Mavericks' Education Journal

A School of Education Graduate Student Publication
The *Mavericks’ Education Journal*, which is made possible through support from Graduate PASS, provides opportunities for the presentation of divergent opinions, teaching practices, and research by educators and future educators. The views expressed herein are those of their authors and do not represent the official position of the editors, faculty advisor, advisory board, or the faculty and administration of Mercy College. For further information, or to join the advisory board, contact: Dr. Eric Martone, faculty advisor, emartone@mercy.edu, 914-674-7618. The *Mavericks’ Education Journal* welcomes submissions from Mercy College students, faculty, alumni, and education professionals and reserves the right to edit them for publication. Articles may be submitted to: maverickseducationjournal@gmail.com
Editors
Colin Andersen
Kelli Castro

Assistant Editor
Nicole Occhipinti

Faculty Advisor
Dr. Eric Martone

Editorial Advisory Board
Simona Altavilla
Monroe Public Schools, Connecticut

Lauren Cole-Hatchard
Fred S. Keller School, Palisades, New York

Mark Cordery
The Bridge Academy, Bridgeport, Connecticut

Dr. Robert Cordery
Pitney Bowes, Inc.

Marcella Fuentes

Dr. Carol Gladstone
Mercy College
Christine Guadagno
Hendrick Hudson High School, Montrose, New York

Dr. Amanda Gunning
Mercy College

Nicole Martone
John F. Kennedy High School, Waterbury, Connecticut

Dr. Alexandra Miletta
Mercy College

Dr. Andrew Peiser
Mercy College

Jorge Sandoval
Assembly for Urban Planning, Bushwick, Brooklyn
# Contents

Volume 1 (2012)

## Introduction

vii

## Part One: Units and Lesson Plans

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Movement to End Slavery in the US,”</td>
<td>Stacey-Anne McDonald</td>
<td>2</td>
</tr>
<tr>
<td>“Developing a National Park Brochure,”</td>
<td>Benjamin Dammacco</td>
<td>10</td>
</tr>
<tr>
<td>“Federal Elections,”</td>
<td>Colin Andersen</td>
<td>13</td>
</tr>
<tr>
<td>“Newspaper Activity for Ancient Greece,”</td>
<td>Danielle Ferris</td>
<td>21</td>
</tr>
<tr>
<td>“The Civil Rights Movement,”</td>
<td>Marcella Fuentes</td>
<td>24</td>
</tr>
<tr>
<td>“The Erie Canal,”</td>
<td>Jerry Banner</td>
<td>26</td>
</tr>
<tr>
<td>“Life and Death in Ancient Egypt,”</td>
<td>Susan Cannon</td>
<td>29</td>
</tr>
<tr>
<td>“American Reform Movements of the 1800s,”</td>
<td>Michael Herman</td>
<td>39</td>
</tr>
<tr>
<td>“World War I,”</td>
<td>Taylor Block</td>
<td>45</td>
</tr>
<tr>
<td>“Thirteen Colonies, Revolution, and a New Nation,”</td>
<td>Danielle Bond</td>
<td>52</td>
</tr>
<tr>
<td>“At Home with My Family,”</td>
<td>Kelli Castro</td>
<td>59</td>
</tr>
<tr>
<td>“Attack on Pearl Harbor,”</td>
<td>Mahrukh Khan</td>
<td>62</td>
</tr>
<tr>
<td>“The Cold War,”</td>
<td>Troy Podell</td>
<td>65</td>
</tr>
<tr>
<td>“The Cotton Gin: What’s the Big Idea?”</td>
<td>Andrew Cooke</td>
<td>72</td>
</tr>
<tr>
<td>“The US and Japan in WWII,”</td>
<td>Jacqueline LaPietra</td>
<td>81</td>
</tr>
</tbody>
</table>

## Part Two: Media and Museum Reviews

### Films

<table>
<thead>
<tr>
<th>Title</th>
<th>Reviewer</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>All the President’s Men</em> (1976), <em>1776</em> (1972)</td>
<td>Taylor Block, Mark Kaphan</td>
<td>84, 85</td>
</tr>
<tr>
<td><em>The Jackie Kennedy Tapes</em> (2011)</td>
<td>Charleen Catalan</td>
<td>90</td>
</tr>
</tbody>
</table>

