

**American History–Part 2**  
**Teacher’s Guide**  
**Course No. 2100310**

**Bureau of Exceptional Education and Student Services**  
**Florida Department of Education**

**2006**

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# American History–Part 2

## Teacher’s Guide

### Course No. 2100310

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Exceptional Student Education

<http://www.leon.k12.fl.us/public/pass/>

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## Foreword

*Parallel Alternative Strategies for Students (PASS)* books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

*PASS* materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified

content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the PACs after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

## User's Guide

The *American History–Part 2 PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *American History–Part 2 PASS* book is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands, standards, and benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *American History–Part 2*, course number 2100310, is given in a matrix in Appendix F.

The *American History–Part 2 PASS* is divided into 12 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g., surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in Appendix A, sequencing reviews) to encourage and support learner commitment.
- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.
- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.
- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains suggestions for incorporating reading, writing, speaking, and viewing skills in *American History–Part 2*.
- **Appendix E** contains the Florida public school statute mandating the instruction of the history of the Holocaust (1933-1945) into various existing courses within the school curriculum. The Holocaust is to be taught in a manner that leads to an investigation of human behavior; an understanding of the ramifications of prejudice, racism, and stereotyping; and an examination of what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- **Appendix F** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *American History–Part 2*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix G** lists reference materials and software used to produce *American History–Part 2*.

*American History–Part 2* is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.

## Section 1: War and its Aftermath (1924-1960)

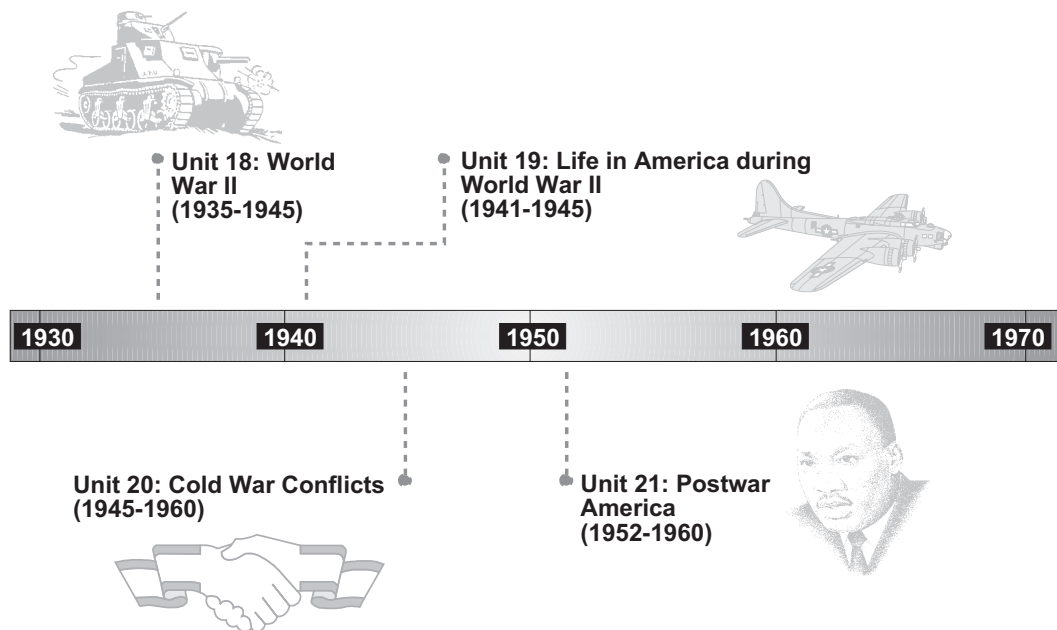
Unit 1: Background Causes of World War II (1924-1941)

Unit 2: World War II (1935-1945)

Unit 3: Life in America during World War II (1941-1945)

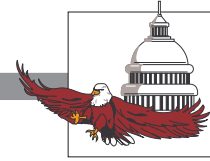
Unit 4: Cold War Conflicts (1945-1960)

Unit 5: Postwar America (1952-1960)









## **Unit 1: Background Causes of World War II (1924-1941)**

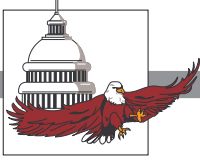
This unit emphasizes the economic and political conditions in Europe after World War I and the unrest that led to the rise of new and dangerous political ideas and dictators, resulting in World War II.

### **Unit Focus**

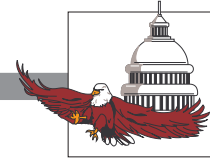
- impact of Europe's new political ideas and rise of socialism, communism, and fascism
- effects of rise of Adolf Hitler and Nazi Germany
- ways United States foreign policy contributed to Hitler's success during administration of President Franklin D. Roosevelt
- events in Far East
- description of Allies and Axis Powers
- reasons United States entered World War II with Axis Powers

### **Suggestions for Enrichment**

1. Have students prepare a chart in which they compare and contrast socialism, communism, fascism, and democracy based on four basic questions: Who owns the factories and farms? Who decides what goods will be produced? How are goods distributed? How much freedom of choice is there?
2. Have students make a map of the world color coding the countries to indicate which were the aggressors and which were conquered before and during World War II.
3. Have students find news items about communism or socialism today to determine if these ideas are gaining or losing support in the current industrial world or the underdeveloped world. Repeat with military dictatorships.



4. Assign students one of the following events to create a news item for a television news broadcast covering that event: Mussolini's rise to power in Italy; Hitler's ascent to the position of Chancellor of Germany; Japan's invasion of Manchuria; United States recognition of the Soviet Union.
5. Have students choose one of the following leaders and create a résumé for that leader: Adolf Hitler, Benito Mussolini, Joseph Stalin, Hideki Tojo, Winston Churchill, and Franklin Roosevelt.
6. Have students create posters illustrating the rise of dictatorship in the 1930s. Ask students to include reasons why dictators gained power.
7. Have students create a flow chart of Axis actions and Allied and American responses from 1935 to 1941.
8. Ask students to note the physical sizes of Italy, Germany, and Japan and then list the reasons why those countries were interested in territorial expansion.
9. Ask students to research and discuss how Japan's lack of resources influence its move toward militarism and territorial expansion.
10. Ask students to analyze the events that were going on in the United States prior to its entry into the war and in detail report the major cause of the United States entry into World War II.
11. Discuss with students the following: Are there good reasons to go to war? Ask students to predict what the United States would be like if we had not experienced the Civil War, World War I, and World War II.
12. Ask students to think about their views on World War II and whether they are more likely to be an interventionist (ready for the country to go to war) or an isolationist (against getting involved in war because there are more urgent matters to deal with at home). Ask students to write a persuasive essay on his or her views for or against United States involvement in World War II and list three reasons why.



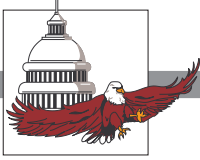
13. Order the following free materials listed below.

- **Introductory Packet of Resources**  
*Teaching about the Holocaust: A Resource Book for Educators* containing photographs of six artifacts from the Permanent Exhibition of the United States Holocaust Memorial Museum, an *Oral History Interview Guidelines* order form, and a *Teacher's Catalog* from the museum shop
- *Victims of the Nazi Era, 1933-1945* containing five brochures about non-Jewish victims
- *Resistance during the Holocaust*
- *Identification Cards* containing a set of 37 cards

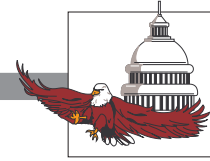
Order the above materials from the address listed below.

United States Holocaust Memorial Museum  
Education Resource Center  
Division of Education  
101 Raoul Wallenberg Place, SW  
Washington, D.C. 20014-2126  
Fax: (202) 314-7888  
Telephone: (202) 488-0400

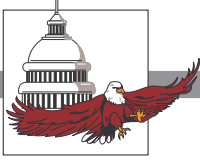
14. Obtain the Artifact Poster Set from the United States Holocaust Memorial Museum. Post the Artifact Poster Set throughout the room to allow students to note all the symbols used by the Nazis to identify their victims. Discuss why a government would identify its citizens with such markings and how it was not just the Jews who suffered in the Holocaust. Ask students: What effect do you think these markings had on society and on the individuals who had to wear them? How did these markings help the Nazis achieve their goal? Do we label people in our society? How do the symbols still affect people today?



15. Locate *A Teacher Guide to the Holocaust* on the Internet (<http://fcit.coedu.usf.edu/Holocaust/>). The site contains the headings for timelines, people, the arts, teacher resources, and activities. The guide is also available on CD. The CD and site were produced by the University of South Florida's College of Education and the Florida Center for Instructional Technology, and was funded by the Florida Department of Education.
16. For a free copy of *A Holocaust Mini-Catalog: Children of the Holocaust—Tools for Teachers*, call 800/343-5540 or fax 201/652-1973. The catalog, sponsored by the Anti-Defamation League, has ordering information for publications, books written for and by children, videos, curriculum guides, newspapers, magazines, and CDs containing the stories of children who were hidden during the Holocaust.
17. In a classroom discussion, analyze the motivations for, and implications of, Nazi censorship in the fine and literary arts, theater, and music (e.g., the banning of books and certain styles of painting; the May 1933 book burnings).
18. In a classroom discussion, examine the values and beliefs of the Nazis and how the regime perceived the world as evidenced by Nazi symbols of power, Nazi propaganda posters, and paintings and drawings deemed "acceptable" rather than "degenerate."
19. In a classroom discussion, analyze the corruption of language cultivated by the Nazis, particularly in the case of euphemisms to mask their evil intent (e.g., their use of the terms "emigration" for expulsion, "evacuation" for deportation, "deportation" for transportation to concentration camps and killing centers, "police action" for round-ups that typically led to the mass murders, and "Final Solution" for the planned annihilation of every Jew in Europe).

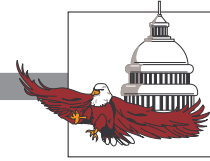


20. Ask students to evaluate how symbols, flags, slogans, rituals, and music are used by governments to build, protect, and mobilize a society. Then discuss how such elements can be abused and manipulated by governments to implement and legitimize acts of terror and even genocide.
21. Give groups of students a Web address from different national and international organizations with strong views on Nazis and Nazism. Have students explore the site and find its organizational view of Nazism. Discuss the finding with the class. Have students discuss the variety of information sources available and the reliability and the bias of the information found at each site. Types of sources of information may include the following: organizations that describe Nazi atrocities during World War II; organizations that deny Nazi atrocities during World War II; organizations that seek to destroy Nazis for their current actions and beliefs; organizations that seek to destroy Nazis for their past beliefs; and organizations that agree with Nazism's fundamental principals.
22. Discuss the results of the passing of the Enabling Act of March 23, 1937. List anti-Jewish regulations from 1937-1939 and how they impacted day-to-day living. Discuss the motivations behind Kristallnacht.
23. Have students research and describe events in Germany that preceded the Holocaust, including the destruction of synagogues in major German cities.
24. Have students research and discuss the *St. Louis* incident. On May 9, 1939, the ship *St. Louis* left Germany with 937 Jewish refugees seeking asylum in the Americas. They were denied entry, and 907 had to return to Europe where they died at the hands of Nazis in concentration camps.
25. Have students create a newspaper in which significant events of the Holocaust are reported: required wearing of bright yellow Star of David, book burning, concentration camps and death camps, Nuremberg Laws, Olympic Games of 1936, Kristallnacht, forced labor, ghettos, deportations, Wannsee Conference, etc.

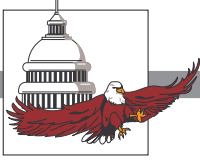


26. Have students create a timeline focusing on the 10 events of the Holocaust they believe to be the most important. Ask them to select one event and write a summary that reflects its significance and provide an illustration.
27. Jews had a vibrant culture and long history prior to the Nazi era. Expose students to some of the cultural contributions and achievements of 2,000 years of European Jewish life to help balance their perception of Jews as victims and to better appreciate the traumatic disruption of Jewish history caused by the Holocaust and previous pogroms.
28. Have students research the history of Passover and how it pertains to the Jewish people's experience of the Holocaust. Discuss what a Seder is and how it tells the history of the Jewish people. Ask students: What relationships can be drawn between the parts of the Seder and Jewish history? Who is Elijah and what is the reason for opening the door for him? How could Passover help the Jewish people to survive the Holocaust or cope with its memory?
29. Ask students to list responses to the following: What do you need to live? Then ask students to add to the list: What do you need to live happily? Next list all responses on the board and discuss why each is needed. Build a hierarchy of needs, categorizing the types of needs.
30. Use the list below to encourage students to think of the freedom the following rights allow them and their families. Ask them to think of ways they and their families would be affected if these rights were revoked. Then ask students to rank the list from one to six, one being the most important to them.

own or use a public library  
date or marry whomever you choose  
own a radio, CD player, or computer  
go to a movie or concert  
leave your house whenever you choose



31. Help students develop a deeper respect for human decency by asking them to confront the moral depravity and the extent of Nazi evil (e.g., Nazi cruelty to victims even prior to the round-ups and deportations; the events of Kristallnacht; the deportation in boxcars; the mass killings; and the so-called medical experiments of Nazi doctors).
32. Help students visualize the crowded conditions in the ghettos. Identify an area within your community that is about the size of the Warsaw ghetto in Poland, about  $1\frac{1}{3}$  square miles in area (e.g., a university campus or residential neighborhood). Estimate the number of people living in this area. Then explain that in this area where [use the statistics for your community] people live, the Nazis put anywhere from 330,000 to 500,000 people.
33. Have students estimate the calorie content they consume in a given day and compare with the intake of 184 calories for the Jews in concentration camps.
34. Have students assess diaries describing historical events (e.g., *Anne Frank: The Diary of a Young Girl*, which recounts how Anne Frank and her family hid from Nazis during World War II; *Zlata's Diary: A Child's Life in Sarajevo*, which is Zlata Filipovic's account of childhood in war-torn Sarajevo).
35. Show the film *The Diary of Anne Frank* or read the book, *Anne Frank: The Diary of a Young Girl*. Discuss Frank's life as a Jewish girl in Amsterdam, Holland during the time of Nazi Germany. Read selected sections of *Anne Frank: The Diary of a Young Girl* to lead discussion on the dangers confronted by the Franks and the people who helped to hide them. Have students visit the Anne Frank Web site. Ask students what is the most important thing Anne Frank has to say to our society at the beginning of the 21<sup>st</sup> century.
36. Have students write a letter to the editor from the perspective of Anne Frank, Otto Frank (Anne's father), or Edith Frank-Hollander (Anne's mother). Ask the students to discuss issues from the selected person's perspective.



37. Have students choose a specific historical event and make the following lists.
- list important details about this historical event
  - list well known people associated with this historical event and their roles
  - list others who may have been affected by this historical event (such as a soldier's wife, or a weapon maker) and how they were affected

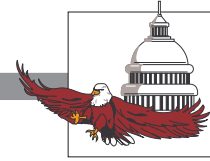
Now have students select one of these people as the “writer” of a series of journals about this event. Then have students use a thesaurus to create a list of descriptive words they think would be accurate for recounting the historical event and for describing the emotions of that person. Ask students to write two to four diary entries from the point of view of the person they chose, including facts, clear narration, and accurate descriptions of the individual's feelings detailing the event during different moments in time.

38. Ask students to write a journal entry about a major historical event they have experienced.
39. Write for a copy of the videotape and/or publication *South Carolina: Lessons from the Holocaust* with personal testimonies and interviews with Holocaust survivors and liberators (like the ones in the unit). Request copies on letterhead stationery to the following address listed below.

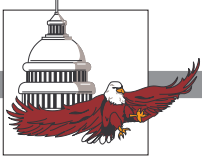
South Carolina Department of Education  
South Carolina Council on the Holocaust  
1429 Senate Street, Room 801  
Columbia, South Carolina 29201

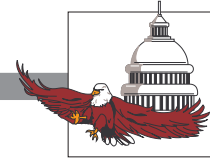
40. For links to Web sites on various topics about the Holocaust, go to the Florida State University Holocaust Institute Web links (<http://fcit.coedu.usf.edu/holocaust/resource/website.htm>).





41. Discuss the Holocaust and the systematic bureaucratic annihilation of six million Jews (as well as millions of other judged “unworthy of life”) by the Nazi regime and its collaborators. Discuss the ramifications of silence and indifference in the face of prejudice and hate then and today. Have students list ways to become more tolerant of others, regardless of any perceived differences.
42. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



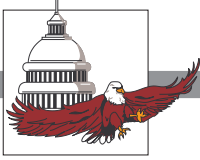


## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

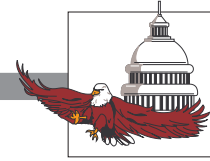
<b>aggression</b>	<b>moderate</b>
<b>anti-Communist</b>	<b>neutral</b>
<b>arsenal</b>	<b>revolutionaries</b>
<b>blitzkrieg</b>	<b>socialism</b>
<b>embargo</b>	<b>totalitarian dictatorship</b>

- \_\_\_\_\_ 1. system of government in which the state owns all factories and farms
- \_\_\_\_\_ 2. a store of arms or other war supplies
- \_\_\_\_\_ 3. a government that exercises total control over every aspect of the public and private lives of its citizens
- \_\_\_\_\_ 4. a government order that prevents ships from entering or leaving airport
- \_\_\_\_\_ 5. not taking sides in a quarrel or war
- \_\_\_\_\_ 6. being against communism
- \_\_\_\_\_ 7. lightning warfare
- \_\_\_\_\_ 8. a person who wants change to take place gradually
- \_\_\_\_\_ 9. hostile and unprovoked action
- \_\_\_\_\_ 10. people who want a radical change in their country's government



*Circle the letter of the correct answer.*

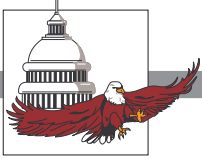
11. Socialists and Communists agree that factories and farms should be owned by \_\_\_\_\_ .
  - a. private individuals
  - b. the government
  - c. big businessmen
12. Communists and Fascists do not believe in \_\_\_\_\_ .
  - a. free elections
  - b. control of the press
  - c. a strong military
13. The first Communist revolution took place in \_\_\_\_\_ .
  - a. Japan
  - b. Germany
  - c. Russia
14. Hitler wanted land in Czechoslovakia because \_\_\_\_\_ .
  - a. Germany needed more farmland
  - b. he wanted to reunite the German people
  - c. Germany wanted the raw materials for its industries
15. In the Munich Pact, 1938, Hitler promised \_\_\_\_\_ .
  - a. not to take any more countries
  - b. he would reduce the size of his military
  - c. not to invade the Soviet Union
16. World War II began in Europe when \_\_\_\_\_ .
  - a. Italy took countries in North Africa
  - b. Germany and Italy declared war on the United States
  - c. Germany and the Soviet Union invaded Poland
17. American reaction to the Japanese invasion of China was to \_\_\_\_\_ .
  - a. send United States Marines to help defend them
  - b. remain neutral
  - c. declare war on Japan

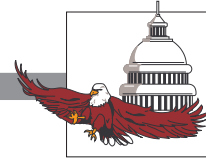


18. The Axis Powers included all of these countries except \_\_\_\_\_ .
- a. Great Britain and France
  - b. Germany and Japan
  - c. Italy and Germany
19. The United States entered World War II as a result of \_\_\_\_\_ .
- a. the Japanese invasion of Manchuria
  - b. reading secret Japanese messages about their war plans
  - c. the Japanese attack on Pearl Harbor
20. The President of the United States who declared war on Japan was \_\_\_\_\_ .
- a. Theodore Roosevelt
  - b. Franklin Roosevelt
  - c. Woodrow Wilson

*Classify each statement by writing **E** for **economic** and **P** for **political**.*

- \_\_\_\_\_ 21. The Great Depression caused high unemployment in Europe.
- \_\_\_\_\_ 22. Joseph Stalin became the Communist dictator of the Soviet Union.
- \_\_\_\_\_ 23. Elections in Germany and Italy were controlled by the government.
- \_\_\_\_\_ 24. Japan wanted raw materials for its industries.
- \_\_\_\_\_ 25. The United States Congress declared war on Japan.





## Keys

### Practice (p. 22)

1. Yes
2. No
3. Yes
4. Yes
5. No

### Practice (p. 23)

1. E
2. P
3. P
4. E
5. P
6. E

### Practice (p. 24)

1. B
2. I
3. F
4. C
5. E
6. G
7. A
8. D
9. H

### Practice (p. 25)

1. True
2. False—Government owns farms.
3. True
4. False—Socialists try to make sure no one is poor.
5. False—Socialists believe in gradual change.

### Practice (p. 26)

1. True
2. True
3. True
4. False—Communists ended religion; closed churches.
5. False—People in Europe feared a bloody revolution.

### Practice (p. 27)

1. Benito Mussolini
2. General Francisco Franco
3. Adolf Hitler
4. Benito Mussolini
5. Adolf Hitler
6. General Francisco Franco
7. Adolf Hitler

### Practice (p. 28)

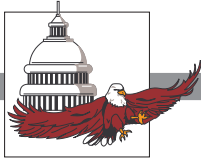
1. b
2. c
3. c
4. a
5. c

### Practice (p. 29)

Comparing and Contrasting Political Ideas			
Political Ideas	Political Groups		
	Socialists	Communists	Fascists
government ownership of factories and farms	favor	favor	oppose
gradual change	favor	oppose	oppose
revolutionary change	oppose	favor	favor
individual freedoms	favor	oppose	oppose
harsh methods	oppose	favor	favor

### Practice (pp. 30-31)

1. National Socialists (Nazi)
2. Lightning warfare; massed troops invade and overwhelm a country with both speed and force.
3. Three million Germans lived in an area of Czechoslovakia known as Sudetenland and Hitler wanted to reunite them with Germany.
4. Munich Pact
5. Not to take Czechoslovakia or any other country. No, Hitler did not keep his word and took all of Czechoslovakia. Answers will vary.
6. The Soviet Union feared a German invasion.
7. The invasion of Poland
8. The Jews



## Keys

### Practice (pp. 32-33)

1. They were forced to give up their car, apartment, and most of their belongings to live in buildings with others that had been displaced.
2. Non-Jewish Austrians took over their car, apartment, and belongings.
3. Answers will vary.
4. Answers will vary.
5. Trude's friends and neighbors, if Jewish, were treated the same way. Other Austrians noted that this treatment of Trude and her family was a deliberate attempt by the authorities to isolate and humiliate Trude and other Jews to brand them as outsiders and to encourage non-Jews to think of them as inferior.

### Practice (p. 34)

1. a
2. c
3. b
4. a
5. b

### Practice (pp. 35-36)

1. c
2. a
3. b
4. c
5. b
6. a
7. b
8. c
9. a
10. b

### Practice (p. 37)

1. Japan
2. Manchuria
3. Axis Powers
4. United States
5. China
6. Pearl Harbor

### Practice (pp. 38-39)

1. True
2. False
3. True
4. True
5. False
6. False
7. True
8. True
9. True
10. False

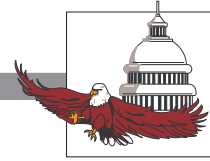
### Practice (p. 40)

Answers will vary but may include the following: Aggressive acts of countries (in Europe and Asia) threatened the peace and security of democratic nations of the world.

### Practice (p. 41)

1. I
2. F
3. B
4. G
5. E
6. A
7. J
8. C
9. H
10. D
11. K





## Keys

### Practice (p. 42)

1. Munich Pact
2. genocide
3. moderates
4. National Socialists (Nazis)
5. arsenal
6. socialism
7. fascism
8. blitzkrieg
9. revolutionaries
10. scapegoat

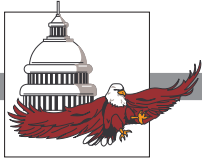
19. c
20. b
21. E
22. P
23. P
24. E
25. P

### Practice (pp. 43-44)

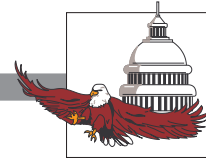
1. Holocaust
2. ghetto
3. death camps
4. concentration camps
5. annihilation
6. apathy
7. persecution
8. bigotry
9. intolerance
10. pogrom
11. anti-Semitism

### Unit Assessment (pp. 13-15TG)

1. socialism
2. arsenal
3. totalitarian dictatorship
4. embargo
5. neutral
6. anti-Communist
7. blitzkrieg
8. moderate
9. aggression
10. revolutionaries
11. b
12. a
13. c
14. b
15. a
16. c
17. b
18. a



## Keys



## Unit 2: World War II (1935-1945)

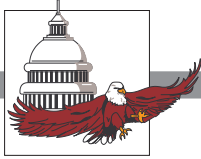
This unit emphasizes the events that led to the United States joining the Allies in World War II against the Axis Powers.

### Unit Focus

- United States foreign policy toward Soviet Union during administration of President Franklin D. Roosevelt
- reasons World War II began in Europe
- reasons United States declared war against Japan, Germany, and Italy
- events leading to defeat of Germany during administration of President Harry S Truman
- ways horrors and extent of Holocaust were revealed
- reasons United States dropped atomic bomb and Japan surrendered

### Suggestions for Enrichment

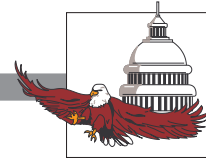
1. Divide class into two groups, one representing isolationists, the other interventionists. Have students write individual essays and combine them into a single document, distilling the text to essential bullet points. Choose a presenter from each side.
2. Have students interview someone who lived during World War II or served in the military. Have them describe battles, strategies, weapons, or living conditions for soldiers. Have students present their report to the class and provide items from the war to illustrate the report.
3. Show the film *The Longest Day*, about the invasion of Normandy. Discuss the hardships and fears of soldiers on both sides.
4. Have students research the atomic bomb and compare the power of the atomic bomb with a modern nuclear bomb. Have them draw a diagram to demonstrate the two weapons.



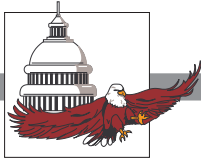
5. Have students make maps to show military strategies used on the European Front or the Pacific Front.
6. Have students locate and analyze songs written during and about the events of World War II, describing their themes and messages, and what the music says about the society in which it was created.
7. Have students research other countries' involvement in World War II and create a timeline of events.
8. Give each student a map of pre-World War II Europe. Assign individual students or groups particular European countries. Give students a piece of blank paper and ask them to tear out the shape of their country. Have them consult with groups or individuals creating countries bordering their own so they can gauge proportions (simulating the forming of alliances).

Have students put their desks in a circle. Beginning with Germany, have each student attach a bordering country until the map of Europe is lying on the floor in the middle of the desks. As students fill in the map, discuss such topics as the Maginot Line, the Nazi-Soviet Non-Aggression Pact, isolationism, and the effectiveness of the Blitzkrieg when used against Poland. Have students respond in writing to what and how they learned, what was important to them, and what conclusion they drew from the experience.

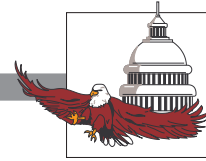
9. Have students research how newspapers in the United States and around the world remember the bombing of Pearl Harbor. Using the Internet visit Ecola.com (<http://www.ecola.com>) to link to English-language newspapers and magazines worldwide.
10. Have students use the Internet or history resources to design an accurate, detailed map of the route the Japanese planes used during the attack on Pearl Harbor.
11. Ask students to interview a person who can recount the attack on Pearl Harbor. Have students find out how the person was involved.
12. Have students create a timeline with events in World War II that led to the attack on Pearl Harbor.



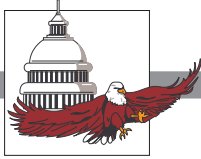
13. Have students read and evaluate other accounts of the Pearl Harbor attack on different Internet search engines, using the keywords: Pearl Harbor.
14. If you or your students know a Holocaust survivor who is willing to discuss his or her experiences, invite the individual to class to share his or her perspective on the Holocaust. Students may also locate survivors who have shared their stories on the Internet and request an e-mail interview.
15. Invite a member of the Anti-Defamation League to speak to the class.
16. Have students research and create a timeline of events leading up to the Holocaust or use one already created. Ask students to label each event social, political, or economic. Then write a five-paragraph essay, answering the question: What is the Holocaust? Then discuss why it is important to be involved in the political process.
17. Discuss the size of the railroad cars (31 feet long and 11 feet wide) taking the Jews from the ghettos to the concentration camps and the number of Jews (80 to 100) placed in each railroad car. Tape off an area equaling one-fifth or 20 percent of the railroad car size on the classroom floor. Determine what one-fifth or 20 percent of 80 to 100 people would be in a car. Have students visualize that number of people in the size of the area taped off on the floor.
18. Have students complete the calculations below, so they may begin to comprehend and attempt to gauge the magnitude of the mass murder of six million Jews in the Holocaust.
  - If you decided right now to observe a minute of silence for each of the six million Jews who died in the Holocaust, when would you speak again? (Answer: One minute of silence for each Jewish victim would mean that you would not speak for about 11 years and five months:  $60 \text{ victims per hour} = 1,440 \text{ per day} = 4,166 \text{ days}$ .)
  - If you typed out a list of the names of all the six million Jews who died in the Holocaust and put 250 names on each page, how many pages long would your list be and how high would a stack of your pages be? (Answer: A list of victims' names would contain 24,000 pages; a pile would be about eight feet tall.)



- There were slightly more than 1,100 names on Oskar Schindler's list. At 250 names per page, how many pages would his list be? Compare Schindler's list to the list of six million Jews who died. If you were Schindler looking at the lists, what would you feel? (Answer: Schindler's list at 250 names per page would have been less than five pages long; answers will vary.)
19. Have students research Gypsy (Roma and Sinti) history and culture to gain an understanding of the diverse ways of life among different Gypsy groups.
  20. Discuss the different roles which were assumed or thrust upon people during the Holocaust, such as victim, oppressor, bystander, and rescuer. Discuss how individuals and groups often behaved differently upon changing events and circumstances.
  21. Examine the moral choices or "choiceless choices" which were confronted by both young and old, victim and perpetrator.
  22. Discuss the deeds of heroism demonstrated by teenagers and adults in ghettos and concentrations camps (e.g., the couriers who smuggled messages, goods, and weapons in and out of the Warsaw ghetto; the partisans who used arms to resist the Nazis; the uprisings and revolts in various ghettos including Warsaw and in killing centers such as Treblinka); also see Stolfus' *Resistance of the Heart*).
  23. Explore with students the dangers of remaining silent, apathetic, and indifferent in the face of others' oppression; also see Stolfus' *Resistance of the Heart*.
  24. Discuss different forms of resistance during the Holocaust (e.g., smuggling messages, food, and weapons to actual military engagement; willful disobedience in continuing to practice religious and cultural traditions in defiance of Nazi rules; creating fine art, music, and poetry inside ghettos and concentration camps; simply maintaining the will to remain alive as an act of spiritual resistance in the face of abject brutality; also see Stolfus' *Resistance of the Heart*).
  25. Explore the spiritual resistance to the Holocaust evidenced in the clandestine writing of diaries, poetry, and plays that portray the irrepressible dignity of people who transcended the evil of the murders.

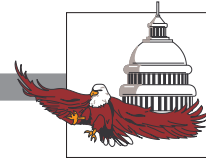


26. Discuss how people living under Nazi control used art as a form of resistance, examining the extent to which the victims created art; the dangers they faced in doing so; the various forms of art that were created and the setting in which they were created; and the diversity of themes and content in this artistic expression.
27. Examine art created by Holocaust victims and survivors and explore how it documented diverse experiences, including life prior to the Holocaust, life inside the ghettos, the deportations, and the myriad experiences in the concentration camp system.
28. Examine interpretation of the Holocaust as expressed in contemporary art, art exhibitions, and memorials.
29. Discuss the Nuremberg Trials and how the judges rejected the defense used by the majority of Nazis who had carried out extermination orders and claimed that they were just following orders. Then discuss that many people under Nazi rule were apathetic concerning the oppression of the Jews. Are those people as guilty of persecuting the Jews as the soldiers who carried out the extermination orders? Discuss personal responsibility and a person's choice to act or not. Is choosing not to act the same as choosing to act? Ask students: What has the Holocaust taught about human decency and showing indifference in the face of prejudice and hate?
30. Make reference to such movies as *Schindler's List*, explaining that less than one-half percent of the total population under Nazi occupation helped to rescue the Jews. Discuss that the Holocaust was not inevitable, but that it happened because individuals, groups, and nations made decisions to act or not. Refer to the United States not allowing Jews to emigrate. Read the poem by Martin Niemoller on page 82 of the student book.
31. Emphasize that each person killed in the Holocaust was once a living, breathing human being. They were the fathers, mothers, sisters, brothers, sons, and daughters of others. Emphasize that whole families were wiped off the face of Earth and that 1.5 million children were murdered from 1939-1945 because they could carry on their "race." Read poem by Yitak Katzenelson who died in Auschwitz in 1944. Show *Shoah: Survivors of the Holocaust* video.
32. Have students write an essay or poem describing how they think they would have felt had they been a survivor of the Holocaust.

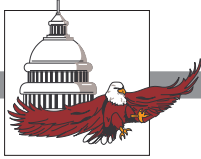


33. Have students make a sketch of what the Holocaust means to them, with a written caption explaining the symbols used in the sketch.
34. Have students visit the United States Holocaust Memorial Museum (USHMM) home page (<http://www.ushmm.org/>) and write an opinion about the importance of the USHMM to the victims of the Holocaust and society as a whole. Discuss why it is important to have witnesses to the Holocaust ([http://www.cicb.be/eng/start\\_eng./htm](http://www.cicb.be/eng/start_eng./htm) and <http://remember.org/>). Show *One Survivor Remembers* and *For the Living: The Story of the United States Holocaust Memorial Museum* video.
35. Discuss the ramifications of silence and indifference in the face of prejudice and hate. Analyze what is needed from citizens to sustain democratic institutions and values (e.g., the Bill of Rights, the First Amendment, checks and balances). Have students compare their rights today with those of a Jewish person living in Germany in the late 1930s.
36. Describe events similar to the Holocaust that are still taking place in the world today.
37. Brainstorm ways to combat man's inhumanity to man in everyday life.
38. Ask students to interpret what the British statesman Edmund Burke (1729-1797) meant when he said, "The only thing necessary for the triumph of evil is for good men to do nothing." Have students respond to the following questions: What does the quotation mean? What does it have to do with the people of the free world during the Holocaust? What responsibility do we have when it comes to helping someone in trouble? For example, what could we do when we see someone on the side of road whose car has broken down? What should we do in a situation when helping someone else puts us at risk? What might happen to society if people did not help one another? What responsibility do the United States and other countries have to protect groups of people from mass annihilation?
39. Ask students to write a eulogy for the millions of victims of genocide throughout history. Have them read it to the class. Suggest they select a piece of classical music to play softly in the background while they read their eulogies.

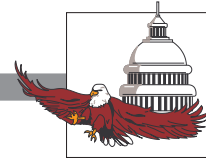




40. Discuss why it is important to learn about and remember the Holocaust. Discuss what the lessons of the Holocaust are and how they apply to all people.
41. Have students create essays, poems, or artistic designs in reaction to the following statement concerning guilt and responsibility of the people of Europe during the Holocaust: "Some are guilty, all are responsible."
42. Have students create a "Wall of Remembrance." Give each student a 4" x 4" square of white ceramic tile and paint. (Optional: use 4" x 4" pieces of paper or fabric squares.) First have students create a rough draft on paper of how they will decorate their square to express their thoughts and feelings about what they have learned about the Holocaust and to pay tribute to those who perished. Mount the squares on a wall.
43. Ask students the following: Do you think it was possible for survivors of the Holocaust to forget their past and forgive those who committed acts of atrocity against them? Nazi hunter Simon Wiesenthal wrote a novel called the *Sunflowers* in which such an issue is raised. A 21-year-old soldier lies on his deathbed just after the war. Wiesenthal is called in to hear the soldier's last words in which he confesses his acts during the war and begs Wiesenthal to forgive him so that he can die in peace. What should Wiesenthal have done?
44. As a culminating activity to studying the Holocaust, ask students the following: If you could communicate one thing about the Holocaust to persons living 100 years from now, what would it be and what would be the best way to communicate your message? Have students create a message for future generations. (Optional: gather the messages and place them in a time capsule and bury it in a remembrance ceremony.)
45. Have students do journal writing that they will not have to share with anyone. Some questions for beginning journal writing could include the following: What is your culture or racial or ethnic background? Where are your parents and grandparents from? Have you ever made someone else the victim of prejudice or discrimination? Describe this experience and how it made you feel during and after. What would you like to see happen in the world today so that there would be less hatred, prejudice, and discrimination? What can young people do to make this a reality?

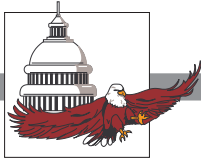


46. Discuss the following with students: What would be different today if the Holocaust had not happened? What would be different today if Germany had won World War II?
47. Have students search newspapers for a week and collect articles about intolerance (e.g., manifestations of racial, ethnic, and religious hatred; discrimination, persecution, oppression; human rights violations). Use these articles to engage students in discussion about “here and now” public attitudes toward intolerance, not just those that were “long ago and far away.”
48. Have students share examples of propaganda that they either read, hear, or see in the media. Then have students brainstorm strategies that could be used to separate fact from opinion or fiction.
49. Discuss the following with students: What are some of your prejudices? Where do they come from? Are you comfortable with your prejudices? Has there ever been a time when you were completely wrong about another person because of a prejudice?
50. Ask students to read a newspaper and look at ads, or listen to a popular music recording or watch the video. Have students examine and look or listen for any prejudicial remarks.
51. Discuss what the school is doing to increase understanding of racial and cultural diversity. Then discuss what students could do to help.
52. Ask students to think about what issues they feel strongly about (e.g., racism, sexism, homelessness) and what small steps could they take toward being a positive force for change.
53. Ask students if they have ever seen classmates making fun of a student who was “different” from them in some way. Discuss the following with students: If you ignored the incident, how might the student have felt? How might the student have felt if you had stepped in and taken his or her side? The last time you heard a racist, sexist, or otherwise biased joke, what did you do or say?
54. Have students discuss whether the First Amendment (guaranteeing freedom of speech) gives public figures like David Duke, a former Louisiana legislator, a former national leader of the Knights of the Ku Klux Klan, and the founder of the National Association for the

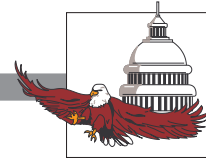


Advancement of White People the right to tell others his belief that the Holocaust never happened?

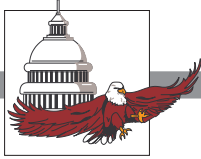
55. Ask students to write down as many stereotypes about themselves they can think of and then ask which ones they believe.
56. Have students keep a notebook for two weeks and write down all incidents of hate or prejudice they see or hear firsthand. Then have students discuss their feelings about keeping a notebook and describe their experience in writing.
57. Discuss the reality that racism and intolerance remain major problems in the United States today, despite an abundance of legislation enacted to protect minorities. Have students make a list of five strategies or actions that would build peace in communities.
58. Anti-Semitism in Germany led to terror and mass murders. Have students consider the following question: Do you think that apparently minor forms of racism like slurs and ethnic jokes are therefore dangerous? Explain.
59. The Nazi attempt to annihilate all Jews and their creation of death camps was a unique event in human history. Ask students to consider whether or not they think it could happen again and explain their answers.
60. Give students a copy of Maurice Ogden's poem "The Hangman" to read aloud and/or show the film *The Hangman* available on loan from such places as the South Carolina Department of Education Audiovisual Library. Write on the board the following quotation from the British philosopher Edmund Burke: "All that is necessary for the forces of evil to win is for good men to do nothing." Ask students what they think the quotation means. Have students suggest reasons why otherwise good people might not act when confronted with behavior they know to be wrong.
61. Ask students to imagine that they were friends or acquaintance of the perpetrators of hate crimes or observers or witnesses to such crimes. Explore what they might have done to stop the hate crime or prevent a reoccurrence of such a crime. Discuss punishment they would recommend for juveniles who commit acts of vandalism as hate crimes.



62. In 1992 newspaper and news magazine accounts of events in the former Yugoslavian republic of Serbia suggested parallels between Serbian treatment of Muslim minorities in that country and Germany's treatment of Jews. Have students research and report on the more recent events. Discuss reasons for the comparisons and compare and contrast the response of the international community to these events in Germany during World War II and more recent events in Yugoslavia.
63. Explore with students some of the difficult choices listed below that a democracy faces in determining the limits of dissent.
- Should a civil rights group be allowed to hold a protest march or rally?
  - Should the same rights be given to the Ku Klux Klan, the Aryan Nation, skinheads, and other neo-Nazi groups?
  - What are the free speech rights of a former Nazi party member like David Duke, who ran for governor of Louisiana and sought the Republican nomination for President?
64. Encourage students to think of periods in American history when government legislation treated citizens unfairly because of prejudice and discrimination. Compare and contrast the Nuremberg Laws with such laws as the Indian Removal Act during the presidency of Andrew Jackson, the black codes and Jim Crow laws during the period following Reconstruction, and the policy of internment camps for Japanese-Americans during World War II. Focus on the purpose or aims of such laws, the groups affected by the laws, responses of citizens to such laws, legal repercussions at the time the laws were passed or at a later period, and differences in ways citizens in a democracy and authoritarian society can respond to such laws.
65. Examine with students ways people with strong prejudices attempt to make the victims of their bigotry seem less than human (e.g., ethnic and racial jokes and cartoons, segregation, denial of access to economic and educational opportunities). Parallels may be drawn with attitudes and beliefs about African Americans during slavery and depictions of Chinese Americans in cartoons published by California newspapers in the late 1800s.



66. Have students research and report on why such countries as Denmark and Italy were able to save so many of their Jewish citizens.
67. Encourage students to discuss or write about experiences which have made them question stereotypes or misconceptions that they had about groups of people. Ask students to discuss how their attitudes have changed after meeting or getting to know people from other parts of the state or country, people from a different neighborhood, people who dress differently from the way they do, or people from a social group in school different from their own.
68. Have students compare and contrast the rescuers of slaves during the pre-Civil War period in American history and the rescuers of Holocaust victims. Discuss the following: What risks did those Southerners and Northerners take who provided way stations on the Underground Railroad? How might they have been treated by neighbors if discovered? What motivated participants in the Underground Railroad to help slaves escape to freedom?
69. Have students research and report on Holocaust rescuers such as Raoul Wallenberg, a Swedish diplomat who helped save thousands of Hungarian Jews.
70. Have students interview family members, friends, or neighbors who participated in World War II or if no one is available, review letters, diaries, or firsthand documents in books, newspapers, or periodicals and compare the oral histories in this book to the experiences of other survivors and liberators.
71. Have students research and report on the reasons the Nobel Peace Prize was awarded to Elie Wiesel, a Holocaust survivor, or to such people as Bishop Desmond Tutu of South Africa, Daw Aung San Suu Kyi of Myanmar (Burma), and Andrei Sakharov of the former Soviet Union.
72. Have students research and report on the following: recent trials of Nazi war criminals; the trial of Adolf Eichmann or Klaus Barbie; famous Nazi hunters such as Simon Wiesenthal or Beate Klarsfeld; explanations given by Serbian soldiers during the war in the former Yugoslavia for their participation in ethnic cleansing; Communist leader of the state of East Germany Eric Honecker's trial for his



shoot-to-kill orders for East Germans attempting to escape across the Berlin Wall; or the defense of Lieutenant William Calley for his behavior at My Lai massacre in Vietnam.

73. Nazi hunter Simon Wiesenthal has identified six conditions that he believes made it possible for the Holocaust to take place. These conditions are as follows:
- the existence of a feeling of overpowering hatred by the people of a nation
  - a charismatic leader able to identify the feelings of anger and alienation that exist within the nation and able to convert these feelings into hatred of a target group
  - a government bureaucracy that could be taken and used to organize a policy of repression and extermination
  - a highly developed state of technology that makes possible methods of mass extermination
  - war or economic hard times
  - a target group against whom this hatred could be directed

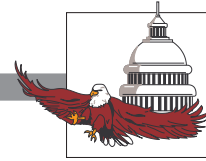
Discuss with students the following.

How many if any of these conditions exist in Germany or any other country today?

Should governments play a role in ending outbreaks of violence and hate crimes?

What can students do to encourage others to speak out against actions that affect or take away the rights of citizens and minorities?

74. Have students read eye-witness accounts of the bombing of Hiroshima on the Internet at <http://www.inicom.com/hibakusha/>.
75. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

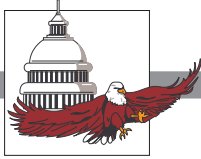


## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

<b>Allied Powers</b>	<b>Nagasaki</b>
<b>D-Day</b>	<b>postwar</b>
<b>Hiroshima</b>	<b>V-E Day</b>
<b>isolationism</b>	<b>V-J Day</b>

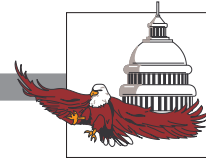
- \_\_\_\_\_ 1. the city in Japan where the first atomic bomb was used
- \_\_\_\_\_ 2. a policy that advocates freedom from foreign alliances
- \_\_\_\_\_ 3. the invasion of France at Normandy
- \_\_\_\_\_ 4. a period after a war has ended
- \_\_\_\_\_ 5. the Japanese surrender to the Allies
- \_\_\_\_\_ 6. the day Germany's surrender became official, May 8, 1945
- \_\_\_\_\_ 7. city in Japan where the second atomic bomb was dropped
- \_\_\_\_\_ 8. alliance formed during War World II between the United States, Great Britain, France, and the Soviet Union



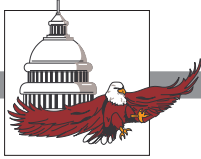
*Circle the letter of the correct answer.*

9. The Atlantic Charter was an agreement between the United States and Great Britain to \_\_\_\_\_ .
  - a. use the atomic bomb
  - b. keep the United States neutral in the war
  - c. work together for postwar peace
  
10. The United States restored relations with the Soviet Union in 1933 because \_\_\_\_\_ .
  - a. the United States hoped the Russians would help stop Japan's expansion in Asia
  - b. the United States wanted to trade with them
  - c. all the above
  
11. American isolationists supported the Neutrality Acts because \_\_\_\_\_ .
  - a. they wanted to send war materials to Europe
  - b. they hoped the laws would keep the United States out of the war in Europe
  - c. they wanted to build a stronger military in the event of war in Europe
  
12. The American general who ordered the Normandy invasion was \_\_\_\_\_ .
  - a. Dwight D. Eisenhower
  - b. Douglas MacArthur
  - c. Harry S Truman
  
13. The Germans used concentration camps to \_\_\_\_\_ .
  - a. protect German citizens from the Allied invasion
  - b. house Nazi soldiers during the war
  - c. imprison and kill Jews and others considered undesirable
  
14. The Allies had to fight the war against Japan \_\_\_\_\_ .
  - a. with large tanks that could move over land
  - b. with ships and aircraft across the Pacific Ocean
  - c. by sending the largest military force in history into Japan

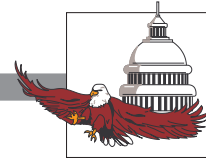




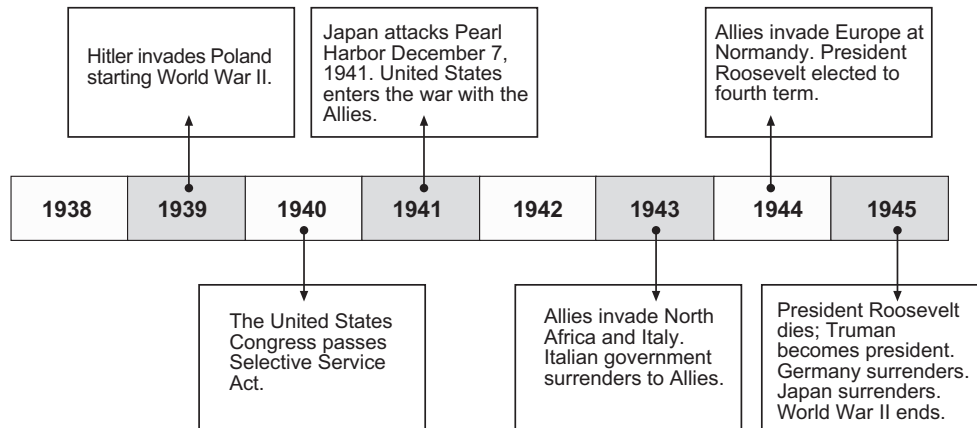
15. \_\_\_\_\_ people died in World War II.
  - a. Less than 25 million
  - b. About 60 million
  - c. More than 100 million
16. Harry S Truman became President in 1945 when \_\_\_\_\_.
  - a. he was elected
  - b. President Roosevelt died
  - c. President Roosevelt resigned
17. The decision to use the atomic bomb was made in order to \_\_\_\_\_.
  - a. bring a speedy end to the war
  - b. punish the Japanese for joining the Axis Powers
  - c. prevent Japan from attacking the United States
18. The World War II leader who killed himself was \_\_\_\_\_.
  - a. Benito Mussolini
  - b. Adolf Hitler
  - c. Winston Churchill
19. The Lend-Lease Act let the United States \_\_\_\_\_.
  - a. help nations who were important to the defense of the country
  - b. borrow war materials from the Allies
  - c. carry on trade with all nations at war
20. \_\_\_\_\_ atomic bombs were used in World War II.
  - a. No
  - b. Two
  - c. Three



21. The Allies fought the war on the continent of \_\_\_\_\_ , as well as on the continents of Europe and Asia.
  - a. North America
  - b. Australia
  - c. Africa
  
22. The last Axis Power to surrender was \_\_\_\_\_ .
  - a. Japan
  - b. Germany
  - c. Italy
  
23. The day the Germans surrendered to the Allies is called \_\_\_\_\_ .
  - a. V-G Day
  - b. V-A Day
  - c. V-E Day
  
24. Adolf Hitler was the dictator of \_\_\_\_\_ .
  - a. Japan
  - b. Italy
  - c. Germany
  
25. The United States entered World War II when \_\_\_\_\_ .
  - a. the Lend-Lease Act was passed
  - b. Japan attacked Pearl Harbor
  - c. President Roosevelt died

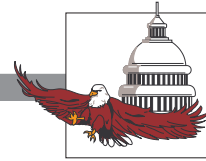


Use the **timeline of events** below to circle the letter of the correct answer.



