex played in American history? • How did popular culture and artistic innovations mirror larger social changes?
Standard 11.9: U.S. Foreign Policy After World War II	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How are a nation's foreign policies and domestic policies related to each other? • What is the best approach to foreign policy? • Why do nations distrust each other? • What role should the United States play in the world? • How likely is it for a nation to have both liberty and security? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What were the causes and effects of the Cold War and U.S. containment policy? • Could the Cold War have been avoided? • What were the foreign policies of Truman and Eisenhower? • What role did NATO and SEATO play during the Cold War? • What role has the United Nations and other organizations played in maintaining peace and order? • What role did the Reagan administration play in the Cold War?

	<ul style="list-style-type: none"> • What factors shaped U.S. foreign policy in the Middle East? • What factors shaped U.S. foreign policy with Mexico? • How were other nations affected by U.S. policies during the Cold War?
Standard 11.10: Civil Rights	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are civil rights? • What does liberty and justice for all mean? • What is the best way to end a social injustice? • Where does social change originate? • What role does the government play in social change? • Is it possible to have equality? • Is a color-blind society desirable or attainable? • What are today's civil rights issues? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • What factors and events influenced the development of the modern African-American civil rights movement? • What role has the Supreme Court played in the evolution of Civil Rights from 1850 to the present? • What strategies and events were part of ending legalized segregation in education? • What was the significance of Martin Luther King's "Letter from a Birmingham Jail" and "I Have a Dream Speech"? • How have various individuals and groups fought for civil rights? • What legislation expanded the rights of all citizens? • How have the roles and rights of women changed over the past 150 years? • Why and how did the Civil Rights movement expand? • What should the legacy of the Civil Rights movement be?
Standard 11.11: Contemporary American Society	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What should be America's immigration policy? • What are the major social problems facing America today? How should they be remedied? • Why does poverty persist? • Can economic interests and environmental concerns be balanced? • Where is America headed? 	<p>Focus Questions:</p> <ul style="list-style-type: none"> • How has the immigration debate changed over time? • What were the ideas, approaches, and challenges expressed in domestic policies speeches from Truman to Clinton? • How did the Watergate scandal create a constitutional crisis? • How has the women's movement changed the labor force and the U.S. economy? • How has the government responded to demographic and social change?

Additional Overarching Questions

In addition to the essential questions and focus questions listed, the following questions may serve to make connections across the course.

- How has the history of the United States been the story of change and continuity over time?
- What are the major turning points in America's history? Why did they happen?
- How and why have rights been expanded and restricted at various times?
- What are American ideals and how have they evolved and been contested?
- Where does conflict come from and what are the best ways to resolve it?
- What is America's place in the world? What should America's place be?
- What does it mean to be an American?
- What is the role of the individual, groups, and the government in American society?
- What has made America the nation that it currently is?
- What events have shaped America into a nation?

The Writing Process

Writing is an important part of being a historian, and teaching students how to write as historians is an important part of a social studies teacher's job. Getting students to write thoughtful, well-organized paragraphs and essays supported by primary source evidence can be a challenging experience for teachers and students. The following are some guidelines to help students tackle some of those challenges.

The Introduction

The paragraph that begins an essay carries the most importance. Good introductory paragraphs generally follow a few basic patterns. The introductory paragraph to a short essay may be organized as follows:

1. The first sentence presents general background and provides context for the reader. It introduces the topic with some indication of its interest or historical importance, and gives a sense of the historical time period or era.
2. The second sentence provides specific background and presents details of the topic of the essay to the reader. It prepares the reader for the thesis, indicating specific circumstances, locations, or issues involved in the essay.
3. Finally the introduction states the thesis of the essay in a single, statement with a clear position.

The Thesis

The thesis is the one sentence of a piece of historical writing that tells the reader what position, or main idea, the essay will present. To help students determine if they have a strong thesis, have them think about the following questions:

1. Have I taken a position that others might challenge?
2. Does my thesis do more than just provide a fact?
3. Is my thesis specific rather than vague or general?
4. Does my thesis address the prompt?

If the answer is "no" to any of the above questions, then they will need to consider revising their thesis.