### Museums

<table>
<thead>
<tr>
<th>Title</th>
<th>Reviewer</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Museum Village, Monroe, NY,”</td>
<td>Gregory Mottola</td>
<td>92</td>
</tr>
<tr>
<td>“Historic Salem, Salem, MA,”</td>
<td>Danielle Bond</td>
<td>93</td>
</tr>
<tr>
<td>“Van Cortlandt Manor, Croton, NY,”</td>
<td>David Xavier</td>
<td>95</td>
</tr>
<tr>
<td>“Valley Forge, Valley Forge, PA,”</td>
<td>Troy Podell</td>
<td>97</td>
</tr>
</tbody>
</table>

### Books

<table>
<thead>
<tr>
<th>Title</th>
<th>Reviewer</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Catherine the Great</em> (2011)</td>
<td>Dr. Eric Martone</td>
<td>99</td>
</tr>
<tr>
<td><em>The Camping Trip that Changed America</em> (2012)</td>
<td>Benjamin Dammacco</td>
<td>103</td>
</tr>
<tr>
<td><em>If I Were a Kid in Ancient Egypt</em> (2007)</td>
<td>Susan Cannon</td>
<td>104</td>
</tr>
<tr>
<td><em>Voyage on the Great Titanic</em> (1998)</td>
<td>Amanda Weinberg</td>
<td>105</td>
</tr>
</tbody>
</table>
Teachers’ Corner

“Virtual Destination: House of Representatives,” Harvey Eng 107
“Virtual Destination: The White House,” Andrea McGovern 107
“Virtual Destination: Ancient Egypt,” Andrew Cooke 108
“Virtual Destination: The Civil War,” Danielle Ferris 110
Welcome to the inaugural issue of the *Mavericks’ Education Journal: An Innovative Guide to Teaching*!

Our first issue focuses on social studies. With standardized testing’s greater emphasis on math and language arts, social studies is especially marginalized in elementary school curricula. However, even at the secondary level, social studies has become a second-class subject. Further, as Robert Slavin has noted in his textbook, *Educational Psychology: Theory and Practice*, many studies indicate that social studies is the least-liked subject in school. In our view, social studies can, and should, be one of the most exciting and interesting subjects for students to learn about. Social studies includes multiple areas of integrated study, including history, geography, economics, sociology, civics, political science, and sociology. These areas focus mainly on human behaviors and humans’ interactions with the world, society, and cultures. In addition, each individual should know about how laws are made and enforced, and the rights we have as citizens. Social studies, then, is fundamental in helping to develop character and social awareness in addition to essential research and critical thinking skills. If part of the purpose of our education system is to produce “good” people, with “good” referring to people who care about their fellow human beings and who are capable of making informed decisions as citizens, then social studies is the most important subject we can teach. Walter Parker, a leading professor of social studies education, has argued that social studies “is where students learn to see and interpret the world...In social studies, students don’t simply experience the world...but are helped systematically to understand it, to care for it, to think deeply and critically about it, and to take their place on the public stage...The goals of the social studies curriculum are social understanding and civic efficacy.” At the heart of social studies, then, is the core of our humanity. These are just some of the reasons why, as educators, we need to make social studies important. So, how can we make social studies more engaging and relevant to our students? While there is not a single, definitive answer to this question, this journal issue presents a variety of teaching ideas and strategies, as well as reviews of some films, museums, and books suitable for use in the classroom, to help teachers accomplish this goal.

Subsequent issues of the journal, managed by graduate students, will cover other subjects, such as science, math and language arts. It will be comprised of editorials, units and lesson plans, and media and museum reviews. Graduate students (either independently or through professor nomination) may submit editorials, lesson plans, unit outlines, position papers, and other work from their classes to the editors for evaluation and possible publication. Reviews of media useful for teaching (such as films, books, curriculum guides), as well as local museums, will also be included. Faculty and alumni are also encouraged to submit pieces for publication.

Finally, each issue will conclude with a special “teachers’ corner,” which will focus on strategies and ideas to incorporate technology in the classroom. In this issue, we will be looking at virtual field trips. As educators, we all know how much value a field trip can provide to a content unit. It allows the students to experience firsthand many of the concepts being discussed in class. However, in the current economic conditions, field trips are often some of the first items on the budgetary chopping block, but technology has offered a new and exciting alternative, the virtual trip. The virtual field trip allows students to experience most of the great features used during an actual field trip, but it is done through an online multimedia experience. These “trips” allow teachers
to augment curriculum units without all of the difficult logistical planning that goes into an actual field trip, and best of all most of these “trips” are free, which is sure to please administrators within your district.