26. How long did the United States wait to enter the war?
  - a. less than one year
  - b. two years
  - c. more than three years
27. How many years did Germany and Japan continue to fight after Italy surrendered?
  - a. less than one year
  - b. only one year
  - c. about two years
28. Which event occurred first?
  - a. Selective Service Act
  - b. Normandy Invasion
  - c. Pearl Harbor
29. Which of the Axis Powers surrendered before Harry S Truman became President?
  - a. Germany
  - b. Japan
  - c. Italy
30. About how many years did World War II last?
  - a. less than three
  - b. about six years
  - c. almost 10





## Keys

### Practice (p. 71)

1. Neutrality Acts were laws to keep America neutral.
2. The Selective Service and Training Act allowed men, ages 21-35, to be drafted for military training.
3. The Lend-Lease Act is a law allowing United States shipment of war materials to countries important to the defense of the United States
4. Concentration camps prison and death camps operated by Nazi Germany in which Jews and other groups considered to be enemies of Hitler were tortured or murdered during World War II.
5. V-J Day is August 14, 1945, the day Japan surrendered; World War II came to an end.

### Practice (p. 72)

1. c
2. a
3. b
4. c
5. b
6. a

### Practice (p. 73)

1. The United States wanted to trade with the Soviet Union and hoped the Soviet Union could help stop Japan's expansion in Asia.
2. The United States was worried about the new dictators of countries who were building up their militaries, and were afraid this aggression could lead to another world war.
3. by bombing cities, factories, and seaports
4. President Roosevelt was elected three times.
5. Japan attacked the United States at Pearl Harbor, Hawaii.

### Practice (p. 74)

1. B
2. A
3. B
4. B
5. A
6. A
7. A

### Practice (p. 75)

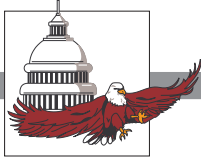
1. Winston Churchill
2. Franklin Roosevelt
3. Harry S Truman
4. Benito Mussolini
5. General Dwight D. Eisenhower
6. Adolf Hitler
7. General Douglas MacArthur

### Practice (p. 76)

1. False—Allies
2. True
3. False—Italians
4. True
5. True
6. False—in Europe first, then Asia

### Practice (p. 77)

Event	Date
1. France surrenders to Germany	1940
2. Japan attacks Pearl Harbor	Dec., 1941
3. Italy surrenders to the Allies	Sept., 1943
4. Normandy invasion	June 6, 1944
5. President Roosevelt dies	Apr. 12, 1945
6. V-E Day	May 8, 1945



## Keys

### Practice (pp. 78-79)

1. develop a master race
2. Jews and others considered undesirables
3. The prisoners were tortured and killed.
4. six million
5. photographs and films
6. It was the total destruction and death of millions of people due to prejudice and intolerance.

### Practice (p. 80)

1. Answers will vary.
2. Pincus met a friend who gave him the name of a family friend in the camp who supervised other inmates. The supervisor assigned both Pincus and his brother an indoor job.

### Practice (p. 81)

1. He had never seen such a sight in his life and could not imagine how any person could be so inhumane as to do to others what he saw.
2. They wondered why the German people in Leipzig did not know what was going on, and if they did know, why they did not do something about it.

### Practice (pp. 82-86)

Answers will vary.

### Practice (pp. 87-88)

Answers will vary.

### Practice (pp. 89-90)

1. b
2. a
3. b
4. a
5. b
6. a
7. b
8. b
9. a

### Practice (p. 91)

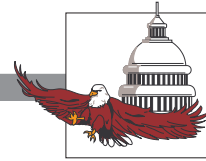
Correct answers will be determined by the teacher.

### Practice (p. 92)

1. Soviet Union
2. Germany
3. six times
4. Thousands and thousands of lives would be lost on both sides if the United States invaded; the bomb would bring a speedy end to the war and help determine the grounds for peace.
5. Almost 80,000
6. Answers will vary.

### Practice (pp. 93-94)

1. True
2. False
3. True
4. False
5. False
6. False
7. True
8. False
9. True



## Keys

### Practice (p. 95)

1. The war was fought primarily in the Eastern Hemisphere, including Europe and Asia.
2. The United States had to travel long distances over water and by air.
3. The war was fought around the world.
4. Answers will vary.

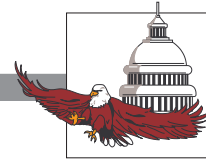
20. b
21. c
22. a
23. c
24. c
25. b
26. b
27. c
28. a
29. c
30. b

### Practice (p. 96)

1. B
2. A
3. E
4. G
5. I
6. H
7. J
8. D
9. K
10. L
11. F
12. C

### Unit Assessment (pp. 33-37TG)

1. Hiroshima
2. isolationism
3. D-Day
4. postwar
5. V-J Day
6. V-E Day
7. Nagasaki
8. Allied Powers
9. c
10. c
11. b
12. a
13. c
14. b
15. b
16. b
17. a
18. b
19. a



## **Unit 3: Life in America during World War II (1941-1945)**

This unit emphasizes how the United States shifted its industry to wartime production and how this shift affected life in America.

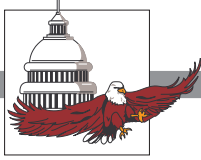
### **Unit Focus**

- effects of wartime production on science and technology during administration of President Franklin D. Roosevelt
- social, political, and economic effects of World War II on life in America
- contributions of minorities in military during administration of President Harry S Truman
- effects of war on Japanese Americans
- effects of war on American culture

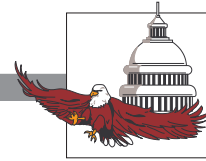
### **Suggestions for Enrichment**

1. Have students research the weaponry and communication of naval ships of World War II and create visual displays of their research.
2. Have students conduct research into any of the new items discussed in the chapter, or suggest others which became available as a result of the war. This might include medicines, space ships, synthetics, etc. Have students write a paper describing what life would be like without these items.
3. Have students enact life in America during World War II. Have them make a list of items which are valuable today, but are in short supply. Set up a system for rationing the items. Use the system for a week. Find out if a black market develops. Have students discuss their behaviors.
4. Have students bring music from the war period. Have them compare it to modern music. Read the words to the songs. Find out what has caused the change. Consider popular taste, new musical technology, and social change.

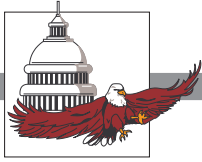




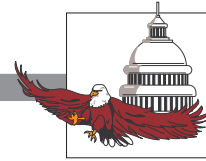
5. Have students imagine they were a woman with two children who had taken a factory job during the war and was laid off from work when the men returned from World War II. Ask them to respond in a diary to this situation. Would they be relieved? Angry?
6. Have students prepare a bulletin board that shows gains by minorities and women during World War II.
7. Have students imagine they were Japanese children during World War II and that they and their families had been rounded up and imprisoned in internment camps for more than three years. Have them imagine that today they are 65+ years old with children and grandchildren of their own. Ask students to write a dialogue they would have with their grandchild today about their experience in the internment camp and what lessons they would teach their grandchild about this experience.
8. Ask students to interview a veteran from a war about his or her experiences before, during, and after the war.
9. Ask students to brainstorm as many thoughts, images, and examples that come to mind when they hear the term “nuclear bomb.” Compare lists and discuss the effects of nuclear bombs. Next have students brainstorm possible reasons behind the development and stockpiling of nuclear bombs.
10. Provide students with copies of the Nuclear Non-Proliferation Treaty found on the Internet. Assign groups two to three paragraphs to rewrite the paragraph in everyday language.
11. Have students make a graph of the signatories of the Nuclear Non-Proliferation Treaty and chart the number of nations involved on each continent in the signing, and the number of nations that signed each month. A list of signatories can be found on the Internet.



12. Have students write an editorial on nuclear disarmament.
13. Assign students different historical periods to research military technologies developed in different cultures and eras. Ask students to create a poster of these technologies. Hang the posters in chronological order around the classroom.
14. Have students examine the rules of war, (e.g., for use of weapons, tactics, alliances) and how these rules have changed throughout history.
15. Have students research the amount of money spent by different countries on national defense and security. Ask students to graph their findings. Have students compare countries and discuss why the amounts are so varied.
16. Have students graph how the United States government allocates and spends money for defense and national security.
17. Have students choose one of the more than 40 countries located along the Pacific Rim and write an essay on one of the following topics.
  - culture: a contemporary look at continuity and change among the people of the country
  - education: values, ideals, and current trends in schools and universities
  - government: the form, substance, and public policy of the country's political system
  - industry and agriculture: imports and exports along the Pacific Rim
18. Have groups discuss material covered in the unit. Ask each group to choose a person to write down ideas and a second person to report a summary of the discussion to the class.



19. Have students design and illustrate a timeline depicting major time periods or interesting facts covered in the unit.
20. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

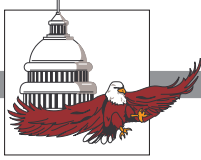


## Unit Assessment

Use the list below to complete the following statements.

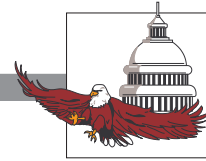
<b>civilian</b>	<b>rationing</b>
<b>FEPC</b>	<b>sabotage</b>
<b>noncombat</b>	<b>synthetics</b>

1. Some Americans feared that Japanese Americans would destroy war plants through \_\_\_\_\_ .
2. A system of \_\_\_\_\_ was used to make sure everyone got a fair share of scarce goods.
3. The \_\_\_\_\_ worked to ensure there was no discrimination against any federal employee.
4. \_\_\_\_\_ , or artificial goods such as nylon, were produced in laboratories.
5. A \_\_\_\_\_ is a person not on active duty in the military.
6. \_\_\_\_\_ personnel do not take part in actual fighting.

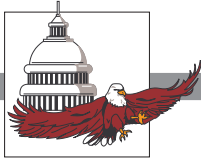


*Circle the letter of the correct answer.*

7. During World War II, American factories converted to war production to \_\_\_\_\_ .
  - a. produce more items like automobiles and chocolate
  - b. produce goods for the Axis Powers
  - c. produce more war materials than before
  
8. The War Production Board was responsible for \_\_\_\_\_ .
  - a. controlling wages and prices
  - b. controlling production of goods used for fighting
  - c. inventing new weapons
  
9. The government paid for the war by \_\_\_\_\_ .
  - a. raising taxes
  - b. selling war bonds
  - c. all of the above
  
10. Many women and minority groups enjoyed full employment because \_\_\_\_\_ .
  - a. industry only hired women and minorities
  - b. there was a labor shortage due to men going to war
  - c. many people refused to work in the war industry
  
11. One minority group that was treated badly by the United States government was the \_\_\_\_\_ .
  - a. German Americans
  - b. Italian Americans
  - c. Japanese Americans
  
12. Dr. Charles Drew, an African-American doctor, gained recognition for \_\_\_\_\_ .
  - a. developing a system for storing blood plasma
  - b. introducing "miracle drugs"
  - c. his work in space technology



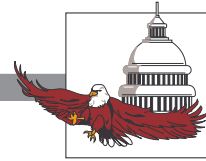
13. President Roosevelt's Executive Order 8802 \_\_\_\_\_ .
  - a. desegregated the U.S. military during the war
  - b. outlawed discrimination against federal employees
  - c. allowed women to serve in combat roles
  
14. During the war, American factories and farms \_\_\_\_\_ .
  - a. produced enough to supply the U.S. and its allies
  - b. were unable to meet the demand for goods
  - c. did not produce goods for private use
  
15. A major reason for America's victory in World War II was \_\_\_\_\_ .
  - a. the United States had more soldiers than the enemy
  - b. its use of the deadly V-2 rocket against the Germans
  - c. the hard work of American civilians at home
  
16. Large numbers of African Americans moved from the South to the North because \_\_\_\_\_ .
  - a. Mexican Americans took the jobs in the South
  - b. they could find jobs in the factories
  - c. they believed the North was safe from enemy attack
  
17. One indication of how the war affected American society was the \_\_\_\_\_ .
  - a. rise in the divorce, marriage, and birth rates
  - b. increase in purchases of automobiles and new homes
  - c. decrease in prosperity for most workers
  
18. The purpose of the Office of Price Administration was to \_\_\_\_\_ .
  - a. keep the costs of government spending down
  - b. pay the salaries of government workers
  - c. control the wages and prices of goods and services



19. During the war, American scientists worked on the development of \_\_\_\_\_ .
- a. the V-2 rocket
  - b. the Distinguished Flying Cross
  - c. improved computers and radar systems
20. USO clubs were places where soldiers \_\_\_\_\_ .
- a. could receive treatment for war injuries
  - b. could find assistance and be entertained
  - c. were given special jobs
21. A major result of the war was to \_\_\_\_\_ .
- a. end the long economic depression
  - b. cause the economy to fall into economic depression
  - c. end a long period of prosperity

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 22. The war caused a shortage of goods such as gasoline, sugar, and meat.
- \_\_\_\_\_ 23. The war showed that women should not hold jobs operating heavy machinery.
- \_\_\_\_\_ 24. President Truman ended segregation in the military in 1949.
- \_\_\_\_\_ 25. Many Japanese Americans lost their homes and businesses during the war.
- \_\_\_\_\_ 26. No Japanese Americans fought heroically in the war.



## Keys

### Practice (p. 108)

1. WPB: War Production Board—controlled production of war materials
2. OPA: Office of Price Administration—helped control the cost of living by controlling wages and prices
3. FEPC: Fair Employment Practices Commission—enforced Executive Order 8802, outlawing discrimination against federal workers based on race, creed, color, or national origin; insured fair treatment of minorities in defense factories

### Practice (p. 109)

1. D
2. C
3. E
4. B
5. A
6. F

### Practice (p. 110)

1. b
2. c
3. a
4. b
5. a
6. c
7. b

### Practice (pp. 111-112)

1. Japan had attacked Pearl Harbor and some Americans and government officials feared they would act as spies.

2. Answers will vary but should include four of the following: discriminated against; sent to internment camps; lost homes and businesses; forced to live in poor housing; inadequate care; lived under armed guard.
3. Answers will vary.

### Practice (p. 113)

1. television; computers
2. V-2 rocket
3. synthetics
4. miracle drugs
5. civilian
6. Executive Order
7. War Production Board (WPB)
8. noncombat

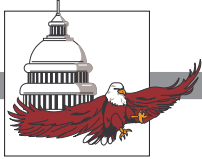
### Practice (p. 114)

1. Prosperity was high during war years; had been very low during depression.
2. Both went up, but so did divorce rates.
3. They were segregated.
4. Teenagers who enjoyed swing music and Frank Sinatra.
5. Clubs where servicemen could get assistance and be entertained.

### Practice (p. 115)

1. K
2. I
3. C
4. H
5. J
6. B
7. F
8. D
9. A
10. E
11. G

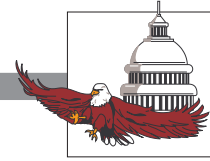




## Keys

### Unit Assessment (pp. 47-50TG)

1. sabotage
2. rationing
3. Fair Employment Practices Commission
4. synthetics
5. civilian
6. noncombat
7. c
8. b
9. c
10. b
11. c
12. a
13. b
14. a
15. c
16. b
17. a
18. c
19. c
20. b
21. a
22. True
23. False
24. True
25. True
26. False



## Unit 4: Cold War Conflicts (1945-1960)

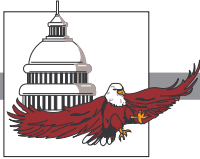
This unit emphasizes reasons the United Nations was formed and how increasing tensions between the Soviet Union and the United States led them into a Cold War.

### Unit Focus

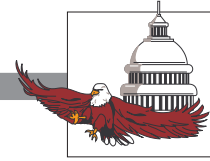
- reasons for post-war formation of United Nations
- aspects of United Nations
- events leading to beginnings of Cold War during administration of President Harry S Truman
- reasons United States developed anti-Communist alliances

### Suggestions for Enrichment

1. Have students make a bulletin board display on the UN and its various agencies and a chart of the UN successes and failures in world conflicts. Ask students to use newspaper clippings that show current activities of the UN.
2. Have students write to the UN to obtain information, materials, or resources that may be available for use in class.
3. Have students draw a cartoon that shows the rivalry between the United States and the Soviet Union during the 1950s, using appropriate symbols for each country.
4. Have students draw cartoons which depict the Cold War, the Iron Curtain, or the Berlin Airlift. Be sure the symbols and the message can be understood.
5. Ask students to prepare for a debate on the following two arguments:
  - The Cold War began because of Soviet aggression followed by American containment policies.

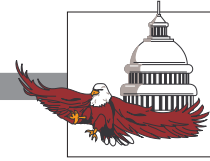


- America was the aggressor; the Soviets reacted to protect their interests.
6. Ask students to assume the role of United States Cold War policy advisor to President Harry S Truman in 1952, and consider the economic, political, ideological, and strategic factors of one of the policy alternatives below. Ask students to write a persuasive essay on this plan to present to the American people.
    - military rollback of Soviet territorial gains in Eastern Europe
    - continue the containment policy as outlined in George Kennan's 1947 memorandum while continuing military buildup
    - unilaterally halt the military buildup and launch a new diplomatic initiative aimed at establishing lasting peace and friendship between the superpowers
  7. Ask students to briefly outline how a chief economic advisor to President Truman in 1947 would advise Truman, who was concerned that the winding down of wartime production and spending might send the American economy back into depression.
  8. Ask students to research, identify, and explain the major causes of the Red Scare.
  9. Have students find news articles about NATO today. Have them prepare a report about the history of this military alliance.
  10. Have students prepare a map showing the countries that benefited from the Marshall Plan or the Truman Doctrine or that belonged to NATO or SEATO.
  11. Have students research United States foreign aid policy today to find out how much foreign aid the United States provides to a particular country and how the money is spent. Ask students to write a letter to their congressional representative expressing their point of view about the issue.



12. Review concepts taught in the unit through a silent *Jeopardy* activity. Select 10 categories of topics, five for the first round and five for the second round. Have each student divide a piece of paper into the first and second rounds of *Jeopardy*. Assign point values of 1, 2, 3, 4, 5 for the first round and 2, 4, 6, 8, 10 for the second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, do a final *Jeopardy* question and allow students to wager from 0-10 points. Check papers and tally.
13. Ask students to create a diorama or mural depicting a time period or event in history from this unit.
14. Have students research examples of political cartoons from magazines and newspaper. Then have students draw cartoons related to past or current events and give their interpretations of the cartoon.
15. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





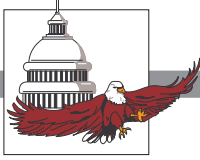
## Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

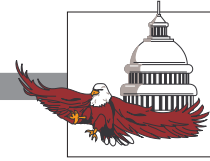
- |  |                    |
|--|--------------------|
| _____ 1. military alliance between the United States and 11 Western European countries | A. cold war        |
| _____ 2. provided economic and military aid to Greece and Turkey                       | B. Iron Curtain    |
| _____ 3. how Churchill described the Communist invasion of Europe                      | C. Marshall Plan   |
| _____ 4. provided economic aid to rebuild Europe after World War II                    | D. NATO            |
| _____ 5. a war in which there is no armed conflict between enemies                     | E. SEATO           |
| _____ 6. a military alliance between the United States and Southeastern Asia           | F. Truman Doctrine |

Circle the letter of the correct answer.

7. The purpose of the United Nations is to \_\_\_\_\_ .
- help countries develop an atomic bomb
  - try to help keep world peace
  - rebuild the war-torn nations of Europe
  - assist the United States in stopping the spread of communism
8. The United Nations Security Council can take action only when \_\_\_\_\_ .
- none of the five permanent members uses the veto
  - the International Court of Justices says it is legal
  - each member of the General Assembly agrees
  - the Secretary-General grants them permission



9. The governments of Eastern European nations became Communist when \_\_\_\_\_ .
  - a. they were occupied by Allied troops after the war
  - b. they received economic aid from the Soviet Union
  - c. Soviet soldiers refused to let them hold free elections
  - d. the Allies agreed to give them to the Soviet Union
  
10. Stalin used a blockade to try to force Great Britain, France, and the United States out of \_\_\_\_\_ .
  - a. China
  - b. West Germany
  - c. Greece and Turkey
  - d. West Berlin
  
11. The major purpose of the Truman Doctrine was to \_\_\_\_\_ .
  - a. provide supplies to the city of West Berlin
  - b. prevent the spread of communism in Greece and Turkey
  - c. create a military alliance to fight the Soviet Union
  - d. help anti-Communists in China
  
12. The Berlin Airlift helped stop the spread of communism in Europe by \_\_\_\_\_ .
  - a. flying in supplies to West Berlin
  - b. flying people out of West Berlin
  - c. flying in American forces to fight the Communists
  - d. flying large amounts of military weapons to West Berlin
  
13. The members of NATO and SEATO promised to \_\_\_\_\_ .
  - a. help each other in the event of any enemy attack
  - b. send only economic aid to countries if attacked
  - c. assist in the rebuilding of war-torn Europe
  - d. veto any plans proposed by the Soviet Union
  
14. One reason the Soviet Union was able to develop an atomic bomb was \_\_\_\_\_ .
  - a. Great Britain gave them the plans
  - b. they bought the plans from the Germans
  - c. a scientist from Great Britain gave them the plans
  - d. they got the plans from the United Nations



15. The government forced out of China by the Communists was \_\_\_\_\_ .
- a. an American ally
  - b. a close friend of the Soviet Union
  - c. a member of NATO
  - d. an enemy of West Germany
16. The United States fought the Soviet Union in the Cold War mainly by \_\_\_\_\_ .
- a. preventing free elections in Europe
  - b. providing economic aid to prevent the spread of communism
  - c. increasing the size of the United States military
  - d. giving the atomic bomb to anti-Communist countries.

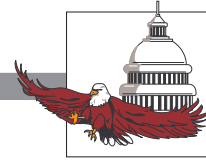
Use the **timeline** below to write **True** or **False** next to the following statements.

1945	1946	1947	1948	1949
United States explodes first atomic bomb. World War II ends. The United Nations is established.	United States and Soviet Union disagree over atomic energy controls. Communist governments established in Eastern Europe.	Truman Doctrine and Marshall Plan begin. NATO established.	Soviet Union blockades West Berlin.	The Berlin Airlift begins. Soviet Union explodes its first atomic bomb. Chinese Communists come to power in China.

- \_\_\_\_\_ 17. According to the timeline, China had a Communist government before Eastern Europe.
- \_\_\_\_\_ 18. The Soviet Union exploded its first atomic bomb about four years after the United States.
- \_\_\_\_\_ 19. The United Nations was established about the same time World War II ended.
- \_\_\_\_\_ 20. The United States and the Soviet Union had no disagreements until 1948.
- \_\_\_\_\_ 21. There was no armed conflict between the United States and the Soviet Union between 1945 and 1949.







## Keys

### Practice (p. 130)

1. powerful countries engage in conflict without use of armed conflict; compete for international influence over other nations
2. United States and Soviet Union
3. after World War II
4. to influence smaller and weaker nations

### Practice (p. 131)

1. No
2. Yes
3. Yes
4. Yes
5. No
6. Yes  
Answers will vary but should include two of the following:
7. Help keep world peace; share important ideas; help poor nations
8. 1945
9. General Assembly; Security Council; Economic and Social Council; International Court of Justice; Secretariat; Trusteeship Council

### Practice (p. 132)

1. b
2. c
3. b
4. a
5. b
6. c

### Practice (pp. 133-134)

1. Stalin thought the Soviet Union would be safer with Communist neighbors; to gain trading partners
2. They occupied those countries and would not allow free elections. The nations became Communist.

3. Churchill said an Iron Curtain was dividing Europe.
4. The Soviet Union controlled East Germany and East Berlin. The United States, France, and Great Britain controlled West Germany and West Berlin.
5. Stalin ordered a blockade of West Berlin. The United States flew supplies into the city.
6. Stalin removed the blockade after a year.
7. Answers will vary.

### Practice (p. 135)

1. B
2. D
3. C
4. A
5. Marshall Plan sent aid to war-torn European countries; to help countries resist communism
6. NATO is an alliance formed to halt the spread of communism.
7. SEATO was set up to protect Southeast Asia against Communist takeover.
8. The Truman Doctrine provided economic support for countries resisting communism.

### Practice (p. 136)

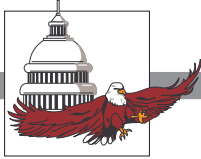
Political cartoons will vary.

### Practice (p. 137)

1. United Nations (established 1945)
2. Truman Doctrine (1947)
3. Marshall Plan (June of 1947)
4. Berlin Airlift (June of 1948)
5. NATO (1949)

### Practice (p. 138)

Correct answers will be determined by the teacher.



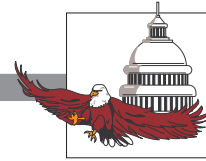
## Keys

### Practice (p. 139)

1. veto
2. North Atlantic Treaty Organization
3. Iron Curtain
4. United Nations
5. Cold War
6. Truman Doctrine
7. Berlin Airlift
8. Marshal Plan

### Unit Assessment (pp. 57-59TG)

1. D
2. F
3. B
4. C
5. A
6. E
7. b
8. a
9. c
10. d
11. b
12. a
13. a
14. c
15. a
16. b
17. False
18. True
19. True
20. False
21. True



## Unit 5: Postwar America (1952-1960)

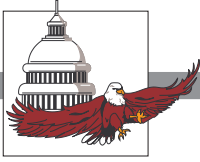
This unit emphasizes the many foreign problems the United States faced during President Dwight D. Eisenhower's two terms in office, along with fear of communism (or the Red Scare), and the issue of civil rights.

### Unit Focus

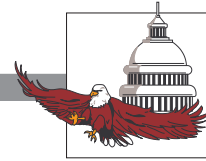
- United States foreign relations with Korea, Soviet Union, and Indochina during administrations of Presidents Harry S Truman and Dwight D. Eisenhower
- social, political, and economic events in America during administration of President Eisenhower
- reasons for growth of education, technology, arts, and literature
- reasons John F. Kennedy won presidential election over Richard M. Nixon

### Suggestions for Enrichment

1. Ask students to interview or invite someone to class who was in the Korean War. Have the guest discuss the conditions under which the war was fought.
2. Have students prepare a map which shows *hot spots* around the world in this period. Ask student to include Korea, Hungary, Egypt, Israel, Berlin, and Indochina and to use symbols to show the wars in which the United States became involved.
3. Have students research the new Red Scare of the McCarthy era. Prepare a video documentary which shows the actions and effects of this period.
4. Ask students to choose one of the situations below and create a narrative dialogue using specific factual information from the Cold War to respond to the following question: How would the effects of the Cold War and Red Scare affect the responses of people in the situation below?



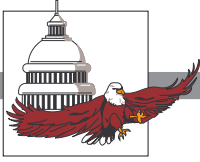
- a movie producer in 1957 telling one of his writers why a film stressing the United States-Soviet alliance in World War II will not be made
  - a movie producer in 1958 explaining to an Academy Award-winning director who had been blacklisted during the McCarthy era why he cannot hire the director to work on a mainstream film
  - a high-school teacher in 1960 explaining “duck-and-cover-drills” to students
  - a public-school teacher in 1960 holding a class discussion about the Truman Doctrine
  - a United States President in 1963 explaining to a nationwide television audience why a small and strategically insignificant Asian country must be saved from Communism
  - a candidate for the United States Congress in 1964 explaining to a campaign crowd why his college-day membership in a communistic youth organization during the 1930s was a forgivable mistake.
  - a United States soldier in Vietnam in 1965 explaining to a European journalist why his country is involved in a war in Vietnam
5. Ask students to make a persuasive case for or against one of the policies listed below, in the form of a letter to the editor.
- FBI surveillance of all known communists and sympathizers
  - exclusion of known Communists and sympathizers from state and federal government jobs
  - creation of a Congressional committee to investigate Communist infiltration into political and cultural institutions
  - aggressive military action to roll back Communist gains in Europe and Asia



6. Ask students to interview at least five people who lived in the 1950s about inventions and improvements of that era that had an impact on the lifestyle and culture on the American people. Ask students to create questions that cover economic impact, cultural impact, and political impact. After students have gathered the responses, ask them to draw conclusions about the impact of technological change in the 1950s.
7. Ask students to assume the role of a feature writer in 1957 and write a piece detailing how and why the lifestyle and economic situation of a typical local resident has changed in the past 20 years.
8. Collect and record a series of standard songs from the 1950s. Play the tape a few times, giving the artist and the title. Fast forward the tape until students say stop, then play about 10 seconds of the song. Have students state the title and the artist.
9. Invite a member of the NAACP or National Urban League to discuss problems of discrimination in the 1950s.
10. Discuss the Equal Rights Amendment and women in the 1960s. Have students research women in the 1960s (e.g., Gloria Steinem, Gertrude Stein, Betty Friedan, Angela Davis, Janis Joplin, Joan Baez, Tina Turner).
11. Have students create a newspaper on “Notable Women” for National Woman’s History Month.
12. Ask students to evaluate the impact and importance of the 1954 *Brown v. Board of Education* decision on civil-rights law.

Have students write a brief summary of the Brown case identifying the most important issues, outlining arguments from both sides, and explaining the legal and constitutional implications (Fourteenth Amendment, *Plessy v. Ferguson*).

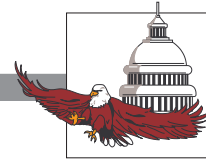
13. Have students role-play being NAACP (National Association for the Advancement of Colored People) attorneys who were given leverage by the 1954 Brown decision in their efforts to dismantle “Jim Crow” segregation.



14. Discuss how in the 1950s the African-American civil rights movement ultimately made great strides in achieving civil rights and inspired other movements such as the women's rights movement. Discuss the obstacles that have blocked the achievement of full social and economic equality for African-American women and ethnic minorities such as Hispanic Americans, Asian Americans, and Native Americans.
15. Have students interview an attorney; a state legislator; a member of the American Civil Liberties Union; or a person knowledgeable about federal, state, and local laws guaranteeing civil rights enacted between 1954 and 1975. Ask students to prepare a poster depicting the measures.
16. Give each student a copy of Dr. Martin Luther King's "I Have a Dream" speech to refer to as they listen to his speech. Ask students to research the civil rights movement, including Dr. King's leadership role.

Discuss and define rhetorical devices such as simile, metaphor, allusion, alliteration, and anaphora (the repetition of a word or phrase at the beginning of a sentence, verse, or paragraph), used in poetry and prose to make ideas memorable and forceful. Ask students to find two examples each of allusion, alliteration, metaphor, simile, and anaphora (other than the "I have a dream" phrase) and list two possible effects each might have on the listener. Then ask students to write a paragraph about which image he or she found most powerful and appealing and explain why this image had meaning for him or her.

17. Have students write a paragraph summarizing Dr. Martin Luther King's "I Have a Dream" speech in their own words.
18. Ask students to list and discuss some of the specific acts of injustice against African Americans which Dr. Martin Luther King cites in his "I Have a Dream" speech.
19. Dr. Martin Luther King cites "the American dream" as a source for his own dream in his "I Have a Dream" speech. Ask students to write a composite definition of the American dream after discussing that concept with friends and family members.



20. Explain that Dr. Martin Luther King was assassinated for his work in civil rights. A Biblical quotation on the memorial at his graveside reads, "Behold the dreamer. Let us slay him, and he will see what will become of his dream." Ask students to write two paragraphs, one describing in what ways the dream had been fulfilled and one describing what yet remains to be accomplished.
  
21. Order the free teaching kit, "Mighty Times: The Legacy of Rosa Parks," which includes an Academy Award-nominated film and a teaching guide with classroom activities from Teaching Tolerance (<http://www.tolerance.org/teach/index.jsp>). Have students research the lives of other woman who fought for freedom before Rosa Parks (1913 - 2005), a seamstress who refused to give up her seat on a bus in Montgomery, Alabama in 1955.

For example,

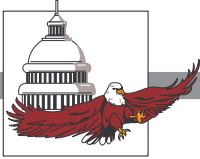
- Susie King Taylor (1848 - 1912), a Georgia native and teacher who traveled with the Union troops during the Civil War
- Ida B. Wells (1862 - 1931), a teacher and journalist, who is best known for her activism in the anti-lynching campaign
- Frances Watkins Harper (1825 - 1911), who challenged power structures in the South by talking to free former slaves about voting, land ownership, and education.

You may wish to visit the Teaching Tolerance Web site to download lessons on these three women.

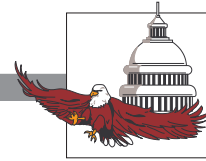
Have students share their findings with the class, then use their findings to frame a discussion on racism, discrimination, and gender roles.

22. Discuss what makes a hero. Have students discuss qualities that make a person a hero as distinct from those that make a leader. Ask students to research the lives of three very different people they think of as heroes and support their contention that these three are heroes.





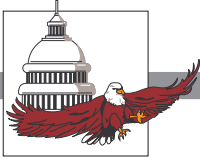
23. Have students find photos of the United States Presidents and important people of the decade. Have them prepare a bulletin board with the materials collected.
24. Have students get a map of the interstate highway system begun in 1956. Have them report how these highways have influenced life in their city and in the country.
25. Have students find out more about the efforts to desegregate public schools in the South. Show documentary films on these efforts. Discuss the importance of television in bringing changes in attitudes in the country.
26. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



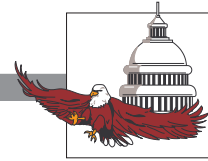
## Unit Assessment

*Circle the letter of the correct answer.*

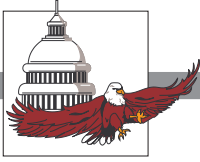
1. Who was the United States President who helped end the Korean War?
  - a. Richard M. Nixon
  - b. Dwight D. Eisenhower
  - c. John F. Kennedy
  
2. Who was the Communist leader of North Vietnam?
  - a. Ho Chi Minh
  - b. Fidel Castro
  - c. Nikita Khrushchev
  
3. Who was the Soviet leader who proposed peaceful coexistence?
  - a. Fidel Castro
  - b. Nikita Khrushchev
  - c. Josef Stalin
  
4. What was Communist group from South Vietnam called?
  - a. Vietminh
  - b. Sputnik
  - c. Vietcong
  
5. Who was the American Vice President who received an angry reception in Latin America?
  - a. Richard M. Nixon
  - b. Dwight D. Eisenhower
  - c. Harry S Truman
  
6. Who led a Communist revolution in Cuba?
  - a. Fidel Castro
  - b. Nikita Khrushchev
  - c. Ho Chi Minh



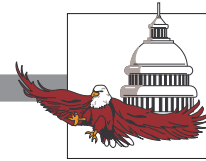
7. Who made claims that caused a Red Scare in the United States?
  - a. Dr. Martin Luther King, Jr.
  - b. Harry S Truman
  - c. Joseph McCarthy
  
8. Who refused to give up a bus seat to a white man?
  - a. Frances Perkins
  - b. Dr. Martin Luther King, Jr.
  - c. Rosa Parks
  
9. Who led a civil rights bus boycott in Montgomery, Alabama?
  - a. Dwight D. Eisenhower
  - b. Dr. Martin Luther King, Jr.
  - c. John F. Kennedy
  
10. Which candidates participated in the first televised debates in a presidential election campaign?
  - a. Joseph McCarthy and Dr. Martin Luther King, Jr.
  - b. Dwight D. Eisenhower and Richard M. Nixon
  - c. Richard M. Nixon and John F. Kennedy
  
11. When North Korea invaded South Korea, President Harry S Truman did what?
  - a. asked Congress to declare war on North Korea
  - b. asked the United Nations to send an international force to defend South Korea
  - c. asked Congress to send the United States Marines to defend South Korea
  
12. When did the Korean War end?
  - a. when the two sides agreed to an armistice
  - b. when the United States used the A-bomb on North Korea
  - c. when the United Nations defeated North Korea



13. When did a period of good relations between the United States and the Soviet Union end?
  - a. when President Eisenhower sent aid to South Vietnam
  - b. when the United States exploded its first H-bomb
  - c. when the Soviets shot down an American U-2 spy plane over the Soviet Union
  
14. The French were defeated in what region in 1954?
  - a. Indochina
  - b. the Middle East
  - c. Eastern Europe
  
15. What did the Red Scare cause in the United States?
  - a. a high unemployment rate among unskilled workers
  - b. the civil rights movement in the South
  - c. many government employees to lose their jobs
  
16. What did the Supreme Court rule in *Brown v. Board of Education*?
  - a. African Americans could ride on school buses
  - b. segregated schools were unconstitutional
  - c. Southern schools could remain segregated
  
17. The Montgomery bus boycott was an example of what?
  - a. nonviolent protest
  - b. peaceful coexistence
  - c. automated public transportation
  
18. During the 1950s, what happened to the American standard of living?
  - a. began to decline
  - b. remained the same
  - c. greatly improved



19. What did the increased use of the automobile lead the government to do?
  - a. build an interstate highway system
  - b. create gasoline credit cards for travelers
  - c. develop suburbs near cities
  
20. What caused America's population to greatly increase in the postwar period?
  - a. the large number of refugees coming to the United States
  - b. the growing birthrate
  - c. all of the above



## Keys

### □ Practice (p. 154)

1. North Korea launched an invasion of South Korea.
2. Eisenhower arranged for an armistice.
3. 38<sup>th</sup> parallel of latitude (north)
4. North Korea is Communist.
5. South Korea is non-Communist.

### Practice (p. 155)

1. C
2. D
3. A
4. B

### Practice (p. 156)

1. E
2. G
3. C
4. A
5. F
6. H
7. B
8. D

### Practice (p. 157)

1. True
2. False—peaceful
3. True
4. False—Chinese Communists
5. True
6. False—only the United States
7. True
8. True
9. False—continued to hold peace talks
10. True

### Practice (pp. 158-159)

1. True
2. False
3. True
4. False

5. True
6. True
7. False
8. True
9. True
10. True
11. True
12. False

### Practice (p. 160)

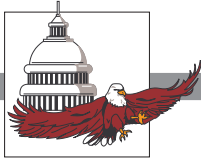
1. segregate
2. Joseph McCarthy
3. *Brown v. Board of Education*
4. boycott
5. Rosa Parks
6. Dwight D. Eisenhower
7. Red Scare
8. Dr. Martin Luther King, Jr.
9. Little Rock, Arkansas

### Practice (pp. 161-162)

1. a
2. b
3. c
4. c
5. b
6. a
7. b
8. c

### Practice (p. 163)

1. automated
2. abstract expressionism
3. refugee
4. GI Bill of Rights
5. Sputnik
6. debate



## Keys

### Practice (pp. 164-165)

- Yes
  - No
- Yes
  - Yes
- Yes
  - No
- Yes
  - No
- No
  - Yes
- Yes
  - No
- Yes
  - Yes
- Yes
  - Yes
- No
  - Yes
- Yes
  - No

### Practice (p. 166)

Correct answers to be determined by the teacher.

### Practice (p. 167)

- a
- c
- c
- a
- c
- c

### Practice (p. 168)

- Answers will vary but should include the following. Look for: improved technology or industry; increased salaries and demand for goods; growing population.
- continued growth
- The standard of living should continue to improve.

- The higher the GNP, the higher the standard of living.

### Practice (p. 169)

- D
- C
- E
- F
- G
- A
- B

### Practice (p. 170)

- debate
- armistice
- Vietcong
- refugee
- boycott
- Gross National Product
- nonviolent protests

### Unit Assessment (pp. 69-72TG)

- b
- a
- b
- c
- a
- a
- c
- c
- b
- c
- b
- a
- c
- a
- c
- b
- a
- c
- a
- c

## Section 2: Struggling for Social Change (1960-1976)

**Unit 6: The New Frontier (1960-1963)**

**Unit 7: The Stormy Sixties (1963-1968)**

**Unit 8: America in Turmoil (1968-1976)**



● **Unit 6: The New Frontier  
(1960-1963)**



● **Unit 7: The Stormy Sixties  
(1963-1968)**

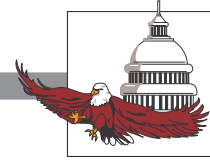


● **Unit 8: America in Turmoil  
(1968-1976)**









## Unit 6: The New Frontier (1960-1963)

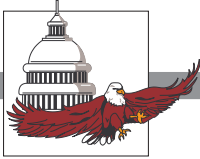
This unit emphasizes the foreign problems faced during President John F. Kennedy's three years in office, passage of new civil rights legislation, and President Kennedy's assassination.

### Unit Focus

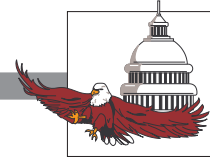
- aspects of conflict with Cuba
- United States foreign policy in Latin America, Europe, and Asia
- social, economic, and technological achievements during administration of President John F. Kennedy
- assassination of President Kennedy

### Suggestions for Enrichment

1. Have students interview a person in their parents' or grandparents' generation about his or her reactions to President Kennedy's assassination.
2. Have students choose one of the following events and take on the role of a presidential advisor offering advice at the time of that crisis: the entry of the United States into World War I, the bombing of Hiroshima, or the Cuban Missile Crisis. Have students prepare a short position paper with their advice for the President during the crisis, stating the action they recommend and reasons for their recommendations. Since Presidents are often conscious of how history books will later represent them, suggest to students that one argument could stress how a particular decision might be viewed by future generations. Once position papers are presented, either orally or written, discuss with students if they would give the same advice today. Why or why not? Discuss what advice the students would give the President on an important issue today (e.g., healthcare, welfare reforms, deficit spending, Social Security). Optional activity: Have students write to the White House, 1600 Pennsylvania Ave., Washington, D. C. 20500 and give their advice on an important issue today.

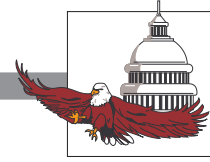


3. Have students prepare a report on the Cuban Missile Crisis and its effect on Florida. Have them interview people who experienced the crisis. Discuss air raid alert practice and bomb shelters.
4. Have students find out about qualifications, training, and the work of Peace Corps volunteers. Have students find out about similar government programs.
5. Have students research the space programs of the United States and Russia, tracing their history and important events. Have students prepare a report or a bulletin board with their findings. If you live near the space center or near a military base, take a field trip to see the facility.
6. Have students draw a map of Indochina showing Laos, Cambodia (Kampuchea), and Vietnam before, during, and after the Vietnam War.
7. Have students find out more about the efforts to desegregate public schools in the South. Show documentary films about the events. Discuss the importance of television in bringing changes in attitudes in the country. Have students gather statistics on racial distribution in your school district.
8. Pick a topic that evokes interest and ask students to find related articles. Discuss and list arguments on both sides of the issue. Draw an imaginary line on the floor, one end representing “for” and the other “against” the issue. Ask students to literally “take a stand” on the line where they feel they belong depending on the strength of their belief. (If all stand on one side, play “devil’s advocate” and stand on the other side.) When everyone is standing, open the debate with spokespersons for each side. The goal is to have students move closer to one point of view. At the end, students may stand anywhere but in the “undecided” middle position. After students are seated, have students write their views on the above issue in an editorial format.
9. Have students research specific historical figures and write their obituaries. Provide an example of an obituary from the newspaper, discussing the information provided and organization of the paragraphs.



10. In a class discussion, choose various topics for a debate.
11. Have students recite a historical speech.
12. Conduct a discussion on heroism. Have students list a set of criteria or standards by which to judge and choose great American heroes. Ask students to choose one hero to research and create an American hero trading card. Design and develop a template for a series of American hero trading cards. Ask students to explain and defend their American heroes. (Optional: Make five copies of each card for students to use for trading.)
13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.

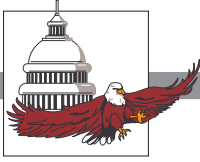




## Unit Assessment

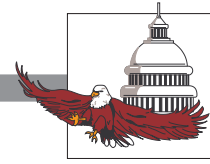
*Match each definition with the correct term. Write the letter on the line provided.*

- |           |  |                     |
|-----------|--|---------------------|
| _____ 1.  | groups protesting segregation on public transportation     | A. ban              |
| _____ 2.  | a Soviet astronaut   | B. CIA              |
| _____ 3.  | exchanged for money  | C. coalition        |
| _____ 4.  | United States agency in charge of the space program        | D. cosmonaut        |
| _____ 5.  | friendly to the United States and its allies               | E. freedom riders   |
| _____ 6.  | a blockade of ports  | F. NASA             |
| _____ 7.  | system where all groups play a part                        | G. naval quarantine |
| _____ 8.  | United States agency that planned the Bay of Pigs invasion | H. pro-Western      |
| _____ 9.  | to stop or end something                                   | I. ransomed         |
| _____ 10. | Communist group in South Vietnam                           | J. Vietcong         |



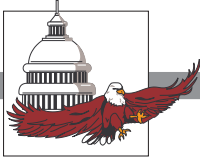
*Circle the letter of the correct answer.*

11. The problems between the United States and Cuba were the result of \_\_\_\_\_ .
  - a. the overthrow and murder of the Cuban leader
  - b. the establishment of a Communist government in Cuba
  - c. the threat of a Cuban invasion of the Soviet Union
  
12. In the Bay of Pigs invasion, the United States tried to \_\_\_\_\_ .
  - a. help overthrow Fidel Castro's government
  - b. remove nuclear missiles from Cuba
  - c. place a naval blockade around Cuba
  
13. The Soviets built the Berlin Wall to \_\_\_\_\_ .
  - a. protect the people in East Berlin
  - b. reunite East and West Berlin
  - c. keep East Germans from escaping to West Germany
  
14. The United States helped South Vietnam in order to \_\_\_\_\_ .
  - a. prevent them from becoming Communists
  - b. reduce the poverty and build their industry
  - c. keep the Vietcong in control of the government
  
15. The purpose of the Peace Corps was to \_\_\_\_\_ .
  - a. end the nuclear arms race between the United States and the Soviet Union
  - b. prevent violence when African-American children tried to enter schools in the South
  - c. help poor countries improve their way of life
  
16. Alan B. Shephard is an important American because he was \_\_\_\_\_ .
  - a. the first African American to enroll at the University of Alabama
  - b. the first astronaut to experience space flight
  - c. the man who organized the freedom march on Washington, D.C.



17. Nuclear testing above ground and underwater ended as a result of the \_\_\_\_\_ .
  - a. Cuban Missile Crisis
  - b. Alliance for Progress
  - c. Nuclear Test Ban Treaty
  
18. President Kennedy's New Frontier programs included all of the following, except \_\_\_\_\_ .
  - a. segregation of public facilities
  - b. an increase in the minimum wage
  - c. medical care for people who are 65 or over
  
19. Efforts to desegregate schools and public facilities in the South \_\_\_\_\_ .
  - a. were supported by the governor of Alabama
  - b. often resulted in violence against the civil rights workers
  - c. were not shown on television
  
20. Vice President Lyndon B. Johnson first became President when \_\_\_\_\_ .
  - a. he won the election
  - b. President Kennedy resigned
  - c. President Kennedy was assassinated



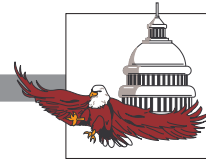


Use the list below to write the correct name of the person described on the line provided.