Body Paragraphs

Topic Sentences:

Some students experience difficulty when faced with starting a paragraph. Help students see that there are several ways to write a topic sentence, depending on the information they will present in their paragraphs. For example, they could start their paragraph with:

1. A Power/Number Statement:
 - a. The United States Constitution contains several key principles of democracy.
 - b. The United States Constitution contains three key principles of democracy.
2. And/But Statements:
 - a. The Declaration of Independence is an important document in the development of democracy and contains important principles of democracy.
 - b. The Declaration of Independence was signed over two hundred years ago, but it contains principles of democracy that are still important today.

Supporting Details/Evidence:

Historians use historical facts and evidence to support and validate their points. Helping students to develop a solid understanding of evidence will help them to more readily incorporate evidence into their writing. Some ways to support students include:

1. Giving students a topic sentence and asking them to provide examples of how they might support the idea.
2. Giving students a topic sentence and a short quote related to that topic and modeling for them how they could use that quote in their writing. This would be followed by guided practice, feedback, and independent practice with more feedback.
3. Giving students organizers and sentence stems which call out the need to integrate evidence into their writing.

Analysis:

Analysis or explanation sentences are the most challenging element of historical writing. Analysis statements answer the question of “so what?” and help to make writing clear and convincing. Students may be supported in using analysis statements in the following ways:

1. Modeling what analysis statements look like and showing how they support evidence.
2. Using stems such as: this shows, this proves, this is important because, that was significant because. This should be done consistently and repeatedly to help students internalize these basic stems.
 - a. Teachers should eventually have students remove the sentence stems to assist them in avoiding monotony in writing.
 - b. For example:
 - i. This is important because many of the rights in the United States Bill of Rights are rights that we have today.
 - ii. Many of the rights in the United States Bill of Rights are rights that we have today.

Signal Words and Phrases:

Students often need help showing that they are making a transition in their writing. One way to help students is to explicitly teach transitional words and phrases and help them understand when they should be used, depending on the type of paragraph they are writing. For example:

1. Chronology paragraph transitions:
 - a. To begin . . . then . . . consequently
 - b. It started when . . . then . . . eventually
 - c. In the first place . . . later on . . . finally
 - d. At first . . . then . . . after that
2. List paragraph transitions:
 - a. First . . . second . . . third
 - b. One example . . . another example . . . finally
 - c. First of all . . . also . . . furthermore
 - d. One important . . . another important . . . the most important
3. Compare/contrast transitions:
 - a. Similarities: Likewise . . . similarly . . . also . . . in addition . . . just as
 - b. Differences: In contrast . . . unlike . . . instead . . . rather . . . on the other hand
4. Cause/effect transitions
 - a. As a result . . . because . . . as a consequence . . . thus

- b. Due to . . . as an outgrowth . . . then. . . leads to. . . therefore

Signal words and phrases can also be used to indicate paragraph transitions.

Concluding Statements:

Students may also have difficulty coming up with a concluding statement for their paragraph. Frequently, they simply rephrase the topic sentence, changing a word or two. Help students understand that, while the concluding sentence does need to summarize the topic of the paragraph, it may also:

1. Answer any questions left unanswered.
2. Emphasize the special importance of one of the main points.
3. Say something that will keep readers thinking about the subject.

Counterclaim

A counterclaim consists of the student addressing what is perceived to be the strongest opposing viewpoint to their thesis. Addressing the other side makes the writer’s argument powerful and increases its validity.

When addressing the strongest opposing point, the students should state the counterclaim briefly, and then go back to their argument. For example:

Many say that political has a positive effect on urban politics. Some say that the political machines provided a way for immigrants to participate in the political process. However, the political corruption and graft practiced by the political machines far outweighs the practical benefits they may have provided.

Citation

Proficient essays must cite the source of their evidence and students must give credit to the person or publication whose fact, quote, or opinion they are using. The lessons within this instructional guide call for citation, as in the following examples:

1. Direct quote:
According to David Kennedy, “at least tens of thousands of Mexican immigrants were exported back to Mexico.” (Document 1)
2. Paraphrase:
Mexican Americans were increasing deported as the Depression heightened (Document 1).

The Conclusion

Students may have difficulty writing effective conclusions. Help students understand that while a conclusion should restate the thesis, it should bring a sense of closure to the essay. In addition to restating the thesis and recapitulating the main points, effective conclusions may include a:

1. Provocative question
2. Quotation
3. Vivid image
4. Call for some sort of action
5. Comparison to other situations or events of today.