On a broader scale, we hope that this journal will create a forum for graduate students within the School of Education to publish their work, and facilitate a dialogue about professional issues and the exchange of teaching ideas between School of Education faculty, students, and alumni. We hope that you will enjoy and continue to support the *Mavericks’ Education Journal* as it continues to develop as an integral student publication of the School of Education. We could not have made this journal without the hard work of all the students whose submissions are contained in these pages. Consequently, we would like to thank them for making this issue possible.
Part One: Units and Lesson Plans
**STAGE ONE: DESIRED RESULTS**

<table>
<thead>
<tr>
<th>ENDURING UNDERSTANDINGS:</th>
<th>ESSENTIAL QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The issue of slavery and abolition and their effects on our society.</td>
<td>- What does it mean to be free?</td>
</tr>
<tr>
<td>- How groups of people chose to express their opposition to slavery and how it affected abolition in the US.</td>
<td>- What can we learn from analyzing historical events?</td>
</tr>
<tr>
<td>- The connection of past and present issues and how we can change modern day slavery practices.</td>
<td>- How have various groups of people influenced the development of America?</td>
</tr>
</tbody>
</table>

**Primary interdisciplinary connections:**

Language Arts

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS:</th>
<th>FOCUS QUESTIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What does it mean to be free?</td>
<td>- What is slavery?</td>
</tr>
<tr>
<td>- What can we learn from analyzing historical events?</td>
<td>- What were the different roles of men, women and children?</td>
</tr>
<tr>
<td>- How have various groups of people influenced the development of America?</td>
<td>- What were the social and political movements; i.e., suffrage, prohibition, civil rights</td>
</tr>
<tr>
<td>- What is abolitionism?</td>
<td>- Who were the major contributors of the Abolitionist Movement?</td>
</tr>
</tbody>
</table>

**KNOWLEDGE:**

*(Students will know...)*

[What key knowledge will students acquire at the end of this unit?]

- Why slavery was wrong and what slave life was like.
- Why slavery was able to exist for so many years.
- The development of social and political movements.
- Several important events helped shape American societies as well as cultures throughout the world.

**SKILLS:**

*(Students will be able to...)*

[What should they eventually be able to do as a result of this knowledge?]

- Gather and organize information about the important achievements and contributions of individuals and groups living in New York and the United States.
- Investigate a key turning point in NYS and US history and explain why these events or developments are significant.
- Demonstrate an understanding that people in different times and places view the world differently.
- Identify and describe examples of tensions between an individual’s beliefs and government policies and laws.
- Identify and interpret a variety of sources for information, i.e. maps, pictures, charts, field trips, artifacts and other literary elements.

**STAGE TWO: ASSESSMENT EVIDENCE**

<table>
<thead>
<tr>
<th>PERFORMANCE TASK (S):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in reading and writing workshops.</td>
</tr>
<tr>
<td>- Engage in journal writing.</td>
</tr>
<tr>
<td>- Conduct independent research.</td>
</tr>
<tr>
<td>- Use graphic organizers.</td>
</tr>
<tr>
<td>- Talk in groups about different roles.</td>
</tr>
<tr>
<td>- Explore maps and create their own map.</td>
</tr>
<tr>
<td>- Take on a different perspective.</td>
</tr>
</tbody>
</table>

**Other Evidence:**

- performance activities
Final Project: By the end of this unit of study, each student writes a historically accurate diary that includes:

1) A number of entries in the voice of a free or enslaved man, woman or child.
2) A clear description of who this character is, including, the name, age, and job (if any).
3) A historically accurate description of the problem this person is confronting.
4) A discussion of the effects of the climate and/or season.
5) Descriptive language that gives the context for the problem, why it is a problem, how the individual went about solving the problem, and what happened as a result of the solution.
6) At least two illustrations and one map designed to help the reader understand the problem and/or how the problem was solved.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>An Introduction to Slavery</td>
<td>An Introduction to Slavery</td>
<td>The Slave Triangle</td>
</tr>
<tr>
<td>NCSS Standards</td>
<td>2 (Time, Continuity, and Change)</td>
<td>3 (People, Places, and Environments)</td>
<td>5 (Individuals, Groups, and Institutions)</td>
</tr>
<tr>
<td>New York State Social Studies Standards</td>
<td>Standard 1: History of the United States and New York</td>
<td>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</td>
<td>Standard 3: Geography</td>
</tr>
<tr>
<td>Learning Activities Overview</td>
<td>1. To introduce unit on Slavery an abolitionism, I will announce in the morning to students that all their rights and freedoms in the classroom have been taken away. I will elaborate on what students can and cannot do. The students are now slaves and are owned by another human being.</td>
<td>Review what students know about slavery. K-W-L about slaves and their lives. The different roles of men, women and children.</td>
<td>Reading: “The Middle Passage” by Tom Feelings. Bring the discussion of time and distance back to The Middle Passage and a broader study of slavery by talking with students about</td>
</tr>
</tbody>
</table>
history that people were slaves? KWL chart on what students know about slavery.