**Dr. Martin Luther King, Jr.**  
**Fidel Castro**  
**Medgar Evers**

**Ho Chi Minh**  
**Nikita Khrushchev**

- \_\_\_\_\_ 21. Mississippi NAACP leader who was murdered
- \_\_\_\_\_ 22. Communist leader of North Vietnam
- \_\_\_\_\_ 23. announced that nuclear missiles would be removed from Cuba
- \_\_\_\_\_ 24. established a Communist government in Cuba
- \_\_\_\_\_ 25. talked about his dream for all Americans to be free and equal



## Keys

### Practice (p. 188)

1. G
2. C
3. H
4. E
5. A
6. F
7. D
8. B

### Practice (pp. 189-190)

1. Communist
2. Bay of Pigs
3. anti-Castro
4. ransomed
5. Alliance for Progress
6. nuclear missile
7. Nikita Khrushchev
8. quarantine
9. Berlin Wall
10. Laos

### Practice (p. 191)

1. True
2. False
3. True
4. False
5. False
6. True
7. False
8. True
9. False
10. True

### Practice (p. 192)

1. c
2. b
3. c
4. a
5. b
6. a

### Practice (p. 193)

The letters should be checked as follows:

1. a
2. b
3. a, b
4. a

### Practice (pp. 194-195)

1. cosmonaut—Soviet space pilot
2. Shephard—first American astronaut in space
3. end separation of races
4. people of different races who rode buses to the South to protest segregation in bus stations
5. led nonviolent demonstrations to protest racism
6. people who gathered in Washington, D.C., on August 28, 1963, to pressure Congress to pass a new civil rights bill.
7. to murder

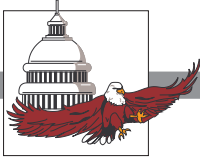
### Practice (p. 196)

The letters should be checked as follows:

1. b
2. a, c
3. c
4. a, b
5. a, c

### Practice (p. 197)

1. True
2. True
3. False
4. False
5. True
6. False
7. True



## Keys

8. False
9. True
10. False

### Practice (p. 198)

1. Fact
2. Opinion
3. Fact
4. Opinion
5. Fact
6. Opinion
7. Opinion
8. Fact

### Practice (p. 199)

1. Bay of Pigs
2. anti-Castro
3. cosmonaut
4. naval quarantine
5. pro-Western
6. ransomed
7. freedom riders
8. Nuclear Test Ban Treaty
9. Central Intelligence Agency

### Practice (p. 200)

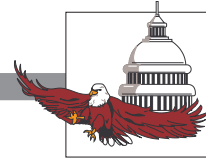
1. H
2. C
3. F
4. E
5. B
6. I
7. G
8. D
9. A

### Practice (pp. 201-202)

1. Answers will vary.
2. to stop communism from spreading; Answers will vary.
3. The United States did not want to start a war with the Soviet Union.
4. Answers will vary.
5. Answers will vary.

### Unit Assessment (pp. 81-84TG)

1. E
2. D
3. I
4. F
5. H
6. G
7. C
8. B
9. A
10. J
11. b
12. a
13. c
14. a
15. c
16. b
17. c
18. a
19. b
20. c
21. Medger Evers
22. Ho Chi Minh
23. Nikita Khrushchev
24. Fidel Castro
25. Dr. Martin Luther King, Jr.



## Unit 7: The Stormy Sixties (1963-1968)

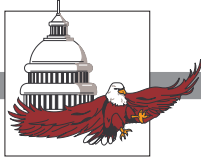
This unit emphasizes the foreign and domestic issues of President Lyndon B. Johnson's administration, the war in Vietnam, and legislation passed to improve life for many Americans.

### Unit Focus

- reasons Vice President Lyndon B. Johnson became President
- reasons Warren Commission was created to investigate President John F. Kennedy's assassination
- social, environmental, and economic legislation begun during administration of President Kennedy and passed during administration of President Lyndon B. Johnson
- reasons President Johnson won presidential election against Barry M. Goldwater
- social, economic, and political issues during President Johnson's administration
- reasons President Johnson did not run for reelection

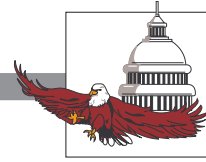
### Suggestions for Enrichment

1. Have students stage a debate on the desirability of having federal government legislate social welfare reform. Identify welfare reform specific programs. Identify specific programs and discuss the advantages and disadvantages of using legislation to end poverty, discrimination, or bad urban living conditions. Should these problems be left to private individuals to solve, or should the government take control?
2. In the 1960s, Presidents like Kennedy and Johnson believed government could and should fix society's problems. Some people agreed, others disagreed, and people still argue about it today. Discuss with students what they think and how they think government can help people best. What should the federal



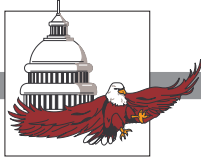
government's role be in curing America's social ills? What should be left up to individual state governments? What should be left up to free enterprise, individual effort, and the market forces and why?

3. Ask students to trace the history of the civil rights movement from 1950 to 1970. Find out how and why the movement split into nonviolent and violent groups. Record names of people and organizations who supported each group. Report in writing, orally, or by constructing a bulletin board.
4. Assign a year from the 1960s (1963-1968) for groups of students to investigate the music, cultural attitudes, civil right, politics, lifestyles, etc., of that time. Have students select a song from their year and discuss its lyrics, write down their thoughts or feelings about the song, and create a record cover or CD cover for the song that reflects its meaning. Have students submit a reflection on their thoughts about the 1960s as a whole.
5. Ask students to research and list three notable African-American men and three notable African-American women who have made contributions in the following areas: abolition, civil rights, literature, sciences, arts and entertainment, sports, business, military, religion, and law. Describe their contributions, including key events in history when appropriate.
6. Have students research the lives of two important African Americans from the past or present (Men: Benjamin Banneker, 1731-1806, astronomer; Frederick Douglass, 1817-1895, abolitionist; George Washington Carver, 1861-1943, scientist; Booker T. Washington, 1856-1915, national leader; William E. B. DuBois, 1868-1963, NAACP co-founder; Paul Dunbar, 1872-1906, poet; Marcus Garvey, 1887-1940, African-American nationalist; Paul Robeson, 1898-1976, all-American football star and actor; A. Philip Randolph, 1889-1940, labor leader; Duke Ellington, 1899-1974, conductor, composer; Louis Armstrong, 1900-1971, band leader; Langston Hughes, 1902-1967, playwright; Dr. Ralph J. Bunche, 1904-1971, Nobel Prize winner; Adam Clayton Powell, 1908-1972, congressman; Thurgood Marshall, 1908-1993, Supreme Court Justice; Jesse Owens, 1913-1980, Olympic gold medalist; Jackie Robinson, 1919-1972, first African-American Major League baseball player; Whitney Young,

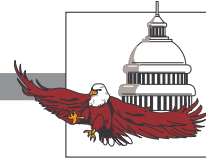


1921-1971, National Urban League; Malcolm X, 1925-1965, fighter for freedom; Dr. Martin Luther King, Jr., 1929-1968, civil rights leader; Willie Mays, 1931-, Baseball Hall of Fame; Muhammad Ali, 1942-, world champion boxer, Arthur Ashe, 1943-1993, International Tennis Hall of Fame. Women: Sojourner Truth, 1797-1883, freedom fighter; Frances W. Harper, 1825-1911, poet; Harriet Tubman, 1820-1813, "Black Moses"; Fanny M. Coppin, 1836-1913, educator; Susie King Taylor, 1848-1912, Civil War nurse; Ida B. Wells, 1862-1931, NAACP co-founder; Mary Church Terrell, 1863-1954, NAACP founder; Mary McLeod Bethune, 1875-1955, educator; Edith Sampson, 1901-1980, United Nations delegate; Marian Anderson, 1902-1993, opera star; Ellie Baker, 1903-1986, civil rights leader; Clara McBride Hale, 1905-1993, humanitarian; Mahalia Jackson, 1911-1972, gospel singer; Fannie Lou Hamer, 1917-1972, civil rights activist; Ella Fitzgerald, 1918-1996, "first lady of song"; Althea Gibson, 1927-1994, Wimbledon tennis champ; Shirley Chisholm, 1924-, first African-American congresswoman; Patricia Roberts Harris, 1924-1985, ambassador, cabinet member; Maya Angelou, 1928-, poet laureate; Wilma Rudolph, 1940-1994, Olympic gold medalist; Mae C. Jemison, 1956-, first African-America female astronaut.) Have the students present a short oral biographical monologue in the first person on one of the above figures. For their second choice, have the students create a poster. Have a competition to guess the identity of the characters being described based on the clues in the presentations.

7. Have students use the Internet to research biographical information and events in which specific African-American historical figures (Rosa Parks, Martin Luther King, Jr., Fannie Lou Hamer, Queen Nzinga, Harriet Tubman, Joseph Cinque, local figures) were involved. Ask students to develop an oral presentation about their individual using imagery. Have students sit in a circle and make their presentations. Afterwards, have students describe how they felt during the imagery presentation.
8. Ask students to write an editorial on why the American public should or should not celebrate Black History Month.
9. Have students discuss the following: What are the three most important priorities of the civil rights movement today and what is the best way to achieve them?



10. Have students conduct a survey of their parents to learn about the baby boom generation. Find out how new technology—especially television—influenced their attitudes and behavior. (Ask about some of the events they remember watching on television in the 1960s.)
11. Have students research the division between the antiwar protesters and those that supported the Vietnam War. Have them interview people who took either side. Ask students to present their findings to the class, and have students decide which position they would have taken in 1968.
12. Show a film about Vietnam. Have students discuss their feelings on the draft, the war, and the war's destruction of the environment.
13. Invite a Vietnam War veteran to class. Have him tell his views on the war and what it was like for him to return home.
14. Have students research the policy of containment adopted by the Truman administration and followed by subsequent United States Presidents. Have students determine how United States actions in the following situations followed that policy: intervention in Korea, support of Chinese Nationalist forces, and military and economic aid for French in Indochina.
15. Ask students to explain from the points of view of Presidents Eisenhower and Kennedy the importance of the Communist threat in Indochina in the 1950s and 1960s.
16. Have students discuss why the Nixon administration kept the Vietnam War going for four years even after it was clear that we had lost.
17. Have students discuss why the 1960s and 1970s saw a huge upsurge in student activism.
18. Ask students to prepare a written evaluation (not a persuasive essay taking only one side) of the following statement: What made United States involvement in Vietnam a tragedy was persistence in

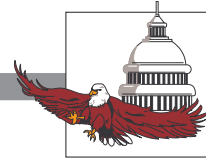


mistaken efforts long past the point where irreversible damage to United States society and institutions had occurred, and not the initial intent to save South Vietnam from Communism.

19. Have students research why the Vietnamese Communists were motivated to fight so fiercely for their cause and why the United States underestimated their determination.
20. Have students research why the United States failed to defeat the Vietcong guerrillas and their North Vietnamese allies and failed to build a stable anti-Communist government in South Vietnam.
21. Ask students to evaluate any movies, videos, or television shows that have dramatized the Vietnam War.
22. Have a “60s” day. Dress in your favorite 1960s style. Ask students to bring the music of Elvis, the Beatles, Bob Dylan, Jimi Hendrix, etc. Discuss political statements found in the lyrics of some of the songs.
23. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





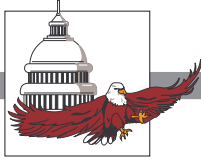


## Unit Assessment

Use the list below to complete the following statements.

<b>24<sup>th</sup> amendment</b>	<b>inflation</b>
<b>balanced budget</b>	<b>lone assassin</b>
<b>casualties</b>	<b>pigs</b>
<b>counterculture</b>	<b>Tet Offensive</b>
<b>Great Society</b>	<b>Watts</b>

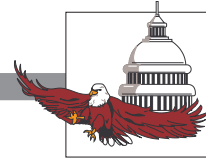
1. When the amount of money received is equal to the amount spent, there is a \_\_\_\_\_ .
2. Soldiers killed or wounded in war are called \_\_\_\_\_ .
3. The Warren Commission said a \_\_\_\_\_ had shot President Kennedy.
4. President Johnson called his social and economic programs the \_\_\_\_\_ .
5. Antiwar protestors called the Chicago police \_\_\_\_\_ .
6. When prices and spending are high, \_\_\_\_\_ occurs.
7. A riot by frustrated African Americans took place in \_\_\_\_\_ .
8. The poll tax was made illegal by the \_\_\_\_\_ .



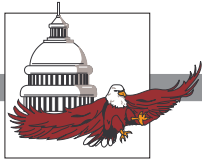
9. Young people rebelled against their parents and joined the \_\_\_\_\_ .
10. The \_\_\_\_\_ was a powerful attack by the North Vietnamese.

*Circle the letter of the correct answer.*

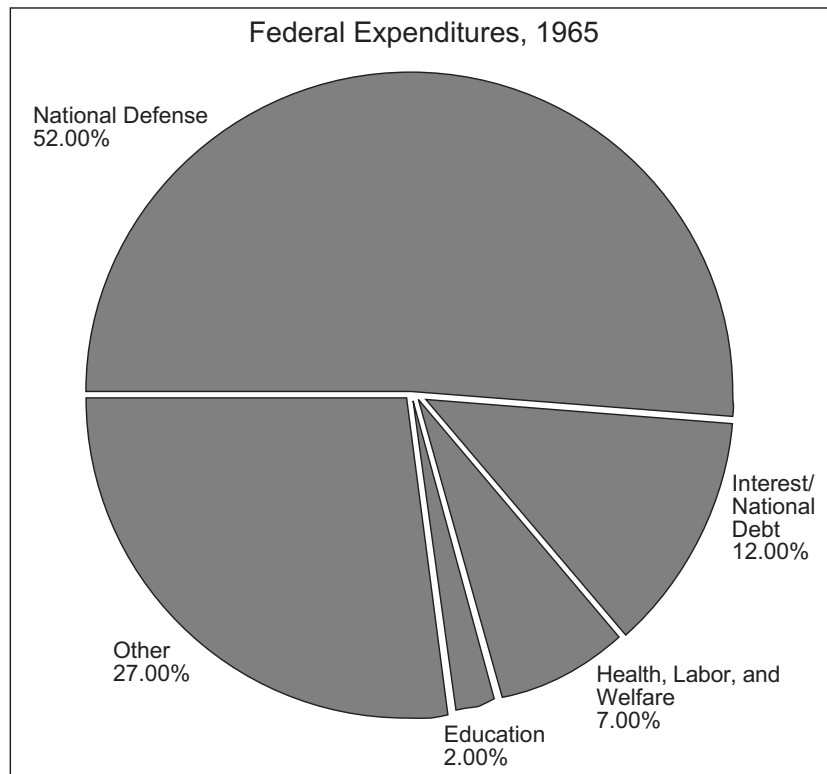
11. Lee Harvey Oswald was arrested for assassinating \_\_\_\_\_ .
- Robert F. Kennedy
  - Martin Luther King, Jr.
  - John F. Kennedy
12. President Johnson was skilled at passing legislation because \_\_\_\_\_ .
- Congress feared the President
  - he had served for over 30 years in Congress
  - he was a strong Vice President
13. As a result of the Civil Rights Act of 1964, \_\_\_\_\_ .
- the voting rights of African Americans were protected
  - federal funds were used to segregate public facilities
  - money was given to the poor people in the Appalachian Mountains
14. The Medicare program provided \_\_\_\_\_ .
- free hospitals for wealthy Americans
  - funds to pay for state hospitals
  - low-cost hospital insurance for people who are 65 or over
15. Followers of the New Left believed that \_\_\_\_\_ .
- America was responsible for many of the world's problems
  - many Communists were heroes
  - both of the above



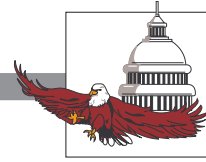
16. The civil rights movement split in urban areas when \_\_\_\_\_ .
  - a. some African Americans began to support violent change
  - b. civil rights workers were murdered in Mississippi
  - c. the government refused to provide jobs training programs
17. The Gulf of Tonkin Resolution \_\_\_\_\_ .
  - a. was a powerful attack by the North Vietnamese
  - b. gave the President the authority to fight in Vietnam
  - c. allowed Congress to declare war on North Vietnam
18. Robert F. Kennedy received strong support for his campaign for the presidency because he \_\_\_\_\_ .
  - a. wanted to end the war in Vietnam
  - b. promised to send more American soldiers to Vietnam
  - c. believed the United States should fight communism in Vietnam
19. President Johnson decided not to run for reelection when \_\_\_\_\_ .
  - a. Eugene McCarthy announced he would run against him
  - b. antiwar protestors and police fought at the Democratic Convention
  - c. he lost support because he continued the fighting in Vietnam
20. The Chicago Democratic Convention took place while \_\_\_\_\_ .
  - a. African Americans rioted in urban areas of the United States
  - b. police and antiwar protestors fought outside
  - c. poor people and people who were elderly protested against government programs



Use the pie graph to circle the letter of the correct answer.

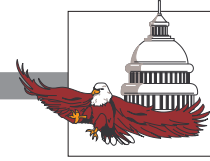


21. According to the graph, government spent the most money on \_\_\_\_\_ .
- national defense
  - Social Security
  - interest on the national debt
22. The graph indicates that the least amount was spent on \_\_\_\_\_ .
- education
  - national defense
  - Social Security
23. Compared to health, labor, and welfare, government spending on interest on the national debt was \_\_\_\_\_ .
- almost twice as much
  - less than half as much
  - about the same



24. Five percent of government spending was for aid to the poor.
- a. true
  - b. false
  - c. cannot tell
25. National defense represents over \_\_\_\_\_ .
- a. one-half of government spending
  - b. one-fourth of government spending
  - c. three-fourths of government spending





## Keys

### Practice (pp. 220-221)

1. Lee Harvey Oswald
2. He was also assassinated.
3. He shot Oswald.
4. Television gave 24-hour coverage to events following Kennedy's death.
5. It investigated Kennedy's assassination.
6. Only one man shot the president.
7. That more than one man shot Kennedy.
8. President Johnson was very skilled at passing legislation and persuaded them to pass Kennedy's legislation.
9. He had been in the House and Senate for more than 30 years before becoming Vice President.

### Practice (p. 222)

1. a. Yes  
b. No  
c. Yes
2. a. Yes  
b. Yes  
c. No
3. a. Yes  
b. No  
c. Yes  
d. Yes
4. a. Yes  
b. Yes  
c. No  
d. Yes

### Practice (p. 223)

1. E
2. B
3. A
4. F
5. H
6. C
7. I
8. D
9. G

### Practice (pp. 224-225)

1. a
2. b
3. c
4. c
5. b
6. b

### Practice (pp. 226-227)

1. Voting Rights Act of 1965
2. white backlash
3. baby boom
4. hippies; counterculture
5. Students for a Democratic Society
6. New Left
7. antiwar protesters
8. casualties
9. pigs

### Practice (p. 228)

1. They were badly treated: beaten, homes burned, murdered.
2. He sent federal troops to protect them.
3. African-American voter registration increased 50 percent.
4. Methods for change: violent vs. nonviolent
5. Los Angeles, CA; Newark, NJ; and Detroit, MI

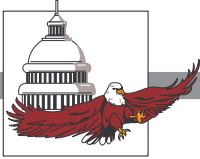
### Practice (p. 229)

1. a
2. c
3. a
4. a
5. c

### Practice (p. 230)

Correct answers will be determined by the teacher.





## Keys

### Practice (p. 231)

1. inflation
2. Medicare
3. casualties
4. Great Society
5. poll tax
6. Tet Offensive
7. Voting Rights Act of 1965
8. white backlash
9. hippies
10. affluent

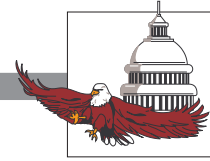
### Practice (p. 232)

1. D
2. C
3. G
4. I
5. F
6. A
7. E
8. H
9. J
10. B

### Unit Assessment (pp. 93-97TG)

1. balanced budget
2. casualties
3. lone assassin
4. Great Society
5. pigs
6. inflation
7. Watts
8. 24<sup>th</sup> Amendment
9. counterculture
10. Tet Offensive
11. c
12. b
13. a
14. c
15. c
16. a
17. b
18. a
19. c
20. b

21. a
22. a
23. a
24. c
25. a



## Unit 8: America in Turmoil (1968-1976)

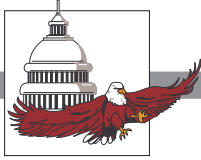
This unit emphasizes the many internal troubles and conflicts of the two terms of President Richard M. Nixon, the end of the Vietnam War, and the easing of Cold War tensions.

### Unit Focus

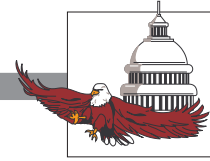
- reasons President Richard M. Nixon was elected President on a platform of law and order
- social, political, economic, and technological events during the two administrations of President Nixon
- major events of Watergate investigation and reasons for resignation of President Nixon
- reasons Gerald R. Ford became President
- foreign problems during administration of President Ford
- reasons Jimmy Carter defeated Ford to become President

### Suggestions for Enrichment

1. Invite a lawyer to come to class to discuss any of the first six amendments to the Constitution. Have him or her discuss the status of civil rights based on recent Supreme Court decisions.
2. Discuss what freedom of speech means, what cannot be done in the name of freedom of speech, and what symbolic freedom of speech means. Assign groups to research some of the following cases: *Smith v. Coguen* (1975); *Halter v. Nebraska* (1970); *Breen v. Kahl* (1969); *Cohen v. California* (1971); *United States v. Daniel O'Brien* (1968), *Tinker v. Des Moines School District* (1969); *Wooly v. Maynard* (1977). Have groups tell what was happening in the year of their case and in the United States that may have influenced the Supreme Court to rule as they did. Next have students describe the court case without telling the outcome. Have students discuss the case and vote for or against the defendant. Then ask the group representing the case to tell the outcome and reasons for the outcome.



3. Discuss the following situations related to symbolic freedom of speech listed below.
  - A student has taken an American flag and sewn a piece of it to a jeans jacket. The school has expelled the student for defacing the American flag. Is the student guilty or innocent? Why?
  - A religious group wants to ban the sale of all magazines with sexually explicit material. If this group is successful, the magazines would not be sold at all within the city. Does this group have the legal right to do this? Why or why not?
  - Tomorrow, the school will expel any student wearing a T-shirt depicting a beer or alcohol theme. Convince the school that they might be in violation of freedom of speech.
  
4. Make four or five primary source documents on a relevant topic available to each student through the Library of Congress American Memory Web site at <http://www.loc.gov/>, or have students locate primary source documents related to a historical event and create a visual display or poster of the event. Ask students to summarize what the document says or what the photo shows and respond to the following: What is the historical significance of this document to the United States and to the world as a whole? How does the author's style reflect the period of history? What does the photo tell about the event and the photographer's perception of the event? Why should the document or photo be preserved in its original form? What aspect or piece of history might be lost if this document or photo were misplaced or only available through secondary or tertiary accounts?
  
5. Show the film *All the President's Men*. Discuss Watergate. Did President Nixon make the right decision when he resigned rather than face impeachment? Should President Ford have pardoned Nixon, as he did?



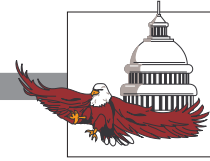
6. Have students draw a timeline on poster board of events in the Watergate affair from the break-in discovered on June 17, 1972 through the cover-up, investigation, and the prosecution, ending with the resignation of President Nixon on August 8, 1974 and President Ford's pardon of the former President on September 8, 1974.
7. Play the song "Where Have All the Flowers Gone?" and ask students to describe who or what the flowers are; what the lyrics are asking us to recall; and why the songwriter used flowers as a metaphor.
8. Have students work in groups to describe and analyze the role that one of the following groups or constituencies played in the Watergate crisis: the press, the judiciary, the party organizations, the Congress, and the Special Prosecutor's office. Ask students to use each segment of the timeline created in suggestion number six to describe the ways a particular constituency took part in the events, the constituency's purposes and goals, and the other groups or constituencies with which their constituency were involved. Have student design a flow chart of these interactions, using an array of well-defined geometric shapes to represent the five major constituencies and different kinds of lines (e.g., solid, dotted, dashed) to represent different kinds of interactions among the groups.

Have groups display their charts. Discuss how their charts clarify the following statement: In the exposure, investigation, and prosecution of the Watergate break-in and cover-up, the Congress, the judiciary, and the prosecutors carried out their constitutionally mandated roles and the press performed the vital watchdog function envisioned by the founders of the American republic.

9. Have students collect information from newspapers, magazines, and other printed media over the past 20 years that provide evidence for the following.
  - There was a reversal of the trend toward concentrating power and initiative in the presidency.



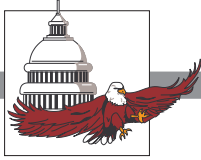
- The public developed a growing suspicion of government as a corrupt and dishonest entity hostile to the people.
  - The press became ever more aggressive in its scrutiny of government officials and the political process.
10. Have students build a model showing the landing of the first successful lunar module. Label the parts of the module and explain how each worked.
  11. Have students interview people who remember the first moon walk. Have them record their reactions and write a report on the results of their interview.
  12. Ask students to find out more about American dependence on foreign oil. Have them make a map or chart showing how much oil we use, where it comes from, and how much it costs. Discuss energy conservation or conduct a school-wide energy conservation assignment.
  13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



## Unit Assessment

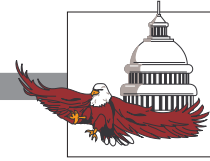
Match each definition with the correct term. Write the letter on the line provided.

- |  |                           |
|--|---------------------------|
| _____ 1. act of forgiving someone  | A. 26th Amendment         |
| _____ 2. to accuse a high official of a crime                              | B. <i>Apollo 11</i>       |
| _____ 3. organization of oil-producing countries                           | C. détente                |
| _____ 4. spacecraft that carried the first American astronauts to the moon | D. dirty tricks           |
| _____ 5. newspaper that exposed the break-in of Democratic headquarters    | E. impeach                |
| _____ 6. Strategic Arms Limitation Treaty                                  | F. OPEC                   |
| _____ 7. an easing of Cold War tensions                                    | G. pardon                 |
| _____ 8. secret and illegal acts against the Democrats                     | H. SALT                   |
| _____ 9. building where Democratic headquarters were located               | I. <i>Washington Post</i> |
| _____ 10. lowered voting age to 18   | J. Watergate              |



*Circle the letter of the correct answer.*

11. The Supreme Court was criticized for its decision that \_\_\_\_\_ .
  - a. limited the civil rights of people accused of a crime
  - b. segregated public schools and public facilities
  - c. outlawed prayer in the public school classrooms
  
12. President Nixon surprised Americans when he met with the Soviet Communist leader named \_\_\_\_\_ .
  - a. Leonid Brezhnev
  - b. Mao Zedong
  - c. Nikita Khrushchev
  
13. President Nixon planned to end the Vietnam War by \_\_\_\_\_ .
  - a. surrendering to the North Vietnamese forces
  - b. halting all bombing of South Vietnam
  - c. turning the fighting over to the South Vietnamese
  
14. When the Vietnam War ended in 1973, \_\_\_\_\_ .
  - a. the South Vietnamese overran all of Vietnam
  - b. the North Vietnamese took over South Vietnam
  - c. Vietnam was divided between North and South Vietnam
  
15. The Vice President who resigned when he was accused of crimes was \_\_\_\_\_ .
  - a. Spiro Agnew
  - b. Gerald Ford
  - c. Nelson Rockefeller
  
16. The final evidence that President Nixon had committed crimes came from \_\_\_\_\_ .
  - a. a newspaper report about the Watergate burglary
  - b. rumors by the Committee to Reelect the President
  - c. tape recordings of his conversations at the White House



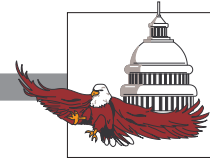
17. President Nixon resigned so that he would not be \_\_\_\_\_ .
- impeached
  - pardoned
  - fired
18. President Nixon was accused of all of the following except \_\_\_\_\_ .
- obstructing, or preventing justice
  - losing the war in Vietnam
  - abuse of presidential powers
19. \_\_\_\_\_ served as both Vice President and President without being elected.
- Nelson Rockefeller
  - Richard Nixon
  - Gerald Ford
20. OPEC's decisions affected the United States economy by \_\_\_\_\_ .
- creating an energy shortage
  - causing inflation to rise
  - all of the above

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 21. A public school student may read the Bible during classes.
- \_\_\_\_\_ 22. If an accused person cannot afford a lawyer, the courts will provide one for him or her.
- \_\_\_\_\_ 23. An accused person can demand that his or her lawyer be present during questioning by the police.
- \_\_\_\_\_ 24. The President of the United States can be impeached.
- \_\_\_\_\_ 25. Jerry Jones, age 18, was too young to vote in the election of 1976.







## Keys

### Practice (p. 244)

1. Disagree
2. Agree
3. Agree
4. Disagree
5. Agree
6. Agree

### Practice (p. 245)

Answers will vary.

### Practice (pp. 246-247)

1. Answers will vary.
2. Defendants have the right to legal counsel if they cannot afford to pay a private lawyer. (6th Amendment); Police must inform an accused person of his right to remain silent. The accused has the right to have a lawyer present when questioned by police. (5th Amendment)  
Answers will vary but should include the following:
  3. a good defense requires a qualified lawyer; anything a person says may be used in court.
  4. They were said to have weakened religious faith in young people.
  5. Answers will vary.
  6. That the justice would uphold traditional American values about law and order; that criminals would be properly punished. It could be inferred that Burger would not support desegregation and would uphold religious observances in public places. In short, Burger would stand for old American values like belief in law and order.

### Practice (pp. 248-249)

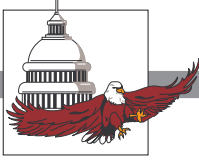
1. first man to set foot on the moon
2. one of the three astronauts on the mission, also walked on the moon
3. pilot of the spacecraft
4. name of the spacecraft
5. lunar module which carried astronauts from space to moon

### Practice (p. 250)

Answers will vary.

### Practice (pp. 251-252)

1. Gradually turn the fighting forces over to South Vietnamese and withdraw American forces.
2. Antiwar protesters and students learned that Nixon had secretly bombed Cambodia, a neutral country adjoining Vietnam.
3. Congress tried to limit the President's power to make war. (Recall the Gulf of Tonkin Resolution.)
4. He stepped up the bombing in hopes North Vietnam would stop fighting.
5. North Vietnam and the United States agreed to a cease-fire.
6. Answers should include the three of the following: political unrest in the United States; nearly 50,000 soldiers died; 1,200 missing in action; the United States withdrew, and North Vietnam occupied South Vietnam; the United States was no longer fighting in Vietnam; the Vietnam conflict was looked on by some as America's first defeat.



## Keys

### Practice (p. 253)

1. c
2. a
3. c
4. b

### Practice (p. 254)

The letters should be check as follows:

1. b
2. a, b
3. b
4. a, b
5. b
6. a
7. b

### Practice (p. 255)

1. C
2. E
3. B
4. A
5. D

### Practice (p. 256)

1. obstruction of justice; abuse of presidential powers; failure to answer questions for the House of Representatives
2. Tapes of his discussions were uncovered.
3. August 9, 1974
4. about 6 years

### Practice (pp. 257-258)

1. He was elected.
2. He was appointed.
3. Nixon resigned.
4. He was appointed.

5. Neither the President nor Vice President had been elected by the people.
6. Organization of Petroleum Exporting Countries
7. reduced the production of oil and raised prices
8. caused oil shortage; increased inflation

### Practice (p. 259)

1. c
2. b
3. b
4. c

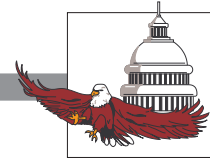
### Practice (p. 260)

The letters should be checked as follows:

1. a
2. b
3. a
4. a
5. b
6. b

### Practice (p. 261)

1. H
2. J
3. D
4. A
5. G
6. I
7. C
8. B
9. F
10. E



## Keys

### Unit Assessment (pp. 105-107TG)

1. G
2. E
3. F
4. B
5. I
6. H
7. C
8. D
9. J
10. A
11. c
12. a
13. c
14. b
15. a
16. c
17. a
18. b
19. c
20. c
21. False
22. True
23. True
24. True
25. False



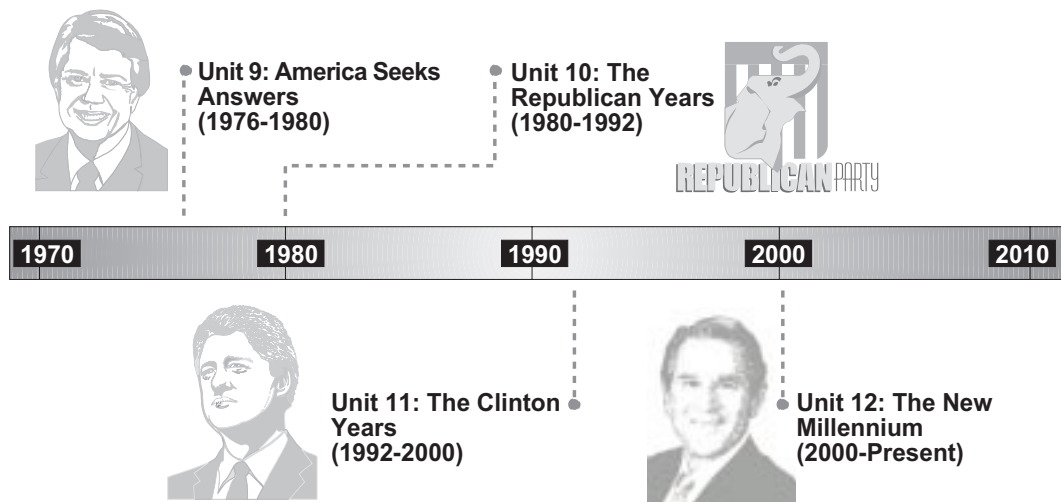
## Section 3: An Ever-Changing America (1976-Present)

**Unit 9: America Seeks Answers (1976-1980)**

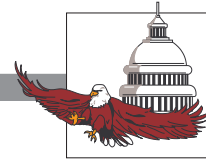
**Unit 10: The Republican Years (1980-1992)**

**Unit 11: The Clinton Years (1992-2000)**

**Unit 12: The New Millennium (2000-Present)**







## Unit 9: America Seeks Answers (1976-1980)

This unit emphasizes the social and environmental issues of the 1970s and the foreign and domestic issues of President James Earl “Jimmy” Carter’s term in office.

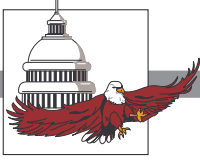
### Unit Focus

- social and environmental movements of 1970s
- changes in American values
- social, political, economic, and environmental problems during administration of President James Earl “Jimmy” Carter
- reasons President Carter was defeated by Ronald Reagan in presidential election

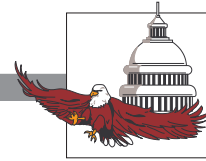
### Suggestions for Enrichment

1. Obtain a copy of the Equal Rights Amendment (ERA). Divide the class into groups to debate the amendment. Determine whether the class would support or oppose such an amendment today. Have students write a letter to their legislator expressing their opinion.
2. Have students research individual leaders in the women’s movement in the United States and report on how she helped improve the status of women in society (e.g., Lucretia Mott, 1793-1880; Sojourner Truth, 1797-1883; Dorothea Dix, 1802-1887; Margaret Fuller, 1810-1850; Elizabeth Cady Stanton, 1815-1902; Lucy Stone, 1818-1893; Susan B. Anthony, 1820-1906; Harriet Tubman, 1820-1913; Carrie Chapman Catt, 1859-1947; Nellie Ross, 1876-1977; Lucy Burns, 1879-1966; Jeannette Rankin, 1880-1973; Frances Perkins, 1882-1965; Margaret Sanger, 1883-1966; Alice Paul, 1885-1997; Shirley Chisholm, 1924-; Gloria Steinem, 1934-; Naomi Wolf, 1962-).
3. Women have made gains in 20<sup>th</sup> century industrialized countries. Ask students to list questions that they would ask women in other countries about women’s roles in that society and what predictions they would make about the future of women in that country.



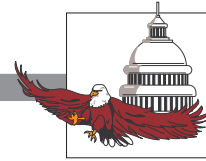


4. Have students make a chart with examples of changes or improvements as these relate to women's changing status in 20<sup>th</sup> century society in political status, interests, education, legislation, expectations, and in the workplace.
5. Have students locate and compare the Bill of Rights for Modern Women (first delivered in 1967 at the first conference of the National Organization for Women) with the Seneca Falls Declaration of 1848 (Declaration of Sentiments). Ask student to answer the following: What does The Bill of Rights for Modern Women reveal about the nature of the modern women's movement and to what extent have the major goals been realized in the 20<sup>th</sup> century? Many leaders of the Seneca Falls Convention were also involved with the anti-slavery movement. What connections do you see between abolition and women's suffrage?
6. Have students poll other students about the following topics: interest in attaining leadership positions; interest in running for political office; interest in pursuing traditionally male or female lines of work; interest in traditionally male or female hobbies. Have students analyze differences among male and female responses. Ask students to conduct follow-up interviews to examine reasons behind responses.
7. Have students contact Amnesty International or have a guest from that organization speak to the class on the status of human rights in the world today. Have students write a letter to the President based on their findings.
8. Prepare a map of the Middle East. Use symbols to indicate which countries are rich from oil and which have none. Have students find out living conditions in both groups. Have them defend the position that the wealthy countries should (or should not) have to share with the poor.
9. Have student research the various histories, governments, economies, and cultural forces in Middle Eastern countries that make this area so politically, economically, and socially volatile.



10. Have students research the Iranian Islamic Revolution and the hostage crisis of 1979. Ask them to obtain current opinions about the event.
11. Have students research the 1972 international treaty banning germ warfare: What was the name of the treaty? Who signed the treaty? Who did not? How did Iran ratify this treaty?
12. Have students research the history of post-World War II Iran; the political, economic, social, and cultural changes that have occurred there; and how have these changes affected Iran today.
13. Have students create a timeline of United States involvement in Iraq from March 1991 to present.
14. Have students research events in Iraq in the past 30 years and their effect on the United States: the Arab-Israeli Six-Day War (1967); fighting between the Iraqi government and Kurdish nationalists in northern Iraq (1975); Iraqi invasions of Kuwait and the Gulf War (1990s); the rule of the Shah of Iran; the oil crisis in the 1970s; the Iran hostage crisis.
15. Have students research the Islamic festival of Ramadan and the practices and beliefs connected with this holy time in the Muslim calendar.
16. Have students research what is being done in their community to conserve energy and to preserve the environment. Have them develop a plan to help in these areas. (Documents from the Department of Energy or Environmental Protection Agency may be a good resource.)
17. Have students compile a list of essential resources used in the United States. Have them note whether or not these resources are controlled by other countries and what the United States would do if these resources were cut off or depleted.
18. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



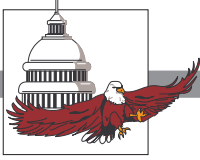


## Unit Assessment

Use the list below to write the correct term for each definitions on the line provided.

<b>affirmative action</b>	<b>inflation</b>
<b>bicentennial</b>	<b>Muslim</b>
<b>Carter Doctrine</b>	<b>open administration</b>
<b>Equal Rights Amendment</b>	<b>Persian Gulf</b>
<b>feminists</b>	<b>recession</b>
<b>hostage</b>	<b>Silent Spring</b>

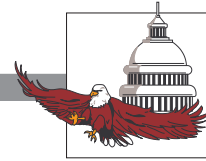
- \_\_\_\_\_ 1. a person held until certain conditions are met
- \_\_\_\_\_ 2. oil-rich region in the Middle East
- \_\_\_\_\_ 3. states that the United States would use force to protect human rights
- \_\_\_\_\_ 4. women who organized to improve their status
- \_\_\_\_\_ 5. something that occurs only once every 200 years
- \_\_\_\_\_ 6. a person who practices the religion of Islam
- \_\_\_\_\_ 7. programs designed to improve education and employment for minority Americans
- \_\_\_\_\_ 8. a period when the economy is in a downturn
- \_\_\_\_\_ 9. a rise in prices caused by increased demand and spending
- \_\_\_\_\_ 10. law that would improve women's rights



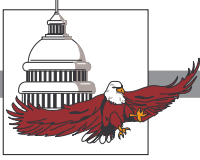
- \_\_\_\_\_ 11. an attempt by the President to keep in touch with the American people
- \_\_\_\_\_ 12. a book by Rachel Carson that alerted Americans to environmental problems

*Circle the letter of the correct answer.*

13. \_\_\_\_\_ was evidence that the Cold War Era was ending in 1970s.
- a. The Soviet Union's invasion of Afghanistan
  - b. The United States' promise to protect the Persian Gulf
  - c. A period of good relations between the United States and Soviet Union
14. Public schools were desegregated by \_\_\_\_\_ .
- a. busing students across towns
  - b. the Equal Rights Amendment
  - c. providing free transportation for students
15. Goals of the National Organization for Women included all of the following except \_\_\_\_\_ .
- a. ending discrimination against women
  - b. improving pay and job opportunities for women
  - c. moving poor women from overcrowded city slums
16. President Carter was criticized for \_\_\_\_\_ .
- a. trying to promote human rights in foreign countries
  - b. returning the Panama Canal to Panama
  - c. all of the above
17. The Camp David Accords were a peace treaty between \_\_\_\_\_ .
- a. the United States and Iran
  - b. Egypt and Israel
  - c. Afghanistan and the Soviet Union

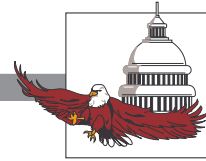


18. Many older Americans feared that traditional American values had been lost as a result of \_\_\_\_\_ .
  - a. the rapid growth of urban areas
  - b. the social revolution of the 1960s
  - c. the large increase in Asian and Hispanic immigrants
19. An increase in both oil prices and government spending caused \_\_\_\_\_ .
  - a. jobs to open to minorities and women
  - b. the economy to improve
  - c. a large increase in consumer prices
20. The leader of the Muslim revolution in Iran was \_\_\_\_\_ .
  - a. the Ayatollah Khomeini
  - b. the Shah of Iran
  - c. President Anwar Sadat
21. When President Carter allowed the Shah of Iran to enter the United States, angry Iranian revolutionaries \_\_\_\_\_ .
  - a. seized 53 American hostages
  - b. tried to rescue the American hostages
  - c. killed several American hostages
22. The Carter Doctrine was intended to \_\_\_\_\_ .
  - a. end the war between Iran and Iraq
  - b. restore good relations with Iran
  - c. protect the oil-rich Persian Gulf region



*Classify the following statements. Write **G** for **geography**, **E** for **economic**, **P** for **political**, and **S** for **social**.*

- \_\_\_\_\_ 23. Iran and Iraq are located in the Persian Gulf region.
- \_\_\_\_\_ 24. Religion was important to Americans in the 1970s.
- \_\_\_\_\_ 25. The government of Iran was overthrown by revolutionaries.
- \_\_\_\_\_ 26. The consumer price index was extremely high by 1980.
- \_\_\_\_\_ 27. Congress ratified the treaties between the United States and Panama.



## Keys

### Practice (p. 276)

1. b
2. a
3. c
4. b
5. a

### Practice (p. 277)

1. E
2. D
3. A
4. B
5. C

### Practice (p. 278)

1. She is a feminist who organized NOW to gain fair opportunities for women.
2. Her book *Silent Spring* warned about environmental problems.
3. He was the President of Egypt who signed a peace treaty with Israel in 1979.
4. He was a Muslim leader in Iran who led a revolution to overthrow the government of the Shah.
5. He was prime minister of Israel who signed a peace treaty with Egypt in 1979.
6. He was a former governor of California who defeated Carter to become President of the United States.

### Practice (p. 279)

1. E
2. A
3. B
4. C
5. D

### Practice (pp. 280-281)

1. They feared the values the country had been built on were being lost.
2. limit nuclear weapons
3. Everyone will have an equal chance to succeed.
4. Answers will vary but may include the following: to help minorities attend school; get jobs.
5. Lower pay; some professions closed to them.

### Practice (p. 282)

Answers may vary but may include the following:

1. Congress passed the Water Pollution Control Act.  
Federal government created the DOE.  
Federal government created the EPA.  
Congress passed the Clean Air Act.
2. Controversial subjects were discussed openly.  
Easy divorce laws resulted in many single-parent families.  
Religious services began showing a decline in attendance.

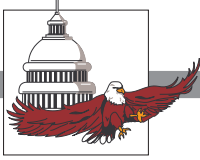
### Practice (pp. 283-284)

1. b
2. a
3. c
4. c
5. b
6. a
7. c

### Practice (pp. 285-286)

1. Period when the economy is not performing well; a downturn in business.
2. Period when prices and cost of living are rising.





## Keys

3. Effort to reduce the amount of energy used.
4. Area in Middle East with large reserves of oil.
5. United States would use force to protect the Persian Gulf region.

### Practice (p. 287)

1. Unemployment goes up.
2. Government spending puts more money into the economy, thus causing inflation.
3. Oil prices rose, increasing inflation.
4. Carter was concerned about the amount and kinds of energy used. He wanted to conserve energy and look for alternate sources.

### Practice (p. 288)

1. a, b
2. b, c
3. b
4. c
5. c

### Practice (pp. 289-290)

1. a
2. b
3. c
4. b
5. c

### Practice (pp. 291-292)

1. The end of the Vietnam war caused decreased government spending.
2. United States was in a recession; not much spending.
3. OPEC raised oil prices; caused prices to rise.
4. Iran cut off oil supplies to U.S.; caused shortages and high prices.

5. Answers will vary but may include the following: The Persian Gulf region was a major oil source for the United States. Fighting in the region interrupted oil supplies.
6. Answers will vary but may include the following: Carter wanted to protect oil supplies to United States. Feared Soviets would gain access to supplies. Feared Iran-Iraq war would interrupt supplies.

### Practice (p. 293)

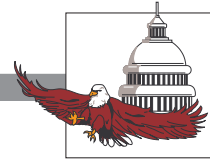
1. feminists
2. bicentennial
3. Islam
4. conservation
5. affirmative action
6. hostage
7. recession
8. Carter Doctrine

### Practice (p. 294)

1. H
2. B
3. G
4. E
5. F
6. D
7. A
8. C

### Unit Assessment (pp. 119-122TG)

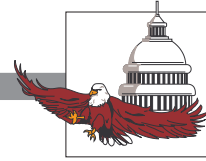
1. hostage
2. Persian Gulf
3. Carter Doctrine
4. feminists
5. bicentennial
6. Muslim
7. affirmative action
8. recession
9. inflation
10. Equal Rights Amendment
11. open administration



## Keys

12. *Silent Spring*
13. c
14. a
15. c
16. c
17. b
18. b
19. c
20. a
21. a
22. c
23. G
24. S
25. P
26. E
27. P





## Unit 10: The Republican Years (1980-1992)

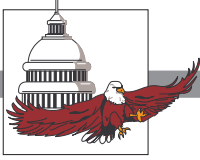
This unit emphasizes the Republican presidential terms of Ronald Reagan and George H. W. Bush and the social, political, and economic concerns of the 1980s.

### Unit Focus

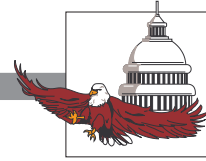
- reasons Ronald Reagan was elected President
- domestic and foreign policy issues during two administrations of President Reagan
- reasons Vice President George H. W. Bush was elected President
- domestic and foreign policy issues during administration of President George H. W. Bush
- reasons President George H. W. Bush was defeated by William Jefferson “Bill” Clinton after one term

### Suggestions for Enrichment

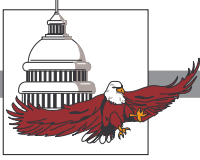
1. Have students draw a poster which shows the Star Wars weapon system. Find out about the costs and benefits.
2. Have students refer to news magazines in the reference section. Find articles about the following: the invasion of Grenada, the air strike on Libya, the invasion of Panama, or Desert Storm. Have students write papers stating their position on whether or not the battle was justified and why.
3. Invite a Desert Storm veteran to class to discuss the war.
4. Ask students to conduct research to learn more about deregulation of airlines or banking institutions. How has deregulation affected his or her family’s life?
5. Have students relate the past to the present by tracing main events of the Cold War on a bulletin board. Or have them keep a news journal describing events in Eastern Europe and the new relationship between the United States and the Commonwealth of Independent States.