The Writing Process

Explicitly teaching the writing process can help facilitate proficient writing in social studies. While it may seem time-consuming students will benefit from understanding the steps of proficient writing. There are many different models of the writing process, but most have the following steps in common (see **Student Handout** on pages C-6 and C-7 that accompanies this section):

1. **Brainstorm**: Students read the prompt and begin generating ideas for their response; they begin formulating their thesis statement.
2. **Pre-write**: Students create their thesis statement. Students also organize their ideas in a graphic format, such as an outline or web, including what they will say in the introduction and conclusion.
3. **First Draft**: Students write their response to the prompt in the form of complete sentences and paragraphs.
4. **Revise**: Students read over their work and check it against the writing prompt and rubric or scoring guide, making changes as needed. They may have someone else read their product, checking it for clarity and errors, making changes as needed.
5. **Edit**: Students correct any errors in spelling, grammar, and punctuation.
6. **Revised Draft**: Students write out a revised draft. They may then revise and edit again, as needed.
7. **Publish**: Students create and present their final, polished written response to the prompt.

There are a variety of templates and graphic organizers that can help students with prewriting or first drafts. The template that follows is a modification of those that have been used in this instructional guide.

Essay Template

Para-
graph
1

Historical Context:
1-2 sentence summary of
topic

Thesis:
Your main argument or
idea that you will support.

Para-
graph
2

Main Idea

Topic Sentence

Supporting
Detail/Evidence

Supporting
Detail/Evidence

Analysis

Concluding
Sentence

Para-
graph
3

Main Idea

Topic Sentence

Supporting
Detail/Evidence

Supporting
Detail/Evidence

Analysis

Concluding
Sentence

Para-
graph
4

Main Idea

Topic Sentence

Supporting
Detail/Evidence

Supporting
Detail/Evidence

Analysis

Concluding
Sentence

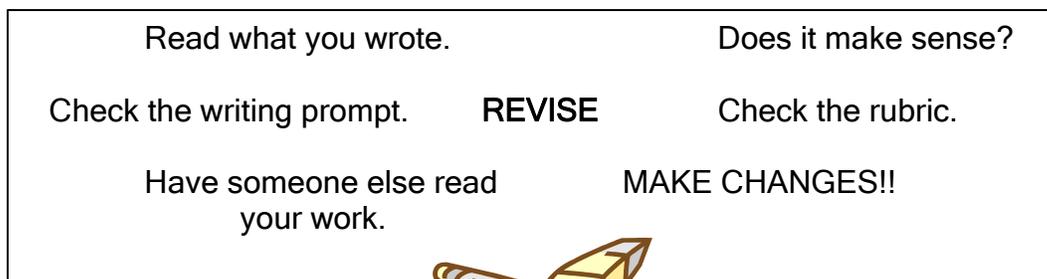
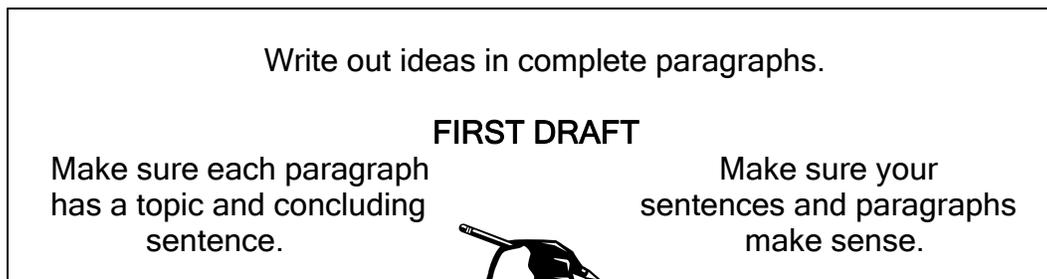
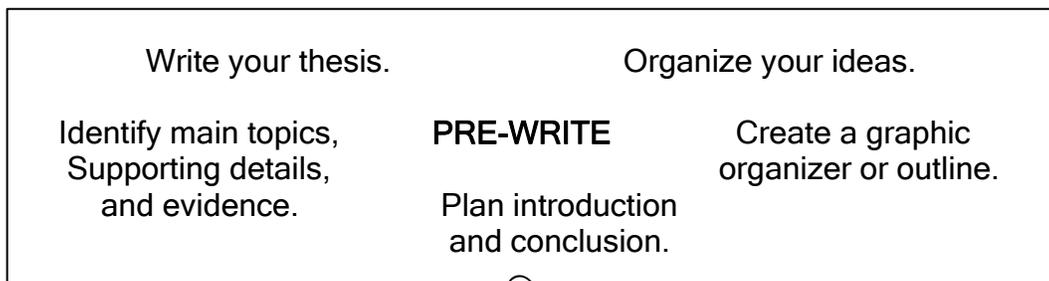
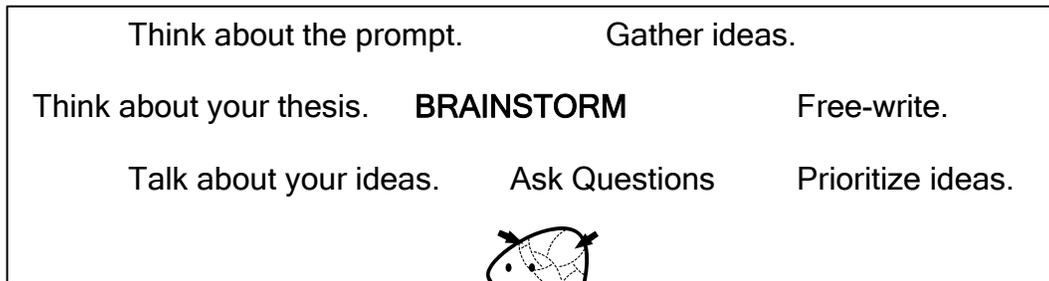
Para-
graph
5