slavery. Talk about how they were treated, what they did etc.

Explain to students that many people wanted to end slavery, and they were called abolitionists.

Review note taking strategies and encourages students choose a perspective from which to write their culminating project (journal) and start taking notes and begin journal entries what that journey might have been like for a kidnapped person, chained to another person, confused and afraid.

Break students into pairs. Ask each pair to find exact locations of these points of the triangle trade: Bristol, England; Ivory Coast, Africa; Charleston, South Carolina.

Once students have marked all three sites on their maps, have them connect the points, forming a triangle.

Who Changed the World.” Students will think about what they have read in reference to slavery and the fight for freedom.

Ask students “Does slavery exist today?” If so, “Where does it exist?”

As the class comes to the end of the unit, ask students, “What can we do about slavery?” Students will think about change and how people can bring about change as abolitionists did in the past.

---

### LESSON PLANS

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 – An introduction to Slavery</td>
<td>2 Weeks</td>
</tr>
<tr>
<td>Lesson 2 - Triangular Trade in the Atlantic Ocean</td>
<td>2 days</td>
</tr>
<tr>
<td>Lesson 3 – Fighting for Freedom</td>
<td>3 days</td>
</tr>
<tr>
<td>Field Trip</td>
<td>1 days</td>
</tr>
<tr>
<td>Project Share</td>
<td>2 days</td>
</tr>
</tbody>
</table>

---

**Lesson 1 Topic: An Introduction to Slavery**

**Key Concept:** In conjunction with a historical study of slavery, students will identify key leaders in the anti-slavery movement.

**Time:** 2 weeks
**NCSS Standards:** 5 (Individuals, Groups, and Institutions); 10 (Civic Ideals and Practices); and 2 (Time, Continuity, and Change)

**Objective:** Students will be able to develop a slavery timeline and identify key leaders in the anti-slavery movement.

**Differentiation Strategies:** These strategies will be used to meet the varied needs of all learners: 1) Incorporates recordings of African-American spirituals and slave accounts to introduce concept of slavery. 2) Engages students in physically arranging a chronology of events along the slavery timeline.

**Materials:** K-W-L chart; index cards featuring dates and events for slavery timeline and key leaders; classroom computers/Laptops; Internet access; white board, interactive white board, or overhead projector

**Lesson Development:**

*Warm Up*

1) Ask students to explain what they know about slavery. Write their responses on the K-W-L chart.
2) Discuss why we had slavery, how it started, how slaves were treated, and why slavery is a significant part of US history.
3) On the white board, show students pictures of slavery from the past. Ask them to pay attention to what the people in the pictures look like and how they are dressed. Ask them how they feel when they see these pictures.
4) Review the vocabulary words: *slavery, spirituals, abolitionists, and revolt* with students. Explain to students that many people wanted to end slavery, and they were called abolitionists. Explain that it took many years for slavery to be outlawed in the US.

*Direct Instruction*

1) Pass out index cards to each student.
2) Provide students with one class period to use computers/laptops in the classroom to research the event/person listed on their index card. (Sources: Timeline from [www.historychannel.com](http://www.historychannel.com))
3) Explain to students that they should take notes, which they will use to write a short explanation of their findings.

*Note: The timeline features 25 events, adjust the missing dates according to class size. Key leaders include: Harriet Tubman, Frederick Douglass, Abraham Lincoln, Harriet Beecher Stowe, Dred Scott, William Lloyd Garrison, and Nat Turner.*

*Practice*

1) Instruct students to read aloud the date listed on their index card.
2) Provide the class with 5 to 10 minutes to organize the “timeline.” Students should line up chronologically across the front of the classroom.
3) Once students have correctly positioned themselves on the timeline, ask them to read their cards to the class.
   Next, the student reading the card should read his or her report to the class, further explaining the event or
   person.