6. Have students prepare a series of montages on the contributions of presidents since 1945. Give the political party affiliation and their final vote count, if possible.
7. Have students research issues such as AIDS, homelessness, national debt, or some other current topic and present their findings orally or in writing.
8. Ask students to develop a survey about presidential candidates in the next election. Interview people age 18 or over. Have students report their findings to the class.
9. Have student examine popular magazines from the 1920s through the 1980s and analyze and report on advertisements in each magazine. Discuss the following: In each decade, how were women portrayed? Were they in work roles? What kind? What sex role stereotypes were reinforced in the advertising? Were any of the stereotypes challenged? How were cigarettes promoted? What proportion of smokers depicted in the ads were women? What age did the smokers appear to be? What appeals did the advertiser employ in their ads—status; security, sex appeal, patriotism, celebrity testimonials? How were minorities depicted in the advertisements? How many? In what roles? For what products?
10. Ask students to analyze and critique news articles and media news using comparison and contrast.
11. Have students use the news and magazine Web site on the Internet (<http://www.ecola.com/>) to link to English-language newspapers worldwide and compare newspaper coverage of the same current event in different cities, states, and/or countries.
12. Have students answer who, what, where, when, why, and how concerning an article from a current newspaper. Then have students use their answers to rewrite the article from another viewpoint. Challenge students to find follow-up articles.
13. Have one student stand up and start a debate or discussion. The student can outline an opinion or write it on the board. Then select the next person to speak or write until all students have had a chance.



14. Have students examine a current political cartoon to assess the meaning of the cartoon. Who is being lampooned? What point is it making? Is it funny? Why or why not? Then have students critique political cartoons from another era.
15. Have students create a detailed timeline of the history of Palestine. Assign specific time periods and have students create posters. Display posters chronologically.
16. Have students research the role of the United States in peace talks between Israel and Palestine, why and how the United States has intervened, and what the results have been of these peace talks.
17. Ask students to discuss what they think Martin Luther King, Jr. would think about the tactics used by both Palestinians and Israelis.
18. Have student write a biography about a world leader who has been instrumental in relations between Arabs and Israelis in the past or present.
19. Have students research the roots of the Arabic and Hebrew languages and compare the similarities between the two.
20. Have students research the cultural histories of the Palestinian and Israeli peoples. What fundamental differences exist between those cultures? What similarities exist between the two cultures?
21. Have students locate Web sites of organizations that are sympathetic to either Israeli or Arab and Palestinian views. Ask students to detail how these Web sites present historical information differently.
22. Have students work in groups to create a government brochure on a specific Middle Eastern area for United States diplomats. The brochure should cover political systems: current leaders, military; educational levels: languages; gross national product (GNP): economics, trading partners; geography: transportation; brief history: focus in country; religion: customs, cultural patterns; women's roles; social and political conditions today; foreign policy: focus on how the present government gets along with the United States; health conditions and issues.

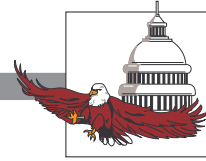


23. Organize the class into groups to take on the roles of representatives from Israel, Jordan, and Syria. Suggest that the most valuable resource in the Middle East in the coming years may be water. Have students use the Internet and other resources to record the following information about each country: highlands, plains, bodies of fresh water, sources of largest rivers, climate, and rainfall patterns.

As a group, have students discuss sources of water in the region; how physical geography limits water resources; and why political geography makes regional cooperation over water necessary. Ask students to record information about each country's population, including population doubling time at current rate and population percent in rural and urban areas; gross domestic product (GDP); and annual withdrawal of water. Have students respond to questions concerning each country's primary uses of water; reasons for population growth; why each country is a heavy or light user of water; and how a decrease in water supplies might affect each country's standard of living.

Now have students outline the main reason each country needs water and why the country is at odds with its neighbors. Then as a group discuss possible ways to resolve water problems and formulate a plan. Extend the method of investigation to explore water-saving techniques being developed in the Middle East, including drip irrigation and the recycling of treated wastewater for irrigation; and water problems shared by Turkey, Syria, and Iraq.

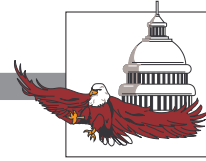
24. Have students generate a list of categories universal to all cultures. Ask students to create a chart from the list. Ask students to use the Internet and other sources to gather and record information on the chart about countries in the Middle East. Have students respond to the following questions: Which universals seem to have the greatest impact on the conflict of the Middle East? Allow students to present the information. Then ask students to establish criteria to address the most challenging problems facing the countries of the Middle East and create a potential solution to the enduring conflict in the region.



25. Have student research historical figures or contemporary political and/or social leaders in one or more of the Central American countries and create a multimedia presentation.
26. Using a newsroom format, have students create a current-event presentation on one or more countries in Central America.
27. Discuss historical events shaping Russia's current economic picture (e.g., the collapse of the communist-based Soviet republic, the rapid conversion to a capitalistic, free market-based economy). Have students speculate about the future of the Russian economy.
28. On a world map, have students identify the countries that border Russia or Iran. Ask students to investigate the relationships between these bordering countries.
29. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.





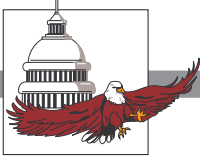


## Unit Assessment

Use the list below to complete the following statements.

<b>AIDS</b>	<b>glasnost</b>	<b>private enterprise</b>
<b>Contras</b>	<b>mergers</b>	<b>Rainbow Coalition</b>
<b>deregulated</b>	<b>national debt</b>	<b>Star Wars</b>
<b>Desert Storm</b>		

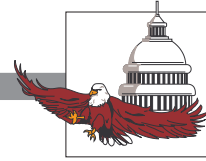
1. A deadly disease called \_\_\_\_\_ is spreading.
2. President Reagan \_\_\_\_\_ the airlines and some banks.
3. President Reagan wanted a new weapons system called \_\_\_\_\_ to be placed in outer space to defend the United States.
4. In the war called \_\_\_\_\_, the United Nations freed Kuwait.
5. The Soviet Union was attempting a new openness, or \_\_\_\_\_.
6. The \_\_\_\_\_ were a rebel group that fought against the Communist government in Nicaragua.
7. Jesse Jackson's followers were known as the \_\_\_\_\_.
8. The \_\_\_\_\_, or the money government owes, increased during the 1980s.



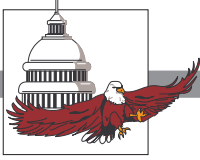
9. Large businesses bought out smaller ones in \_\_\_\_\_ .
10. Under \_\_\_\_\_ , factories and farms are owned by private businesses.

*Circle the letter of the correct answer.*

11. President Reagan's economic plan called for \_\_\_\_\_ .
- increased government spending on programs for the poor
  - government regulation of private businesses
  - cutting personal and corporate income taxes
12. Under President Reagan, federal lands were \_\_\_\_\_ .
- leased to private businesses to search for gas and oil
  - set aside as special wilderness areas
  - sold to raise money to pay the national debt
13. It was evident that the Cold War had not ended when \_\_\_\_\_ .
- the Berlin Wall was torn down in East Germany
  - the United States decided to install new missiles in Europe
  - the United States and Soviet Union agreed to arms controls
14. Terrorists attacked and killed United States Marines in \_\_\_\_\_ .
- Kuwait
  - Iraq
  - Lebanon
15. The United States invaded Panama because \_\_\_\_\_ .
- there was a threat of a Communist takeover
  - the government was corrupt
  - they were supporting terrorist attacks in the Middle East



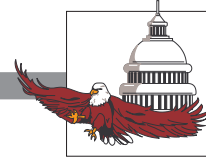
16. The United States promised to assist the Soviet Union provided they \_\_\_\_\_ .
- carry out democratic reforms
  - prevent democratic revolutions in Eastern Europe
  - stop shipping illegal drugs to the United States
17. The president of Iraq who invaded Kuwait was \_\_\_\_\_ .
- Manuel Noriega
  - Saddam Hussein
  - Mohamar Khadaffi
18. The United States experienced several economic problems as a result of \_\_\_\_\_ .
- growing unemployment
  - the collapse of many banking institutions
  - all of the above
19. According to voting results in the United States, President Reagan \_\_\_\_\_ .
- received little support in the elections
  - was very popular with American voters
  - was the only Republican to hold office in 20 years
20. By 1990 relations between the United States and the Soviet Union indicated \_\_\_\_\_ .
- there was a new Cold War
  - there was a new arms race
  - the Cold War had ended
21. Relations with the Soviet Union began to improve after \_\_\_\_\_ became Communist Party leader in 1985.
- Saddam Hussein
  - George H. W. Bush
  - Mikhail Gorbachev



22. Glasnost is a Russian term meaning \_\_\_\_\_ .
- a. economy
  - b. openness
  - c. peace
23. Staff of the Reagan administration illegally sold weapons to Iran and used the money to aid the \_\_\_\_\_ in Nicaragua.
- a. Contras
  - b. Congress
  - c. marines

*Circle the letter of the correct **fact** that **supports** each statement.*

24. President Reagan was opposed to détente.
- a. He feared Soviet expansion.
  - b. He agreed to reduce United States forces in Europe.
25. The United States fought against terrorism in the Middle East.
- a. Several Americans were taken hostage in Grenada.
  - b. The United States military attacked Libya.
26. Between 1970 and 1990, Democrats had little success in electing a President.
- a. Jimmy Carter was the only Democratic president in that period.
  - b. Geraldine Ferraro was the Democratic candidate for Vice President.
27. The United States supported anti-Communists in Latin America.
- a. El Salvador and Nicaragua are located north of the equator.
  - b. The president sent aid to the pro-Western government of El Salvador.
28. Countries of Eastern Europe turned away from communism.
- a. Democratic revolutions weakened Communist control.
  - b. The Berlin Wall was built in 1961.



## Keys

### Practice (pp. 312-313)

1. industries and farms owned by private businesses
2. to end the regulation or control of something
3. join together; as when one business buys another
4. a new weapons system placed in outer space to defend the United States
5. Russian term meaning “openness”
6. contagious disease which lessens the body’s ability to fight off disease
7. short-range ballistic mobile missiles used by Iraq during Desert Storm
8. name given to conflict in Persian Gulf region after Iraq invaded Kuwait; United Nations’ forces formed a coalition to free Kuwait

### Practice (pp. 314-315)

1. It cut federal spending.  
It cut personal and corporate taxes.  
It increased military spending.
2. Inflation came down.  
Unemployment reached the highest levels since the Great Depression.  
The national, or government, debt increased.
3. He leased federal lands to private businesses.
4. airlines and banks
5. Environmentalists disagreed with his progress; they believed industry would damage the environment.

### Practice (p. 316)

The letters should be checked as follows:

1. a, b
2. b, c

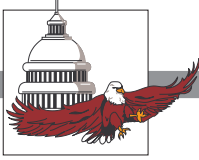
3. c
4. a

### Practice (p. 317)

1. oil
2. war
3. Terrorists
4. released
5. Libya
6. Libya’s
7. Nicaragua
8. El Salvador
9. Nicaragua
10. Grenada
11. Gorbachev
12. Iraq

### Practice (pp. 318-319)

1. Democratic candidate for President, 1984
2. Democratic candidate for Vice President, 1984; first serious female candidate for Vice President
3. African-American candidate for Democratic presidential nomination, 1988; leader of the Rainbow Coalition
4. dictator of Panama; accused of operating a large drug ring and in 1989 American military forces captured him and a new government was installed
5. general secretary of the Communist Party and leader of the Soviet Union; led the way for democratic reform
6. President of Russia; he and Bush declared an end to the Cold War
7. dictator of Iraq; invaded Kuwait and lost to the United Nations in the war called Desert Storm after Kuwait was liberated



## Keys

### Practice (pp. 320-321)

1. c
2. b
3. c
4. b
5. a
6. a
7. c
8. c
9. b
10. a
11. b

### Practice (p. 322)

1. H
2. D
3. F
4. E
5. C
6. B
7. A
8. G

### Practice (p. 323)

1. True
2. False
3. False
4. False
5. True
6. False
7. True
8. True

### Practice (p. 324)

1. b
2. b
3. c
4. a
5. c
6. a

### Practice (pp. 325-326)

1. corruption in Panama's government; arms control with Soviet President Gorbachev; Desert Storm in Kuwait against Iraqi President Hussein
2. improve education; fight illegal drugs and crime
3. Bush's popularity seesawed between 1991 and 1992; Bush's lack of attention to the sinking domestic economy; his broken promise of no new taxes

### Practice (p. 327)

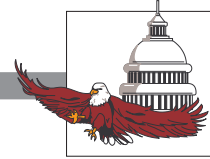
1. G
2. K
3. B
4. H
5. I
6. E
7. J
8. F
9. C
10. D
11. A

### Practice (p. 328)

1. landslide
2. diplomacy
3. aggression
4. annex
5. atrocities
6. sanction
7. coalition
8. resolution
9. deficit

### Unit Assessment (pp. 133-136TG)

1. AIDS
2. deregulated
3. Star Wars
4. Desert Storm

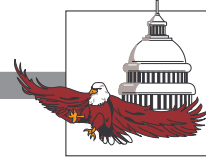


## Keys

5. glasnost
6. Contras
7. Rainbow Coalition
8. national debt
9. mergers
10. private enterprise
11. c
12. a
13. b
14. c
15. b
16. a
17. b
18. c
19. b
20. c
21. c
22. b
23. a
24. a
25. b
26. a
27. b
28. a







## Unit 11: The Clinton Years (1992-2000)

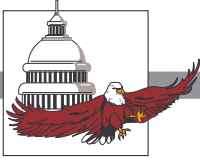
This unit emphasizes the two terms of President William Jefferson “Bill” Clinton and the concerns of Americans for the 21<sup>st</sup> century.

### Unit Focus

- reasons William Jefferson “Bill” Clinton became first Democratic President in 12 years
- economy of 1990s
- social, political, and economic issues during two administrations of President Clinton
- causes for impeachment trial
- concerns about programs for persons 65 or over
- opportunities and concerns at the end of the century

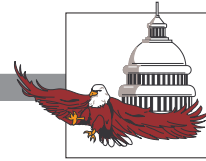
### Suggestions for Enrichment

1. Have students find articles about the invasion of Bosnia or the air strikes in Yugoslavia. Ask students to write a paper stating his or her position on whether or not the conflict was justified and why.
2. Have students research and report briefly on different current events. Have someone start the discussion with his or her current event presentation. The second student to speak must repeat the main idea or ideas from the previous presentation and get an “okay” from that presenter to indicate the message was received and interpreted accurately. The second student then presents his or her current event presentation. The third student continues the process so each speaker will interpret the message of the previous presenter before delivering his or her presentation.
3. Have students create a family tree, and include great great-grandparents if possible. Ask students to parallel a timeline of presidential candidates to the timeline of family members. Have

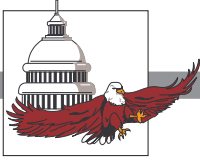


students continue the analysis with other noteworthy individuals, discoveries, inventions, and events.

4. Have students select one individual from his or her family tree and write a diary entry to reflect what impact well known individuals, discoveries, inventions, and events possibly had on that person's life. (If possible, a relative may be interviewed to expand the activity. As an extension, a younger child—maybe a third or fourth grader—can be interviewed to gain perspective on the changing perception of time as a person lives longer.)
5. Have students alter their own timeline by “sliding” their birth date backward or forward 10 years. Ask students to predict changes in clothing styles, activities, career goals, etc. Have students imagine a possible marriage and family of his or her own. Next, have students predict events, discoveries, and inventions that might be experienced during their lifetime. (The activity may be projected to predict the year the student will become a grandparent and predict what events might be occurring at that time.)
6. Ask students to research events that occurred during their birth year (local, state, national, or international) and write an editorial about one of the events.
7. Ask students to find a political cartoon on an issue from their birth year and describe it to the class.
8. Have students make a drawing or poster of events in their birth year and/or make a tape of music that was popular during that year.
9. Have students prepare specific questions to interview an adult concerning his or her birth year and record the answer on paper or in a tape recorder.
10. Discuss the following: If you could communicate one thing we have studied to persons living 100 years from now, what would that be? What would be the best method of communication? Have students create these messages to future generations.



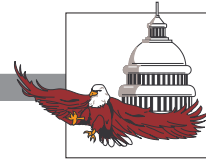
11. Have students role-play a panel discussion featuring the last five Presidents of the United States being interviewed by a White House correspondent. First assign groups a president and research 10 issues or programs important to that President and how that President planned to balance the military budget and the national debt. Have class members brainstorm questions and then have groups prepare answers recapping their President's foreign and domestic policies.
12. Have civic officials, legislators, and other public service representatives visit and share information about their professional background, education, changes their lives might have taken, professional accomplishments, and personal goals.
13. Have students write a "help wanted" ad with a job description for the man or woman who will be our next President.
14. Ask students to identify their position on a controversial issue. Have groups develop an argument to support an opinion opposite to their position and present the argument to the class.
15. Ask students to read a news article and list 10 sentences from it. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasonings.
16. Invite a guest speaker from a special interest group to talk to your class about the group's objectives. Have the speaker explain how the group presents its issues to government and if they have met with victory or defeat.
17. Ask students to recall some of the biggest local, national, and world events of the year. Which stories affected them directly, indirectly, or not at all?



18. Have students create a mobile based on inventions or technology used from the 1940s or 1950s (e.g., the transistor, rockets, computer, television, heart-lung machine used in surgery) to the 2000s. Ask students to build the mobile, with each level representing one of the following:
- a new development in the chosen technology
  - a new use of the chosen technology
  - a social change that resulted from the chosen technology

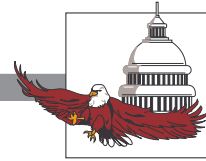
Have students present the mobile, explaining how technology has changed over time and how it has affected society.

19. Ask students to select a major problem of interest and identify factors related to the problem. Next form a tentative hypothesis as to which factors may have been the cause or causes of the problem. Then devise a historical study drawn from the presidencies from the period 1975-1993 (Ford through Bush) to test the hypothesis.
20. Have students debate or write a persuasive essay about the most significant event or discovery in a given area from last year.
21. Discuss what people in developed countries should do, if anything, to assist people in less developed countries. Do developed countries have a responsibility to help less developed countries? Why or why not?
22. Have students research and report on the policies and positions of the United States government toward China over the past 10 years with emphasis on trade and issues of human rights.
23. Have students investigate past examples of uses of biological warfare. Discuss these events and compare details given about the person or persons responsible, the physical effects on individual, and the actions taken against those found responsible.
24. Ask students to write a persuasive essay supporting or condemning the development of biological weapons.



25. Have students research and discuss weapon treaties that the United States has refused to sign.
26. Since many world conflicts have been marked by terrorist incidents when peace negotiations are conducted, have students discuss if representatives of suspected terrorist groups should be included or excluded.
27. Ask students to choose a President and create a mini-biography of his life. (See Appendix A in the student book. You could choose to limit the choices to the first 16 Presidents and have students include a map of the United States during his term.) Have students include the following: his life before presidency; the election year; highlights and issues faced as president; and a timeline.
28. Have students bring in political cartoons and offer interpretations of their meanings.
29. Have students create a flow chart to analyze a situation.
30. Ask students to identify their position on a controversial issue. Have groups develop an argument to support an opinion contrary to their own and present the argument to class.
31. Set up an inner circle and an outer circle of chairs. Have students in the inner circle debate an issue for 10 minutes. Then have students in the outer circle respond to what they have heard.
32. Have groups discuss a topic from the unit. Ask each group to choose a recorder to write down ideas and a second person to summarize the discussion to the class.
33. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



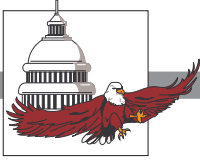


## Unit Assessment

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- \_\_\_\_\_ 1. Clinton was the third President to be impeached.
- \_\_\_\_\_ 2. Clinton was found guilty of the crimes of perjury and obstruction of justice.
- \_\_\_\_\_ 3. The North American Free Trade Agreement is between the United States, Canada, and Mexico.
- \_\_\_\_\_ 4. The Brady Bill is legislation to limit the sale of handguns.
- \_\_\_\_\_ 5. Many people blame the media and the entertainment industry for the increase in school violence.
- \_\_\_\_\_ 6. Persons born between 1965 and 1975 are called hippies.
- \_\_\_\_\_ 7. The United States and Britain wanted the dictator of Iraq, Saddam Hussein, to comply with UN weapons inspections.
- \_\_\_\_\_ 8. The economy worsened during the Clinton Administration.
- \_\_\_\_\_ 9. The baby-boom generation was born between 1946 and 1964.
- \_\_\_\_\_ 10. Social Security pays benefits to retired Americans.
- \_\_\_\_\_ 11. President Milosevic of Yugoslavia was indicted in 1999 for war crimes against the Albanian Muslims.
- \_\_\_\_\_ 12. Experts think that by the year 2040, one in five Americans will be under 65.

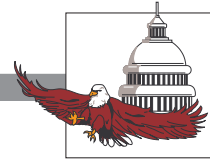




Use the list below to write the correct term for each definition on the line provided

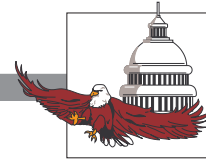
<b>baby-boom generation</b>	<b>global</b>	<b>revenue</b>
<b>entitlement program</b>	<b>Medicaid</b>	<b>Social Security</b>
<b>Generation X</b>	<b>Medicare</b>	<b>tax surplus</b>
<b>genocide</b>	<b>perjury</b>	<b>terrorism</b>

- \_\_\_\_\_ 13. money received by a government from taxes and other sources
- \_\_\_\_\_ 14. provides hospital insurance and low-cost medical insurance to Americans over 65
- \_\_\_\_\_ 15. persons born between 1965 and 1978
- \_\_\_\_\_ 16. the act or crime of swearing under oath that something is true which one knows is not true
- \_\_\_\_\_ 17. persons born following World War II from 1946-1964
- \_\_\_\_\_ 18. the deliberate and systematic extermination of a particular racial, national, or religious group
- \_\_\_\_\_ 19. the use of violence to intimidate people or their governments to achieve a political goal
- \_\_\_\_\_ 20. funds from a program passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers and children
- \_\_\_\_\_ 21. when a government takes in more revenue than it spends



- \_\_\_\_\_ 22. provides health insurance for people on welfare
- \_\_\_\_\_ 23. involving the entire world
- \_\_\_\_\_ 24. a government program that guarantees and provides benefits to a specific group





## Keys

### Practice (pp. 344-345)

1. c
2. a
3. a
4. c
5. c
6. c
7. b
8. c

### Practice (pp. 346-347)

1. when a government takes in more revenue than it spends
2. systematic extermination of particular racial, national, or religious groups
3. involving the whole world
4. the act or crime of swearing under oath to tell the truth and then lying
5. money received by a government from taxes and other sources
6. an atmosphere of threat or violence
7. a government program that provides benefits to certain groups of people
8. persons born between 1965 and 1975

### Practice (pp. 348-350)

1. NAFTA is the North American Free Trade Agreement between the United States, Canada, and Mexico.
2. the argument for NAFTA is that it would mean an increase in jobs; the argument against NAFTA was that industries would move to Mexico, causing a loss in jobs
3. Answers will vary but may include the following for the first term: welfare reform, the Brady Bill, reduced the federal deficit, health-care reform.  
Answers will vary but may include the following for the second term: produced the first balanced budget

in three decades, promoted peace in Middle East, established international trade agreements as a means to promote democracy, improved human rights policies globally

4. Experts are afraid that Social Security will soon have to pay out more money than it takes in.

### Practice (pp. 351-352)

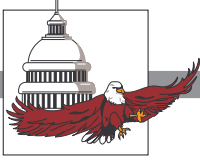
1. Republican candidate for President in 1996; lost to Bill Clinton
2. First Lady 1992-2000; headed Task Force on National Health-Care Reform
3. newly established Reform Party candidate for President in 1996; lost to Bill Clinton
4. dictator of Iraq; forced to comply with United Nations' weapon inspections after he lost four-day operation called Desert Fox
5. former Yugoslav President; indicted for Serbian war crimes against humanity in Kosovo and defeated in the September 2000 presidential election

### Practice (pp. 353-354)

1. conflicts in Middle East, North Korea, Haiti, Iraq, Bosnia, and Kosovo
2. economic issues, tax policies, health care, welfare-cost concerns, and national debt
3. Haiti, Bosnia, Somalia, Rwanda, and Kosovo
4. terrorism; bombings
5. Answers will vary.

### Practice (pp. 355-356)

1. True
2. False; did not have to leave office
3. False; not England, but Mexico



## Keys

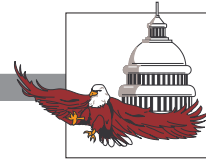
4. True
5. True
6. False; for gun control
7. True
8. False; Generation X or born after World War II from 1946 to 1964
9. True
10. True
21. tax surplus
22. Medicaid
23. global
24. entitlement program

### Practice (p. 357)

1. K
2. J
3. H
4. L
5. I
6. C
7. A
8. D
9. G
10. F
11. B
12. E

### Unit Assessment (pp. 147-149TG)

1. False
2. False
3. True
4. True
5. True
6. False
7. True
8. False
9. True
10. True
11. True
12. False
13. revenue
14. Medicare
15. Generation X
16. perjury
17. baby-boom generation
18. genocide
19. terrorism
20. Social Security



## Unit 12: The New Millennium (2000-Present)

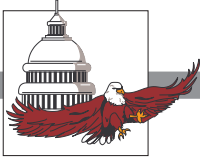
This unit emphasizes the election of 2000 and 2004 of George W. Bush and the dramatic changes that resulted from 9/11 (September 11, 2001) and the global war on terrorism. This unit also examines the issues and concerns that face the American people in the 21<sup>st</sup> century.

### Unit Focus

- why the 2000 election was unusual
- social, political, and economic issues during the Bush Administration
- September 11<sup>th</sup> and the global war on terrorism
- reasons for the war in Afghanistan and Iraq
- the 2004 presidential election
- issues facing Americans in the 21<sup>st</sup> century

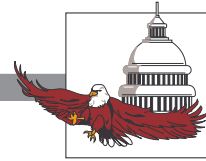
### Suggestions for Enrichment

1. Have students conduct research on the 2000 presidential election. Ask students to compare this election to other recent presidential elections. What was unusual about this election? What role did the Electoral College and the Supreme Court have in the election of George W. Bush?
2. Set up an inner circle and an outer circle of chairs. Have the students in the inner circle discuss one of the key issues of the 2000 presidential election for 10 minutes. The outer-circle students must be active listeners and should be encouraged to write questions to ask the inner-circle students. The outer-circle students must summarize what issues were presented and respond to the key points made in the presentation through a question and answer session.
3. Have students collect headlines about the 9/11 attack on the United States from actual newspapers or from Internet news sites. On a



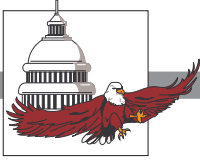
classroom bulletin board put the heading: “Remembering 9/11.” Ask the students to create a collage of headlines, articles, and pictures on the backdrop of a red, white, and blue construction paper. The student-generated mural should express their feelings and demonstrate patriotism in honor of those who gave their lives on September 11, 2001.

4. As a follow-up writing activity, have students write an essay entitled “September 11: In Our Own Words.” Use the following questions as prompts for the writing activity:
  - What is an American?
  - Where were you when you learned of the attack on the United States and what were your first reactions to it?
  - Why is remembering 9/11 important?
  - Did September 11<sup>th</sup> change the United States forever? Explain.
5. Have students create a flow chart that examines the course of events in the war on terrorism from 9/11 to the invasion of Iraq.
6. Divide the class into two opposing sides. Ask each side to present the pros and the cons of the Patriot Act.
7. On a world map, have students identify the countries that border Afghanistan and Iraq. Ask students to investigate the relationships between these border countries and the impact terrorism has on their people.
8. Invite a member of the reserves who served in Afghanistan or Iraq to discuss the war.
9. Have students use the 5W-How questions (who, what, when, where, why, and how) concerning an article from the newspaper.
10. Have students research an important world leader who has been connected to the war on terrorism. Have the students make oral presentations with an accompanying visual.



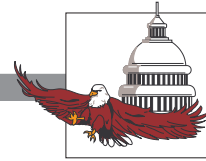
11. Present students with the following value examination matrix for analyzing perspectives in editorials (or newscasts). Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record their reasoning or logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.





## Value Examination Matrix for Analyzing Editorials

Statement or Concept	Assigned Value	Reasoning or Logic behind My Value

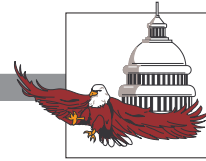


12. Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics in editorials (or newscasts). Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the “Assigned Value” in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.



### **Conflict Clarification Matrix for Analyzing a Current Issue**

Statement or Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/Awareness	



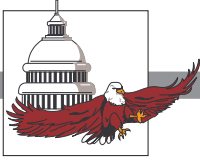
13. Discuss leadership and brainstorm with the class what qualities a leader should possess. Have students name some great leaders. Next, have students compare the qualities needed as a national leader, such as a President, to those needed by a leader in some other field, such as fashion, the arts, religion, or sports. Have students discuss what makes a President a great leader and list those qualities that define leadership in a President. Assign students a President and have them research their leadership qualities, background, and experience before they became President. Have them consider why they may have been elected even if they had not shown great qualities of leadership.
14. Discuss the problems associated with applying United States laws to a hypothetical “moon colony.” Discuss how the moon colonists might be compared with the early American colonists. Discuss potential problems and suggestions for solutions.
15. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternatives to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system, as follows.

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Next, ask students to determine the degree to which each alternative possesses each of the criteria, as follows.

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all

Finally, have students calculate the quality points each alternative has by multiplying the criterion weights by the alternative weights. (In other words, multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.



Sample:

<b>Decision-Making Matrix</b>			
<b>Decision Question:</b> Who would be the best national leader if the entire world were at peace?			
<b>Criteria</b>	<b>Alternatives</b>		
	Martin Luther King, Jr.	Anwar Sadat	Franklin D. Roosevelt
good negotiation skills (rank or weight from 1-3)  <b>Criteria Weight =</b>	alternative weight x criteria weight = quality points  ___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
charismatic leader (rank or weight from 1-3)  <b>Criteria Weight =</b>	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
knowledge of cultures (rank or weight from 1-3)  <b>Criteria Weight =</b>	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
knowledge of international finances (rank or weight from 1-3)  <b>Criteria Weight =</b>	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
<b>Total of Quality Points</b>	_____	_____	_____

**Criteria Weight**

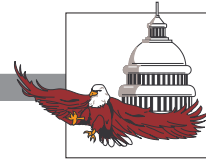
Ranking system

- 3 = very important
- 2 = somewhat important
- 1 = not very important

**Alternative Weight**

The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



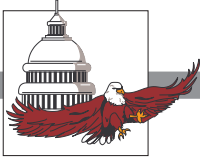
<b>Decision-Making Matrix</b>			
<b>Decision Question:</b>			
<b>Criteria</b>	<b>Alternatives</b>		
(rank or weight from 1-3) <b>Criteria Weight =</b>	<small>alternative weight x criteria weight = quality points</small> ___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
(rank or weight from 1-3) <b>Criteria Weight =</b>	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
(rank or weight from 1-3) <b>Criteria Weight =</b>	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
(rank or weight from 1-3) <b>Criteria Weight =</b>	___ x ___ = ___	___ x ___ = ___	___ x ___ = ___
<b>Total of Quality Points</b>	_____	_____	_____

**Criteria Weight**  
Ranking system

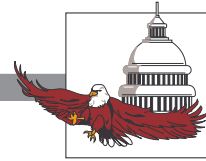
- 3 = very important
- 2 = somewhat important
- 1 = not very important

**Alternative Weight**  
The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



16. Have students analyze and critique the platforms of the Democratic Party and the Republican Party during the 2004 presidential election.
17. Have students develop a list of major problems facing American government and society today.
18. Have students research, discuss, and make an educated guess about the outcome of current issues (e.g., peace negotiations, political issues, election results, passage of specific bills in Congress). Record answers and check results.
19. Have the students analyze and interpret political cartoons that focus on current events. Who are the people represented in the cartoon? Describe the symbols used in the cartoon. What is the point of view of the cartoonist? Do you agree or disagree with the cartoonist's point of view?
20. Have students examine a caricature of a popular figure and compare it with a photograph of that person to see what is being exaggerated. Discuss whether the caricature is positive or negative.
21. Give students a political cartoon without a caption and ask them to write one.
22. Have students work in groups to develop a group presentation entitled "Challenges of the 21<sup>st</sup> Century." Using information from the textbook and outside sources, the students should select either a foreign policy issue or domestic policy issue. Each group can make a PowerPoint presentation to the class.
23. Order free ready-made curriculum kits, handbooks, and the biannual *Teaching Tolerance* magazine from Tolerance.org. These anti-bias materials are designed to help the education community promote respect and equality in schools. Download an order form at [www.teachingtolerance.org/resources](http://www.teachingtolerance.org/resources).
24. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



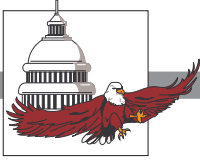
## Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

<b>al Qaeda</b>	<b>popular vote</b>
<b>civil liberties</b>	<b>preemptive war</b>
<b>electoral vote</b>	<b>repressive</b>
<b>exile</b>	<b>standardized tests</b>
<b>fundamentalist</b>	<b>Taliban</b>
<b>jihad</b>	<b>weapons of mass destruction (WMD)</b>
<b>Pentagon</b>	<b>“winner takes all”</b>

- \_\_\_\_\_ 1. holy war
- \_\_\_\_\_ 2. the very conservative Islamic government in Afghanistan
- \_\_\_\_\_ 3. the huge five-sided building near Washington, D.C. that houses the United States Department of Defense
- \_\_\_\_\_ 4. tests that measure a student’s knowledge and abilities
- \_\_\_\_\_ 5. human rights
- \_\_\_\_\_ 6. means that a presidential candidate may win a state by only the smallest of margins and still win all the electoral votes for that state
- \_\_\_\_\_ 7. those votes cast by individual voters
- \_\_\_\_\_ 8. those votes cast by each state’s electors
- \_\_\_\_\_ 9. all banned chemical or biological weapons, as well as nuclear weapons, which are capable of killing enormous numbers of people

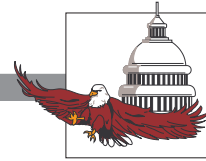




- \_\_\_\_\_ 10. a military action that is intended to lessen an enemy's ability to attack first
- \_\_\_\_\_ 11. a radical fundamentalist Muslim terror network organized by Osama bin Laden in the 1990s
- \_\_\_\_\_ 12. a person who believes in a strict interpretation of religious or political principles
- \_\_\_\_\_ 13. a person who is forced to live away from his or her home country
- \_\_\_\_\_ 14. severely restrictive

*Circle the letter of the correct answer.*

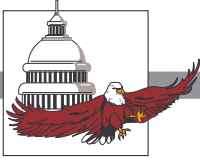
15. In the 2000 presidential election \_\_\_\_\_ .
- the outcome of the election was decided by the United States Supreme Court
  - Al Gore won the election
  - George W. Bush won the election by a landslide
16. In 2001, American consumers began to lose confidence in the economy because \_\_\_\_\_ .
- there was a high unemployment rate
  - two corporations had engaged in illegal accounting practices resulting in lost jobs and investments
  - high inflation resulted in higher costs for goods and services
17. The plan known as "No Child Left Behind" called for \_\_\_\_\_ .
- schools to provide bus transportation for every school child in the public school system
  - public schools to promote all children to the next grade
  - school choice for parents and students and mandatory standardized testing



18. The leader of the terrorist group responsible for the September 11<sup>th</sup>, 2001 attack on the United States was \_\_\_\_\_ .
  - a. Saddam Hussein
  - b. Osama bin Laden
  - c. Colin Powell
  
19. The United States invaded Afghanistan because \_\_\_\_\_ .
  - a. the Taliban gave support and refuge to al-Qaeda
  - b. there was a threat of a Communist takeover
  - c. the government was corrupt
  
20. The war on terrorism expanded to Iraq because \_\_\_\_\_ .
  - a. Saddam Hussein was responsible for the 9/11 bombing of the United States
  - b. Saddam Hussein was believed to be creating weapons of mass destruction and supplying them to terrorists
  - c. Osama bin Laden was hiding in Iraq
  
21. In the presidential election of 2004, the key issue debated by the candidates was \_\_\_\_\_ .
  - a. the war on terrorism
  - b. the war on crime
  - c. the war on poverty

*Answer the following using complete sentences.*

22. Why did President Bush refer to Iran, Iraq, and North Korea as “the axis of evil”? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



23. What are the most important foreign policy challenges facing the United States in the 21<sup>st</sup> century? \_\_\_\_\_

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24. The most important domestic policy challenges are health care, social security, rising energy costs, immigration, and education reform. Choose the two that you believe to be the biggest challenges for our future leaders and explain why. \_\_\_\_\_

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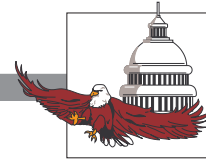
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## Keys

### Practice (pp. 383)

1. L
2. H
3. A
4. M
5. B
6. G
7. C
8. K
9. D
10. F
11. J
12. E
13. I

### Practice (pp. 384-385)

1. It was one of the closest in United States history. Florida's results were so close that an automatic recount was ordered. The Supreme Court ordered a halt to the recount and voted five to four to determine that George W. Bush was elected to the presidency.
2. Enron and WorldCom, major corporations, went bankrupt and were accused of illegal accounting practices. Many people lost their jobs and their investments.
3. "No Child Left Behind" calls for school choice for parents and students and mandatory standardized testing of students as a means to chart their yearly progress. Standardized tests measure a student's knowledge and abilities and determine whether or not he or she will receive a high school diploma.
4. Answers may vary but should include the following: The United States considered the 9/11 attacks "an act of war." Congress approved spending \$40 billion to help the nation recover. The United States

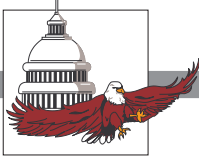
invaded Afghanistan. The President created the Office of Homeland Security and Congress passed a law known as the Patriot Act.

### Practice (pp. 386-387)

1. son of former president George H. W. Bush and former governor of the state of Texas; elected president of the United States in 2000 and 2004
2. Muslim terrorist and founder of the al Qaeda terrorist network; responsible for multiple acts of terrorism against the United States and other countries; responsible for the September 11<sup>th</sup> attacks on the United States
3. former vice-president under Bill Clinton and the Democratic presidential candidate in the 2000 presidential election; lost to George W. Bush
4. a United States Senator from Massachusetts and the Democratic presidential candidate in the 2004 presidential election; lost to George W. Bush
5. Mayor of New York City at the time of the 9/11 attacks
6. former dictator of Iraq
7. the United States Secretary of State during the first Bush administration
8. a third party candidate for the presidency in 2000 (Green Party) and 2004 (Reform Party)

### Practice (pp. 388-389)

1. The Taliban refused to turn over Osama bin Laden to the United States after the 9/11 attacks; Afghanistan gave him refuge and allowed him to build terrorist training camps in Afghanistan.



## Keys

2. It expanded powers to fight terrorism.
3. It allowed the United States the power to indefinitely imprison without trial any noncitizens who are considered a threat to national security, wiretap phones, monitor email, and expand search warrant powers as necessary tools in the war on terrorism.
4. All these nations were known to be producing weapons of mass destruction.
5. It was believed that Saddam Hussein was supplying WMD to terrorists. Iraq refused to cooperate with the UN weapons inspectors. Saddam was considered a continuing threat to world peace. He had a record of human rights abuses in his own country. Ending Saddam's reign as a dictator would offer an opportunity to promote democracy in Iraq and thus the Middle East. Another reason would be the legacy of the first Persian Gulf War.

### Practice (p. 390-391)

1. True
2. True
3. False; Operation Iraqi Freedom began March 19, 2003 when the United States and Great Britain invaded Iraq.
4. True
5. False; Anti-American violence in Iraq did not end after the overthrow of Saddam—insurgents, or resistance fighters, launched attacks against the American occupation forces in Iraq.
6. False; The United States found no weapons of mass destruction (WMD) in Iraq (at date of printing).

7. True
8. False; John F. Kerry did *not* win the presidential election of 2004; it was won by the incumbent, President George W. Bush.

### Practice (p. 392)

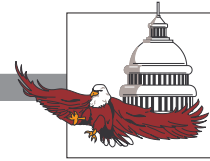
1. terrorist cells
2. insurgents
3. air strikes
4. charter schools
5. weapons of mass destruction (WMD)
6. ultimatum
7. intelligence-gathering agencies
8. diplomacy
9. vouchers
10. loyalists

### Practice (pp. 393-394)

1. energy policy, the economy, the environment, morals and values, health care coverage, and education reform, gay marriage, abortion, and most importantly the war on terrorism
2. moral values ranked at the top with the war in Iraq, terrorism, jobs, and the economy
3. winning the global war against terror, stopping the spread of weapons of mass destruction (WMD) and the promotion of democracy around the world.
4. health care, social security, rising energy costs, immigration, and education reform
5. Answers will vary.

### Unit Assessment (pp. 163-166TG)

1. jihad
2. Taliban
3. Pentagon



## Keys

4. standardized tests
5. civil liberties
6. “winner takes all”
7. popular vote
8. electoral vote
9. weapons of mass destruction (WMD)
10. preemptive war
11. al Qaeda
12. fundamentalist
13. exile
14. repressive
15. a
16. b
17. c
18. b
19. a
20. b
21. a
22. it was known that they were developing weapons of mass destruction
23. terrorism, the spread of weapons of mass destruction, and promoting democracy around the world
24. Answers will vary.



# Appendices





## Instructional Strategies

Classrooms include a diverse population of students. The educator's challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

### **Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.**

**Jigsawing:** each student becomes an “expert” on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

**Corners:** each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

**Think, Pair, and Share:** students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

**Debate:** students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

**Brainstorming—to elicit ideas from a group.**

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

**Free Writing—to express ideas in writing.**

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

**K–W–L (Know–Want to Know–Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.**

Before engaging in an activity, list on the board under the heading “What We Know” all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, “What We Want to Know.” As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

**Learning Log—to follow-up K–W–L with structured writing.**

During different stages of a learning process, have students respond in written form under three columns:

“What I Think”

“What I Learned”

“How My Thinking Has Changed”

**Interviews—to gather information and report.**

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

**Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).**

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

**Continuums—to indicate the relationships among words or phrases.**

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

**Mini-Museums—to create a focal point.**

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

**Models—to represent a concept in simplified form.**

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

**Reflective Thinking—to reflect on what was learned after a lesson.**

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as Why did you study this? Can you relate it to real life?

**Problem Solving—to apply knowledge to solve problems.**

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

**Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.**

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

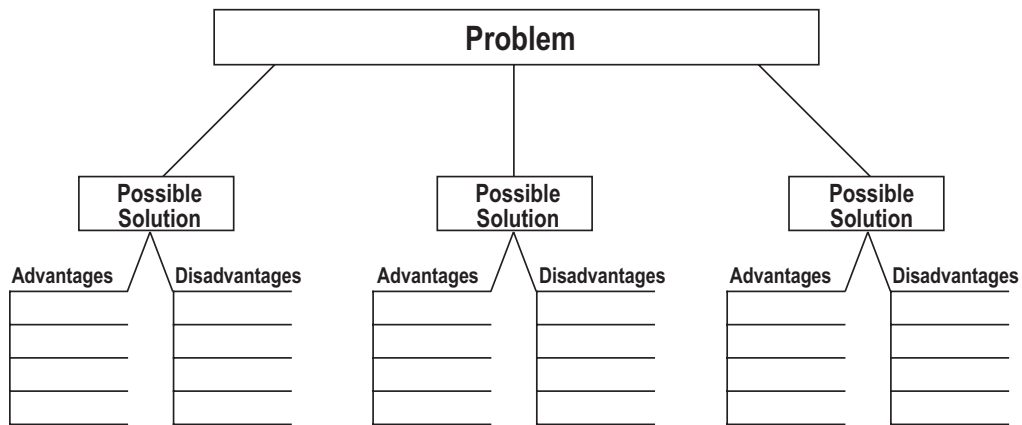
**Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.**

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

**Graphic Organizers—to transfer abstract concepts and processes into visual representations.**

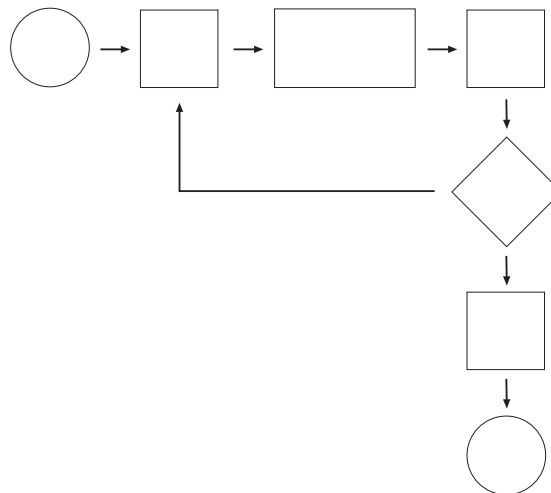
**Consequence Diagram/Decision Trees:** illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



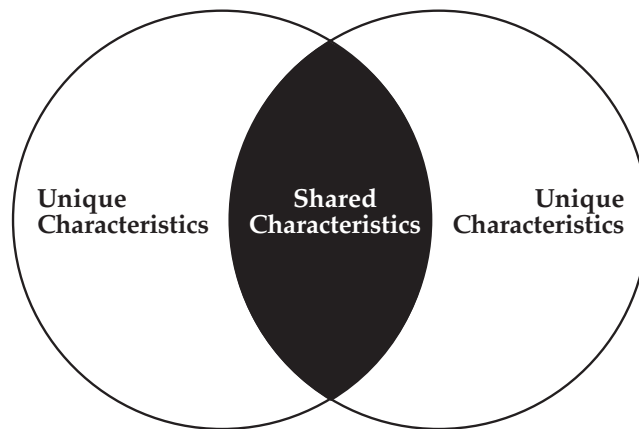
**Flowchart:** depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



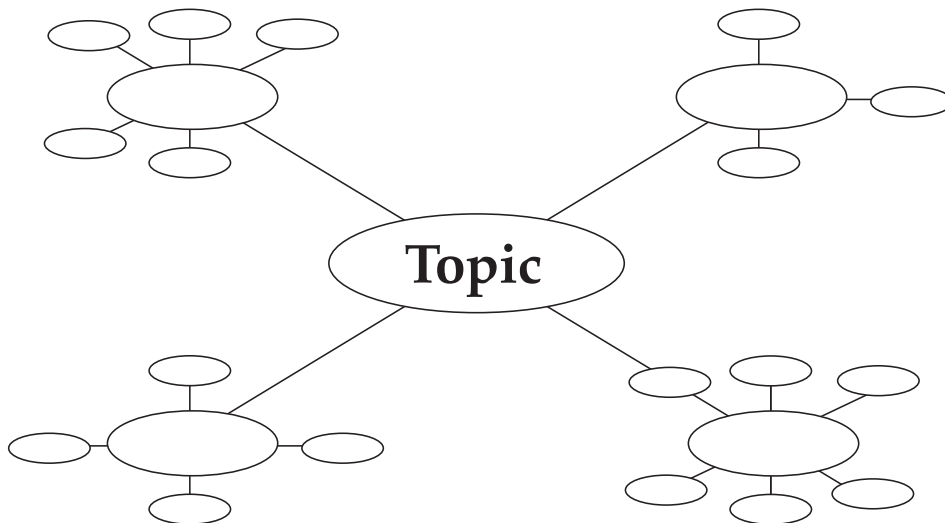
**Venn Diagram:** creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, and people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



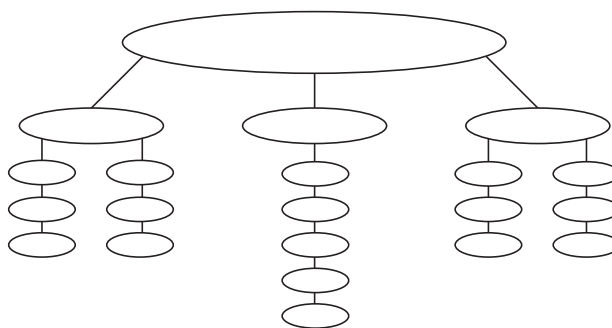
**Webbing:** provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



**Concept Mapping:** shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



**Portfolio—to capture the extent of students’ learning within the context of the instruction.**

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

<p><b>Written Presentations</b></p> <ul style="list-style-type: none"> <li>• expressive (diaries, journals, writing logs)</li> <li>• transactional (letters, surveys, reports, essays)</li> <li>• poetic (poems, myths, legends, stories, plays)</li> </ul>		
<p><b>Representations</b></p> <ul style="list-style-type: none"> <li>• maps</li> <li>• graphs</li> <li>• dioramas</li> <li>• models</li> <li>• mock-ups</li> <li>• displays</li> <li>• bulletin boards</li> <li>• charts</li> <li>• replicas</li> </ul>	<p><b>Oral Presentations</b></p> <ul style="list-style-type: none"> <li>• debates</li> <li>• addresses</li> <li>• discussions</li> <li>• mock trials</li> <li>• monologues</li> <li>• interviews</li> <li>• speeches</li> <li>• storytelling</li> <li>• oral histories</li> <li>• poetry readings</li> <li>• broadcasts</li> </ul>	<p><b>Visual and Graphic Arts</b></p> <ul style="list-style-type: none"> <li>• murals</li> <li>• paintings</li> <li>• storyboards</li> <li>• drawings</li> <li>• posters</li> <li>• sculpture</li> <li>• cartoons</li> <li>• mobiles</li> </ul>
<p><b>Performances</b></p> <ul style="list-style-type: none"> <li>• role playing, drama</li> <li>• dance/movement</li> <li>• reader's theater</li> <li>• mime</li> <li>• choral readings</li> <li>• music (choral and instrumental)</li> </ul>	<p><b>Media Presentations</b></p> <ul style="list-style-type: none"> <li>• films</li> <li>• slides</li> <li>• photo essays</li> <li>• print media</li> <li>• computer programs</li> <li>• videotapes and/or audiotapes</li> </ul>	



**Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.**

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

**Field Experience—to use the community as a laboratory for observation, study, and participation.**

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

## Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida’s efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of American History.