Restate Thesis

Review Main Points

Final Thought

Student Handout: The Writing Process



Check your paper carefully. Is everything correct? Spelling?
Content Accuracy? **EDIT** Punctuation?
Grammar? Title? Indentation? Proper citation?



Rewrite or type your paper carefully. Include revisions and edits.
REVISED DRAFT
Revise and edit, if necessary. Read it one more time!



PUBLISH!

Generic History/Social Science Writing Rubrics

The following rubrics are included as models. These rubrics can be used as the basis for the creation of rubrics for use in the classroom. As these are generic writing rubrics, they may not be appropriate for every assignment.

While rubrics are traditionally used to score student work, these and other rubrics may be used in a variety of ways. For example:

1. Students may use rubrics to self-assess their own writing.
2. Students may use rubrics to provide feedback to other students about their writing.
3. Students may use a rubric to identify a skill on which they will focus for a particular project or subject.
4. Students may use a rubric to discuss how they are doing in class with their parents during a conference.

At the beginning of the year, teachers may choose to modify the rubric to have only one or two items in each box, providing a focus for the students. Then, as the year progresses, more items may be added as students master the skills represented in the rubric.

GENERIC ESSAY RUBRIC (11TH GRADE)

SCORE	INTRODUCTION and THESIS	CONTENT and EXPLANATION	CONCLUSION	CONVENTIONS and ORGANIZATION
	<i>The Introduction and Thesis:</i>	<i>The Body Paragraphs:</i>	<i>The Conclusion:</i>	<i>The Essay:</i>
4	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly relates to the prompt and provides a clear context. <input type="checkbox"/> Meets all the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates a thorough understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are all accurate and relevant. <input type="checkbox"/> Are all clear and logical. <input type="checkbox"/> Demonstrate a thorough, strong understanding of the content with supporting evidence and explanations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Clearly restates the thesis <input type="checkbox"/> Clearly addresses the key pieces of evidence. <input type="checkbox"/> Demonstrates a thorough understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has accurate punctuation, capitalization, and spelling. <input type="checkbox"/> Is well organized.
3	<ul style="list-style-type: none"> <input type="checkbox"/> Relates to the prompt and provides a clear context. <input type="checkbox"/> Meets two of the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates strong understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are mostly accurate and relevant. <input type="checkbox"/> Are clear. <input type="checkbox"/> Demonstrate a strong understanding of the content with supporting evidence and explanations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Wraps up the essay <input type="checkbox"/> Links to the thesis <input type="checkbox"/> Addresses the significance of the topic. <input type="checkbox"/> Demonstrates an adequate understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has a few punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is well organized.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat relates to the prompt and provides some context. <input type="checkbox"/> Meets one of the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates some understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are somewhat accurate and relevant. <input type="checkbox"/> Are somewhat clear. <input type="checkbox"/> Demonstrate some understanding of the content with weak supporting evidence and explanations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat clearly wraps up the paragraph. <input type="checkbox"/> Somewhat links to the topic. <input type="checkbox"/> Demonstrates some understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has numerous punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is somewhat well organized.
1	<ul style="list-style-type: none"> <input type="checkbox"/> Does not relate to the prompt or provide a context. <input type="checkbox"/> Meets none of the following: (1) directly relates to the prompt (2) takes a stand (3) provides a clear preview of evidence. <input type="checkbox"/> Demonstrates no understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Are inaccurate or irrelevant. <input type="checkbox"/> Are unclear. <input type="checkbox"/> Demonstrate no understanding of the content with very little use of supporting evidence and explanations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not clearly wrap up the paragraph. <input type="checkbox"/> Does not link to the topic. <input type="checkbox"/> Demonstrates no understanding of the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has many punctuation, capitalization, or spelling errors. <input type="checkbox"/> Is poorly organized.
% Value	25%	60%	10%	5%