Assessment: Ask the students to write a journal entry, expressing their thoughts on slavery.

Closure: Ask students: Which event do you think was the most important in the antislavery movement? Why?
   How did slavery divide the country?

Sources for African-American Spirituals and Slave Accounts:

http://memory.loc.gov/ammem/collections/voices

http://negroartist.com/rare

Lesson 2 Topic: Triangular Trade in the Atlantic Ocean

Key Concepts: In conjunction with a historical study of slavery, students will learn about the triangular trade
in the Atlantic and use maps and a website calculator to figure distances between ports.

Time: 2 - 3 class periods

NCSS Standards: 3 (People, Places, and Environments); 2 (Time, Continuity, and Change)

Objectives:

1) Students will work together in small groups to find data and information about the seventeenth and
   eighteenth century slave trade.
2) Students will identify a popular triangular trade route and the distance from one port to another on a world
   map.
3) Students will further understand the harsh and inhumane treatment of Africans during this time period.

Materials: Copies of a world map for each student; world map in front of the classroom, or on an overhead
projector; access to two websites:

http://www.nationalgeographic.com/xpeditions


Lesson Development:

1) Review the following vocabulary words with students prior to beginning the lesson: slave trade, middle
   passage, cargo, longitude and latitude.
2) Distribute world maps to students. Select Atlas and print maps. Once students have a map, discuss the
   triangular trade practices: From the 1600s to 1800s, large sailing ships, owned by British businessmen, set
   sail from England en route to the west coast of Africa. There, kidnapped Africans, taken from their villages
and families, were forced into extremely overcrowded quarters in the ships and sailed to the Caribbean, North America, and South America – a journey that took from five to twelve weeks. If you look at a map, you can see how this forms a triangle. Between 30 and 60 million Africans made the trip from Africa to America in this way, many of them dying during from the long journey and horrible conditions.

3) Have students read Tom Feelings’s book *The Middle Passage*, including the introduction.

4) Discuss with students about distance. How far is it from the school building to the public library? Perhaps a few miles. How far is it from your town to the state capital? How about from one side of the country to the next, such as New York City to San Francisco?

5) Locate the Ivory Coast and South Carolina on the world map. Ask students to estimate how far this is; write their estimates on the board.

6) Break students into pairs. Ask each pair to find exact locations of these points of the triangular trade in the Atlantic: Bristol, England; Ivory Coast, Africa; Charleston, South Carolina.

7) Once students have marked all three sites on their maps, have them connect the points, forming a triangle. Tell the students they now need to find three things: How far did the ships travel from England to the Ivory Coast? How far did the Africans travel from the Ivory Coast to Charleston? How far did the trips have to travel to return to England?

8) Using the “How far is it?” device at [http://www.infoplease.com/atlas/calculate-distance.html](http://www.infoplease.com/atlas/calculate-distance.html), have students calculate the three distances from point to point of the triangle. Have them type each location and destination into the mileage finder – Bristol to Ivory Coast, Ivory Coast to Charleston, and Charleston to Bristol – and jot down the distance on the paper world map. When students are finished, redirect them to their original estimates on the board; how close were they?

9) Using the approximate average rate of speed of thirty miles traveled per hour, have the students calculate how long each leg of the trip took and round to the nearest hour.

10) Bring the discussion of time and distance back to The Middle Passage and a broader study of slavery by discussing with students about what that journey might have been like for a kidnapped person, chained to another person, confused and afraid.

**Assessment:** Collect and evaluate students’ map sheets and call on students to discuss their reaction to the book, *The Middle Passage*, which they just read.

**Extended Activity:**

1) Use maps, the map legend, and pieces of string to calculate various distances.

2) Discuss ways in which the kidnapped Africans might have tried to keep their spirits alive during the journey, such as through singing or storytelling.

**Lesson 3 Topic: Fighting for Freedom**

**Key Concept:** In conjunction with a historical study of slavery, students will understand the connection between slavery and civil rights.

**Time:** 2 class periods
NCSS Standards: 5 (Individuals, Groups, and Institution); 2 (Time, Continuity, and Change)

NYS Learning Standards ELA:

Standard 1: Students will read, write, listen, and speak for information and understanding.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Objective: Students will be able to read about individuals important to the struggles to end slavery and attain equal rights and then write a brief report and present it to the class.