### Time, Continuity, and Change

1. Have small groups of students research the way in which the Roman Empire was viewed during a particular time period (e.g., the Italian Renaissance and 18<sup>th</sup>-century America) and report their findings in a presentation. (SS.A.1.4.1.a)
2. Have students analyze the failure of institutions over time to adequately confront serious problems resulting from the relocation of peoples. (SS.A.1.4.2.a)
3. Have students analyze a major global trend, such as immigration, by identifying connections among individuals, ideas, and events within and across a region or a span of time. (SS.A.1.4.2.b)
4. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)
5. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)
6. Have students compare the economic and cultural characteristics of Native American tribes and the motives and strategies of the explorers and settlers. (SS.A.4.4.1.a)
7. Have small groups of students discuss the impact of European settlement on different native American tribes and the legacies of contact, cooperation, and conflict from that period and present their findings in a report to the class. (SS.A.4.4.1.b)

8. Have students prepare material for a documentary about the interaction of Native American tribes and European explorers and settlers prior to 1880. In order to present a comprehensive and unbiased account, have the students analyze the perspectives of European explorers, European settlers, and various Native American tribes. Have students use a variety of primary and secondary sources to address the following questions: How did each group view the interaction? How did each group's way of life change? Have students identify areas in which the different groups disagreed about what took place and explain how each group influenced the other. (SS.A.4.4.1.c)
9. Have students choose a group of immigrants to the colonies and research the problems they encountered once they arrived in the colonies. Have students write a paper that discusses how this group overcame the problems faced and how or if it evolved to the present day. (SS.A.4.4.2.a)
10. Have small groups of students discuss changes in British policies concerning the colonies and the debate over separation. (SS.A.4.4.3.a)
11. Have students write a paper that discusses the Declaration of Independence and its relevance in past and present society. (SS.A.4.4.3.b)
12. Have small groups of students plan a historical-society exhibit that highlights the causes of the American Revolution. Have students analyze different primary and secondary sources to portray the perspectives of a variety of people who were involved in this event, including military leaders, soldiers, and women, in order to present a well-rounded exhibit. (SS.A.4.4.3.c)
13. Have students compare and contrast the Articles of Confederation with a selected state constitution. Next, have students make an oral presentation in which they discuss how this state constitution has evolved. (SS.A.4.4.4.a)
14. Have students describe the issues and policies affecting relations among existing and future states, including the Northwest Ordinance. (SS.A.4.4.4.b)

15. Have students write a research paper in which they analyze the Constitutional Convention, including the leadership of James Madison and George Washington; the struggle for ratification, the Federalist Papers and the arguments of the Anti-Federalists; and the addition of the Bill of Rights. (SS.A.4.4.4.c)
16. Have small groups of students prepare an oral presentation in which they compare the early national government under the Constitution to the present government and also present their interpretations of the Constitution on a significant issue such as states rights or judicial review. Have students identify the issues that define each period and trace how the Constitution has evolved since that time. (SS.A.4.4.5.a)
17. Have students examine and explain major domestic and foreign issues during the administrations of the first Presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida. (SS.A.4.4.5.b)
18. Have students assume the role of Supreme Court Justices in discussing decisions that affected the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*. (SS.A.4.4.5.c)
19. Have students work in small groups and discuss events leading to the Civil War such as slavery, States' Rights Doctrine, tariffs and trade, the settlement of the West, and succession. Have each group make a presentation to the class. (SS.A.4.4.6.b)
20. Have students write a research paper in which they construct an argument for why the South lost the Civil War and why the North won. Have students use a variety of resource materials to back up this argument. (SS.A.4.4.7.b)
21. Have students write a research paper that discusses the types of problems and obstacles freed slaves faced during Reconstruction and how or if they overcame those obstacles. (SS.A.4.4.7.c)

22. Have students choose one of the following economic, political, and/or cultural effects of the Industrial Revolution listed below and present an oral report that describes how it changed life around the turn of the century and how it continues to affect life in our society now. (SS.A.5.4.1.a)
- new inventions and industrial production methods
  - new technologies in transportation and communication
  - incentives for capitalism and free enterprise
  - the impact of immigration on the labor supply and the movement to organize workers
  - government policies affecting trade, monopolies, taxation, and the money supply
  - expansion of international markets
  - the impact of industrialism, urbanization, and immigration on American society
23. Have students choose and research a specific immigrant group and prepare an oral presentation on the contributions and impacts this group has had on American society since 1880. (SS.A.5.4.2.a)
24. Have students describe ethnic conflict and discrimination as it has affected a particular immigrant group. (SS.A.5.4.2.b)
25. Have students explain the reasons for the end of the Ottoman Empire and describe the creation of new states in the Middle East. (SS.A.5.4.3.a)
26. Have students explain reasons for the declining role of Great Britain and the expanding role of the United States in world affairs. (SS.A.5.4.3.b)

27. Have students select one of the topics listed below and present an oral report in which they explain the topic's significance to society in the 1920s and 1930s and present society. (SS.A.5.4.4.a)
- music, dance, and entertainment
  - the Harlem Renaissance
  - the automobile
  - prohibition, speakeasies, and bootlegging
  - women's suffrage
  - racial tensions and labor strife
  - urban and rural electrification
28. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and explain how these factors affected the economy leading up to the Depression. (SS.A.5.4.4.b)
29. Have students write an essay describing how the Depression affected a family (real or imaginary) in a specific part of the United States and explaining how specific government policies designed to counteract the effects of the Depression impacted this family. (SS.A.5.4.4.c)
30. Have students write a research paper about the impact of the Great Depression on the state of Florida (e.g. in terms of social, political, economic, environmental, or cultural impacts), present their findings in an oral presentation, and field questions from the class. (SS.A.5.4.4.d)
31. Have students research and write a report in which they construct an argument regarding the significance of a topic to World War II and society in the United States during that time. Have the students use a variety of sources to support their findings. Some suggested research topics are listed below. (SS.A.5.4.5.a)
- the rise and aggression of totalitarian regimes in Germany, Italy, and Japan
  - the role of the Soviet Union

- appeasement, isolationism, and the war debates in Europe and the United States
  - the impact of mobilization for war at home and abroad
  - major battles, military turning points, and key strategic decisions
  - the Holocaust and its impact
  - the reshaping of the role of the United States in world affairs
32. Have students construct an argument that supports or critiques the decision to use the atomic bomb on Hiroshima at the close of World War II. Have students identify the criteria upon which to base the argument, gather information from a variety of sources to support the ideas, and address a variety of different perspectives on this event. (SS.A.5.4.5.b)
33. Have students research the impact of World War II on the state of Florida and trace the legacy of the war to the present, including the significance of the Cold War and the space age, or the tourist industry. Next, have students make a presentation to the class, using a variety of visual aids, such as photographs, to illustrate how the war affected Florida. (SS.A.5.4.5.c)
34. Have students use the following topics listed below to debate the effectiveness of United States foreign policy since World War II. (SS.A.5.4.6.a)
- the origins of both foreign and domestic consequences of the Cold War
  - Communist containment policies in Europe, Latin America, and Asia
  - the strategic and economic factors in Middle East Policies
  - political and economic relationships with South Africa and other African nations
  - the collapse of communism and the end of the Cold War

35. Have students analyze and describe *Brown v. Board of Education*, reapportionment cases, and voting rights legislation, and the influence these have had on political participation and representation and affirmative action. (SS.A.5.4.7.a)
36. Have students examine and describe civil rights demonstrations and related activities leading to desegregation of public accommodations, transportation, housing, and workplaces. (SS.A.5.4.7.b)
37. Have students compare conservative and liberal economic strategies. (SS.A.5.4.8.a)
38. Have students explain current patterns in Supreme Court decisions and evaluate the impact of these patterns. (SS.A.5.4.8.b)
39. Have students compare the positions of major and minor political parties and interest groups on major issues. (SS.A.5.4.8.c)

### **People, Places, and Environment**

1. Have students develop maps to illustrate how population density varies in relationship to resources and types of land use. (SS.B.1.4.1.a)
2. Have students develop maps, tables, and charts to depict the geographic implications of current world events. (SS.B.1.4.1.b)
3. Have small groups of students discuss how maps developed by the media, business, government, industry, and the military might differ in their depictions of how a recently closed military installation could be used for civilian purposes. (SS.B.1.4.2.a)
4. Have students prepare maps that indicate the approximate locations of different political cultures in the United States in order to predict voting patterns. (SS.B.1.4.3.a)
5. Have students select appropriate maps to analyze world patterns of the diffusion of contagious diseases and compare these maps to their own mental maps of these patterns. (SS.B.1.4.3.b)



6. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)
7. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)
8. Have students develop and conduct a survey to illustrate how differences in life experiences, age, and gender influence people's housing preferences or their view of public transportation in a city and post the results. (SS.B.1.4.5.a)
9. Have students examine the characteristics of regions that have led to regional labels and how they have changed over time and present their findings to the class. (SS.B.2.4.1.a)
10. Have students write a short report on how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. (SS.B.2.4.1.b)
11. Have students participate in a group discussion about how technological advances have led to increasing interaction among regions. (SS.B.2.4.1.c)
12. Have pairs of students examine how social, economic, political, and environmental factors have influenced migration and cultural interaction in a selected area and organize the information into a written report including illustrative charts, graphs, or tables where appropriate. (SS.B.2.4.2.a)
13. Have students use world maps to examine how control of various areas on Earth has affected free-trade agreements. (SS.B.2.4.3.a)
14. Have students participate in a debate regarding how human activities have or have not led to tropical soil degradation, habitat destruction, air pollution, or global warming. (SS.B.2.4.4.a)

15. Have students investigate how people who live in naturally hazardous regions use technology and other adaptation techniques to thrive in their environments and compare their findings with those of other students. (SS.B.2.4.5.a)
16. Have students conduct research to investigate the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians and organize the information into a written report. (SS.B.2.4.6.a)
17. Have pairs of students research some of the consequences of mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef and develop some possible solutions to this problem. (SS.B.2.4.7.a)
18. Have small groups of students discuss some of the consequences of cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets and brainstorm possible solutions to this problem. (SS.B.2.4.7.b)

### **Government and the Citizen**

1. Have students outline the development of political parties in the United States and evaluate their role in resolving or contributing to conflict between majority and minority groups. (SS.C.1.4.4.a)
2. Have students evaluate the extent to which popular media influence, and are influenced by, the political system. (SS.C.1.4.4.b)
3. Have students develop generalizations about the sources of political power in the community, state, and nation. (SS.C.2.4.3.a)
4. Have students use generalizations about sources of political power to explain an issue at each of the levels of government. (SS.C.2.4.3.b)

## Production, Distribution, and Consumption

Using the following scale—A = very positive; B = somewhat positive; C = neutral; D = somewhat negative; E = very negative—have students evaluate the effect the following policy changes would have on the economy of Florida and on the economy of Kentucky.

- federal government greatly increases military spending
- federal government decreases aid to schools in large urban areas
- federal government stops tobacco exports to another country
- federal government loosens restrictions on illegal immigrant workers

Have students explain their reasoning for the rating chosen and describe the effects of these policy changes on the economy of Florida and Kentucky. (SS.D.2.4.3.a)

## **Accommodations for Students**

The following accommodations may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

### **Environmental Strategies**

Provide preferential seating. Seat student near someone who will be helpful and understanding.

Assign a peer tutor to review information or explain again.

Build rapport with student; schedule regular times to talk.

Reduce classroom distractions.

Increase distance between desks.

Allow student to take frequent breaks for relaxation and small talk, if needed.

Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.

Remember that student may need to leave class to attend the ESE support lab.

Additional accommodations may be needed.

### **Organizational Strategies**

Help student use an assignment sheet, notebook, or monthly calendar.

Allow student additional time to complete tasks and take tests.

Help student organize notebook or folder.

Help student set timelines for completion of long assignments.

Help student set time limits for assignment completion.

Ask questions that will help student focus on important information.

Highlight the main concepts in the book.

Ask student to repeat directions given.

Ask parents to structure study time. Give parents information about long-term assignments.

Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.

Allow student to have an extra set of books at home and in the ESE classroom.

Additional accommodations may be needed.

## **Motivational Strategies**

- Encourage student to ask for assistance when needed.
- Be aware of possibly frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

## **Presentation Strategies**

- Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is...")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help student remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.

## Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide *Parallel Alternative Strategies for Students (PASS)* materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Emphasize high-quality work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Specifically acknowledge correct responses on written and verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items to study and then student or teacher selects specific test items.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to repeat assignment directions and due dates.
- Additional accommodations may be needed.

## Testing Strategies

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with time provided to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
- Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

## Evaluation Criteria Strategies

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of assignments or testing into next period.
- Additional accommodations may be needed.

## Strategies to Incorporate Reading, Writing, Speaking, and Viewing Skills

Reading is the most critical of all the skills students need in order to be successful. Along with writing, reading is necessary for all areas of study in your school curriculum.

Many of you have attended workshops and in-service sessions that focus on reading skills in the content areas. No doubt, many of you also have a number of effective strategies and activities that you use in your classrooms on a daily basis. This section is intended to supplement these strategies and materials you already have available and use. Specifically, it includes strategies to enhance any unit and is divided into the following categories:

- before reading activities (pages 199-210)
- during reading activities (pages 211-243)
- after reading activities (pages 243-359)
- vocabulary activities (pages 260-265)
- research activities (pages 265-275)
- writing strategy activities (pages 275-281)
- writing activities (pages 282-296)
- proof reading activities (pages 297-299)
- speaking activities (pages 300-321)
- critical viewing activities (pages 322-324)
- production activities (page 325)
- vocabulary and content (pages 325-329).



## Level of Performance for Reading Fluency Measure

However, let's first take a moment to consider the high correlation between reading fluency and reading comprehension. A fluent reader reads text quickly with accuracy and appropriate phrasing and expression. Accuracy can be determined by the percentage of words read correctly. In turn, the levels of accuracy reflect various levels of performance. The levels of performance for reading fluency below were adapted from several informal reading inventories.

levels	percentage
independent	97-100
instructional	90-96
frustration	below 90

- Readers who score in the 97%-100% range are at the *independent level* and are able to read the text used for assessment or other texts of similar difficulty *without assistance*.
- Readers who score 96%-90% are at the *instructional level* and are able to read the same or similar texts *with assistance*.
- Readers who score below 90% are at the *frustration level* and find the text or similar texts *too challenging* to read even with assistance.

On the following page is one way to measure reading fluency to broadly determine at what level (see above) a student is reading passages from the text or similar texts being used.

### Measuring Fluency

1. Select two to three brief 50 to 200 word instructional-level passages.
2. Have student read each passage aloud for one minute.
3. For each passage, count the total number of words read, then subtract the total number of errors from the total number of words read. Errors include omitted words, mispronounced words, and words not read within three seconds. Correct words are those pronounced correctly (including self-corrections).
4. Compute the average number of correct words read per minute for all passages by dividing the total number of correct words read per minute by the number of passages.

Source: Florida Online Reading and Professional Development Course

To access over one million titles of print and audio-visual (AV) materials and more than 9,000 professionally selected web sites, use the SUNLINK database ([www.sunlink.ucf.edu](http://www.sunlink.ucf.edu)). SUNLINK is funded by the State of Florida and has a listing of more than 80 percent of the public K-12 school library media center materials in Florida. All items (print, AV, and web sites) are searchable by subject, title, and author keyword as well as language, format, publication date, grade level, and interest level. SUNLINK schools are encouraged to provide interlibrary loan services to teachers and students in other SUNLINK schools. If a title is found in SUNLINK that is not available in a local media library collection, the library media specialist can order it from another media center in the district, region, or state via interlibrary loan (ILL).

You may wish to document students' use of reading strategies using a Reading Strategy Interview and a Reading Strategy Interview Record Sheet. Prepare interview questions and record students' comments. The interviews can be used to set individual student goals and then to plan reading strategy mini-lessons. The students' comments can be used to create and post a class list of all the strategies students use and the positive reading attitudes they have shown. See the following examples for a set of possible student interview questions and a comment recording sheet.

### Reading Strategy Interview

#### Book Selection

- How do you make a selection as to what book to read?

#### Before Reading

- What do you do before you start reading a book?

#### While Reading

- If you are alone, what do you do when you cannot pronounce a word?
- If you are alone, what do you do when you do not know what a word means?
- What do you do if you do not understand a paragraph or page?

#### After Reading

- What do you do when you have completed the book?

### Reading Strategy Interview Record Sheet

Student's Name: \_\_\_\_\_

Book Selection Strategies: \_\_\_\_\_  
\_\_\_\_\_

Before-Reading Strategies: \_\_\_\_\_  
\_\_\_\_\_

During-Reading Strategies: \_\_\_\_\_  
\_\_\_\_\_

After-Reading Strategies: \_\_\_\_\_  
\_\_\_\_\_

Student's Goal(s): \_\_\_\_\_  
\_\_\_\_\_

## Before Reading Activities

1. Use the Before, During, and After strategy, which is a step-by-step guide of what good readers do when they are reading to learn. This strategy is designed to stimulate the student's use of prior knowledge.

### Before

- Check it out by skimming the text using information from your teacher about the purpose or task.
- Think about what you know about the subject.
- Decide what you need to know, make predictions about the meaning and organizational pattern of text, and determine the best strategy to use.

### During

#### Stop, think, and ask yourself

- "How does it connect to what I know?"
- "Does it make sense to me?"
- "If it doesn't make sense, what can I do?"

change past ideas or misconceptions  
disagree with author  
anticipate new content  
link new information to what is already known

### After

- React to what you have read.
- Check to see what you remember by summarizing it mentally or graphically.
- Use what you have read, linking it to prior knowledge and applying it to new situations.



3. Activate students' prior knowledge by making KWL (Know-Want to Know-Learned) charts. Using a large sheet of paper divided vertically into three parts, have students brainstorm what they already know about the subject and what they want to know. After reading, have them complete the Learned column. Keep the chart posted as they read.

**KWL Chart**

Know	Want to Know	Learned
Randi is going to visit Florida.	Why has she never left her home state?	Randi is an only child.
Randi is 16.	What did she think of the ocean?	She had not seen her aunt in so long because of a family problem years ago.
She sees the ocean - 1st time.		
She is from Ohio.		

To further extend the KWL strategy, have the class classify the information in the Know column. Turn the Want to Know column responses into questions. Add a Go column before the What I Learned column. In the Go column, have students brainstorm where they can go to get the information. Assign pairs of students to research the answers.

4. Activate students' background knowledge about a topic using an ABC Brainstorm chart. Have students use the letters of the alphabet to think of a word or phrase associated with the topic.

**ABC Brainstorm**

Topic: \_\_\_\_\_

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Summary: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Have students engage in experiences that deepen their understanding of key vocabulary words. For example, using the following graphic organizers, have students make comparisons, analogies, and metaphors, with key vocabulary and classify teacher-selected terms.

- Comparisons

**Compare Terms Using Sentence Stems**

\_\_\_\_\_ and \_\_\_\_\_ are similar because they both

\_\_\_\_\_ .  
\_\_\_\_\_ .  
\_\_\_\_\_ .

\_\_\_\_\_ and \_\_\_\_\_ are different because

\_\_\_\_\_ is \_\_\_\_\_ , but \_\_\_\_\_ is \_\_\_\_\_ .

\_\_\_\_\_ is \_\_\_\_\_ , but \_\_\_\_\_ is \_\_\_\_\_ .

\_\_\_\_\_ is \_\_\_\_\_ , but \_\_\_\_\_ is \_\_\_\_\_ .

Examples

**Fractions** and **decimals** are similar because they both

\_\_\_\_\_ .  
\_\_\_\_\_ .  
\_\_\_\_\_ .

**Fractions** and **decimals** are different because

**fractions** \_\_\_\_\_ , but **decimals** \_\_\_\_\_ .

**fractions** \_\_\_\_\_ , but **decimals** \_\_\_\_\_ .

**fractions** \_\_\_\_\_ , but **decimals** \_\_\_\_\_ .

A **monarchy** and a **dictatorship** are similar because they both

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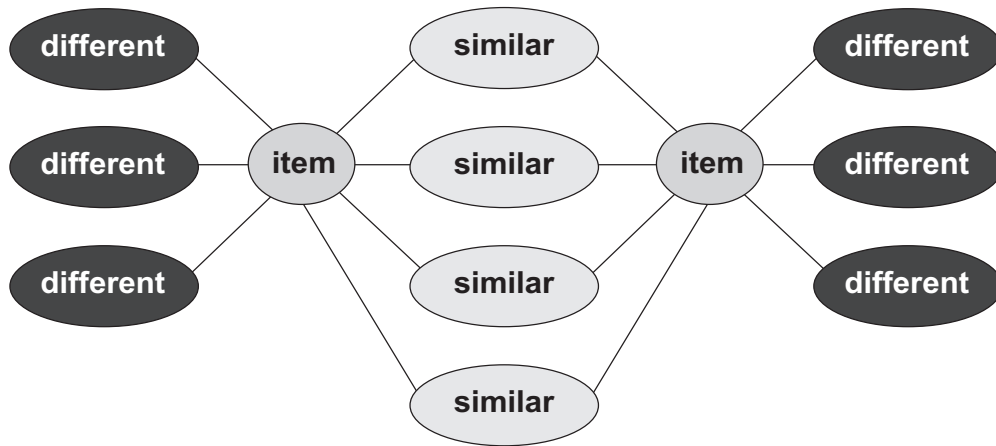
A **monarchy** and a **dictatorship** are different because

a **monarchy** \_\_\_\_\_, but a **dictatorship** \_\_\_\_\_.

a **monarchy** \_\_\_\_\_, but a **dictatorship** \_\_\_\_\_.

a **monarchy** \_\_\_\_\_, but a **dictatorship** \_\_\_\_\_.

### Compare Terms Using a Double Bubble





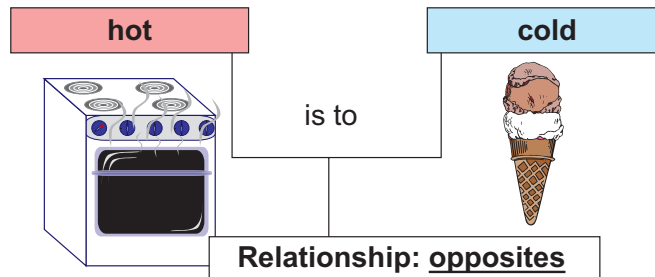
## Compare Terms Using a Grid

	Item 1	Item 2	Item 3	
Characteristic 1				Similarities and Differences
Characteristic 2				Similarities and Differences
Characteristic 3				Similarities and Differences
Characteristic 4				Similarities and Differences

- Analogies

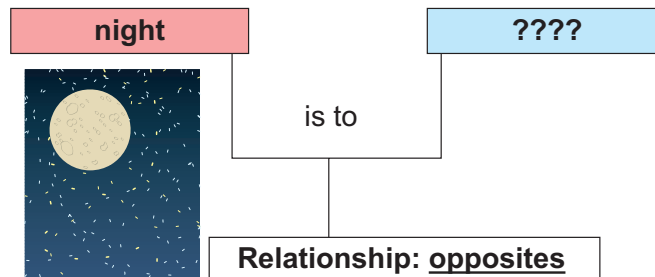
### Create Analogies

**Step 1**  
Identify how the first pair of elements are related.

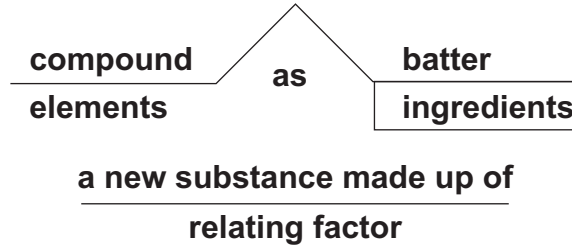


**Step 2**  
State their relationship in a general way.

**Step 3**  
Identify a second pair of elements that share a similar relationship.

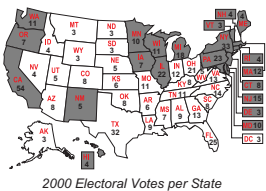
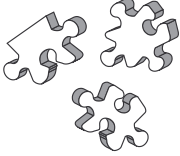


## Solve Analogy Problems



- Metaphors

## Create Metaphors

<b>Step 1—Important and Basic Information</b>	<b>Step 2—General Pattern</b>	<b>Step 3—General Pattern in New Information or Situation</b>
1. Identify the important or basic elements of the information or situation with which you are working.	2. Write this basic information in a more general pattern by <ul style="list-style-type: none"> <li>• replacing words for specific things with words for more general things</li> <li>• summarizing information whenever possible.</li> </ul>	3. Find new information or a situation to which the general pattern applies.
<p><b>political map</b></p>  <p><i>2000 Electoral Votes per State</i></p>	<p>is a</p>	<p><b>puzzle</b></p> 

- Classify

## Use Different Types of Word Walls to Classify

- content/thematic
- genre
- current events

### Use a Definition Word Chart to Classify

Word	Category or Cluster	Critical Attributes	Symbol or Picture
<b>Examples</b> <b>Non-examples</b>	<b>Examples:</b> <b>Non-examples:</b>		
<b>Definition</b>			

6. Front-load key vocabulary words to build upon and extend prior knowledge and experiences. Provide extensive instruction in the preteaching and teaching phases of a lesson, providing students with opportunities to interact with vocabulary prior to reading.
7. Use the group activity called Expectation Scheme to provide students with a purpose for reading by activating their prior knowledge and engaging them in making predictions. Ask students to skim or pre-read a section of the text. Have each student generate as many statements as possible about the information he or she expects to find in the selection, writing each statement on a separate card or strip of paper. Have groups arrange their statements on chart paper in some type of hierarchical fashion. Next, focus a class discussion on why each statement was generated and why it was placed in a particular position in the hierarchy. After the material is read, discussion should center on how the information closely coincides with the Expectation Scheme.

8. Have students use the Author's Intended Message (AIM) questioning strategy before, during, and after reading to focus on the main idea of a selection. Ask students to write down responses to these questions—

Before reading the selection:

- What is the topic?
- How much do I know about the topic?
- What do I expect to find out about the topic?
- What questions may be answered as I read the selection?

During reading the selection:

- If there is an introduction, does it tell what the major points will be? If so, what are they?
- How can I paraphrase the introduction?
- What words and phrases signal the organizational patterns of structures used in the selection?
- Which pre-reading questions I asked can now be answered?

After reading the selection:

- What was the author's purpose?
- How can I best summarize this selection?
- What steps can I take if I still have not determined the author's intent? (For example, reread, skim, discuss with others.)

9. Have students use the Collaborative Strategic Reading (CSR) technique with a reading selection. CSR is composed of four strategies: Preview, Click and Clunk, Get the Gist, and Wrap Up. Clicks refer to portions of the text that make sense to the reader—comprehension clicks into place as the reader proceeds smoothly

through the text. Clunks refer to words, concepts, or ideas that do not make sense to the reader. When students do not know the meaning of a word, it is a clunk, and clunks break comprehension down. Have students work in small groups and follow these steps:

Before reading the selection

- Preview

Brainstorm—Write what you already know about the topic.

Predict—Write what you think you will learn about the topic.

During the reading of each paragraph or section in the selection

- Click and Clunk

If some parts were hard to understand, use these fix-up strategies (written on index cards) for figuring out a clunk word, concept, or idea—

- Reread the sentence and look for key ideas to understand the word.
- Reread the sentence with the clunk and the sentences before and after the clunk looking for clues.
- Look for a prefix or suffix in the word.
- Break the word apart and look for smaller words.

- Get the Gist

Write the most important person, place, or thing in the selection.

Write the most important idea about the person, place, or thing in the selection.

After reading the selection

- Wrap Up

Ask questions—Write and answer 5W-How questions:  
Who? What? Where? When? Why? and How?

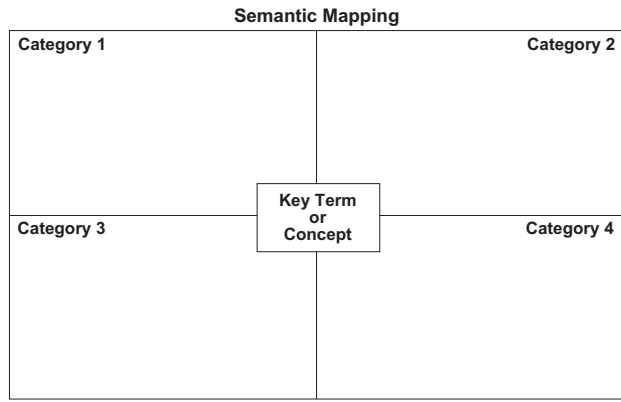
Review—Write the most important ideas learned from the selection.

After using CSR as a teacher-directed activity, consider assigning roles for peer-directed cooperative learning groups. Possible roles may include the following:

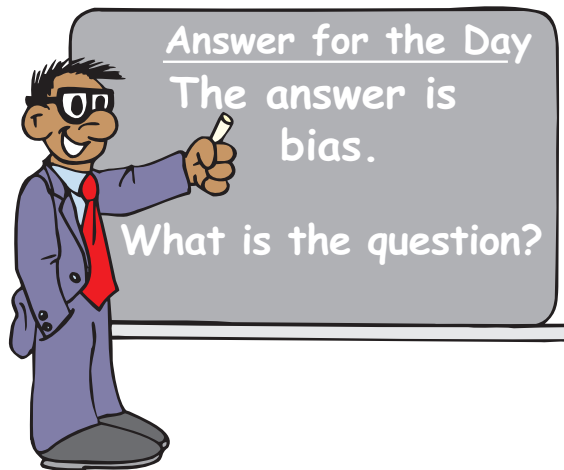
- Leader—says what to read and what strategy to apply next
- Clunk Expert—uses the four clunk fix-up strategies (written on index cards) to remind the group of the steps to follow when trying to figure out a word, concept, or idea
- Announcer—calls on group members to read or share an idea one at a time and makes sure all members participate
- Encourager—watches for behavior to praise, gives positive feedback, encourages all members to participate and help each other, evaluates how well the group works together, and gives suggestions for improvement
- Reporter—reports and shares groups main ideas and generated questions during wrap-up session
- Time Keeper—sets the timer for each portion of the CRS and lets the group know when it's time to move on

10. Use Semantic Mapping as both a pre- and post-reading activity to activate and create background knowledge, to help students see relationships among vocabulary terms, to connect new information to prior knowledge, and to assist students in organizing information. Identify a key term or concept in the selection to be read. Ask students to say (or write) all the words and phrases that they think of about the key term or concept. List all responses on the

board and discuss why each association was made. Next, have students group the responses into categories and label these categories. Discuss why the groupings or categories were chosen and display the results. See example below.



11. Find many opportunities to stimulate creative thinking in your students. One way is to place an *Answer for the Day* on your board, such as—“The answer is bias. What is the question?” Encourage students to come up with as many questions as they can for which this would be the correct answer.



## During Reading Activities

1. Help students use the following REWARDS—Reading Excellence: Word Attack and Rate Development Strategies—methods of attacking long words by segmenting the word into manageable, decodable “chunks.” Initially, have students use the overt strategy (circling and underlining). Later, students can use the covert strategy.

### **REWARDS—Strategies for Reading Long Words**

*(Reading Excellence: Word Attack and Rate Development Strategies)*

#### **Overt Strategy:**

1. Circle the word parts (prefixes) at the beginning of the word.
2. Circle the word parts (suffixes) at the end of the word.
3. Underline the letters representing vowel sounds in the rest of the word.
4. Say the parts of the word.
5. Say the parts fast.
6. Make it a real word.

*Example*

reconstruction

#### **Covert Strategy:**

1. Look for word parts at the beginning and end of the word, and vowel sounds in the rest of the word.
2. Say the parts of the word.
3. Say the parts fast.
4. Make it a real word.

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2. Help students use the following RCRC—Read, Cover, Recite, Check—strategy for either memorizing or studying material or for actively reading content materials.

### Using RCRC for Studying Words and Definitions or Questions and Answers

#### RCRC (Read, Cover, Recite, Check)

**R = Read**

Read a little bit of material. Read it more than once.

**C = Cover**

Cover the material with your hand.

**R = Recite**

Tell yourself what you have read.

**C = Check**

Lift your hand and check.

If you forgot something important, begin again.

### Using RCRC for Reciting the Topic and the Details

#### Active Reading with RCRC

**R = Read**

Read a paragraph.

- Think about the topic.
- Think about the important details.

**C = Cover**

Cover the material with your hand.

**R = Recite**

Tell yourself what you have read.

- Say the topic.
- Say the important details.
- Say it in your own words.

**C = Check**

Lift your hand and check.

If you forgot something important, begin again.

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3. Have students use index cards as a bookmarker when reading. When they finish a section, have them jot down one or two sentences summarizing what they have read, as well as any difficult words in the section. Use separate cards for each section and keep them together with elastic bands. At the end of the unit, use the cards for review.
4. Model the Think-Aloud strategy to illustrate how you make connections with text. Read aloud from a text, stopping after a short passage, then “think out loud” showing how your mind makes connections that lead to comprehension of the text. After modeling several passages, have students work with partners to “think-aloud” other passages. The Think-Aloud strategy helps students make predictions about the text; compare and contrast ideas; visualize the information that is described in the text; and make connections to prior knowledge. Direct students to use the following six strategies as they use the Think-Aloud strategy:
  - Identify the problem.
  - Fix the problem.
  - Picture the text.
  - Predict what will happen next.
  - Make predictions.
  - Make comments.

Consider posting these in the room or creating bookmarks for students with the strategies on them.

Ask pairs or small groups of students to discuss their thinking with each other and offer their own strategies as they read. Then have each student fill out the following chart assessing his or her use of the Think-Aloud strategy.

<b>Assessing My Use of the Think-Aloud Strategy</b>				
While I was reading, how much did I use these Think-Aloud Strategies?	<b>Not Much</b>	<b>A Little</b>	<b>Usually</b>	<b>Always</b>
Identify the problem.				
Fix the problem.				
Picture the text.				
Predict what will happen next.				
Make predictions.				
Make comments.				

5. Provide students with opportunities to visualize as they are reading. This can be done in many ways. You may ask them to draw diagrams, maps, or pictures of what they have read.
6. Read aloud often to your students. Students learn from listening to what is being read. Ask students to draw a picture of what you are reading as they listen. Have them share and discuss their pictures at the completion of the reading session.

7. Stop occasionally as you are reading aloud to allow students to make predictions. Record their predictions on the board. When a prediction is validated in the text, place a check mark next to it and have the students make a new prediction.

*Variation:* Have students use a Prediction Chart like the one below to put in writing what they think will happen next. Then ask students to read to verify their predictions.

Prediction Chart		
Chapter	What I Predict Will Happen	What Actually Happened

8. Have students use a Reader Response Log by writing questions and making predictions while reading a selection and then responding to those questions. Ask students to divide a sheet of paper into two columns, labeling the left column Text and the right column Response or Question. See the following explanation.

<b>Reader's Response Log</b>	
<b>Text</b>	<b>Response or Question</b>
In this column, provide a direct quote from the text that is challenging, interesting, and/or confusing.	In this column, respond to the quote by predicting what will happen, why you find it interesting, and/or what is confusing. Then make a personal response to the passage chosen.

First model the strategy and then provide small group practice before asking students to use it independently.

9. Have students use the Charting Text Structure strategy as a pre-reading strategy to locate and interpret structural clues in a selection. Distribute copies of a reading selection. As you read the text aloud, have students underline (or highlight) clues on their copies. Use a Think-Aloud strategy to help students exchange ideas about these clues. You may need to assist students by asking these questions:
- What are the main headings?
  - Is there an introductory paragraph?
  - Is there a concluding paragraph?
  - What are the topic sentences of each paragraph?

As a class, list the ways the author structured the selection. Ask students to write an outline of the selection's structure and main idea.

10. Have students use the Content Frame, a visual representation—an outline—of the content of a reading selection to help students uncover the organization of the text, divide it into its components, and perceive relationships between sections. Read the selected text aloud with the class. Ask students to stop the process whenever they detect an organizational clue. Write the clues on the board and continue this process until the reading is complete. Discuss the organizational clues, eliminating the unnecessary ones and refining the others to best reflect the author’s intention and text structure. As a class, use the refined list of structural clues to create a “content frame” or final outline.
  
11. Have students use the Idea-Map strategy to see how information in the text is organized and how the various components fit together. The Idea-Map is unique because of its simple use of block charts to represent a reading selection’s progression of ideas in vertical (top to bottom) or horizontal (left to right) format. See the following four examples of Idea-Maps.

**Description Idea-Map**

<b>Topic:</b>

### Compare and Contrast Idea-Map

Topic:		Topic:
	=	
	=	
	=	
	=	
	=	

### Time Order Idea-Map

Topic:
↓
↓
↓
↓

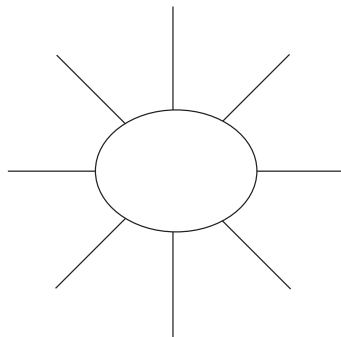
### Problem and Solution

Problem:	→	Solution:

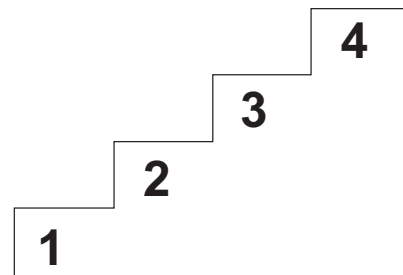
Select the most appropriate Idea-Map to assist student comprehension with a reading selection. Have students work individually or in small groups to complete the Idea-Map as they read the text. Discuss entries in small groups or with entire class and make necessary revisions to correct misconceptions or sharpen imprecise language.

12. Have students use various graphic organizers to see how information, main ideas, and supporting details in a text are connected and organized. These tools help students to isolate and analyze the main ideas in a reading selection. See the following five examples of graphic organizers.

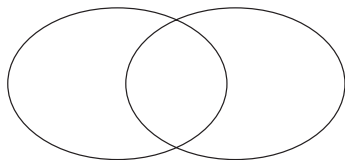
**Description Graphic Organizer**



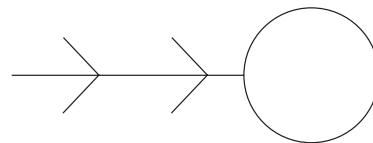
**Time Order Graphic Organizer**



**Compare and Contrast Graphic Organizer**



**Cause and Effect Graphic Organizer**



**Problem and Solution Graphic Organizer**





Select the most appropriate graphic organizer to assist student comprehension with a reading selection. Have students work individually or in small groups to complete the graphic organizer as they read the text. Discuss entries in small groups or with entire class and make necessary revisions to correct misconceptions or sharpen imprecise language.

13. Have students use the ORDER strategy, which stands for the following acronym:




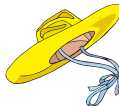


<b>ORDER</b>
<b>O</b> pen your mind
<b>R</b> ecognize the structure
<b>D</b> raw an organizer
<b>E</b> xplain it
<b>R</b> euse it

The ORDER strategy recognizes the importance of graphic organizers in helping students in visualizing the organization of information in a reading selection, but also takes into account the need for a student's independent, unguided thought process. The strategy encourages students to build their own graphic organizer if the text's structure does not match any of the standard patterns. Ask students to read a selection and take notes on key concepts and the structure of the selection in simple outline form. Have students evaluate the selection and its organization against the five standard graphic organizer patterns. If one of them matches, have students complete it, if not, encourage students to build their own to match the selection's structure. Hold a class discussion to compare student conclusions. If students disagree on the best organizer, have them explain their viewpoints and defend them with evidence from the text.







14. Have students use the 6 Thinking Hats strategy, a lateral thinking tool to help students look at a problem or decision about a reading selection or topic from many different perspectives. Have students work in small groups to discuss a problem and come to a consensus using the 6 Thinking Hats strategy. See the following three pages.

The first page gives a detailed explanation of how to “wear” each hat when thinking about and discussing the topic. The second page is a shorter version to post. The third page is used to write notes about the discussion. Each hat is to be *worn* separately by the group as the topic is thoroughly discussed *wearing* just that hat. The blue hat allows the group to see whether a conclusion can be drawn or if there is a need to go back to another hat.




## 6 Thinking Hats Strategy

<p><b>White Hat</b></p>  <p>Stating the facts</p>	<p><b>White Hat</b> (Think of a sheet of <i>white</i> paper containing only unbiased facts.)</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• data</li> <li>• information</li> </ul> <p>Wearing a white hat allows you to focus on what information is available, what information is needed, and how the information might be obtained. Opinions, beliefs, and arguments are put aside.</p>
<p><b>Red Hat</b></p>  <p>Stating the emotions</p>	<p><b>Red Hat</b> (Think of <i>red</i> hot temperatures rising and falling.)</p> <ul style="list-style-type: none"> <li>• feelings</li> <li>• emotions</li> <li>• gut reactions</li> </ul> <p>Wearing a red hat allows you to put forth your feelings and emotions without justification, explanation, or apology. Having this time to get feelings out in the open is valuable.</p>
<p><b>Black Hat</b></p>  <p>Stating the negative aspects</p>	<p><b>Black Hat</b> (Think of a stern judge wearing a <i>black</i> robe.)</p> <ul style="list-style-type: none"> <li>• problems</li> <li>• pitfalls</li> <li>• dangers</li> </ul> <p>Wearing a black hat allows you to consider suggestions critically and logically. Reflect on why a suggestion does not fit the facts or experience. Caution—negativity used too early can kill creative ideas.</p>
<p><b>Yellow Hat</b></p>  <p>Stating the positive aspects</p>	<p><b>Yellow Hat</b> (Think of <i>yellow</i> sunshine bringing optimism into the day.)</p> <ul style="list-style-type: none"> <li>• positive aspects</li> <li>• optimistic views</li> <li>• benefits</li> </ul> <p>Wearing a yellow hat allows you to purposefully search for benefits, feasibility, and how something can work. Benefits are not always obvious; you might have to search for them.</p>
<p><b>Green Hat</b></p>  <p>Stating the creative alternatives</p>	<p><b>Green Hat</b> (Think of <i>green</i> plants and rich growth.)</p> <ul style="list-style-type: none"> <li>• creative solutions</li> <li>• additional alternatives</li> <li>• possibilities</li> </ul> <p>Wearing a green hat allows you to focus on creative thinking and put forward interesting possibilities and new approaches. This sets aside the need for recognition, judgement, and criticism.</p>
<p><b>Blue Hat</b></p>  <p>Summarizing what is learned</p>	<p><b>Blue Hat</b> (Think of <i>blue</i> skies and an overview of the whole.)</p> <ul style="list-style-type: none"> <li>• summary</li> <li>• conclusion</li> <li>• decision</li> </ul> <p>Wearing a blue hat allows you to focus on the overview process, or the need to go back to another hat (e.g., the green hat, to get some new ideas). This is the time for organizing and controlling the thinking process so it is more productive.</p>

## 6 Thinking Hats Strategy

<p><b>White Hat</b></p>  <p>Stating the facts</p>	<p><b>White Hat</b> (Think of a sheet of <i>white</i> paper containing only unbiased facts.)</p> <ul style="list-style-type: none"> <li>• <b>facts</b></li> <li>• <b>data</b></li> <li>• <b>information</b></li> </ul>
<p><b>Red Hat</b></p>  <p>Stating the emotions</p>	<p><b>Red Hat</b> (Think of <i>red</i> hot temperatures rising and falling.)</p> <ul style="list-style-type: none"> <li>• <b>feelings</b></li> <li>• <b>emotions</b></li> <li>• <b>gut reactions</b></li> </ul>
<p><b>Black Hat</b></p>  <p>Stating the negative aspects</p>	<p><b>Black Hat</b> (Think of a stern judge wearing a <i>black</i> robe.)</p> <ul style="list-style-type: none"> <li>• <b>problems</b></li> <li>• <b>pitfalls</b></li> <li>• <b>dangers</b></li> </ul>
<p><b>Yellow Hat</b></p>  <p>Stating the positive aspects</p>	<p><b>Yellow Hat</b> (Think of <i>yellow</i> sunshine bringing optimism into the day.)</p> <ul style="list-style-type: none"> <li>• <b>positive aspects</b></li> <li>• <b>optimistic views</b></li> <li>• <b>benefits</b></li> </ul>
<p><b>Green Hat</b></p>  <p>Stating the creative alternatives</p>	<p><b>Green Hat</b> (Think of <i>green</i> plants and rich growth.)</p> <ul style="list-style-type: none"> <li>• <b>creative solutions</b></li> <li>• <b>additional alternatives</b></li> <li>• <b>possibilities</b></li> </ul>
<p><b>Blue Hat</b></p>  <p>Summarizing what is learned</p>	<p><b>Blue Hat</b> (Think of <i>blue</i> skies and an overview of the whole.)</p> <ul style="list-style-type: none"> <li>• <b>summary</b></li> <li>• <b>conclusion</b></li> <li>• <b>decision</b></li> </ul>

### 6 Thinking Hats Strategy

<p><b>White Hat</b></p>  <p>Stating the facts</p>	
<p><b>Red Hat</b></p>  <p>Stating the emotions</p>	
<p><b>Black Hat</b></p>  <p>Stating the negative aspects</p>	
<p><b>Yellow Hat</b></p>  <p>Stating the positive aspects</p>	
<p><b>Green Hat</b></p>  <p>Stating the creative alternatives</p>	
<p><b>Blue Hat</b></p>  <p>Summarizing what is learned</p>	

15. Ask students to rewrite a reading selection in as few words as possible. They should eliminate all but the main idea. The students could elect a winner—the best, shortest retold reading selection.
16. Use cartoons to demonstrate cause and effect. Ask students to discuss ideas about the cartoons with a partner before sharing with the whole class.
17. Pose simple cause and effect questions. When students have grasped the answers satisfactorily, increase the difficulty of the questions until you are presenting them with debatable issues. What are the effects of steroids? Perhaps you could even tackle the old “chicken and the egg” question with rewards for the most creative theory. Centering journal questions around the causes and effects of their own personal decisions can also expand their perspective on this skill.

Consider using the following two-column chart to look at cause and effect and to consider consequences, causes, and solutions. You may also wish to use color-coded sentence strips on a board with magnetic backing to differentiate the areas of the chart.

## Problem/Solution

Questions	Answers
What is the <i>problem</i> ?	
	↓
What are the <i>effects</i> ?	
	↓
What are the <i>causes</i> ?	
	↓
What are the <i>solutions</i> ?	

To extend activity, use one of the following charts to have students seek to provide support or evidence to bolster an opinion or to use key ideas to support a thesis. These are also excellent for pre-writing.

<b>Opinion - Proof</b>	
<b>Opinion</b>	<b>Proof</b>



Thesis - Proof	
Thesis	Proof
Summary	



18. Use the Proposition/Support Outline strategy to help students separate factual and opinionated materials in a reading selection. Discuss the difference between fact and opinion. Have students offer strategies for determining each. Put these criteria to test by providing a list of statements for students to identify as fact or opinion.

Assign a reading selection for students to identify the main propositions (a statement that can be supported by arguments) of the selection. Have students work in small groups to evaluate each of these statements, looking for evidence of opinion, bias, or personal viewpoints. Ask student to label each statement as fact or opinion. Have groups share their conclusions with the class. Encourage discussion and debate any statement about which the groups cannot agree.