The Use of Primary Sources

Using primary sources is essential to developing the habits of mind integral to historical thinking. Teaching students to analyze primary sources successfully begins with modeling effective questioning in order to understand content and significance.

Primary sources include written documents, maps, photographs, cartoons, artwork, artifacts, photographs, sound recordings, motion pictures, and posters. They allow students to analyze events from the perspective of those who were witnesses to history. It is through this work that students learn how to analyze and interpret history, leading them to draw their own conclusions, based on evidence. Additionally, primary sources allow students to grasp how people resolved complex issues. It is through evaluating and analyzing documents that students will be able to arrive at deep levels of historical knowledge and understanding.

The ability to comprehend and analyze primary sources is a complex skill that must be scaffolded for students. Many documents contain abstract and unfamiliar terminology and can be challenging for students. The instructional strategies provided in this guide demonstrate several practical uses for primary sources.

Providing Students Access to Primary Sources: Source Selection and Instructional Delivery Considerations

Please note - these are general suggestions. Modifications must be made based on the sources, student needs and abilities, instructional intentions/purposes of using a given source and the assessment (formal, informal, formative, or summative) that will guide instruction and evaluation of student learning.

Source Selection	Source Delivery/Instruction
<ul style="list-style-type: none"> • The source should be short enough that students are not intimidated by it, yet long enough that students can gain the full meaning of the document. • Sources may include different genres and/or a variety of visual and written sources and should be differentiated according to student needs. • Source should be clearly connected to the topic/standard. • Documents should be appropriate for the grade level or modified, while not skewing the author’s intent, to be accessible. • Context clues should exist to help students construct meaning from the source. • The meaning of the source should not be obvious; rather, it should promote inquiry. A well-selected source should lead to student questioning and the potential desire for further research. • Sources should connect with instructional considerations around lenses for looking at a source based on the guiding question(s). • Sources should be selected to go beyond or develop the textbook account, not merely for the sake of conveying basic facts. • Sources that present both sides of an issue, different viewpoints, or are controversial, may be selected to engage students while some sources may be chosen to build historical empathy. • Consideration should be given to including culturally responsive and relevant sources. 	<ul style="list-style-type: none"> • The instruction should be chunked to organize concepts to facilitate analysis. • Instruction should provide vocabulary assistance via frontloading before getting into the text. Add definitions or synonyms into margins of text to support student acquisition of key terms. • Instruction should build on student schema and/or background knowledge before reading and analyzing the document. • Instruction should provide guiding questions to help activate and direct student thinking around primary source content. • Instruction should utilize graphic organizers and acronyms (e.g. SOAPS, Say, Mean, Matter) to identify the big ideas of a source. • Instruction should include teacher modeling, through Think-Aloud and other strategies, of inquiry, sourcing, contextualizing and corroborating evidence followed by co-analysis and student practice. • Instruction should include peer collaboration with accountable talk such as: “What is your evidence?”, “How did you come to that conclusion?” Why is this significant?” • Instructional assessments should strongly influence how the source is delivered. Students should know what they are investigating as they analyze sources and how learning will be assessed.

S.O.A.P.S. + S.

SOAPS + S, an acronym, is an analysis strategy that supports students as they work with primary source documents.

S = Subject	What is the document talking about?
O = Occasion	What was happening, historically speaking, at the time the document was written? What was going on in the author's life?
A = Audience	Who is being addressed? How does the audience affect the approach of the author?
P = Purpose	What type of action or reaction does the author want the audience to have?
S = Speaker	Who is doing the speaking or writing?
+S = Significance	What is important about this document? Does it impact an era, a nation, a culture, a group, an individual? What meaning does it have for you?

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
2. Analyze the ideological origins of the American Revolution, the Founding Fathers’ philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

II.A.1 Explain the central ideas of American constitutional government and their history. These include ideas from the natural rights philosophy such as life, liberty, and popular sovereignty.

II.D.2 Explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy.

III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system.

III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.

- Students create posters or PowerPoint presentations about the key ideas of an Enlightenment thinker.
- Explain what John Locke meant by the “social contract.” Ask: How did Locke influence American political thought?
- Students define “mixed government” and explain Montesquieu’s arguments about the importance and value of mixed government. (Refer to *We the People: The Citizen and the Constitution*, Lesson 3.)
- Students assume the personas of John Locke, Baron Montesquieu, Thomas Hobbes, and Thomas Jefferson and, in a “meeting of the minds” activity, participate in a panel discussion on the purposes of government.
- Identify key compromises debated at the Federal Convention. Divide the class into groups supporting each point of view and argue the positions. Attempt to create a compromise different from that of the Founders.
- Assign student partners a right listed in the Declaration of Independence and/or in the Bill of Rights and have them analyze and discuss what it means, pointing out two or more ways of interpreting or applying that right. Students write and present two-minute persuasive speeches arguing one of those interpretations.
- Students analyze an inaugural or State of the Union address by a recent president for references to the political philosophy of the Founders.
- Students analyze primary source documents related to five early challenges to federal authority from states and individuals.
- Conduct a guided discussion on the idea of nullification asking questions such as: Why was the idea of nullification put forth by Jefferson and

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

		<p>Madison? What was Calhoun’s position in respect to nullification? How did the Southern states use the idea of nullification to justify seceding from the union? If states had the power of nullification, how would this change our system of government?</p> <ul style="list-style-type: none"> • Would you support or oppose nullification? • What can states do today if they disagree with a law passed by Congress? • After reading the First Amendment and discussing its meaning, students develop a policy for the classroom or school that applies the First Amendment in areas such as student expression, religious holidays, assembly, and petition.
<p>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p> <p>3. Trace the effect of the Americanization movement.</p> <p>8. Examine the effect of political programs and activities of the Populists.</p> <p>9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</p>	<p>II.A.2 Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities.</p> <p>II.C.1 Explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society.</p> <p>III.E.5 Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics.</p> <p>V.A.2 Evaluate, take, and defend positions on issues regarding the criteria used for naturalization.</p> <p>V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.</p>	<ul style="list-style-type: none"> • Students conduct research about immigration and the Americanization movement from the late nineteenth century to the present. Ask: What have been the effects of the Americanization movement? Is it active today? • To what extent do you agree or disagree with the goals of the Americanization movement? Why? • After reviewing the history of U.S. immigration and the laws relating to it, students assess the changes resulting from the Immigration Act of 1965. • Students research the goals of the Populist and Progressive Movements. • They explain how the Populists and the Progressives sought to achieve their goals. • Explain why the Progressives in the early part of the twentieth century sought to incorporate aspects of direct democracy through initiative, referendum, and recall. Ask: How significant were these and other reforms sponsored by the Progressive Movement? • Explain the idea of the Puritan ethic and discuss