Introduce the Proposition/Support Outline. See the Proposition/Support Outline chart on the following page. Discuss how support for a proposition can be categorized in five ways: facts, statistics, examples, expert authority, or logic and reasoning. Assign students a reading selection that presents an argument. Have students fill out the Proposition/Support Outline chart on the following page as they analyze the author's arguments. As a class, discuss the types of support used to argue the proposition to determine if the author was successful in proving his or her proposition.

<b>Proposition/Support Outline</b>	
<b>Topic:</b>	
<b>Proposition:</b>	
<b>Support:</b>	
1. Facts	
2. Statistics	
3. Examples	
4. Expert Authority	
5. Logic and Reasoning	

19. Ask students to use the Guided Reading strategy by completing the 4-Column Notes chart below as they read. As a class, elicit responses to hold a class discussion.

<b>4 - Column Notes Chart for Guided Reading Strategy</b>			
<b>Facts</b>	<b>Connections</b>	<b>Questions</b>	<b>Reaction/Response</b>

20. Have students do buddy or paired reading. Student 1 reads aloud to student 2, who then reads the same paragraph aloud to student 1. At the end of the paragraph, the pairs stop and share thoughts and questions. The students continue until the assigned passage is complete.
21. Have students code the text by using small sticky notes (or mark the text in pencil) to indicate when they have questions or *aha* points which lead to discussion of ideas. Students may use these marks to indicate the following:

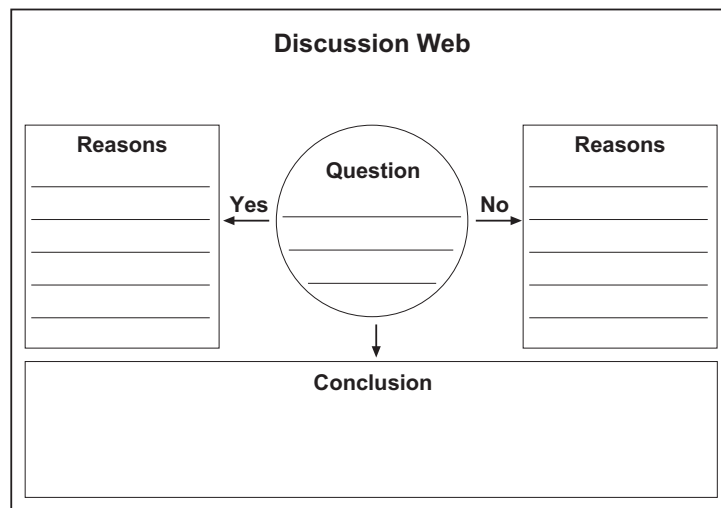
? I have a question about this part.

! I know this.

+ I didn't know this—now I do.

*Variation:* Have students use the above strategy to code the text and to take notes on sticky notes or index cards as they read, then use the coding and notes for a class discussion.

22. Have students use the “Huh” strategy by posting a small sticky note at a point of confusion in the text to remember to go back and see if, after further reading of the text, the point is now clear or if they still need to research further.
23. Use the Discussion Web to help students visualize key elements of an issue and identify opposing points of view on the matter. Assign a reading selection that is controversial and can elicit clearly defined opposing viewpoints. Ask the class to identify the main question of the selection. Once consensus is reached, post the question for a quick reference. Have students work with a partner and provide them with the Discussion Web. See the Discussion Web below.



Ask partners to write at least three reasons for answering the question “Yes” and an equal number of reasons for answering the question “No.” Have partners share supporting ideas from the reading and from their own experiences. Have partners pair up with another set of partners to work as a group. Ask each group to compare their responses, come to a consensus, and reach a conclusion on a pro or con point of view. Each group then selects a spokesperson to report to the class. Record students’ positive and negative responses on a simple T-Chart. See the T-Chart on the following page.

T - Chart	
Yes	No

Have students evaluate each reason, pro and con, objectively and fairly. Encourage students to decide on a position on the general question and write his or her final conclusion on an index card. Point out that understanding both sides of an argument does not preclude taking a stand. Collect the cards and tally the responses. Share the results with the class and list the most common reasons, pro and con, for these decisions on a shared Discussion Web chart.

24. Use the Intra-Act reading strategy to engage students in a reflective discussion. The Intra-Act process has four phases:
- comprehension phase—students construct meaning from a text selection
  - relational phase—students relate what they have learned about the topic with other readings and prior experience
  - valuation phase—students express personal feelings and value judgements about the topic
  - reflective phase—students reflect on decisions they have made and the values upon which these decisions are based.

Choose a reading selection on a controversial topic, one about which students can form clear and informed opinions. Discuss the

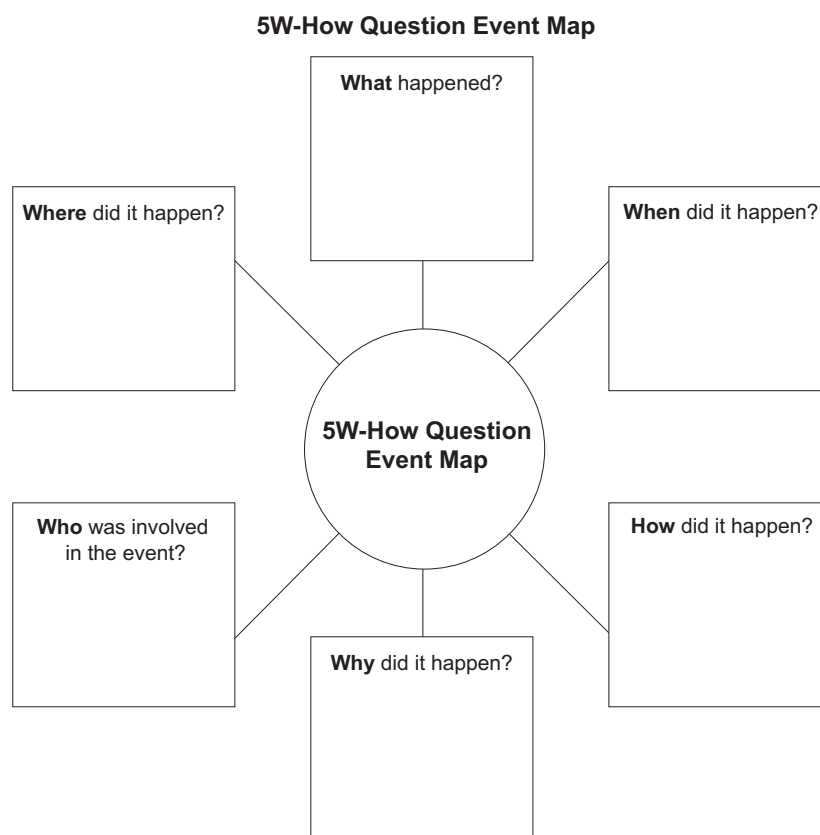
differences between factual and opinionated information, stressing the need to defend opinions with supporting evidence. Identify a number of opinionated statements from the reading selection. Place these statements on the Intra-Act Value Statements chart below.

<b>Intra-Act Value Statements</b>					
<b>Statements</b>	<b>Name</b> _____	<b>Name</b> _____	<b>Name</b> _____	<b>Name</b> _____	<b>Prediction Score</b>
	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	
	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	
	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	
	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	<b>Yes No</b> ____ _	
<b>Predictions were correct = +</b> <b>Predictions were incorrect = -</b>	<b>total score =</b>				
	<b>percentage of correct predictions =</b> <b>(number of correct predictions ÷ number of total responses)</b>				

Have students work in groups to read and summarize the reading selection. Ask each group member to respond to the value statements. Then give each student a copy of the previous chart. Ask students to write in their own names and responding “Yes” or “No” to reflect their agreement or disagreement with the statement. Next, ask students to write in the names of their team members and predict how they will respond to the statements by marking the “Yes” or “No” boxes under their names. Finally, ask group members to share their predictions inside the group and mark their correct and incorrect responses on the chart. Engage students in a discussion of their reasons for supporting specific statements.



25. Give students a copy of a short content-related article. Have them use the 5W-How Question Event Map on the following page to answer Who? What? Where? When? Why? and How? after reading the selection. Have students share responses in pairs. Then discuss responses with the whole class.



26. Have students use the Internet or bring in content-related newspaper articles and locate the sentence(s) that answer the 5W-How questions. Have them make six columns on their paper with the headings: Who? What? Where? When? Why? and How? Ask students to list answers under the appropriate headings.
27. Use the Reciprocal Reading strategy to help students use reading strategies independently. These strategies include text prediction, summarization, question generation, and clarification of unknown or unclear content. Place students in groups of four. Distribute one

notecard to each member of the group identifying each student's role in the reading activity: summarizer, questioner, clarifier, or predictor. Have students read a few paragraphs of the assigned text selection, taking notes as they read. Have students stop at a given point.

- The Summarizer will give the key ideas up to this point in the reading.
- The Questioner will pose questions about unclear parts, puzzling information, and connections to previously learned information.
- The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
- The Predictor will guess what the author may describe next.

The roles then switch one person to the right, and the next selection is read. Have students repeat the process using their new roles until the entire selection is read.

28. Have students think beyond the words on the page and consider the author's intent or success at communicating it. Have students use this process to question the author. Ask students to read a selection of text (one or more paragraphs, but generally not a whole page). Then have students answer these questions:

- What is the author trying to tell me?
- Why is the author telling me that?
- Does the author say it clearly?
- How might the author have written it more clearly?
- What would I have wanted to say instead?

This is a tool for recognizing and diagnosing "inconsiderate" text. Students may struggle with content not because they are failing as readers but because the author has failed as a writer. This allows students to approach text with a "revisor's eye."

29. Incorporate a Three-Minute Pause between large sections of content. Place students in groups of three to five. The Three-Minute Pause provides a chance for students to stop, reflect on newly introduced concepts and ideas, make connections to prior knowledge or experience, and seek clarification. Have students do the following:
- Summarize key points so far. (Focus on key points up to this point.)
  - Add your own thoughts. (What connections can be made? What does this remind you of? What would round out your understanding? What can you add?)
  - Pose clarifying questions. (Are there things that are still not clear? Are there confusing parts? Are you having trouble making connections? Can you anticipate where its heading? Can you probe for deeper insight?)
30. Have students use the 3 - 2 - 1 chart below as they read units in a book.

3 - 2 - 1 for Unit \_\_\_\_\_

<b>3</b>	<b>Things You Found Out:</b>
<b>2</b>	<b>Interesting Things</b>
<b>1</b>	<b>Question You Still Have</b>

This gives students an opportunity to summarize some key ideas, rethink them and focus on those that they are most intrigued by, and then pose a question that can reveal where their understanding is still uncertain. For a class discussion after each unit, use their responses to construct an organized outline, to plot a Venn

diagram, to identify sequence, or to isolate cause and effect. Discussions are then based on the ideas they found, that they addressed, and that they brought to class.

31. Discuss the five levels of Bloom's Taxonomy and how each new level builds on previous levels, focusing on the type of thinking that occurs at each level and the kinds of questions arising from this type of thought. See the "Bloom's Taxonomy: Question Frames for Developing Higher-Level Questions" chart on the following page. Post the chart for quick reference.
  - Use a common reading selection and discuss the levels of Bloom's Taxonomy by asking questions about the selection that demonstrate the type of thought required in each level.
  - Have students work in groups. Assign groups a topic in the unit. Provide each group a copy of "Bloom's Taxonomy: Question Frames for Developing Higher-Level Questions" on the following page. Ask the groups to compile questions about their topic for each level of Bloom's hierarchy. Share these questions with the class and evaluate how well the questions reflect each level of thinking.
  - Distribute a reading selection to each group and repeat the exercise. Encourage student discussion of resulting questions. Help students match questions they developed to the most appropriate level in Bloom's Taxonomy.

## Bloom's Taxonomy

### Question Frames for Developing Higher-Level Questions

**Recall**—repeating or retelling information, such as remembering and reciting key facts, ideas, definitions, and rules

What is \_\_\_\_\_ ?

Define \_\_\_\_\_ .

Identify the \_\_\_\_\_ .

Who did \_\_\_\_\_ ?

**Analysis**—separating the main ideas or components of a larger whole, such as organizing bits of data into “information clusters” or related pieces that fit together to form the whole

What is the main idea of \_\_\_\_\_ ?

List the main events of \_\_\_\_\_ .

What are the parts of \_\_\_\_\_ ?

What is the topic of \_\_\_\_\_ ?

**Comparison**—noting similarities and differences among the component parts, such as comparing how component parts are alike and how they are different

What is the difference between \_\_\_\_\_

and \_\_\_\_\_ ?

**Inference**—making predictions or generalizations through deductive or inductive reasoning, such as starting with a general statement or principle to explain how specific details relate to it (deductive logic) or investigating specific details in search of an underlying, unifying general principle and generalizing to uncover the main idea (inductive logic)

What do you think will happen next in the \_\_\_\_\_ ?

What is the main conclusion from \_\_\_\_\_ ?

Predict what \_\_\_\_\_ will do.

What would happen if \_\_\_\_\_ ?

**Evaluation**—reaching a conclusion supported by evidence, such as bringing together analyses, comparisons, and inferences to synthesize a conclusion

What is your opinion of \_\_\_\_\_ ?

What is the best solution to the problem of \_\_\_\_\_ ?

Evaluate the writing of \_\_\_\_\_ .

Defend your opinion about \_\_\_\_\_ .

32. Use the Seed Discussion strategy to encourage in-depth discussion of reading selections. The Seed Discussion is a two-step process using critical thinking skills and communication skills. First, students identify *seeds* for discussion, such as key concepts or questions requiring further elaboration. Second, students present their seeds to initiate group discussion. There are four roles played by students in each group.

- Leader—responsible for calling on each student to share his or her discussion seeds
- Manager—responsible for everyone having materials for discussion (books, journals, cards, etc.)
- Checker—responsible for every team member having a chance to talk about his or her seeds (everyone must comment on the seed before the next person presents his or her seed for discussion)
- Communicator—responsible for letting the teacher know when discussion is complete

Provide students with a series of questions about a reading selection that will assist them in identifying possible seeds for discussion. For example:

- What new information does the reading selection provide?
- What did you find interesting or surprising about the reading selection?
- What did you not understand in the reading selection?

Give students time to write and refine their seeds. Have students then initiate discussion by presenting their seeds, waiting for each member of the group to comment about a seed before moving on to the next person's seed. Have students evaluate the seeds, describing criteria for determining quality seed ideas.

33. Use the Radio Reading “read aloud” strategy for maximum interaction between the reader and the audience. This strategy allows comprehension improvement at two levels. The reader is immersed in the text to develop discussion questions and the audience reinforces learning by responding to reader’s questions. Have students work in small groups of four to six members. Assign each group a short reading. Ask the group members to silently read the entire selection. Then assign a specific section (a paragraph or more) to each group member to read aloud and to prepare discussion questions on that section. Give several minutes for rehearsal and formulation of questions for discussion.

Begin Radio Reading by having a reader read as the audience listens with their books closed. Discussion is initiated by the reader asking each member of the group a question to prompt the discussion. A listener may ask the reader to restate an unclear question. After the reader’s questions are thoroughly answered, the next listener takes a turn as reader. A Radio Reading chart like the one below can help to sustain the process and assist in accountability for each group member. A designated secretary can mark a + (plus sign) in the box to indicate a correct response, a - (minus sign) when the answer is unsatisfactory, and an R in the box of the reader. The decision on whether the response is a + or - lies with the reader.

<b>Radio Reading</b>							
Secretary’s Name _____							
Questions							
Group Member Names	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							

34. Use the Say Something strategy to help students construct meaning from text as they read by predicting, questioning, clarifying, connecting, or commenting during the reading process. Have students work in pairs and either read material aloud or silently. Cue students to stop and *say something* to their partner. You may direct “Say Something” by having students take a character’s point of view, personally connect to the text, or state something they remember from what was read. You may also locate places in advance for students to stop and say something, such as making a prediction, asking or answering a question, or summarizing and clarifying; to make a connection; or to make a comment. Partners then offer a response to what was said. If a student cannot say something, then he or she will need to reread the selection. After partners share, you may also have the whole group share. Use the “stand and share” technique whereby everyone stands up. When someone shares an idea of their own, they sit down. The “stand and share” technique may be used for any type of brainstorming activity.

*Variation:* Students may use the Say Something strategy as a personal comprehension model and say something silently to themselves.

## **After Reading Activities**

1. Use the Question-Answer Relationships (QAR) strategy as a post-reading strategy. This strategy equips students to tackle questions more effectively by teaching them to recognize different types of questions.

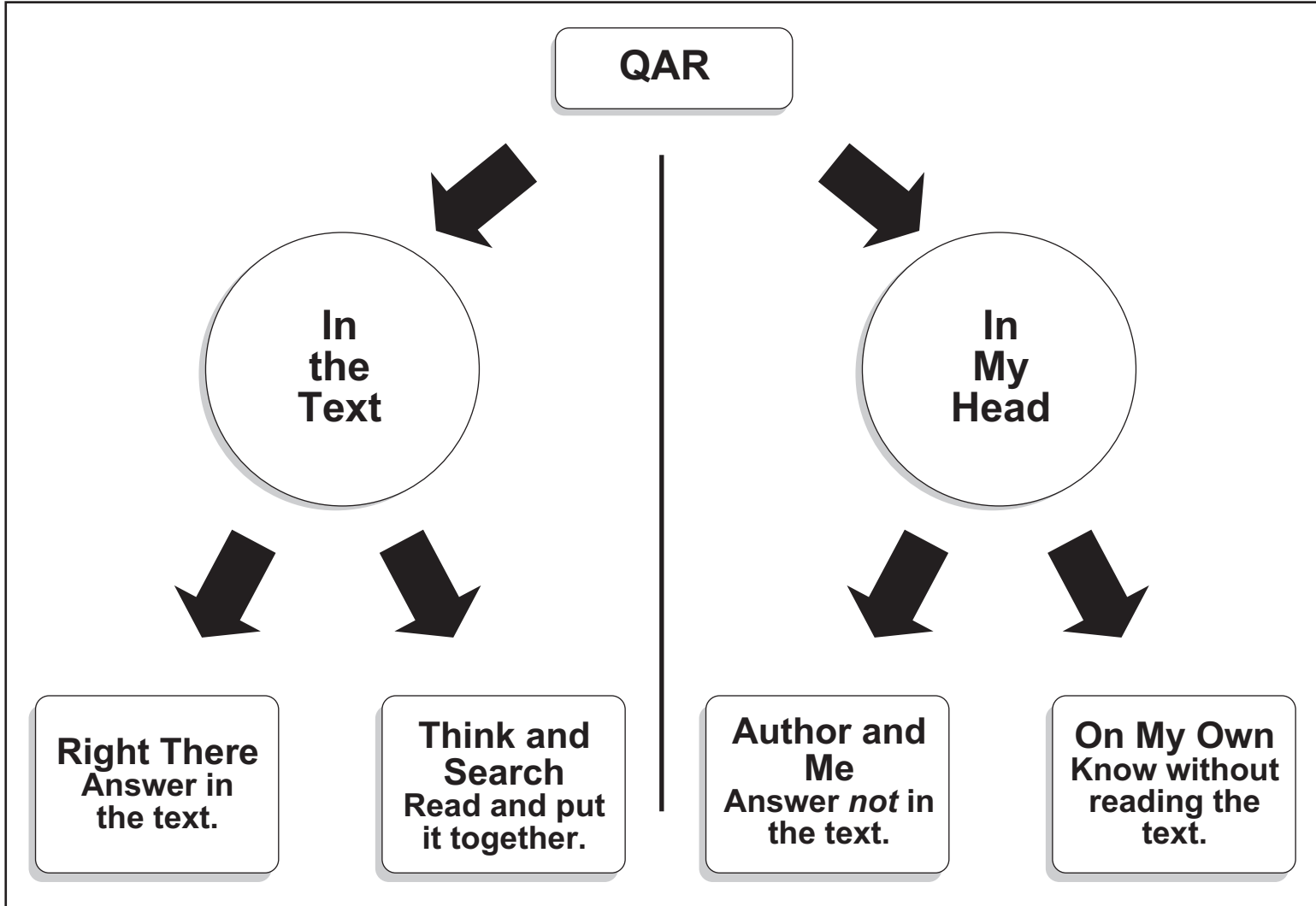
Two types of questions are text-based questions:

- “Right There” questions are constructed with words taken exactly from the text and answers can be found in the text.
- “Think and Search” questions ask students to think about the information they read and to search through the text to find information that applies.



Two other types of questions are knowledge-based and require students to use prior knowledge:

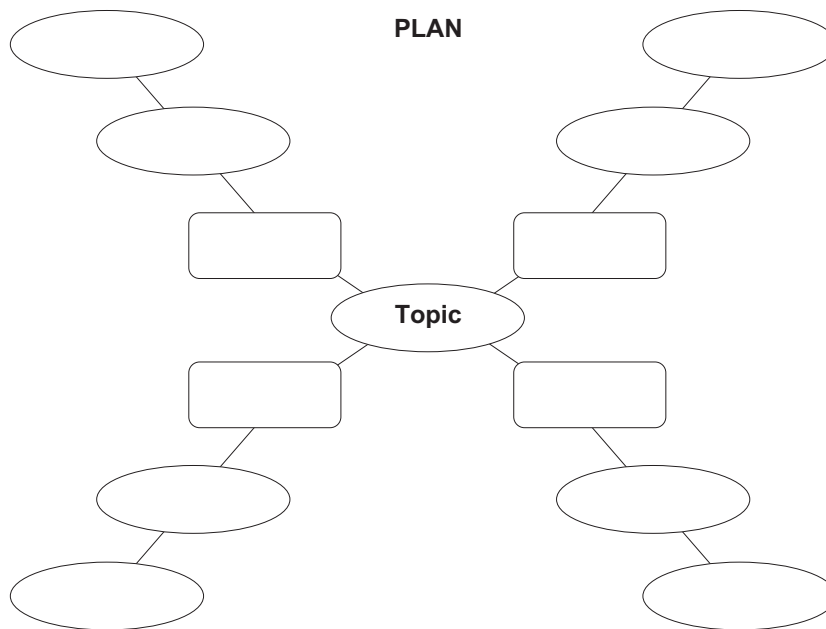
- “Author and You” questions require students to have read the text to understand the questions, but the answers are not found in the text.
- “On My Own” questions can be answered by students based on their background knowledge and does not require reading the text.



2. Use the Predict-Locate-Add-Note (PLAN) graphic organizer to help students summarize the content of a reading selection as a post-reading strategy.

- **Predict** selection content based on prior knowledge and experiences.
- **Locate** familiar and unfamiliar words and concepts.
- **Add** new information to prior knowledge.
- **Note** how new information can be applied to everyday tasks.

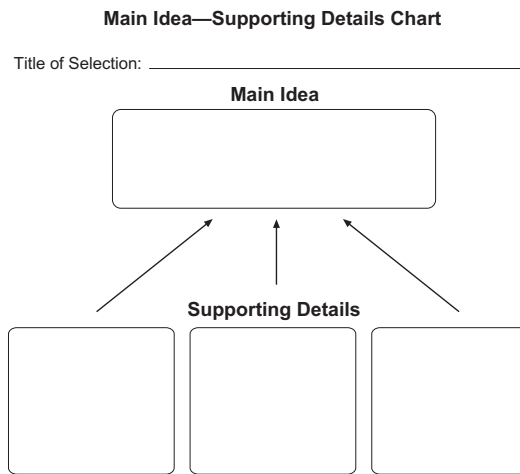
Select a reading passage with a well-defined concept. Give students a copy and ask them to scan the selection and make predictions about its content from titles and key words. Provide students with a graphic organizer to create a “map” of their predictions. See the PLAN graphic organizer below.



The center of the map should contain a prediction of the overall content of the selection. Each arm of the map should contain predictions about specific content items and evidence supporting these predictions, such as key words or phrases from the selection. Have students place a question mark by unfamiliar or unknown

information listed in their predictions. Now have students carefully read the selection, add new information learned while reading, and evaluate their predictions. Ask students to adjust their map to better reflect their careful reading of the selection. Challenge students to describe specific applications for this new gathered information in real world tasks.

3. Have students work in pairs and use the “Main Idea—Supporting Details Chart” below to help students identify the main idea and the details that support it.



4. Have students work in pairs and use the “Main Idea—Supporting Facts Chart” below with a selection to identify the main idea and supporting facts.

<b>Main Idea—Supporting Facts Chart</b>		
Subject of Text Selection: _____		
Body Paragraph 1	Body Paragraph 2	Body Paragraph 3
Main Idea	Main Idea	Main Idea
Supporting Facts	Supporting Facts	Supporting Facts

5. Have pairs of students read selected text and take turns being either the reader or the “coach.” The reader reads the paragraph aloud to the coach, then the coach orally summarizes the paragraph, emphasizing key points and asking clarifying questions of the reader. Students then reverse roles, following the same pattern until the whole selection is read and summarized. When they are finished, have students cooperatively summarize the main idea of the selection and create a written summary statement.
6. Have students write a newspaper article that “reports” the findings of a content-related study or event. Students must answer the 5W-How questions—who, what, where, when, why, and how and use a writing style appropriate to a newspaper story. Have students use the graphic organizer below as a pre-writing tool.

**5W—How Questions**  
Who, What, Where, When, Why, and How

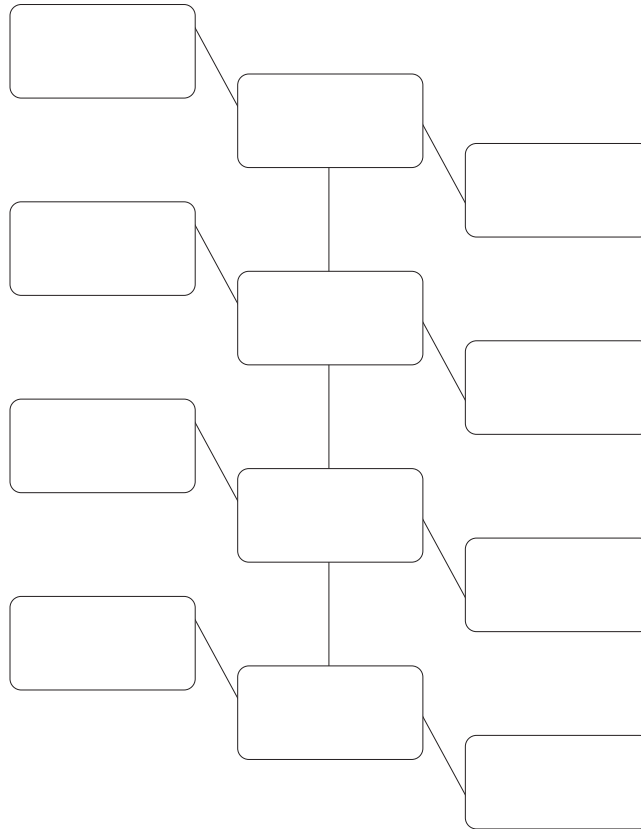
<b>Who</b>
<b>What</b>
<b>Where</b>
<b>When</b>
<b>Why</b>
<b>How</b>

Ask students to “interview” researchers involved in the study and/or real persons who may be experts in the field and are able to offer insights into it. Have students follow these steps:

- gather the facts (answer the 5W-How questions and get information and quotes from interviews)
- write a lead (a first sentence or paragraph that describes the basic idea of story and grabs the reader’s attention)
- write the body of the story (fill in the details about the idea presented in first sentence or paragraph)
- write a headline for the story (compose a headline interesting enough to capture the reader’s attention immediately)

*Variation:* Students can use a Sequence of Events graphic organizers like the one below to show the sequencing of events in the article or a show sequential task.

**Sequence of Events**



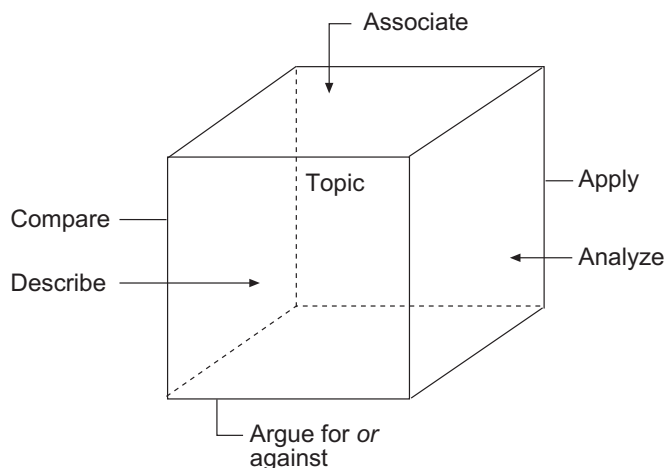
7. Have students use the Think Silently strategy. After reading a short selection, students write on a sticky note what that particular piece of text means to them. Post the notes on a Topic Wall.

8. Use the Cubing strategy to have students explore a topic from six different perspectives. The strategy's name comes from the fact that cubes have six sides. Use this strategy after reading and discussing issues that lead students to think critically about the topic. Divide the class into six groups and assign one of the six perspectives below to each group to brainstorm ideas about their assigned perspective.

- Describe—What does it look like?
- Compare—How is it similar to or different from something else?
- Associate—What else do you think of when you think of this topic?
- Analyze—What are the parts? What is it made of?
- Apply—How can it be used? What does it do?
- Argue—Are you for it or against it? Take a stand and list reasons for supporting or rejecting the premise of the topic.

Have groups choose a scribe and then collaborate to write a paragraph exploring their perspective. Each group reads their paragraph to the class, allowing other students to react to connections the group has made and pose ideas for revisions. Revised paragraphs may then be taped to the sides of a cardboard cube and displayed in the classroom.

### Cubing Strategy



9. Have students write a Summary Cinquain about what they have read or learned. Have them use the following formula.

### Summary Cinquain Formula

- Line 1: one-word title—usually a noun
  - Line 2: two-word description of the topic—usually two adjectives
  - Line 3: three-words expressing an action connected with the topic—usually the *-ing* form
  - Line 4: four-word phrase showing some feeling for the topic
  - Line 5: one-word synonym or restatement of the title or topic
10. Use Exclusion Brainstorming. Write a topic on the board followed by a list of words. Have students decide what words fit the topic and what words do not fit. Then ask students to explain why they do or do not belong with the topic.
  11. Use Exit Cards to summarize ideas from the text. Before students leave for the day, have them write responses to teacher-generated questions requiring them to summarize ideas from the lesson.
  12. Use Group Summary Writing. Read an interesting, informative article to the class. Ask students to state the important ideas they heard. List the points the students give in the form of notes on the board. Using the notes, work as a class to construct a group summary.
  13. Use the Question Exchange procedure following the reading of a selection. Have students write questions they feel would be important in a post-reading discussion. Then ask students to exchange questions and discuss which ones they feel focus on the most significant information.
  14. Have students use the Reciprocal Questioning (ReQuest) strategy as a way of analyzing their reading comprehension. Ask students to read a selection and develop discussion questions directed toward the teacher. Have students work in small groups to combine and revise their questions. Each group selects a spokesperson who then



asks the teacher the questions. The teacher answers the questions to reinforce student learning. As a follow-up exercise, ask students to describe the strategies they used in writing and revising the questions.

15. Have students use a CONCEPT diagram to clarify and organize concepts and related details in a reading selection. The steps in the CONCEPT diagram stand for the following:

- Convey central idea
- Offer overall concept
- Note key words
- Classify characteristics
- Explore examples and non-examples
- Practice new examples
- Tie down definition

Have students read a selection and identify an overall theme, along with the major subthemes or concepts. Using the CONCEPT diagram on the following page, have students work in small groups to fill in the central idea and overall concept, then write all key words and group them in logical categories. Using the key terms and concepts identified, have students suggest examples and non-examples. Combining what they have learned when categorizing the words and providing examples, have students produce a final, formal definition of key words and concepts.

## CONCEPT Diagram

1. Central Idea

2. Overall Concept

3. Key Words

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4. Classify Characteristics

Always Present

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Sometimes Present

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Never Present

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5. Explore Examples

Examples

Non-Examples

6. New Examples \_\_\_\_\_

7. Definition

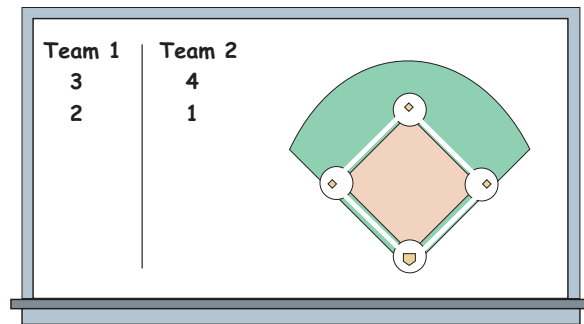
16. Create a Semantic Feature Analysis (SFA) chart or grid, which is a matrix designed for students to examine related concepts according to particular criteria. List a set of concepts down the left side that pertain to the reading selection. Then list criteria or features across the top by which the concepts will be compared. If the concept is associated with the features or characteristics, the student records a + (plus sign) in the grid where that column and row intersect. If the feature is not associated with the concept, a - (minus sign) is placed in the corresponding square on the grid.

**Semantic Features Analysis Chart**

List of Concepts	List of Criteria—Features or Characteristics				

17. Remove headlines from three or four content-related newspaper articles of varying lengths. Ask students to read each story and select the appropriate headline from a composite list. Vary the activity by having students write their own headlines and then compare them to the originals.
18. Have the students play Prove It. Ask questions that are answered in the text. When a student answers a question, have him or her go back and find the answer in the text. Gradually change the questions from literal to inferential.
19. Combine reading with writing as much as possible. Writing about what has been read improves reading comprehension. Reading journals are often used. Write a question about the text every day and have the students respond in their journals. Encourage “real world” connections to the reading by asking students to respond to specific questions. Students can also write letters to a partner about what they have read, and the partner can respond.

20. Encourage active reading by having students write their own questions following and during the reading of the text. Have the other students answer the questions or stump the teacher. Use the best questions to devise a review game or place them on the quiz for the text.
21. Play Baseball to review following reading and prior to a test. Baseball may be played by drawing a baseball diamond on the board and dividing the class into two teams. (*Optional:* Make a large baseball diamond with masking tape on the floor. Have students move around the bases.) Develop a batting order for each team. The team must answer questions correctly to gain a base. After three correct answers, every “hit” is a point. The teams change after three misses. Adaptations can also be made to *Family Feud*, *Password*, or *Jeopardy* game formats to use as reviews. See each unit’s Suggestions for Enrichment under Wrap-Up for other review activities.



22. After reading a section of the text, ask students to complete these statements:

This book made me

wish that \_\_\_\_\_ .

realize that \_\_\_\_\_ .

decide that \_\_\_\_\_ .

wonder about \_\_\_\_\_ .

see that \_\_\_\_\_ .

believe that \_\_\_\_\_ .

feel that \_\_\_\_\_ .

hope that \_\_\_\_\_ .

23. After reading a section of the text, have students collect current events that reflect the topic.
24. Have students use the Book Report Recipe below to tempt the appetite of other readers. Create simulated recipe cards and post them on a bulletin board.

### Book Report Recipe



- 1 cup of plot  
briefly tell what the story is about—but don't give away the ending
- 2 teaspoons of characters  
tell who the main characters are and briefly describe them
- 2 tablespoons of excitement  
copy a short passage that describes something exciting that has happened—try to find one with the main character in it
- 1/2 cup of opinion  
tell what you liked and did not like about the book
- 1 teaspoon of recommendation  
tell who you think would enjoy this book and why
- a dash of information  
title of the book, name of author, name of publisher, number of pages, and literary genre

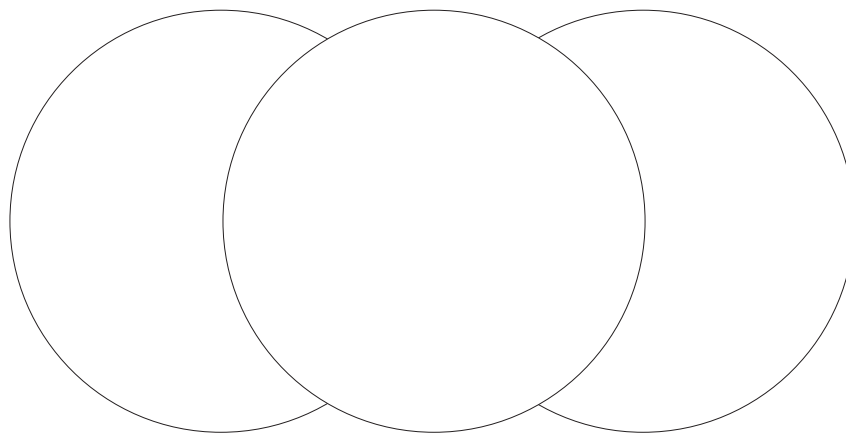
25. Consider varying the format of reports. Some options for reports might be having students do the following:
  - write a content review that could be published in a newspaper
  - prepare a list of questions for determining if other students have read the content carefully
  - rewrite the content as a picture book using simple vocabulary so that younger students can enjoy and understand the new version
  - create a diorama
  - create a mini-comic book relating to specific content

- roleplay a television or radio reporter and give a content-related report of an individual's research and interview him or her
- make a book jacket with an inside summary and information about the author and his or her other books

26. Have students bring in editorials about current content-related topics from the newspaper. Ask them to compare the editorials with other newspaper articles. Which is expository and which is persuasive? Is the logic in the persuasive essay inductive or deductive? Is there an appeal to the emotions?

Have students use a Venn diagram to see how much overlap is seen in these modes. You may wish to choose from the following Venn diagrams or the comparison diagrams. (*Optional*: Use hula hoops to construct the Venn diagrams on the floor.)

**2 - Item Venn Diagram and Summary Paragraph**



**Differences**

**Similarities**

**Differences**

Item 1

Item 2

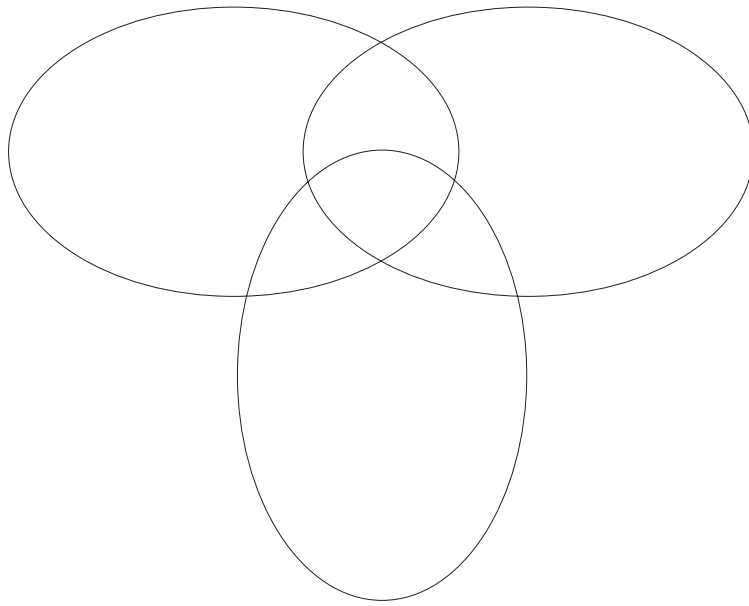
**Summary:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 3 - Item Venn Diagram



### Compare and Contrast Diagram



How Are They Alike?

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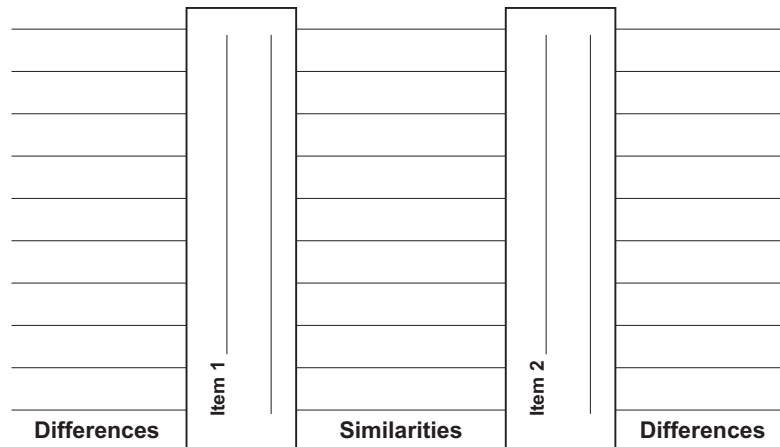
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How Are They Different?

	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	
	with reference to	

### Comparison Diagram



Summary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

27. Have students write their own letter to the editor in response to a content-related issue about which they have strong feelings. Ask them to write the letter twice, once without any appeals to emotion and once with emotional appeals. Have them trade letters with other students and have them comment on which letter is more effective.
29. Have students survey their classmates about a particular subject and then compile a chart to explain their findings.
30. Have students read different articles or texts and then ask them to teach another student, based on what was in the reading.
31. Assign students a topic and ask them to use the library to find books related to that topic. Ask them to choose one book and to write a paragraph detailing what they expect to learn on the basis of the title, table of contents, and index or any other information they can find about the book. Then have them read the whole book or parts of the books and determine whether they learned what they had anticipated.



## Vocabulary Activities

1. Use Four Square to teach new vocabulary. Have students fold a sheet of notebook paper into fourths. In the top left box, have them write the word to be defined. Give the students a sentence in which the context provides a good clue to the meaning of the word. In the top right box, have them draw an illustration of the word. In the bottom left box, the students should place an example of the word and in the bottom right box, an opposite or non-example of the word.

2. Have students make picture vocabulary cards. Have them place one of their vocabulary words on an index card and then cut out or draw a picture that illustrates the word. To extend this activity, use one of the following graphic organizers for visually mapping associations of meanings for a new term.

**Vocabulary Cards**

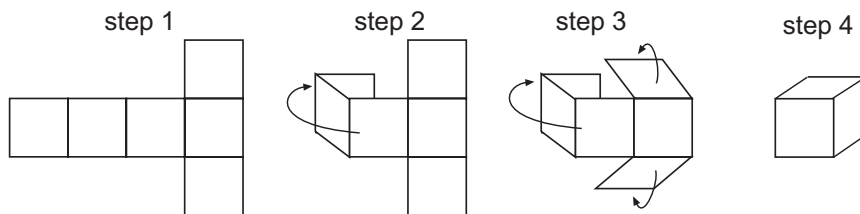
<b>Define in Your Own Words</b>	<b>Synonyms</b>
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;">Vocabulary Word</div>	
<b>Use It Meaningfully in a Sentence</b>	<b>Draw a Picture of It</b>

### Vocabulary Word Map

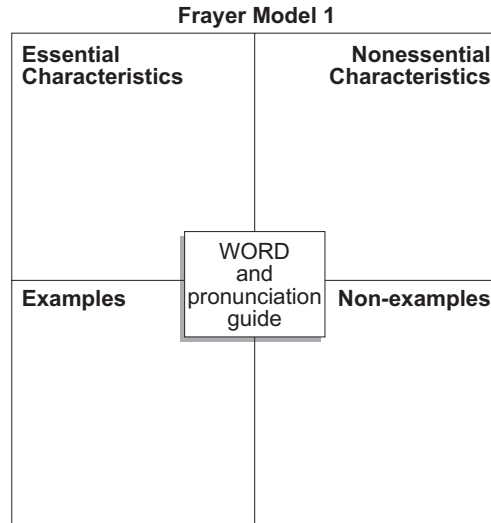
<b>Dictionary Definition Written in Your Own Words</b>  	Antonym _____ Synonym _____
<b>Vocabulary Word</b> _____	
<b>Use the Vocabulary Word in a Sentence</b> _____ _____ _____ _____ _____	<b>Draw a Picture or Relate It to Yourself</b>  

3. Use Cubing as a vocabulary activity. Give students a pattern for a cube similar to the one below. On each side of the cube, have the students complete a different task as they work with the vocabulary word.

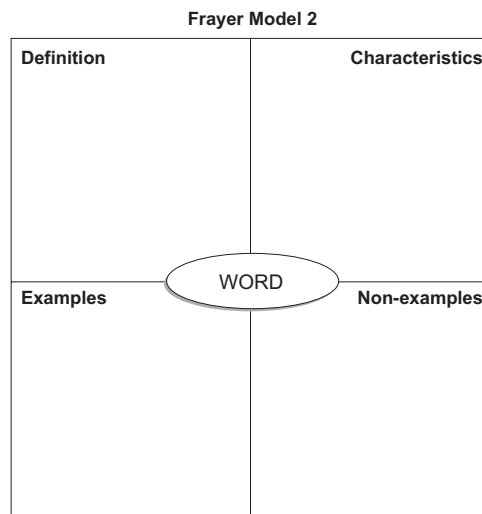
- Side 1: Write the word.
- Side 2: Define the word.
- Side 3: Write a personal thought triggered by the word.
- Side 4: Write a synonym of the word.
- Side 5: Write an antonym of the word.
- Side 6: Illustrate the word. Create a mobile to hang of the various cubes.



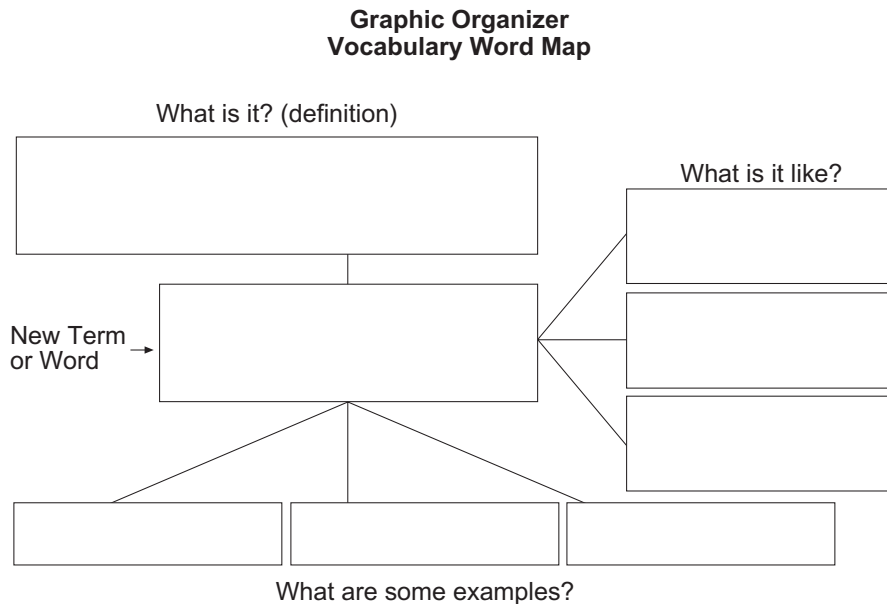
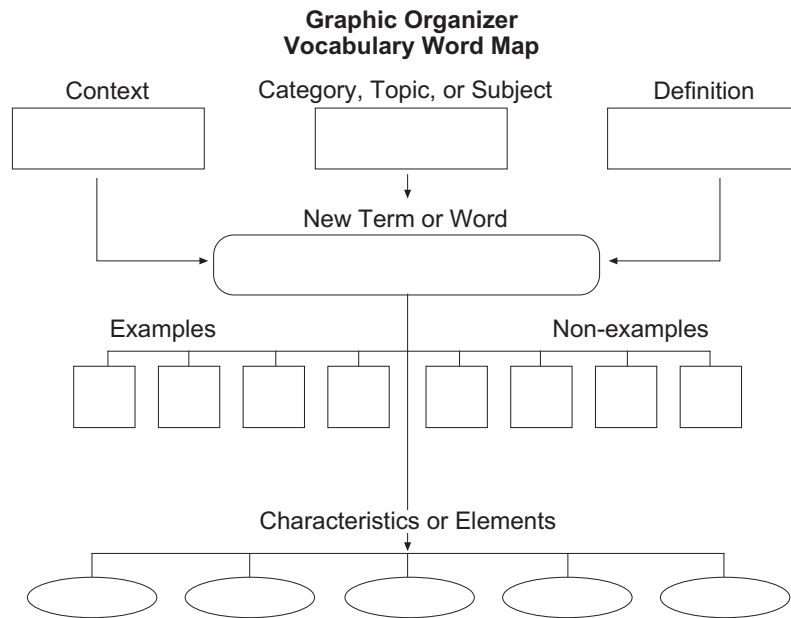
4. Use the Frayer Model, a graphic organizer for word analysis and vocabulary building. Using the four-square Frayer Model, show students how to analyze a word's essential and nonessential attributes. Help them refine their understanding by choosing examples and non-examples of the concept. To completely understand what a concept is, you must also know what the concept is not. See Frayer Model 1 below.



Another sample Frayer Model prompts students to think about and describe the meaning of a word or concept. First, students analyze by defining the term and describing its essential characteristics. Second, they synthesize and apply this information by thinking of examples and non-examples. See Frayer Model 2 below.