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

		<p>how it compares to current ideas about citizen responsibility.</p> <ul style="list-style-type: none"> • Students explain the role and influence of religious groups in advancing the principles of American democracy by promoting individual responsibility, protecting civil liberties, and initiating social reform efforts.
<p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. 5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state. 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. 4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society. 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. 1. Discuss the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p>	<p>II.A.1 Explain the central ideas of American constitutional government and their history. These include ideas from the natural rights philosophy such as life, liberty, and popular sovereignty. II.D.2 Explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy. III.A.2 Evaluate, take, and defend positions on issues regarding the distribution of powers and responsibilities within the federal system. III.C.1 Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments.</p>	<ul style="list-style-type: none"> • Students create posters or PowerPoint presentations about the key ideas of an Enlightenment thinker. • Explain what John Locke meant by the “social contract.” Ask: How did Locke influence American political thought? • Students define “mixed government” and explain Montesquieu’s arguments about the importance and value of mixed government. (Refer to <i>We the People: The Citizen and the Constitution</i>, Lesson 3.) • Students assume the personas of John Locke, Baron Montesquieu, Thomas Hobbes, and Thomas Jefferson and, in a “meeting of the minds” activity, participate in a panel discussion on the purposes of government. • Identify key compromises debated at the Federal Convention. Divide the class into groups supporting each point of view and argue the positions. Attempt to create a compromise different from that of the Founders. • Assign student partners a right listed in the Declaration of Independence and/or in the Bill of Rights and have them analyze and discuss what it means, pointing out two or more ways of interpreting or applying that right. Students write and present two-minute persuasive speeches arguing one of those interpretations. • Students analyze an inaugural or State of the Union address by a recent president for references

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

		<p>to the political philosophy of the Founders.</p> <ul style="list-style-type: none"> • Students analyze primary source documents related to five early challenges to federal authority from states and individuals. • Conduct a guided discussion on the idea of nullification asking questions such as: Why was the idea of nullification put forth by Jefferson and Madison? What was Calhoun’s position in respect to nullification? How did the Southern states use the idea of nullification to justify seceding from the union? If states had the power of nullification, how would this change our system of government? • Would you support or oppose nullification? What can states do today if they disagree with a law passed by Congress? • After reading the First Amendment and discussing its meaning, students develop a policy for the classroom or school that applies the First Amendment in areas such as student expression, religious holidays, assembly, and petition.
<p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. 3. Cite incidents of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism). 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s. 2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey’s “back-to-Africa” movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-</p>	<p>I.B.4 Explain and evaluate competing ideas regarding the relationship between political and economic freedoms. II.B.3 Evaluate, take, and defend positions on the contemporary role of organized groups in American social and political life. II.C.2 Describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity. II.D.3 Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy.</p>	<ul style="list-style-type: none"> • Students explain the constitutional principle of the free exercise of religion. They research contemporary and historical episodes in which this principle has been violated. Then, they research responses to redress and prevent such violations that have been made by organizations in civil society and by government. • Using documents related to the World War II relocation of Japanese Americans, students act as historians and analyze these sources. Students should then assume they are one of the following persons and write letters to the editor of a California newspaper in 1944 explaining their perspective on the constitutionality of the relocation. President Roosevelt a second generation Japanese American mother a Japanese

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

<p>Defamation League to those attacks.</p>	<p>II.D.4 Evaluate, take, and defend positions on issues in which fundamental values and principles may be in conflict. II.D.5 Evaluate, take, and defend positions about issues concerning the disparities between American ideals and realities.</p>	<p>American serving in the Army an American soldier in the Pacific Theatre</p> <ul style="list-style-type: none"> • Students research what organizations in civil society and government have done to compensate for the relocation of Japanese Americans. • Develop a case study examining a situation involving the expansion of presidential powers (e.g., President Lincoln’s suspension of the writ of habeas corpus during the Civil War, President Wilson’s wartime economic controls, President Franklin Roosevelt’s proposal to expand the Supreme Court). Students assess the situation and prepare oral arguments defending the president’s action or challenging it on the grounds that it violated the constitutional separation of powers. • Students research landmark Supreme Court decisions dealing with freedom of expression. They write opinions in concurrence or dissent to the Court’s decision. • Explain the emergence of McCarthyism and its impact on civil liberties. • Ask: What factors contributed to McCarthy’s loss of public support? • Explain the constitutional issues involved in the Watergate crisis. In an essay, each student explains how the Watergate affair showed the resilience of the U.S. Constitution.
--	---	--

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

4. Analyze the effects of the controversies arising from the New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).

11.7 Students analyze America’s participation in World War II.

5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler’s atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

11.8 Students analyze the economic boom and social transformation of post-World War II America.

5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

11.9 Students analyze U.S. foreign policy since World War II.

3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy....

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

4. Explain the constitutional crisis originating from the Watergate scandal.

5. Trace the impact, need for, and controversies associated

V.E.3 Evaluate, take, and defend positions about the means that citizens should use to monitor and influence the formation and implementation of public policy.

- Students analyze a local public policy issue with conflicting environmental/property issues. They evaluate, take, and defend a position based on the constitutional recognition of the right of individuals to own property versus the common good. Students present their positions to representatives of a governmental agency authorized to deal with the issue. (Service-Learning Activity)
- Organize a program for promoting tolerance and gender equity in the community (e.g., in public forums, discussion groups, dramatic presentations, documentaries, brochures). (Service-Learning Activity)

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

<p>with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental promotion advocates and property rights advocates.</p>		
<p>11.10 Students analyze the development of federal civil rights and voting rights. 1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt’s ban on racial discrimination in defense industries in 1941, and how African Americans’ service in World War II produced a stimulus for President Truman’s decision to end segregation in the armed forces in 1948. 2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209. 5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. 6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process. 7. Analyze the women’s rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p>	<p>II.A.2 Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities. II.C.2 Describe the character of American political conflict and explain factors that usually tend to prevent it or lower its intensity. II.D.5 Evaluate, take, and defend positions about issues concerning the disparities between American ideals and reality. III.E.5 Evaluate, take, and defend positions about the contemporary roles of associations and groups in American politics. III.E.6 Evaluate, take, and defend positions about the formation and implementation of public policy.</p>	<ul style="list-style-type: none"> • Students create time lines of the steps taken in securing the passage and ratification of the Nineteenth Amendment. • After reading a biography of one of the suffragettes, students create dramatizations of key points in the work of this person in securing the right to vote. • Identify the civil rights protected by rulings of the Warren Court. Explain to what degree the Rhenquist Court has extended or limited these rights or protected other civil rights. • Students examine the “Southern Manifesto” presented by members of Congress in 1956 praising Southern states that resisted racial integration of schools called for by the Supreme Court in the second Brown decision. Each student writes a position paper explaining his or her view on constitutional issues raised by the Southern Manifesto. • As a class, discuss under what circumstances, if any, a citizen in the United States has a right to violate a law. • Students read and analyze Martin Luther King Jr.’s “Letter from Birmingham City Jail.” Ask: What are the arguments that King presented in answering criticisms of the city’s leading clergymen for continuing demonstrations rather than relying on negotiations with city officials and awaiting court decisions? • Students identify issues that are of specific concern to various minority groups in your community. In groups, they develop a policy

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

		<p>advisory for local government leaders or congressional representatives about the issues. Use the ABLÉ Problem Solving Strategy (Analyze, Brainstorm, Limit, Evaluate) as outlined in <i>Challenge of Diversity</i> (Constitutional Rights Foundation). (Service-Learning Activity)</p> <ul style="list-style-type: none"> • Examine the Supreme Court’s decision on preferential college admissions in <i>Regents of the University of California v. Bakke</i> (1978). Ask: What was the majority decision? The dissenting opinion? • Students evaluate, take, and defend positions on the constitutionality of affirmative action programs. • After reading biographical information about Elizabeth Cady Stanton and Gloria Steinem, students create Venn diagrams comparing their views of women’s rights. • Students work with the League of Women Voters, voter registration agencies, and other civic/governmental agencies to increase voter awareness of the election process and voter turnout in local, state, and national elections. • Services may include: <ul style="list-style-type: none"> ○ assisting with voter registration. ○ organizing a “Get Out the Vote” campaign. ○ facilitating a forum to educate the public about election issues and agendas. ○ creating and disseminating a brochure to inform the public of election issues and agendas. ○ volunteering at polling booths on election day. ○ helping transport seniors/disabled individuals to polls on election day. ○ creating a vehicle for educating eligible
--	--	--

**CALIFORNIA HISTORY-SOCIAL
SCIENCE STANDARDS**

**NATIONAL STANDARDS FOR
CIVICS AND GOVERNMENT**

**SAMPLE CLASSROOM
APPLICATIONS**

		non-English speaking voters of issues and voting process. (Service-Learning Activity)
--	--	---