5. Assign dictionary exercises to students. Have them bring in unfamiliar or unusual words dealing with content-related topics and show other students how to use the words in a sentence. Have students use the following graphic organizers to teach the new words to other students.



- Use the Word Splash teacher-directed vocabulary activity to elicit prior knowledge. Have students look at a list of teacher-selected words and write down or tell a partner everything they know about that word. See the following Word Splash chart.

**Word Splash**

Vocabulary Word	Pair Responses

Then have each pair share their brainstorming with each other. Write their explanations for the class to see all possibilities. Make no judgements about the brainstormed responses, but do ask clarifying questions: Why do you think that? After the class discussion of the shared brainstormed connections, have students read a text with the words and confirm their meanings of the words.

- Have students keep a Vocabulary Journal of new words they have read (or heard). See the Vocabulary Journal graphic organizer below.

<b>Vocabulary Journal</b>		
Word/Phrase (page #)	What I Think It Means	Context Clues

You may wish to list specific words in order of their appearance in a unit of assigned reading for students to write in their journals.

8. Write a “word of the day” on a chart. Use it in your directions, explanations, or conversations with students. Ask students to incorporate the new word in their conversations. Give extra credit to students who use the specific words.
9. Introduce no more than 10 to 12 words at a time. Provide time for a thorough discussion of words and their meaning(s) and pronunciation.
10. Consider allowing students to select the vocabulary words they would like to learn from a teacher-generated list.
11. Keep words in a visible location throughout the time they are being studied and beyond.
12. Give extra credit for the correct use of vocabulary words in other assignments. This can include the use of words in class discussions. The more students use the words, the more likely they are to remember their meanings.
13. Play *Wheel of Fortune*. Create a wheel and spinner with desired markings. Form teams and have students guess letters to correctly complete phrases or vocabulary words. (*Variation: Play Hangman with phrases or vocabulary words.*)

## Research Activities

1. Introduce basic reference books (e.g., atlas, dictionary, thesaurus, encyclopedia, almanac) to the students. Place students into groups to review these books and look at the parts of each. Ask each group to act as a selection committee and choose the Reference Book of the Year. Have them make a poster advertising their chosen reference book.
2. Conduct activities on reference materials and the use of the computerized card catalog in the media center. Visit the media center and have students locate particular reference sources. Create a scavenger hunt for student teams to find answers to specific questions and then note the name of the source in which the answer was found (e.g., almanac, encyclopedia, atlas, thesaurus, dictionary, newspaper, telephone book).

3. In order to successfully read material in content area textbooks, students need to be able to gather information from maps, charts, and graphs. An excellent way for students to learn this skill is to have them create charts, graphs, and maps of their own. Have them gather information and create bar graphs, line graphs, pictographs, or pie graphs to display the information.

Some ideas for information-gathering might be as follows:

- hours watching TV
- hours doing homework
- hours playing or reading
- favorite movie stars
- favorite ice cream flavors
- favorite recording groups or singers
- number of people in your family
- number of rooms in your house or windows in your house.

Another option is to have them work in teams to collect litter in designated areas of your school campus and have them chart or map the results of their collection.

4. In order to reinforce facts and opinions and skimming and scanning skills, provide your students with a generalization and ask them to skim the unit to provide support for the generalization.
5. Impress upon your students that *all* researched material must be documented, and that the reader must be able to relocate any documented site or source.

When doing research on the World Wide Web, ask students to obtain as many items from the following list as are relevant and available:

- complete name(s) of the author(s) or editor(s)
- title of the document (poem, article) in quotation marks

- title of complete work if available (book, magazine) in italics or underlined
- version number (volume, issue, ID number)
- documentation date or last revision date
- name of institution or organization sponsoring the site
- date you accessed the site
- complete Internet address of site in angle brackets <URL>.

Explain that rarely will they find *all* of the above information. However, they should obtain all that is given for the article.

6. With your class, begin a list of the most helpful or most interesting Internet addresses. Prominently post the list with information describing what is found at each site. You may want to make this a yearlong project and create a Web wall in your room or in a prominent place in the school.

Interesting Internet Addresses	
Web Sites	Information
<a href="http://www.askjeeves.com/">http://www.askjeeves.com/</a>	good search for any information
<a href="http://www.m-w.com/">http://www.m-w.com/</a>	dictionary
<a href="http://www.biography.com/">http://www.biography.com/</a>	biographies of famous people

7. Allow the class to brainstorm different content-related careers that are aided by the use of computers. Discuss the importance of computers and the ways in which they are used by individuals in the field. Discuss careers that have developed due to the evolution of computers.
8. Have students choose several job notices involving the content-related field from the classified advertisements. Ask them to devise questions for the different jobs. Put students in pairs and have them conduct mock interviews.
9. Read the following *Copyright and Fair Use Guidelines for Teachers* chart. Use the information from the chart and discuss issues with students or use it to create a chart for your students. You may wish to send a copy home to parents.



## Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at [www.techlearning.com](http://www.techlearning.com). More detailed information about fair use guidelines and copyright resources is available at [www.halldavidson.net](http://www.halldavidson.net).

Medium	Specifics	What you can do	The Fine Print
<b>Printed Material (short)</b>	<ul style="list-style-type: none"> <li>• Poem less than 250 words; 250-word excerpt of poem greater than 250 words</li> <li>• Articles, stories, or essays less than 2,500 words</li> <li>• Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less)</li> <li>• One chart, picture, diagram, or cartoon per book or per periodical issue</li> <li>• Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes.</li> <li>• Students may incorporate text into multimedia projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies may be made only from legally acquired originals.</li> <li>• Only one copy allowed per student.</li> <li>• Teachers may make copies in nine instances per class per term.</li> <li>• Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district.</li> <li>• Don't create anthologies.</li> <li>• "Consumables," such as workbooks, may not be copied.</li> </ul>
<b>Printed Material (archives)</b>	<ul style="list-style-type: none"> <li>• An entire work</li> <li>• Portions of a work</li> <li>• A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer</li> </ul>	<ul style="list-style-type: none"> <li>• A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen."</li> </ul>	<ul style="list-style-type: none"> <li>• Copies must contain copyright information.</li> <li>• Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.</li> </ul>
<b>Illustrations and Photographs</b>	<ul style="list-style-type: none"> <li>• Photograph</li> <li>• Illustration</li> <li>• Collections of photographs</li> <li>• Collections of illustrations</li> </ul>	<ul style="list-style-type: none"> <li>• Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used.</li> <li>• From a collection, not more than 15 images or 10 percent (whichever is less) may be used.</li> </ul>	<ul style="list-style-type: none"> <li>• Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at <a href="http://www.loc.gov">www.loc.gov</a> or <a href="http://www.mpa.org">www.mpa.org</a>.</li> </ul>
<b>Video (for viewing)</b>	<ul style="list-style-type: none"> <li>• Videotapes (purchased)</li> <li>• Videotapes (rented)</li> <li>• DVDs</li> <li>• Laserdiscs</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may use these materials in the classroom.</li> <li>• Copies may be made for archival purposes or to replace lost, damaged, or stolen copies.</li> </ul>	<ul style="list-style-type: none"> <li>• The material must be legitimately acquired.</li> <li>• Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction."</li> <li>• Use should be instructional, not for entertainment or reward.</li> <li>• Copying OK only if replacements are unavailable at a fair price or in a viable format.</li> </ul>

Copyright and Fair Use Guidelines for Teachers Continued		
Medium	Specifics	The Fine Print
<b>Video (for integration into multimedia or video projects)</b>	<ul style="list-style-type: none"> <li>Videotapes</li> <li>DVDs</li> <li>Laserdiscs</li> <li>Multimedia encyclopedias</li> <li>QuickTime Movies</li> <li>Video clips from the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media."</li> </ul>
<b>Music (for integration into multimedia or video projects)</b>	<ul style="list-style-type: none"> <li>Records</li> <li>Cassette tapes</li> <li>CDs</li> <li>Audio clips on the Web</li> </ul>	<ul style="list-style-type: none"> <li>Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students.</li> </ul>
<b>Computer Software</b>	<ul style="list-style-type: none"> <li>Software (purchased)</li> <li>Software (licensed)</li> </ul>	<ul style="list-style-type: none"> <li>Library may lend software to patrons.</li> <li>Software may be installed on multiple machines, and distributed to users via a network.</li> <li>Software may be installed at home and at school.</li> <li>Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format.</li> </ul>
<b>Internet</b>	<ul style="list-style-type: none"> <li>Internet connections</li> <li>World Wide Web</li> </ul>	<ul style="list-style-type: none"> <li>Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted.</li> <li>Any resources you download must have been legitimately acquired by the Web site.</li> </ul>
<b>Television</b>	<ul style="list-style-type: none"> <li>Broadcast (e. g., ABC, NBC, CBS, UPN, PBS, and local stations)</li> <li>Cable (e. g., CNN, MTV, HBO)</li> <li>Videotapes made of broadcast and cable TV programs</li> </ul>	<ul style="list-style-type: none"> <li>Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's <i>Reading Rainbow</i>, allow for much more.)</li> <li>Cable programs are technically not covered by the same guidelines as broadcast television.</li> </ul>

"The Educators' Guide to Copyright and Fair Use," by Hall Davidson (October)  
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 magazine (www.techlearning.com; 800-607-4410).

10. Hold a computer scavenger hunt. Give pairs or groups of students 10 trivia questions. Have them race to see who can use the Internet to find the answers the fastest.
11. Expert Web sites allow students to interact with real-world experts. Connecting students to an expert in a specific field is a way of expanding horizons, enhancing curriculum with current information, and integrating Internet resources.
12. Research to find a real-time chat or live interview with a current author in the content-related field and supervise students as they participate.
13. Students should be explicitly taught to evaluate the accuracy of resources. This applies to Internet resources as well. A good idea is to provide the students with an evaluation tool to keep handy in the classroom for their use. Teach students the vocabulary and concepts associated with understanding an analysis. A good evaluation tool might contain the following information:

### **Analyzing Web Resources**

#### **Accuracy**

1. Are sources listed for facts?
2. Can information be verified through another source?
3. Has the site been edited for grammar, spelling, etc.?

#### **Authority**

1. Is the publisher reputable?
2. Is the sponsorship clear?
3. Is a phone number or postal address available?
4. Is there a link to the sponsoring organization?
5. Is the author qualified to write on this topic?

### **Objectivity**

1. Does the sponsor have commercial interests?
2. Is advertising included on the page?
3. Are there obvious biases?

### **Currency**

1. Is a publication date indicated?
2. Is there a date for the last update?
3. Is the topic one that does not change frequently?

### **Coverage**

1. Are the topics covered in depth?
  2. Does the content appear to be complete?
14. Create a class Web site and update parents and visitors on topics studied. Use the Web Site Rubric on the following pages as a guide for improvement.

### Web Site Rubric

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
<b>Preparation</b>						
<b>Content Knowledge</b>	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
<b>Organization</b>	content presented in orderly way, including introduction and graphics	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
<b>Audience Awareness</b>	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
				<b>Total Points for Preparation Category:</b>		

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self Score	Teacher Score
<b>Graphics</b>						
<b>Enhanced Content</b>	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	graphics were not used		
<b>Relative to Content</b>	appropriate, well placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
<b>Easy to Understand</b>	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	graphics were not used		
				<b>Total Points for Graphics Category:</b>		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
Introduction and Information	4	3	2	1		
<b>Attention Grabber</b>	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
<b>Background and Purpose Provided</b>	writer explained background and purpose thoroughly	writer explained background and purpose briefly	writer mentioned background but did not explain purpose	writer omitted any mention of background or purpose		
<b>Summary of Content Provided</b>	writer summarized content with relevant detail and had additional information which enriched understanding	writer summarized content with relevant detail	writer briefly summarized content	writer omitted summary		
<b>Relates to Audience</b>	writer clearly established strong link between topic and audience in a creative and original way (e.g., points out similar needs, shows how topic could be used, etc.)	writer clearly established strong link but in typical or unoriginal way	writer only mentioned link but did not elaborate	writer omitted mention of link		
				<b>Total Points for Introduction and Information Category:</b>		

Total Points for Web Page out of a Possible 40 Points: \_\_\_\_\_

Percentage Earned (number of points earned ÷ 40): \_\_\_\_\_ %

15. Have students use the Web Site Rubric on the previous pages to evaluate Web pages on the Internet that are related to a specific topic.
16. Have students create a personal Web page using a word processor. Many major word processors (e.g., Microsoft Word and AppleWorks) have features that can automatically convert a document created on a word processor into a Web page. First, save the created document in order to later make changes to the original version. Then, depending upon the word processor program, save as “Web Page” or “HTML” under the “File” menu. The document will be changed to a Web page and saved to your computer. Now you can upload the page to a Web server to be viewable on the Web.

The look of the Web page may differ from the word processed document because of the HTML language behind most Web pages. Ask students to keep format simple to ensure greater similarity between the document and its Web page version.

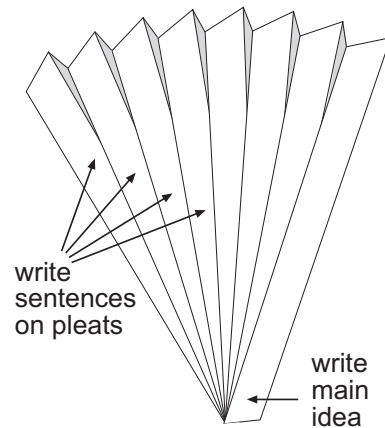
17. Discuss Internet copyright laws with students concerning the use of Web images, sound recordings, text, presentations, and Web projects. Students may use [www.cyberbee.com/cb\\_copyright.swf](http://www.cyberbee.com/cb_copyright.swf) to view answers to several questions about copyright issues.
18. Use rubrics by RubiStar that can be customized by you on their Web site to evaluate student performance on specific types of lessons (<http://rubistar.4teachers.org/>). RubiStar is free and supported by the US Department of Education and also provides a way to analyze the performance of your whole class. By entering your data from the student rubrics, RubiStar will determine which items are problematic for the class as a whole, giving you the chance to reteach the material, revise it before presenting next time, or provide more examples and practice of the skill. The Web site also has separate project checklists that can be customized for students to know in advance exactly what is needed for the project.
19. Have students select content-related activities and write the processes used to complete each activity. Have students scan the Sunshine State Standards and identify all standards that apply to the student behavior demonstrated in completing the selected activities. Ask students to then revise their written explanations to

describe how each activity developed or reinforced each identified standard. Collect the students' work samples and the written reflections to form a student portfolio.

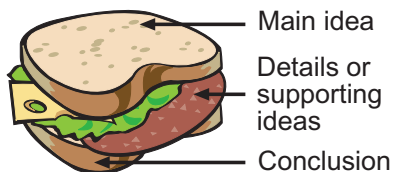
## Writing Strategy Activities

1. Teach the idea of POWER writing (Prewrite, Organize, Write, Edit, and Rewrite). Mention to the students that it is not always necessary to cover all five steps. This is called POW writing. Brainstorm the differences between POWER and POW writing—audience and purpose. Make a poster outlining the steps and hang it in your room. Sometimes you don't have to edit and rewrite, for instance, a shopping list or personal journal. Let students decide before a writing assignment which type of writing they are about to do.

2. Use a pleated fan to teach paragraph unity. Have the students fold a paper fan into as many pleats as you would like sentences in their paragraphs. At the base of the fan have students write the main idea or topic sentence for the paragraph. On each pleat, the students are to write one sentence or idea that relates to the topic idea. Check and discuss their fans before they write their finished paragraphs.



Another good descriptor for cohesive paragraphs is the analogy of a sandwich. The top slice of bread is the main idea. The sandwich



ingredients—cheese, meat, lettuce, tomato, etc.—are the details or supporting ideas. The bottom slice of bread is the conclusion. The students must make sure that all the middle sentences fit between the slices of bread.



3. Graphic organizers are very helpful in helping students prepare to write.

- Five-paragraph essays and persuasive essays graphic organizers can be as simple as a large block for the main idea, three smaller blocks for the supporting ideas, and a final block for the concluding idea. See the following pages for examples of each.

*Note:* Make sure students understand that three and four paragraph essays are also correct formats to use.

- The Venn diagram, two large overlapping circles, is an excellent organizer for compare/contrast essays. See the following pages for one example of a Venn diagram.
- You might prefer to teach your students the art of webbing or clustering. See the following pages for an example of webbing or clustering.

It is a good idea to teach the use of your preferred graphic organizer early in the year and to keep a small file box, the “Toolbox,” containing multiple copies of these graphic organizers, available all year for students to access easily when they are preparing to write. (See Appendix A for examples of additional graphic organizers.)

# Five Paragraph Essay

## Introduction—Paragraph 1

**Main Idea:**

Reason #1: \_\_\_\_\_

\_\_\_\_\_

Reason #2: \_\_\_\_\_

\_\_\_\_\_

Reason #3: \_\_\_\_\_

\_\_\_\_\_

## Body—Paragraph 2

Supporting Paragraph:  
Reason #1 from above

\_\_\_\_\_

\_\_\_\_\_

**Details:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Body—Paragraph 3

Supporting Paragraph:  
Reason #2 from above

\_\_\_\_\_

\_\_\_\_\_

**Details:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Body—Paragraph 4

Supporting Paragraph:  
Reason #3 from above

\_\_\_\_\_

\_\_\_\_\_

**Details:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Conclusion—Paragraph 5

**Main Idea:**

Reason #1: \_\_\_\_\_

\_\_\_\_\_

Reason #2: \_\_\_\_\_

\_\_\_\_\_

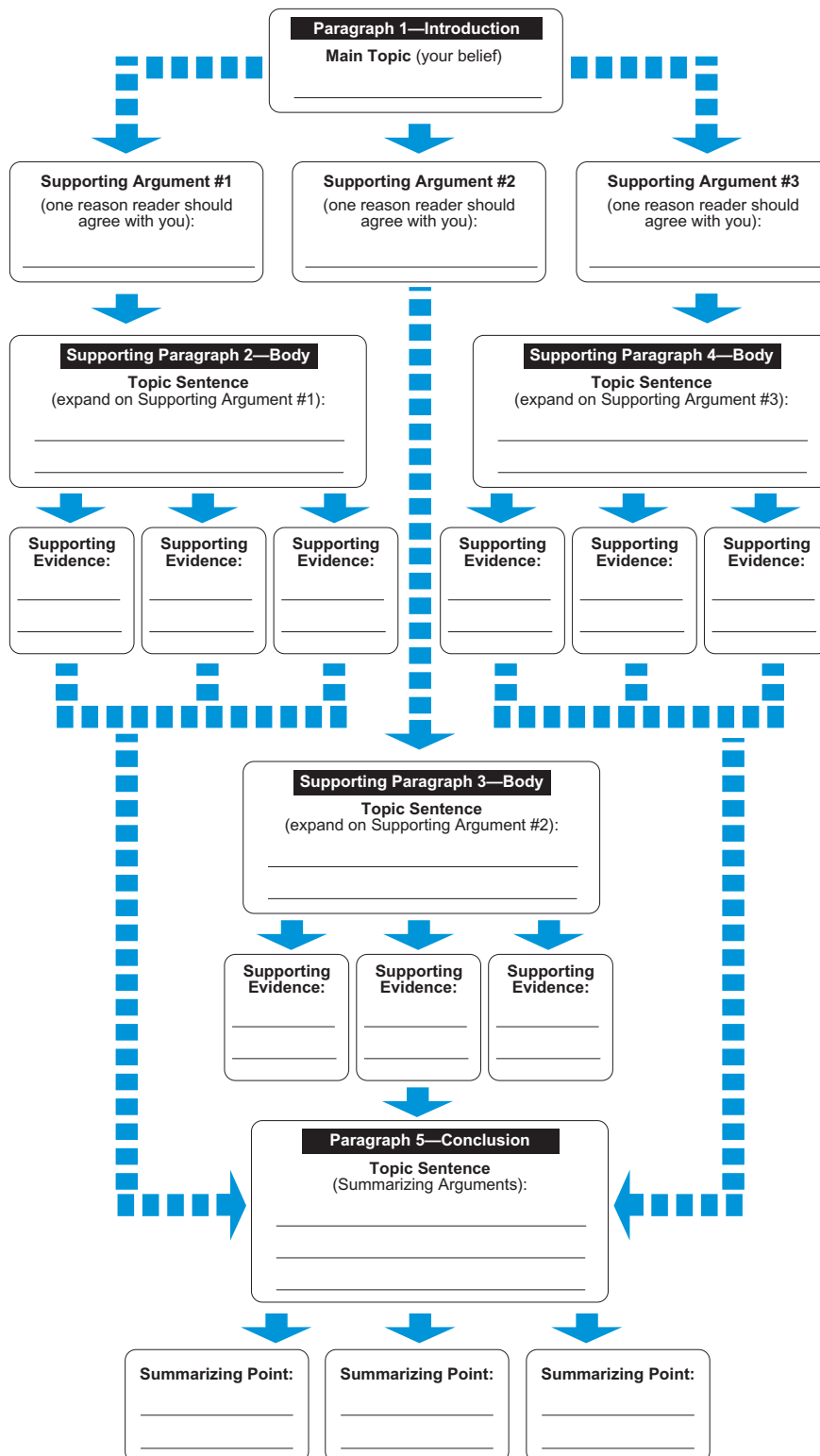
Reason #3: \_\_\_\_\_

\_\_\_\_\_

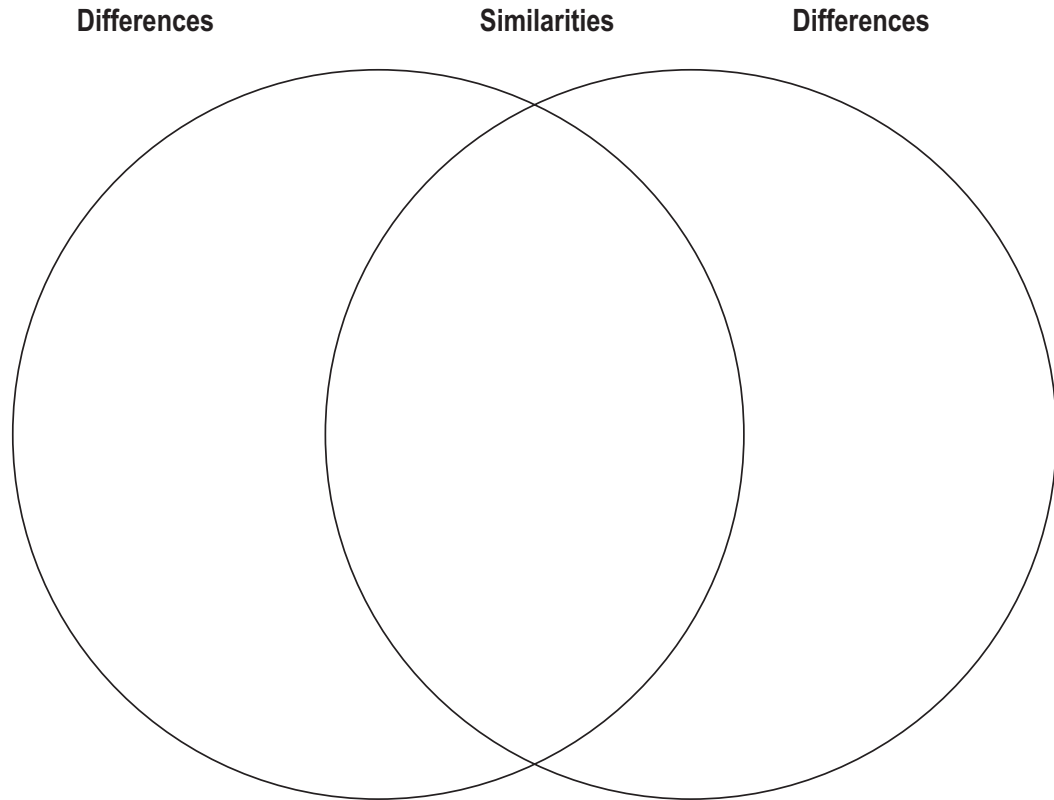
Conclusion: \_\_\_\_\_

\_\_\_\_\_

# Persuasive Essay



## Venn Diagram



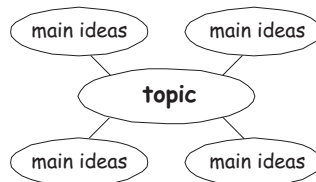
## Webbing or Clustering

### Step 1: Record your writing topic.



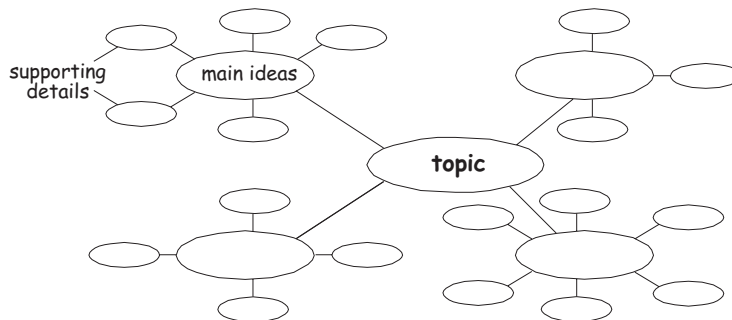
Now ask yourself: "What are my largest groupings of information?" These become your main ideas.

### Step 2: Record the main ideas.



Now ask yourself: "What pieces of information or ideas belong to each main idea?" These become your supporting details.

### Step 3: Add supporting details.



Now you are ready to write!

4. It is often hard to teach the idea of a strong conclusion. Here are some ways to address the issue:
  - Touch Back (go back to your main idea)
  - Look to the Future (what might happen next)
  - Go to the Heart (what difference does it make?)
  - Zinger! (a final statement that makes the reader say, “Wow!”)

Bring in examples of these types of conclusions and have your students identify them. Then have them practice writing examples of all four types of conclusions.

5. Have students use Role-Audience-Format-Topic (RAFT) Papers as a fresh way to approach their writing, while bringing together students’ understanding of main ideas, organization, elaboration, and coherence—the criteria by which compositions are commonly judged.
  - **Role of Writer**

Who are you? A computer technician? An endangered species living in Everglades National Park?
  - **Audience**

To whom are you writing? Is your audience all Floridians? Readers of a newspaper?
  - **Format**

What form will the writing take?  
A speech? A brochure? A PowerPoint presentation?
  - **Topic**

What is the subject or point of the piece? Is it to persuade others to take a stance? To plead for funds to conduct research? To call for stricter regulations for environmental protection?

<b>RAFT Paper</b>	
<b>Role of Writer:</b>	<b>Format:</b>
<b>Audience:</b>	<b>Topic:</b>

### **Writing Activities**

1. Have students find a short content-related newspaper article that interests them. Have them read it, then rewrite it by cutting it in half—tell the story with half the words, but still get the idea across. Now cut the story in half again.
2. Have students write a persuasive essay about the most significant content-related event or discovery that has taken place since their birth.
3. Ask students to interview their parents and grandparents about a content-related opinion the parents and grandparents hold strongly. Write a paragraph to support or refute this opinion. Topics relating to school and music often lead to lively cross-generational discussions.
4. Have students write a short story about a person 100 years from now who finds a time capsule containing fitness and health products that was buried this year. Ask students to include a description of the contents of the time capsule, an analysis of the contents, and a prediction about what the person finding the time capsule might conclude about our culture and time.
5. Ask students to write the directions for performing a content-related activity. Require rewrites until the directions are clear and complete. Assign students various audiences for their directions, then roleplay each audience. For example, ask a student to write directions for a tourist from another country or for a small child. Students who attempt to follow the directions would then roleplay the tourist and the child.

6. Have students participate in the Written Conversation procedure. Ask students to “talk” to each other—on paper—about topics of interest to both of them. Before beginning, either have a list of topics or allow the class to generate a list from which to choose.
7. Have students research an individual in the content-related field and write an article about him or her, or conduct a fictitious interview.
8. Have students write a content-related list of all the things that interest them and that they would like to know more about. Have them choose one of these topics and write about what they already know and how they feel about this topic. Have them write down what they think they might discover about the topic. Then have them do a mini-research paper, telling how they picked their topic and how they found material about the topic.
9. Provide opportunities for the students to practice note-taking skills. Give students an advance organizer explaining that you are expecting them to take notes on the topics presented today.
10. Ask volunteers to give a short presentation and have the other students take notes. Encourage students to use word abbreviations and symbols.
11. Have students take notes on transparencies. Using an overhead projector, review samples of the notes taken by volunteer students. Look for word abbreviations and symbols. Have the class share reasons why a particular example is good (e.g., neatness, lots of white space, highlighting, underlining).
12. Show students a short instructional video and have them take notes. Since there is no one best way to take notes, hold a brief conference with each student to discuss strengths and weaknesses rather than grading students objectively.
13. Have groups discuss a topic from the unit. Ask each group to choose a recorder to write down ideas and a second person to summarize the discussion to the class.



14. Have students use the Take Notes/Make Notes strategy when listening to a speaker, videotape, or audiotape presentation. Have students divide a sheet of paper into two columns, labeling the left column Take Notes and the right column Make Notes. See below.

<b>Take Notes</b>	<b>Make Notes</b>
In this column, students take notes as they listen and leave a large space under each topic.	In this column, students make notes that further explain, extend, or question the original notes in the left column.

Model this strategy using an overhead projector for the class as you use the Take Notes column with an audiotape or videotape and then the Make Notes column to explain and extend your notes. Then allow students to use their Take Notes column as you read a small selection aloud and then the Make Notes column to explain or extend the meaning of their notes. In small groups, ask students to compare their notes and add additional notes in the Make Notes column as necessary. Next, allow students to use the strategy independently.

15. Have students use the Record/Edit/Synthesize/Think (REST) note-taking strategy. This strategy requires students to edit and consolidate notes they have taken during reading, lectures, and class discussions and then synthesize the notes in a spiral notebook just for REST note taking. Have students share helpful note-taking and editing strategies in small groups. Model the use of the REST notebook as a test preparation tool.
16. Create a class newsletter for parents. Assign students specific tasks and use the Newsletter Rubric on the following pages as a guide for improvement.

## Newsletter Rubric

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
<b>Preparation</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>Content Knowledge</b>	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
<b>Organization</b>	content presented in orderly way, including introduction and graphics	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
<b>Audience Awareness</b>	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
				<b>Total Points for Preparation Category:</b>		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
<b>Graphics</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>Enhanced Content</b>	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	graphics were not used		
<b>Relative to Content</b>	appropriate, well-placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
<b>Easy to Understand</b>	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	graphics were not used		
				<b>Total Points for Graphics Category:</b>		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
Introduction and Information	4	3	2	1		
<b>Attention Grabber</b>	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
<b>Background and Purpose Provided</b>	writer explained background and purpose thoroughly	writer explained background and purpose briefly	writer mentioned background but did not explain purpose	writer omitted any mention of background or purpose		
<b>Relates to Audience</b>	writer clearly established strong link between topic and audience in a creative and original way (e.g., points out similar needs, shows how topic could be used, etc.)	writer clearly established strong link but in typical or unoriginal way	writer only mentioned link but did not elaborate	writer omitted mention of link		
				<b>Total Points for Introduction and Information Category:</b>		

**Total Points for Newsletter out of a Possible 36 Points:** \_\_\_\_\_

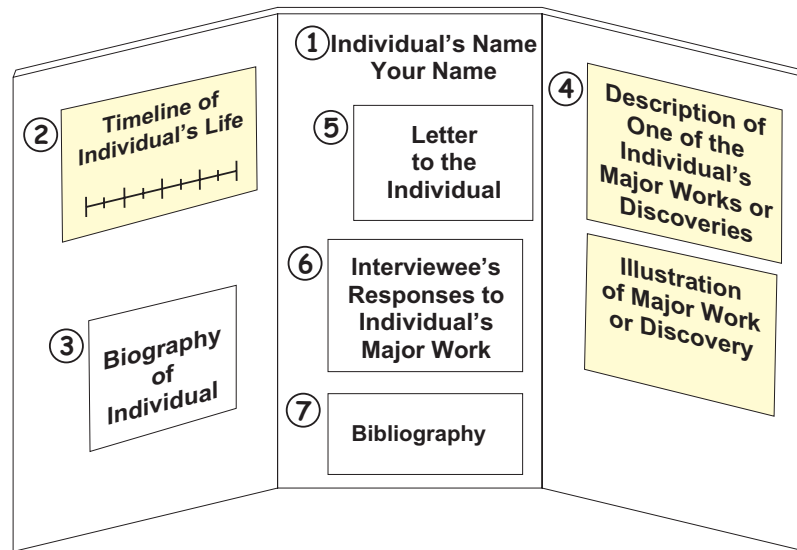
**Percentage Earned (number of points earned ÷ 36):** \_\_\_\_\_%

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## Biography Activities

1. Have students create a tri-fold report on the life and works of a famous individual connected to the content area. See organizational plan for students below.

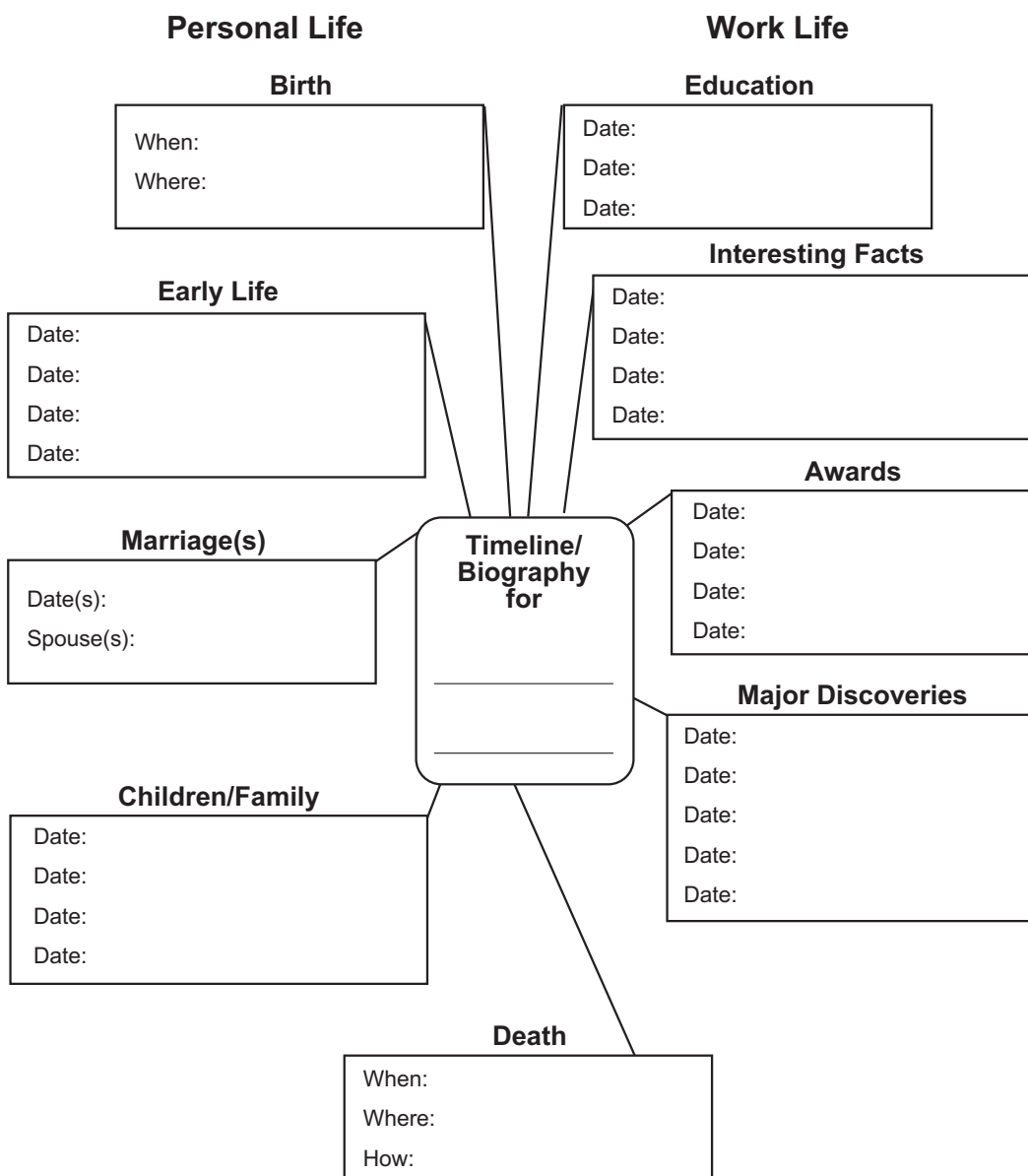
*Directions:* Choose an individual whose life and work you would like to research. Find at least five reference books or articles on the artist. Some suggested references are books, encyclopedias, newspaper and magazine articles, and Internet articles. See the example below for correct placement of the eight components to create a tri-fold report. Then read how to create each component and fill in the accompanying graphic organizers to help plan your report. Check off each requirement after you have completed it.



- 1. Tri-Fold Report Title—Write in the individual's name using eye-catching and colorful letters. Write your name below the individual's name.
- 2. Timeline of Individual's Life—Design a timeline of the individual's life that includes at least 15 events. Use the graphic organizer on the following page to organize information and place each event in chronological order.

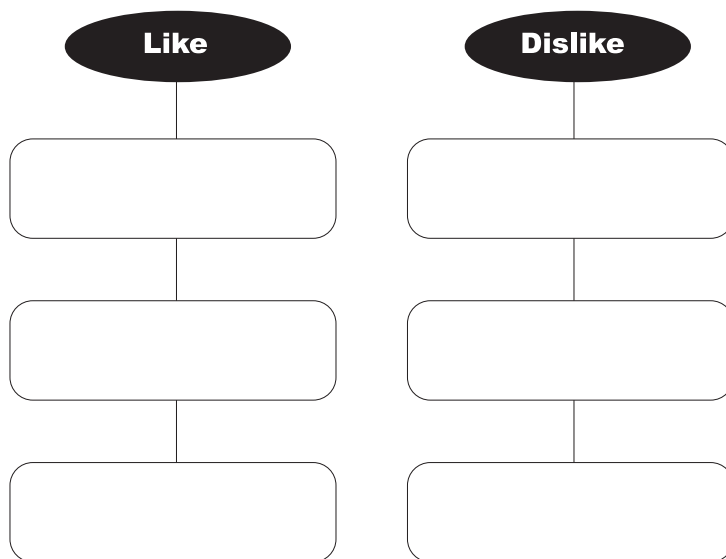
As you do your research, fill out the following Graphic Organizer for Timeline and Biography of the Individual. Use the information to help you create a timeline and biography. List events in chronological order before starting your timeline.

### Graphic Organizer for Timeline and Biography of Individual



- 3. **Biography of the Individual**—Use the graphic organizer and timeline information to write a biography of the individual. Write one paragraph about his or her early life and one paragraph about his or her personal life. Then write at least two paragraphs about major events in the individual’s life.
- 4. **Description of One of the Individual’s Major Works or Discoveries**—Choose one of the individual’s major works or discoveries and describe and illustrate it. Write a paragraph describing why this work was significant and when it was completed.
- 5. **Letter to the Individual**—Use the graphic organizer below to brainstorm things you like and dislike about the individual’s work or discovery. Then use these notes to help you write a letter to the individual. Write one paragraph about what you like and one paragraph about what you do not like.

**Graphic Organizer for Likes and Dislikes about the Individual’s Work for a Letter to the Individual**



- 6. Interviewees' Responses to the Individual's Work or Discoveries—Interview 10 people of different ages. Show them a copy that you chose to describe and illustrate the major work or discovery of the individual. Ask each person to describe the value they see in how the individual's work or discovery adds to the world. Use the graphic organizer below to summarize each person's response in a complete sentence.

**Graphic Organizer for  
Interviewees' Responses to Work or Discovery**

Interviewee's Name	Age	Response
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

- 7. Bibliography—List at least five references in alphabetical order by the author's last name. Follow the format assigned by your teacher.

## Poetry Activities

1. **Writing Cinquains**—Consider writing one or two cinquains (a five-line stanza) together as a group. See the formula below for writing a cinquain.

Line 1: one noun for the subject of your poem  
Line 2: two adjectives describing the noun  
Line 3: three –ing words describing the nouns (*these –ing words are called gerunds*)  
Line 4: one simile describing the noun  
Line 5: one synonym for the noun

The formula for a cinquain is easy; the content is harder. All of the descriptions must be similar and must keep the same *connotation*.

Now have students write their own cinquain and illustrate them with drawings, with illustrations cut from magazines, or with found embellishments—shells, buttons, various fiber trims, and so forth. The illustrated poems will make nice displays for your room.

Below is another example for students using two cinquains about fire.

Fire Warm Bright Heating Lighting Cooking As blazing as the sun Fuel	Fire Flaming Hot Smouldering Burning Killing As devastating as death Destruction
© 2002 Jennifer Keele by permission of author	

The two poems above are by the same author but have very different views about fire. The first poem seems to reflect appreciation of fire. Fire is seen as a necessity of life. How do we know this? The poet’s choice of words. The images make us *see* the uses of fire, portraying the ways it is needed: heat, light, and food. What would be a good theme for this poem?



The second poem shows a different opinion. Fire is seen as destructive. This poem even compares fire to death. Look at both poems together and compare the adjectives that are used. Instead of *heating*, the fire is *burning*. This gives us a dangerous, more deadly image. The poet's words let us see a very different point of view of the subject. What would be a good theme for this second poem?

The short, unrhymed cinquain may also consist of exactly 22 syllables distributed as 2, 4, 6, 8, and 2 in five lines. Have students look at a picture of their subject and answer the following to create a *word bank*.

- What colors do you see?
- What objects?
- What action words?
- What descriptive words?

If students get stuck for ideas or words, have them use their word bank.

See the formula and cinquain below:

- line 1: one noun (subject of poem)—2 syllables
- line 2: two adjectives describing noun—4 syllables
- line 3: three -ing words describing nouns—6 syllables
- line 4: one simile describing noun—8 syllables
- line 5: one synonym for the noun—2 syllables.

Pilot  
Fast Daredevil  
Flying Diving Soaring  
Like an eagle on the current  
Birdman

© 2003 Jennifer Keele by permission of author

2. Study the artwork of artists who portray examples of the content-related area. Ask students to use the following formula to create a poem comparing two selected pieces of artwork.

<b>Comparison/Contrast Poem</b>	
_____	_____
title of work	type of work
_____	_____
description (word or phrase)	description (word or phrase)
_____	_____
two colors	two shapes
_____	_____
two colors	two shapes
_____	_____
description (word or phrase)	description (word or phrase)
_____	_____
title of work	type of work

Example of a comparison/contrast poem based on *Snake Goddess*, a mixed media sculpture by Mariann Bernice Kearsley and *Figure 60*, lithographs by J. B. Korbalski.

Snake Goddess sculpture
rising from three spirals, three fingered arms reaching
black and red, circle and circle
orange and pale yellow, squiggly forms and a crooked rectangle
lines dancing on a flat brown board, figures hidden in the tangle
Figure 60 print
© 2002 by permission of Viki D. Thompson Wylder

3. Ask students to illustrate a Florida ecosystem. Then have them use the following formula to create a poem about their chosen ecosystem.

- line 1: What is the name of your Florida ecosystem?
- line 2: Describe your ecosystem using your five senses: What would you see, hear, smell, taste, feel (touch) if you were there?
- line 3: How would being there make you feel (mood)?
- line 4: What plants and animals live there?
- line 5: Why is the ecosystem important?

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The Florida Wetlands: Grasping the Swamps  
with a Painter's Hands  
Stagnant waters, tall, stiff grasses; caws, buzzing,  
chirps and splashes.  
Alive with the struggles of survival, I am the predator;  
the hunted, I am wary as a young alligator.  
I fly with ospreys, feed with a crane; bask like a turtle,  
or slither through cooling rains.  
Breathe freshly reborn oxygen, as I become a  
part of the circle of life again.

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4. Have students create a diamente poem and a dichotomy diamente poem. *Diamente* is the Italian word for diamond. Both finished poems will consist of seven lines and be shaped like a diamond. The diamente poem presents an image of an object, person, or idea. The dichotomy diamente poem starts out with one theme and then begins to move toward an opposite theme.

Formula for a diamente poem:

- line 1: one noun to name the subject;
- line 2: two adjectives (describing words) to describe the subject;
- line 3: three -ing words about the subject;
- line 4: four nouns about the subject;
- line 5: three -ing words about the subject;
- line 6: two adjectives to describe the subject; and
- line 7: one noun—a synonym of the subject.

Formula for a dichotomy diamente poem:

- line 1: one noun to name the first subject;
- line 2: two adjectives to describe the first subject;
- line 3: three -ing words about the first subject;
- line 4: two nouns to describe the subject, then two nouns to describe the second subject;
- line 5: three -ing words to describe the second subject;
- line 6: two adjectives to describe the second subject;
- line 7: one noun—an antonym of the first subject.

### Diamente Poem

<b>one noun or subject</b>	Sun
<b>two adjectives</b>	Bright, warm
<b>three -ing words</b>	Shining, glowing, glittering
<b>four nouns about subject</b>	Sunshine, radiation, energy, light
<b>three -ing words</b>	Beaming, shimmering, blinking
<b>two adjectives</b>	Brilliant, luminous
<b>one noun—synonym for subject</b>	Star

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### Dichotomy Diamente Poem

	<b>one noun</b>	Atom	
1 <sup>st</sup> subject	<b>two adjectives</b>	Small, energetic	
	<b>three -ing words</b>	Dividing, splitting, crashing	
	<b>two nouns</b>	Fragment, electron, orbit, nucleus	2 <sup>nd</sup> subject
		Exploding, multiplying, sharing	<b>three -ing words</b>
		Minuscule, powerful	<b>two adjectives</b>
		Particle	<b>one noun</b>

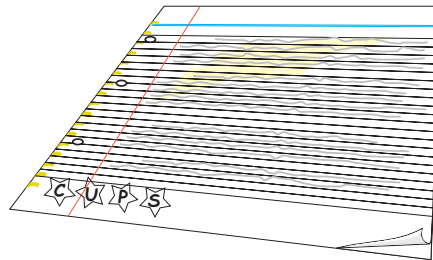
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5. Break students into groups and have students create a tune or a beat to sing to one of their poems and then present their “song” or “rap” to the rest of the class.
6. Have students write an “experimental” modernist poem, in free verse, about something important to them.
7. Sponsor a poetry slam. Have students find a poem and present it orally to the rest of the class. Tell them to look for a poem that means something to them and see if they can translate that meaning orally. Have the students vote which poem is the most powerful and ask them to explain why it affects them.

## Proofreading Activities

1. Create writing partnerships in your classroom. Teach specific editing and proofing skills and let partners have time to read and discuss all written work before it is handed in. Teach positive feedback and give lots of support.
2. Teach students to place the acronym CUPS at the bottom (or on a sticky note) of papers they are going to hand in for a grade or for publication. The acronym stands for capitalization, understanding, punctuation, and spelling to help remind them to systematically check back over their work.

- capitalization (C)
- understanding (U)
- punctuation (P)
- spelling (S)



Ask them to cross out or star each letter in CUPS as they complete the check. Preteach this skill and require it on final papers. Also, keep it posted in the room.

*Variations:* Mnemonics, devices used to aid memory, can help students remember steps to focus on while proofreading. Acronyms use a sequence of letters that may or may not form a word. Each letter represents one of the steps to be remembered. Other examples of acronyms to help students focus on the process of editing and proofreading are as follows:

<b>COPS</b>	<b>OOPS - C</b>	<b>SPOTS</b>
<b>C</b> apitalization <b>O</b> rganization <b>P</b> unctuation <b>S</b> pelling	<b>O</b> rganization <b>O</b> verall Format <b>P</b> unctuation <b>S</b> entence Structure <b>C</b> apitalization	<b>S</b> entence Structure <b>P</b> unctuation <b>O</b> rganization <b>T</b> enses <b>S</b> pelling

3. Form three groups of students in your room.

- proofreaders
- editors
- language experts

After each writing assignment, rotate class papers and let each group do its job. Take a final look over the papers before assigning grades.

4. Create a proofreading assembly line. Ask each student, or pair of students, to proofread for a specific error.
5. Keep a file for students on peer experts, tutors, and sources to help them proofread their work.
6. Have students use the checklist below to monitor their writing.

**Paragraph Writing Checklist**

Organization	Yes	No	Comment
Title			
related to the topic			
Introduction (Beginning)			
topic sentence is given			
Body (Middle)			
supporting details			
sticks to the topic			
Conclusion (End)			
summarizes topic			
Sequence			
correct order—transitions			
Score			

7. Have students use the Holistic Scoring Rubric below to monitor their writing. The rubric was adapted from the Florida Writing Assessment—Holistic Scoring Rubric.

Holistic Scoring Rubric for Writing*						
	6	5	4	3	2	1
<b>Focus</b> (presents main idea, theme, or unifying point)	<ul style="list-style-type: none"> <li>focused</li> <li>purposeful</li> <li>reflects insight into writing situation</li> </ul>	<ul style="list-style-type: none"> <li>focused on the topic</li> </ul>	<ul style="list-style-type: none"> <li>generally focused on the topic</li> <li>possible extra or loosely related material</li> </ul>	<ul style="list-style-type: none"> <li>generally focused on the topic</li> <li>possible extra or loosely related material</li> </ul>	<ul style="list-style-type: none"> <li>related topic</li> <li>includes extra or loosely related material</li> </ul>	<ul style="list-style-type: none"> <li>only minimally related to the topic</li> </ul>
<b>Organization</b> (plan of development—beginning, middle, end; logical relationship of ideas; transitions to signal relationships)	<ul style="list-style-type: none"> <li>organizational pattern provides logical progression of ideas</li> <li>sense of completeness and wholeness</li> <li>adheres to main idea</li> </ul>	<ul style="list-style-type: none"> <li>organizational pattern provides progression of ideas with some lapses</li> <li>sense of completeness or wholeness</li> </ul>	<ul style="list-style-type: none"> <li>apparent organizational pattern with some lapses</li> <li>some sense of completeness or wholeness</li> </ul>	<ul style="list-style-type: none"> <li>attempted organizational pattern</li> <li>may lack a sense of completeness or wholeness</li> </ul>	<ul style="list-style-type: none"> <li>little evidence of an organizational pattern</li> <li>may lack a sense of completeness or wholeness</li> </ul>	<ul style="list-style-type: none"> <li>little, if any, apparent organizational pattern</li> <li>disconnected phrases or listing of related ideas and/or sentences</li> </ul>
<b>Support</b> (quality of details used to explain, clarify, or define; word choice, specificity, depth, credibility, and thoroughness)	<ul style="list-style-type: none"> <li>substantial, specific, relevant, concrete, and/or illustrative support</li> <li>commitment to subject</li> <li>clear presentation of ideas</li> <li>possible creative writing strategies</li> <li>mature command of language (word choice) with freshness of expression</li> </ul>	<ul style="list-style-type: none"> <li>ample support</li> <li>mature command of language with precision in word choice</li> </ul>	<ul style="list-style-type: none"> <li>adequate support</li> <li>uneven development</li> <li>adequate word choice</li> </ul>	<ul style="list-style-type: none"> <li>some support</li> <li>development erratic but may be limited, predictable, and occasionally vague</li> </ul>	<ul style="list-style-type: none"> <li>inadequate or illogical support</li> <li>limited, inappropriate, or vague word usage</li> </ul>	<ul style="list-style-type: none"> <li>little, if any, apparent support</li> <li>limited or inappropriate word choice may make meaning unclear</li> </ul>
<b>Conventions</b> (punctuation, capitalization, spelling, and sentence structure)	<ul style="list-style-type: none"> <li>varied sentence structure</li> <li>complete sentences except when fragments are used purposefully</li> <li>few, if any, convention errors in mechanics, usage, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>varied sentence structure</li> <li>complete sentences except when fragments are used purposefully</li> <li>generally follows conventions of mechanics, usage and spelling</li> </ul>	<ul style="list-style-type: none"> <li>little variation in sentence structures</li> <li>most sentences complete</li> <li>generally follows conventions of mechanics, usage and spelling</li> </ul>	<ul style="list-style-type: none"> <li>little, if any, variation in sentence structure</li> <li>usually demonstrates conventions of mechanics and usage correctly</li> <li>commonly used words</li> </ul>	<ul style="list-style-type: none"> <li>little, if any, variation in sentence structure</li> <li>possibly major errors in sentence structure</li> <li>errors in basic conventions of mechanics and usage</li> <li>may misspell commonly used words</li> </ul>	<ul style="list-style-type: none"> <li>major errors in sentence structure and usage may prevent clear communication</li> <li>frequent errors in basic conventions of mechanics and usage</li> <li>misspells commonly used words</li> </ul>
Score of 0	<ul style="list-style-type: none"> <li>not related to prompt</li> <li>incomprehensible (words arranged so no meaning is conveyed)</li> <li>writing folder is blank</li> </ul>	<ul style="list-style-type: none"> <li>rewording or prompt</li> <li>copy of published work</li> </ul>	<ul style="list-style-type: none"> <li>refusal to write</li> <li>insufficient amount of writing to determine if prompt was addressed</li> </ul>	<ul style="list-style-type: none"> <li>refusal to write</li> <li>insufficient amount of writing to determine if prompt was addressed</li> </ul>	<ul style="list-style-type: none"> <li>written in foreign language</li> <li>illegible</li> </ul>	<ul style="list-style-type: none"> <li>illegible</li> </ul>

\* Also see Appendix E: Florida Writing Assessment—Holistic Scoring Rubric



## Speaking Activities

1. Have students research the background of a famous content-related individual and prepare an introduction for him or her.
2. Students can work in groups to discuss any material you want to introduce or review. Each group chooses a recorder to write down ideas and a second person to report a summary to the full class.

*Variation:* Have five or six volunteers bring their chairs to the middle of the room for a discussion of a controversial topic. After about 10 minutes, allow students outside the circle a chance to respond to what they have heard.

3. Have a student write an opinion of a content-related topic on the board and then select the next person to write an opinion. Continue until everyone has had a chance.
4. After viewing and discussing content-related news clips, have students deliver a one-minute presentation based on a current news story.
5. Have students roleplay mock job interviews for jobs in the content-related field. These may be videotaped for self-evaluation.
6. After teaching the elements of simple debate, do the following:
  - pass out “argument cards” you develop and ask students to prepare an argument for the other side
  - write a controversial statement on the board and ask a student to write an opposing statement, then alternate students writing pro and then con statements until everyone has had a chance to write a statement
  - make a class survey before and after a “debate-like” activity to see if any students have changed their position on the topic.
7. Have students speak for short periods of time on content-related topics with which they are knowledgeable and feel comfortable.

8. Have each student write a speech about something content-related which he or she has strong feelings. Remind them to use vivid imagery, rhythm, repetition, and other literary devices to make the speech powerful.
9. Create an environment conducive to sharing. Permit students to discuss their feelings about a recent content-related news story.
10. Use the following rubrics for presentations to help students understand key elements of presentations and multimedia presentations. For scoring each student's presentation, assign an odd number of students (e.g., three or five) to fill in rubrics and then explain their scoring. (For objective balance, you may want to include yourself in each group.) Students may also use the rubrics as a guide for self-scoring their presentations.

# Presentation Rubric

	4	3	2	1
<b>PREPARATION:</b>				
				<b>Total Points for Preparation:</b> _____
<b>Knowledge of Subject</b>	showed total knowledge of subject and is prepared to answer relevant questions <input type="checkbox"/>	subject showed knowledge of story but unable to answer relevant questions satisfactorily <input type="checkbox"/>	showed incomplete knowledge of subject <input type="checkbox"/>	showed no knowledge of subject beyond text of declamation <input type="checkbox"/>
<b>Organization</b>	declamation presented in orderly way, including introduction and visual aids <input type="checkbox"/>	declamation presented in orderly way with few exceptions <input type="checkbox"/>	declamation presented in entirety but some parts presented out of order <input type="checkbox"/>	parts of declamation omitted or most parts presented out of order <input type="checkbox"/>
<b>Topic of Speech and Language Audience Awareness</b>	are language appropriate to audience <input type="checkbox"/>	are language occasionally inappropriate for particular audience <input type="checkbox"/>	inappropriate for particular audience <input type="checkbox"/>	particular audience <input type="checkbox"/>
<b>Use of Rehearsal</b>	speaker has rehearsed often and incorporated suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has rehearsed often but has incorporated only a few suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has not rehearsed often and has not incorporated suggestions from peer and teacher critiques <input type="checkbox"/>	speaker has not rehearsed <input type="checkbox"/>
<b>SPEAKING:</b>				
				<b>Total Points for Speaking:</b> _____
<b>Pronunciation</b>	all words spoken clearly and distinctly <input type="checkbox"/>	most words spoken clearly and distinctly <input type="checkbox"/>	many words were mumbled or run together <input type="checkbox"/>	most words were not spoken clearly <input type="checkbox"/>
<b>Volume</b>	audience found volume varied to match changing contents of story <input type="checkbox"/>	audience found volume varied to match most of the contents of story <input type="checkbox"/>	audience found volume was neither too loud nor too soft but did not vary to match contents of story <input type="checkbox"/>	audience found volume was either too loud or too soft <input type="checkbox"/>
<b>Tempo</b>	pace helped audience hear words clearly and maintain interest <input type="checkbox"/>	pace helped audience hear words clearly but occasionally sped up or slowed down without purpose <input type="checkbox"/>	pace was either too fast or too slow throughout for comfort of audience <input type="checkbox"/>	pace varied without reason and disoriented audience <input type="checkbox"/>
<b>Pitch</b>	tone matched action of story throughout <input type="checkbox"/>	tone matched action of story with few exceptions <input type="checkbox"/>	tone was not used to move audience <input type="checkbox"/>	tone moved audience to emotions not intended by story <input type="checkbox"/>

# Presentation Rubric

	4	3	2	1
<b>BODY LANGUAGE:</b>		<b>Total Points for Body Language:</b> _____		
<b>Eye Contact</b>	speaker made appropriate eye contact with listeners <input type="checkbox"/>	speaker made eye contact with each listener but did not hold contact long enough <input type="checkbox"/>	speaker looked in direction of audience but did not make eye contact with individual members <input type="checkbox"/>	speaker did not look at audience (gazed at floor, ceiling, etc.) <input type="checkbox"/>
<b>Gestures</b>	speaker used hands, head, and other body parts to express parts of story appropriately <input type="checkbox"/>	speaker often used gestures appropriately but occasionally lapsed into inactivity <input type="checkbox"/>	speaker used gestures only for the most intense part(s) of story <input type="checkbox"/>	speaker did not gesture or used gestures inappropriately <input type="checkbox"/>
<b>Posture</b>	speaker carried and held body straight while standing, sitting, or walking, except to emphasize a part of story <input type="checkbox"/>	speaker held body straight but lapsed occasionally into a slouch, then regained erect posture <input type="checkbox"/>	speaker lapsed into a slouch and did not regain erect posture <input type="checkbox"/>	speaker slouched throughout <input type="checkbox"/>
<b>VISUAL AIDS:</b>		<b>Total Points for Visual Aids:</b> _____		
<b>Enhanced Declamation</b>	creative and original <input type="checkbox"/>	unoriginal but vivid and well made <input type="checkbox"/>	unoriginal and poorly made <input type="checkbox"/>	were not used <input type="checkbox"/>
<b>Relative to Declamation</b>	were relevant to the speech and helped audience understand all parts and characters in the speech <input type="checkbox"/>	were relevant to the declamation <input type="checkbox"/>	were not relevant and distracted from declamation <input type="checkbox"/>	were not used <input type="checkbox"/>
<b>Held Audience's Attention</b>	speaker manipulated aids flawlessly <input type="checkbox"/>	speaker manipulated aids with few mistakes <input type="checkbox"/>	speaker miscued often in handling aids <input type="checkbox"/>	were not used <input type="checkbox"/>
<b>Easy to Understand</b>	purpose clear, size and shape helped audience perceive completely <input type="checkbox"/>	purpose clear, size and shape slightly obscured audience's perception <input type="checkbox"/>	purpose unclear, or size and shape obscured audience's perception <input type="checkbox"/>	were not used <input type="checkbox"/>

# Presentation Rubric

	4	3	2	1
<b>CULTURAL INFORMATION AND INTRODUCTION:</b>			<b>Total Points for Cultural Information and Introduction:</b> _____	
<b>Attention Grabber</b>	introduction hooked audience's attention through interesting and informative content <input type="checkbox"/>	introduction hooked audience's attention but did not include relevant information <input type="checkbox"/>	introduction did not hook audience's attention and did not include relevant information <input type="checkbox"/>	introduction was omitted <input type="checkbox"/>
<b>Background Provided</b>	speaker thoroughly explained the function of this story in its original culture <input type="checkbox"/>	speaker briefly explained either the function or the original culture of this story <input type="checkbox"/>	speaker mentioned but did not explain the function or the original culture of this story <input type="checkbox"/>	speaker omitted any mention of the function or the original culture of this story <input type="checkbox"/>
<b>Relates to Audience</b>	speaker clearly established strong link between original culture of this story and the audience in a creative and original way (e.g., points out similar values, shows how story could be updated, etc.) <input type="checkbox"/>	speaker established strong link but in typical or unoriginal way <input type="checkbox"/>	speaker only mentioned link and did not elaborate <input type="checkbox"/>	speaker omitted any mention of link <input type="checkbox"/>
<b>Presentation Total Points:</b> _____				

### Multimedia Presentation Rubric

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
<b>PREPARATION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>Content Knowledge</b>	showed total knowledge of content and is prepared to answer relevant questions	showed knowledge of content but is unable to answer relevant questions	showed incomplete knowledge of content	showed no knowledge of content		
<b>Organization</b>	content presented in orderly way, including introduction and visual aids	content presented in orderly way with few exceptions	content presented in entirety but some parts presented out of order	some content omitted or most content presented out of order		
<b>Audience Awareness</b>	selected content matches particular audience and presented in language appropriate to audience	selected content matches particular audience but language occasionally inappropriate for audience	selected content does not match particular audience or language inappropriate for audience	selected content does not match particular audience and language inappropriate for particular audience		
<b>Use of Rehearsal</b>	speaker has rehearsed often and incorporated suggestions from peer and teacher critiques	speaker has rehearsed often but has incorporated only a few suggestions from peer and teacher critiques	speaker has not rehearsed often and has not incorporated suggestions from peer and teacher critiques	speaker has not rehearsed		
				<b>TOTAL POINTS FOR PREPARATION CATEGORY:</b>		

Category	Exemplary	Accomplished	Developing	Beginning	Self Score	Teacher Score
<b>SPEAKING</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
<b>Pronunciation</b>	all words spoken clearly and distinctly	most words spoken clearly and distinctly	many words were mumbled or run together	most words were not spoken clearly		
<b>Volume</b>	audience found volume varied to match changing content	audience found volume varied to match most of the content	audience found volume was neither too loud nor too soft but did not vary to match content	audience found volume was either too loud or too soft		
<b>Tempo</b>	pace helped audience hear words clearly and maintain interest	pace helped audience hear words clearly but occasionally sped up or down without purpose	pace was either too fast or too slow throughout for comfort of audience	pace varied without reason and disoriented audience		
<b>Pitch</b>	tone matched content throughout	tone matched content with few exceptions	tone did not match content	tone did not match and distracted from intent		
				<b>TOTAL POINTS FOR SPEAKING CATEGORY:</b>		

Category <b>BODY LANGUAGE</b>	Exemplary <b>4</b>	Accomplished <b>3</b>	Developing <b>2</b>	Beginning <b>1</b>	Self Score	Teacher Score
<b>Eye contact</b>	speaker made appropriate eye contact with listeners	speaker made appropriate eye contact with each listener but did not hold contact long enough	speaker looked in direction of audience but did not make eye contact with individual members	speaker did not look at audience (gazed at floor, ceiling, etc.)		
<b>Gestures</b>	speaker used hands, head, and other body parts to express content appropriately	speaker often used gestures appropriately but occasionally lapsed into inactivity	speaker used gestures only for part(s) of the content	speaker did not gesture or used gestures inappropriately		
<b>Posture</b>	speaker carried and held body straight while standing, sitting, or walking, except to emphasize a part of the content	speaker carried and held body straight but lapsed occasionally into a slouch, then regained erect posture	speaker lapsed into a slouch and did not regain erect posture	speaker slouched throughout		
				<b>TOTAL POINTS FOR BODY LANGUAGE CATEGORY:</b>		

Category <b>VISUAL AIDS</b>	Exemplary <b>4</b>	Accomplished <b>3</b>	Developing <b>2</b>	Beginning <b>1</b>	Self Score	Teacher Score
<b>Enhanced Content</b>	creative and original	unoriginal but vivid and well designed	unoriginal and poorly designed	visual aids were not used		
<b>Relative to Content</b>	appropriate, well-placed graphics were relevant to the content and helped audience understand essential points	appropriate graphics were relevant to content	graphics were not relevant and distracted from content	graphics were not used		
<b>Effects Enhanced by Slide Show</b>	transitions, sounds, and/or animations were used in a way that the slide show was enhanced	transitions, sounds, and/or animations were used in a way that did not interfere with understanding of the slide show	transitions and/or sounds were used	neither transitions nor sounds were used		
<b>Held Audience's Attention</b>	speaker manipulated aids flawlessly	speaker manipulated aids with few mistakes	speaker miscued often in handling aids	visual aids were not used		
<b>Easy to Understand</b>	purpose clear, size and shape helped audience perceive completely	purpose clear, size and shape slightly obscured audience perception	purpose unclear, or size and shape obscured audience perception	visual aids were not used		
				<b>TOTAL POINTS FOR VISUAL AIDS CATEGORY:</b>		

<b>Category INTRODUCTION AND INFORMATION</b>	<b>Exemplary 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Self Score</b>	<b>Teacher Score</b>
<b>Attention Grabber</b>	introduction hooked audience's attention through interesting and informative content	introduction hooked audience's attention but did not include relevant information	introduction did not hook audience's attention and did not include relevant information	introduction was omitted		
<b>Background and Purpose Provided</b>	speaker explained background and purpose thoroughly	speaker explained background and purpose briefly	speaker mentioned background but did not explain purpose	speaker omitted any mention of background or purpose		
<b>Summary of Content Provided</b>	speaker summarized content with relevant detail and had additional information which enriched understanding	speaker summarized content with relevant detail	speaker briefly summarized content	speaker omitted summary		
<b>Relates to Audience</b>	speaker clearly established strong link between topic and the audience in a creative and original way (e.g., points out similar needs, shows how topic could be used, etc.)	speaker clearly established strong link but in a typical or unoriginal way	speaker only mentioned link and did not elaborate	speaker omitted mention of link		
				<b>TOTAL POINTS FOR INTRODUCTION AND INFORMATION CATEGORY:</b>		

**Total Points for Multimedia Presentation out of a Possible 80 Points:** \_\_\_\_\_

**Percentage Earned (number of points earned ÷ 80):** \_\_\_\_\_ % \_\_\_\_\_ %

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11. Have students create a video, audio, or a computer presentation on a topic that interests them.

12. Review the following rules of active listening:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Maintain direct eye contact.</li> <li>• Stop other things you are doing.</li> <li>• Listen not merely to the words but the feeling content.</li> <li>• Be sincerely interested in what the other person is talking about.</li> <li>• Provide no interruptions.</li> <li>• Keep an encouraging facial expression.</li> <li>• Use positive body language.</li> <li>• Be aware of your own feelings and strong opinions.</li> </ul> | <ul style="list-style-type: none"> <li>• If the person who is speaking gets stuck, ask, “Is there more you would like me to know?” and then resume listening.</li> <li>• Restate what the person said.</li> <li>• Ask clarification questions once in a while.</li> <li>• If you have to state your views, say them only after you have listened.</li> <li>• Give appropriate feedback and send appropriate verbal and nonverbal signals.</li> </ul> |
|---|--|

Nonverbal Signals	Verbal Signals
good eye contact facial expressions body languages silence touching	“I’m listening” cues disclosures validating statements statements of support reflection or mirroring statements

Now ask for two student volunteers to model the skill of active listening in a brief conversation about a current content-related topic. One student will be the speaker, and one student will be the active listener.

Give students the opportunity to practice seeing an issue from different points of view and practice active listening. On four pieces of chart paper write one of the following: Strongly Agree, Agree, Disagree, or Strongly Disagree. Tape each piece of chart paper on the wall in a different corner of the room. Explain to students that you will make a controversial statement, and they will have the opportunity to express their opinion on it by moving to one of the four corners of the room. When they have moved to their desired corner, ask students to discuss the reasons why they have taken this position on the issue.

Make the following statement: “My way of doing things is the best way of doing things.” Have students move to their desired corner—the one that expresses his or her opinion on this issue. Ask students

to form pairs and explain the reasons behind their opinions to each other (using active listening). After students have had a chance to discuss the reasons for their position, ask a spokesperson from each corner to state the reasons behind their group's position.

Next, tell students they will now have an opportunity to see the issue from another point of view. Ask the "Strongly Agree"

**Strongly** → **Agree**  
**Disagree** ←

**Strongly** → **Disagree**  
**Agree** ←

group to move to the "Disagree" group's corner and the "Disagree" group to move to the "Strongly Agree" corner. Then ask the "Strongly Disagree" group to move to the "Agree" group's corner, as the "Agree" group moves to the "Strongly Disagree" group's corner. When students have moved to their designated corners, ask them to put their first opinion aside for a moment, to keep an open mind, and to try to think of all the reasons why they might take the opposite position on the same statement: My way of doing things is the best way of doing things.

After students have had a chance to discuss the reasons for their "new" position with a partner (again, using active listening), ask a spokesperson from each corner to state the reasons behind their group's "new" position. Ask students how it felt to let go of their original positions and see the issue from another viewpoint.

When the discussion has ended, explain to students that the discomfort they might have felt having to take a position opposite to their true feelings is somewhat like the discomfort they might feel when they are in another culture that sees some things differently than they do. Remind students how easy it can be to misunderstand things people do in a cross-cultural setting. To keep from misunderstanding the behavior of others from another culture, you have to try to see the world from their point of view, not yours. Ask students: How would putting this idea into practice make our world a better place? Make our school a better place? Ask them to respond to this question first in a class discussion and then in writing.

*Variation:* Ask students to select one of the following writing activities:

- Imagine you are a Dominican from the Dominican Republic (or other teacher-chosen nationality) in a community where a Peace Corps Volunteer serves. Write a letter to a fellow Dominican (or other teacher-chosen nationality) describing two or three things Americans do that seem puzzling, odd, or humorous.
  - Describe a situation in which others misunderstood you. Write about it from two points of view—your own point of view and the other person’s point of view. Explain how your position could be justified and how the other person’s position could be justified. Provide concrete examples.
13. Videotape class discussions. Initially, the teacher may want to act as moderator, calling on speakers in order to get all students involved. Allow students to watch and comment on their own effectiveness as a speaker.
  14. Discuss the Techniques for Good Class Discussion Skills chart on the following page. Hold a discussion about a topic of interest to most of the students. Give each student three minutes to say his or her views. Set guidelines—no interrupting, no talking outside of the discussion. Afterwards, evaluate the class discussion, first pointing out any positive aspects of the discussion.

Techniques for Good Class Discussion Skills			
Type	Technique	When Used	When Ignored
<b>Body Language</b>	1. <b>Look at the person speaking</b>	<ul style="list-style-type: none"> <li>Helps you to listen and concentrate</li> <li>Lets the person speaking know that you are listening</li> </ul>	<ul style="list-style-type: none"> <li>You may become distracted and lose concentration on the person speaking</li> <li>Person speaking assumes you are not listening—loses confidence</li> </ul>
	2. <b>Nod your head when you agree or understand</b>	<ul style="list-style-type: none"> <li>Lets person speaking know how you feel and what you do or do not understand</li> </ul>	<ul style="list-style-type: none"> <li>Person speaking will be unsure if you are following points</li> </ul>
	3. <b>Sit up and don't fidget</b>	<ul style="list-style-type: none"> <li>Helps you to concentrate on what the person speaking is saying</li> </ul>	<ul style="list-style-type: none"> <li>You may become tired</li> <li>You may distract the person speaking and other listeners</li> </ul>
<b>Active Listening</b>	4. <b>Take notes on main points</b>	<ul style="list-style-type: none"> <li>Helps you to follow the discussion and remember it later</li> </ul>	<ul style="list-style-type: none"> <li>You may lose track of the main topic of the conversation and have trouble participating</li> </ul>
	5. <b>Allow the speaker to pause</b>	<ul style="list-style-type: none"> <li>Helps you to review what has been said</li> <li>Helps the speaker to feel relaxed</li> </ul>	<ul style="list-style-type: none"> <li>You may be tempted to blurt out something irrelevant</li> <li>Person speaking will feel rushed and uncomfortable</li> </ul>
	6. <b>Ask follow-up questions for further information</b>	<ul style="list-style-type: none"> <li>Makes the subject clearer</li> <li>Allows the person speaking to go over difficult issues again; reassures the person speaking of your comprehension</li> <li>Encourages other people who are confused to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Person speaking may mistakenly assume that you understand what's being said</li> <li>Other listeners may feel alone in their confusion</li> </ul>
	7. <b>Ask open-ended questions</b> <i>(questions that can't be answered yes or no)</i>	<ul style="list-style-type: none"> <li>Reveals and encourages the speaker to share his thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Person speaking will not receive any challenge or support to move beyond the original ideas of the presentation</li> </ul>
<b>Speaking</b>	8. <b>Stay on the subject</b>	<ul style="list-style-type: none"> <li>Allows you to discuss the subject in depth</li> </ul>	<ul style="list-style-type: none"> <li>You may turn the spotlight on yourself</li> </ul>
	9. <b>Summarize/restate the point you are responding to</b>	<ul style="list-style-type: none"> <li>Helps everyone to follow the discussion</li> </ul>	<ul style="list-style-type: none"> <li>You may not be aware that your point has already been made</li> </ul>
	10. <b>Make connections</b>	<ul style="list-style-type: none"> <li>Helps person speaking and listeners to examine all aspects of the discussion</li> </ul>	<ul style="list-style-type: none"> <li>Discussion may become disconnected and difficult for participants to follow</li> </ul>
	11. <b>Respond to others' points</b>	<ul style="list-style-type: none"> <li>Helps everyone to see both sides of the subject and encourages a smooth discussion</li> </ul>	<ul style="list-style-type: none"> <li>Others may feel their ideas are not being heard</li> </ul>
	12. <b>Calmly respond to the feelings behind the words</b>	<ul style="list-style-type: none"> <li>Helps to avoid tension and encourages people to be honest and clear</li> </ul>	<ul style="list-style-type: none"> <li>You may unintentionally hurt someone's feelings—tension may build</li> </ul>
	13. <b>Think about where the subject is going</b>	<ul style="list-style-type: none"> <li>Helps everyone to stay aware of the time and allow for conclusions and follow-up</li> </ul>	<ul style="list-style-type: none"> <li>Discussion may become sidetracked or bogged down with issues unhelpful to participants</li> </ul>
	14. <b>Do not interrupt</b>	<ul style="list-style-type: none"> <li>Helps you grasp the whole point of what is being said</li> <li>Encourages the person speaking to finish his or her points</li> </ul>	<ul style="list-style-type: none"> <li>You may anticipate and react to something not yet said</li> <li>Person speaking may become afraid to voice opinions</li> </ul>

15. Ask students to observe a discussion. It could be in a class, at home, on television, or at a public forum (a county meeting, a political meeting, a government meeting, etc.). As students observe and listen to the discussion, ask them to take notes on the form on the following page, listing ways to have a more effective discussion. Then ask students to list suggestions of ways to improve the discussion.

### Notes on Observed Discussion

Type of discussion: \_\_\_\_\_

Date observed: \_\_\_\_\_

<b>Body Language</b>	Techniques Observed	
	Problems Observed	
<b>Listening</b>	Techniques Observed	
	Problems Observed	
<b>Speaking</b>	Techniques Observed	
	Problems Observed	

16. Vary the format for discussions as follows:
- Use small groups that can then make presentations to the class.
  - Ask each small group to discuss a unique aspect of the topic. Rotate the small groups so that each new group has one member from each original group. Each group member will then represent a specific aspect of the general topic.
  - Form an inner and outer circle. Ask the outer circle to listen to the inner circle, then switch places.
  - Form an inner and outer circle. Ask the two circles to face each other. Hold one-on-one discussions, rotating one of the circles at the end of each discussion.
  - Conduct one-on-one interviews, followed by each person summarizing a partner's position to the class.
  - After students feel comfortable with one another, hold debates, forums, or mock talk shows.
17. Have students use the rubric on the following page to rate their participation in class discussions. Then have them review each of their scores to improve on any skills which they rated themselves a 2 or 1.

# Discussion Rubric

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Body Language during Discussion:</b>		Total Points for Body Language: _____		
<b>Showed Interest</b>	always looked at each speaker <input type="checkbox"/>	usually looked at each speaker <input type="checkbox"/>	sometimes looked at each speaker <input type="checkbox"/>	did not look at each speaker <input type="checkbox"/>
<b>Stayed Involved</b>	always nodded your head when you agreed or understood <input type="checkbox"/>	usually nodded your head when you agreed or understood <input type="checkbox"/>	sometimes nodded your head when you agreed or understood <input type="checkbox"/>	did not nod your head when you agreed or understood <input type="checkbox"/>
<b>Used Correct Posture</b>	always sat up and didn't fidget <input type="checkbox"/>	usually sat up and didn't fidget <input type="checkbox"/>	sometimes sat up and didn't fidget <input type="checkbox"/>	did not sit up and did fidget <input type="checkbox"/>
<b>Active Listening during Discussion:</b>		Total Points for Active Listening: _____		
<b>Followed Discussion</b>	always took notes on main points when necessary <input type="checkbox"/>	usually took notes on main points when necessary <input type="checkbox"/>	sometimes took notes on main points when necessary <input type="checkbox"/>	never took notes on main points when necessary <input type="checkbox"/>
<b>Encouraged Speaker</b>	always permitted speaker to pause without interrupting <input type="checkbox"/>	usually permitted speaker to pause without interrupting <input type="checkbox"/>	sometimes permitted speaker to pause without interrupting <input type="checkbox"/>	never permitted speaker to pause without interrupting <input type="checkbox"/>
<b>Clarified Points</b>	always asked follow-up questions when more information was needed <input type="checkbox"/>	usually asked follow-up questions when more information was needed <input type="checkbox"/>	sometimes asked follow-up questions when more information was needed <input type="checkbox"/>	never asked follow-up questions when more information was needed <input type="checkbox"/>
<b>Speaking during Discussion:</b>		Total Points for Speaking: _____		
<b>Stayed Focused</b>	always stayed on subject <input type="checkbox"/>	usually stayed on subject <input type="checkbox"/>	sometimes stayed on subject <input type="checkbox"/>	never stayed on subject <input type="checkbox"/>
<b>Deepened Discussion</b>	always made connections and built on others' points <input type="checkbox"/>	usually made connections and built on others' points <input type="checkbox"/>	sometimes made connections and built on others' points <input type="checkbox"/>	never made connections and did not build on others' points <input type="checkbox"/>
<b>Encouraged Others</b>	always responded calmly to others <input type="checkbox"/>	usually responded calmly to others <input type="checkbox"/>	sometimes responded calmly to others <input type="checkbox"/>	never responded calmly to others <input type="checkbox"/>



18. Use a ball of yarn as it is passed from speaker to speaker until a visual speech web is formed which can then be analyzed.
19. Allow students to create their own content-related topics for debate. Ask some students to serve as audience members and then to evaluate the debaters in a constructive manner.
20. From your local newspaper, find two content-related articles with two different viewpoints about a particular topic. Give half the class one article and the other half of the class the other article. Then hold a discussion about the topic.
21. Ask students to bring in content-related articles from their local newspaper with opposing points of view on a topic and then debate the articles.
22. Pick a content-related issue of interest and ask students to find information supporting their view. List arguments on both sides of the issue. Draw an imaginary line on the floor, with one end representing "for" and the other "against." Ask students literally to "take a stand" on the line where they feel they belong, depending on the strength of their belief. (If all students stand on one side, play "devil's advocate" and stand on the other side.) When everyone is standing along the line, open a debate with spokespersons on each side. The goal is to have students move closer to one point of view. At the end, students may stand anywhere but in the "undecided" middle position. After students are seated, have them write their views on the above issue in an editorial.

23. Ask students to use an advertisement related to a teacher-generated topic and list 10 sentences from the advertisement. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasoning.
24. Present students with the following value examination matrix for analyzing perspectives on a teacher-generated topic. Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record the logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.

<b>Value Examination Matrix for Analyzing Perspectives</b>		
Statement or Concept	Assigned Value	Reasoning or Logic behind My Value

25. Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics. Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the “Assigned Value” in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value

for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.

<b>Conflict Clarification Matrix for Analyzing a Current Issue</b>	
Statement of Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/ Awareness	

26. Present students with the following decision-making matrix to analyze a teacher-generated “decision question” with choices or alternatives to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system as follows:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Next, ask students to determine the degree to which each alternative possesses each of the criteria as follows:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all

Finally, have students calculate the quality points each alternative has by multiplying the criterion weights by the alternative weights. (In other words multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points for each alternative and determine which alternative has the most points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.

<b>Decision-Making Matrix</b>			
<b>Decision Question:</b>			
<b>Criteria</b>	<b>Alternatives</b>		
(rank or weight from 1-3) <b>Criteria Weight =</b>	alternative weight x criteria weight = quality points __ X __ = __	__ X __ = __	__ X __ = __
(rank or weight from 1-3) <b>Criteria Weight =</b>	__ X __ = __	__ X __ = __	__ X __ = __
(rank or weight from 1-3) <b>Criteria Weight =</b>	__ X __ = __	__ X __ = __	__ X __ = __
(rank or weight from 1-3) <b>Criteria Weight =</b>	__ X __ = __	__ X __ = __	__ X __ = __
<b>Total of Quality Points</b>	_____	_____	_____

**Criteria Weight**

Ranking system:

- 3 = very important
- 2 = somewhat important
- 1 = not very important

**Alternative Weight**

The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all

27. Have groups select a statement about a teacher-generated topic. Ask the groups to prepare a list of pros and cons pertaining to a specific teacher-generated issue. Then ask students to devise and conduct a concept inventory poll to assess the extent of agreement or disagreement with each statement using the rating scale below.

- +3 = strongly agree (SA)
- +2 = tend to agree (A)
- 0 = undecided (U)
- 2 = disagree (D)
- 3 = strongly disagree (SD)

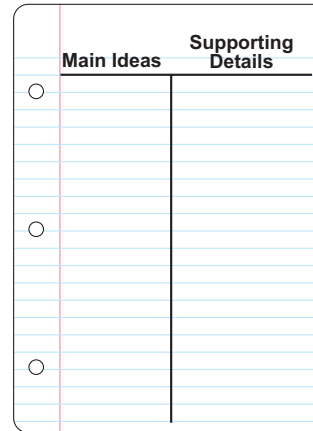
Have students sit in a circle with two chairs in the center for a pro and a con representative to sit in. Only the students in these chairs may contribute to the discussion. A student wishing to sit in one of the debate chairs may tap a debater; if the debater wishes to relinquish the seat, he or she may return to the circle. After the argument has continued for a set time, have students exchange chairs and debate the other side of the issue. Allow the discussion to continue until no additional benefit appears to be derived.

After the issue has been thoroughly discussed, give the concept inventory poll again and tally the scores to see if a significant change in opinions occurred after the discussion. Then have students critique the issue their group discussed, expressing how their group handled the topic, listing pros and cons, stating their own opinions and how they reached their conclusions, and giving ideas about the benefits of using this type of analysis.

28. Have students use the Internet to research and build a case for or against a controversial issue.
29. Ask students to identify their position on a controversial issue. In groups have students develop an argument to support an opinion *contrary* to their own and present the argument to the class.

## Critical Viewing Activities

1. Teach the use of T-Notes for note-taking on lectures. Draw a line dividing a piece of paper in half vertically. On the left-hand side, put the main ideas of your lecture in order; on the right-hand side, students will put in supporting details as you lecture. There are many variations on this. You can complete the right-hand side with the details and let students fill in the main ideas, or you can eventually have them complete the T-Notes by themselves. Students can fold the papers in half for review.



Main Ideas	Supporting Details
○	
○	
○	

2. To bring order to a heated discussion, you might want to bring in a small stuffed toy. Only the student holding the toy is allowed to speak. The toy can be tossed or passed to the next speaker.
3. Put the students in pairs. Give one student in each pair five minutes to discuss a particular topic either of your choosing or their choosing. Then the other must paraphrase what he or she heard beginning with the words “What I heard you say is ... .” Then reverse the process.
4. Have one of the students give an oral presentation. Then ask the rest of the class to summarize that student’s presentation in writing.
5. Have students listen to a newspaper article, magazine article, or section of a unit read aloud and write down information they remember after the reader has finished.
6. Have students listen to an editorial and comment on what was said or how they feel about what was said.

7. As students present their oral presentations, stress that listeners also have responsibilities. Display the following rules for effective listening throughout the time presentations are being given:
  - Look at the speaker.
  - Concentrate on what is being said.
  - Help the speaker by giving encouraging looks and nods.
  - Ask questions at the end of the presentation.
8. Try to give listeners further responsibility. Have listeners evaluate different aspects of oral presentations using all or parts of the Oral Presentation Analysis chart on the following page. (You may wish to post an enlargement of the chart in class.) Before each presentation, tell listeners what elements you would like for them to evaluate. Discuss evaluations following each presentation.



## Oral Presentation Analysis

<b>VOLUME</b>	Too Loud	Loud & Clear	Too Quiet	Comments
<b>TEMPO</b>	Too Fast	Even Pace	Too Slow	Comments
<b>PITCH</b>	Too Low	Moderate Pitch	Too High	Comments
<b>VISUAL AID(S)</b>	Too Few	Moderate Amount	Too Many	Comments
<b>CONTENT</b>	Unorganized	Organized & on Subject	Off Subject	Comments

## Production Activities

1. Have students create a collage about the work that was studied.
2. Have students develop a board game or quiz show about the unit.
3. Have students write, create, and perform a puppet show about the unit.
4. Have students make a display of important items in the unit.
5. Have students draw a picture timeline giving the most important discoveries in the unit.
6. Have students make a diorama based on a content-related area of study.
7. Have students make a model of some important item in the unit.

## Vocabulary and Content

1. Play *Bingo* for a final review of the unit. Develop a list of 25 key facts and vocabulary words. Design a Bingo grid with five columns and five rows. Have students write clues in the form of a question or complete a statement using one- or two-word answers. Have them place the clues on one side of a 3" x 5" card and the correct response on the other side. Have students print the word or words on the Bingo-card grid. Allow students to practice with a partner and the clue cards. Collect the clue cards and have students exchange Bingo cards and play the Bingo review game.
2. Play *Hollywood Squares*. A student is given a topic. If the student knows about it, he or she will state facts; if not, he or she will bluff. The other students will decide whether statements made are factual or not.
3. Review concepts of the unit through a silent *Jeopardy* activity. Select 10 categories of topics (five for the first round and five for the second round). Have each student divide a piece of paper into two columns for the first and second rounds of *Jeopardy*. Assign point values of 1, 2, 3, 4, 5 for the first round and 2, 4, 6, 8, 10 for the

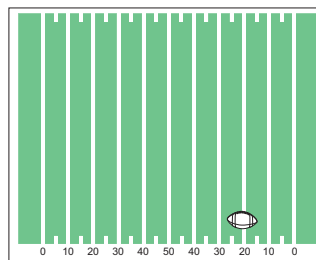
second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, ask a final *Jeopardy* question and allow students to wager from 0-10 points. Check papers and tally the scores.

4. Play Football—a touchdown review game. Divide the class into two teams and choose captains for each. Follow and post these rules for questions and answering:
  1. Only the student who is asked the question may answer.
  2. The entire group can discuss and then answer the question.
  3. If a question is missed, it is a fumble and control goes to the other team. (*Optional*: You can give the team a new question or repeat the missed one.)

Rules for Football:

1. A correct answer is worth 10 points and a first down.
2. A fumble results when a question is missed and control goes to the other team. (See optional note above.)
3. Three correct answers in a row are worth a field goal, which is worth three points. The team may choose to take the field goal, or go for a fourth question, which is worth a touchdown. A touchdown is worth seven points.
4. Unsportsmanlike conduct is a 15 yard penalty and loss of the ball.

Flip a coin to give students the choice of taking control of the ball or letting the other team have control. After drawing a football field on the board, draw a football above the 20 yard line and start the questions.



5. Play *To Tell the Truth*. After studying a topic, select three students to convince the class they are the real expert on the topic. These three must know the topic well, or bluff their way through extensive questioning of the classmates.

6. Play *The Groucho Marx Show*. Tell students that you have a secret word, then give them a topic from yesterday's lesson. Ask them to write about the topic. Tell them the more details and descriptions they write, the better chance of writing the secret word. The one who writes the secret word wins.
7. To review the unit using a *Jeopardy* format, divide topics into five subtopics and students into five groups. Have each group write five questions and the answers with a specific colored marker on index cards and assign point values from easiest (100) to hardest (500). Ask students to tape cards on the board under their subtopic. The first group to finish taping cards goes first. Then go clockwise from group to group. When a subtopic and point value is chosen by the group, read the question. If correct, assign points; if incorrect, subtract points and put card back on the board. (Students may not pick any questions submitted by their group.)

8. Play *Tic Tac Toe*. Have students work in teams to answer teacher-generated questions. To begin, teams decide to use either Xs or Os for the game. If the team answers the question correctly, they are allowed to place their chosen marking on the grid. The first team to get three of their marks on a row wins.



*Variation:* Instead of a drawn Tic Tac Toe grid on the board, make a large Tic Tac Toe board with masking tape on the floor. Have team members stand or sit in the square of his or her choice.

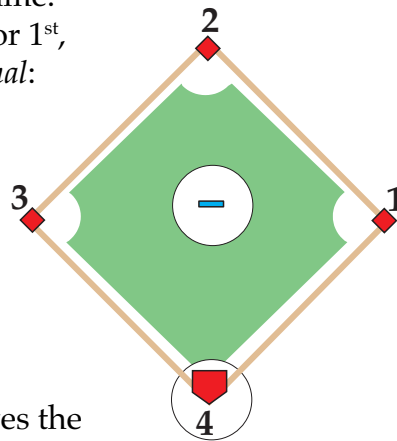
9. Have students use vocabulary and definitions to create crossword puzzles. Have them trade with other students and solve each other's puzzles.
10. Have students play *Bingo* with vocabulary words. Make a transparency master of a large square divided into 25 equal squares. Give each student a copy for a blank game board. Put the vocabulary terms on the chalkboard or transparency. Ask students to fill in the game board writing one term per square in any order.

Play a Bingo game by calling out the definitions or asking questions for which the terms are answers. Ask students to put markers on the terms that are the correct answers. Answers can be verified and discussed after each definition or question. When a student gets five markers in a row, have the student shout out an agreed-upon word. Keep a record of the terms used and continue to play another round.

11. Play the *\$100,000 Pyramid*. Have students work in pairs. Students give descriptive sentences to help their partners guess the correct vocabulary word.
12. Review the unit using a cooperative group *Jeopardy* activity. Divide students into groups of two to five. Give each student a colored marker and a piece of paper divided into a grid that matches the number of topics and questions. Ask students to write answers to all questions as they are asked, then circulate around the room to check and award points. Ask students to keep their own scores.

13. Play Baseball—a Home Run Review game. Draw a baseball diamond with bases for 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and home on the board. (*Optional:*

Make a large baseball diamond with masking tape on the floor. Have students move around on the bases.) Divide the class into two teams and choose captains for each. Decide if players are to come to bat in random or sequential order. The pitcher asks a question of the batter at home plate. A correct answer results in a hit and moves the student to 1<sup>st</sup> base. An incorrect answer is an out. Subsequent answers allow the students to move around the four bases until a run is scored. The “10 run rule” applies if one team is dominant over the other, and the other team then gets a chance at bat. If a question is missed, the opposing team has a chance to make a double out if one of their team members can answer it correctly.



14. Play *Password*. Prepare a set of duplicate index cards with vocabulary words from the unit. Divide the class into teams and have the students work in pairs. Give one player from each team the same word. The player must give their partner a one-word description or synonym for the word on the card. The first player on a team to get the correct word from the clues wins the points. The points are as follows:

A correct guess on the

- 1<sup>st</sup> clue = 150 points
- 2<sup>nd</sup> clue = 100 points
- 3<sup>rd</sup> clue = 75 points
- 4<sup>th</sup> clue = 50 points.

The first team to reach 500 points wins.



# Required Public School Instruction of the History of the Holocaust

## Florida Statute 1003.42

### 1003.42 Required Instruction

- (2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education, and the district school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction the following:
  - (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.





## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

<b>1. Demonstrate understanding of the early historical development of the United States.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.4.4.1</b> Understand the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.	American History– Part 1	
<b>SS.A.4.4.2</b> Understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.	American History– Part 1	
<b>SS.A.4.4.3</b> Understand the significant military and political events that took place during the American Revolution.	American History– Part 1	
<b>SS.A.4.4.4</b> Understand the political events that defined the Constitutional period.	American History– Part 1	
<b>SS.A.4.4.5</b> Understand the significant political events that took place during the early national period.	American History– Part 1	
<b>SS.A.4.4.6</b> Understand the military and economic events of the Civil War and Reconstruction.	American History– Part 1	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<b>2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.5.4.1</b> Know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.	American History– Part 1	
<b>SS.A.5.4.3</b> Understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.	1, American History– Part 1	
<b>SS.A.5.4.4</b> Understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.	American History– Part 1	
<b>SS.A.5.4.5</b> Know the origins and effects of the involvement of the United States in World War II.	1, 2, 3, 4, 5, American History– Part 1	
<b>SS.A.5.4.6</b> Understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.	2, 4, 5, 8, 9, 10, 11, 12	
<b>SS.A.5.4.7</b> Understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	3, 5, 6, 7, 8, 9, 10, 11, 12	
<b>SS.A.5.4.8</b> Know significant political events and issues that have shaped domestic policy decisions in contemporary America.	5, 6, 7, 8, 9, 10, 11, 12, American History– Part 1	
<b>SS.D.2.4.3</b> Understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.	3, 9, 10, 11, 12, American History– Part 1	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<b>3. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States society.</b>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.B.1.4.3</b> Use mental maps of physical and human features of the world to answer complex geographic questions.	1-12, American History– Part 1	
<b>SS.B.1.4.4</b> Understand how cultural and technological characteristics can link or divide regions.	1, 2, 5, 6, 7, 8, 9, 10, 11, 12, American History– Part 1	
<b>SS.B.1.4.5</b> Understand how various factors affect people's mental maps.	1-12, American History– Part 1	
<b>SS.B.2.4.1</b> Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	5, American History– Part 1	
<b>SS.B.2.4.2</b> Understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.	5, American History– Part 1	
<b>SS.B.2.4.3</b> Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.	1-12, American History– Part 1	
<b>SS.B.2.4.5</b> Know how humans overcome "limits to growth" imposed by physical systems.	1-12, American History– Part 1	
<b>SS.B.2.4.6</b> Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.	American History– Part 1	
<b>SS.B.2.4.7</b> Understand the concept of sustainable development.	9, 10, 11, 12, American History– Part 1	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<p><b>4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.</b></p>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.1.4.2</b> Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 5, 6, American History– Part 1	
<b>SS.A.5.4.2</b> Understand the social and cultural impact of immigrant groups and individuals on American society after 1880.	5, 6, 9, 10, American History– Part 1	
<b>SS.C.1.4.4</b> Understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts in the development of public policy and the political process.	2, 3, 5, 6, 7, 8, 9, 10, 11, 12, American History– Part 1	
<b>SS.C.2.4.3</b> Understand issues of personal concern: the rights and responsibilities of the individual under the United States Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.	1,3, 5, 6, 7, 8, 9, 10, 11, 12, American History– Part 1	

<p><b>5. Demonstrate understanding of the processes used to create and interpret history.</b></p>		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.1.4.1</b> Understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	1-12, American History– Part 1	
<b>SS.A.1.4.3</b> Evaluate conflicting sources and materials in the interpretation of a historical event or episode.	1-12, American History– Part 1	
<b>SS.A.1.4.4</b> Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1-12, American History– Part 1	

## Correlation to Sunshine State Standards

### Course Requirements for American History-Course Number 2100310

<b>Standards</b>		
6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.A.1.4.2</b> Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 4, 5, American History– Part 1	
<b>SS.B.2.4.4</b> Understand the global impacts of human changes in the physical environment.	1-12, American History– Part 1	

<b>Standards</b>		
7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.		
<b>Benchmarks</b>	<b>Addressed in Unit(s)</b>	<b>Addressed in Class on Date(s)</b>
<b>SS.B.1.4.1</b> Use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.	11, 12,	
<b>SS.B.1.4.2</b> Understand the advantages of using maps from different sources and different points of view.	1-12, American History– Part 1	



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## **Production Software**

Adobe PageMaker 6.5. Mountain View, CA: Adobe Systems.

Adobe Photoshop 5.0. Mountain View, CA: Adobe Systems.

Macromedia Freehand 8.0. San Francisco: Macromedia.

Microsoft Word 98. Redmond, WA: Microsoft.