Differentiated Instruction: Leveled article; sequence-of-events chart

Materials: KWL Chart; resources (magazines, leveled books, magazines, newspaper) related to the Civil Rights Movement and slavery; brief readings on the lives of Tubman, Douglass, and King; writer’s notebook

Focus Question: How did each person try to bring about change?

Lesson Development:

Warm Up – Whole Class

1) Activate background knowledge related to slavery and the Civil Rights Movement and make connections with books, magazines and newspaper articles that students may have read during independent reading and classroom learning center time.

2) Explain to the class that today’s article is about the lives of three people who fought for freedom and equal rights.

3) Ask students: What are some things people can do to protect the rights of others?” Write their responses on the KWL chart.

4) Review the vocabulary words: slavery, violence, injustice, overseer, and doctorate with students.

Independent Practice

Reading: Students will read a brief article or collection of articles on the lives of Harriet Tubman, Frederick Douglass, and Martin Luther King, Jr. After reading the articles, students will be asked to think about what they have read in reference to slavery and the fight for freedom.

Writing: Students will use information from the article and additional resources from the learning center to write a brief 3-4-paragraph report on one of the figures they read about and be prepared to present the report to the class. Writing should include one paragraph with a topic sentence, at least three sentences with supporting details, a concluding sentence, and the use of the words injustice and slavery.

Assessment: Students will be provided with a rubric for the writing assignment (Criteria: Task Completion, Main Idea and Details, Mechanics and Grammar, Style and Creativity. Scale: 4 points – 1 point)

Lesson 4 Topic: Field Trip
Focus Question: How can we keep the past alive?

Materials and resources: Chart paper, note paper, inquiry sheets, graphic organizer

SWBAT make observations and record findings about how people from long ago are remembered.

Pre-visit activity: I will discuss with students about the many different people involved with making a change. I will remind them that not everyone was treated the same. Discuss what students have learned so far and mention that the class will visit two cemeteries, which will give them additional information about people’s lives during slavery.

Saint Paul’s Chapel Cemetery visit: The class will visit Saint Paul’s Chapel Cemetery, one of the oldest cemeteries in New York. After which, the class will examine another cemetery, known today as the African Burial ground.

Post-visit: Ask the class: What is the difference between the African Burial ground and the Saint Paul’s Chapel Cemetery? Students will debrief by sharing their observations and completing a graphic organizer. At the end of the discussion, I will note that although Africans built St. Paul’s Chapel and Cemetery, only whites are buried there. What should be included to help us remember?

Extended Activity: Students will write about the differences between the two cemeteries. I will encourage students to think about how cemeteries tell the stories of individual people, including how they lived.

Project Share:

1) Finish revising, editing, setting and publishing journals.
2) Create a class History Celebration with students reading selections of their “project diary” in character (a la reader’s theatre)
Developing a National Park Brochure
Benjamin Dammacco

This lesson is from a unit plan consisting of five lessons for 3rd grade social studies focusing on humans and the environment. The lessons within the unit focus on national parks and their importance in our society. It is important for young students to understand the world around them and to appreciate what our environment has to offer. It is also important to know how humans have had a positive effect on our environment and are responsible for many things we still see today. These lessons not only help students learn the curriculum surrounding geography and our environment, they also help students become better, contributing citizens for our society.

**Time:** 2 days (90 minutes each day)

**NCSS Standards:** Standard 3: People, Places and Environments; Standard 6: Power, Authority and Governance; Standard 10: Civic Ideals and Practices

**Objectives:** Students will identify at least 3 facts, 3 natural features, and 3 activities to do at a specific national park of their choice. They will also be able to identify where their national park is located in our country. After identifying interesting and attractive features of the specific national park of their choice, students will develop a brochure for visitors that will be interesting and factual.

**Differentiated Instruction:** In this lesson, students will have to examine National Park books as well as research additional information. For students who struggle in reading, the teacher should supply books at lower reading levels that provide the specific information they will be looking for to complete this lesson. The teacher should also confer with these students to make sure they understand the material being read. Finally, the class should work in groups of three so that all students can receive proper peer guidance.

**Interest building/Prior knowledge:** First, build students’ interest by asking why people go on vacation to certain places or why people visit places they have never been to before. Ask the class to share their answers aloud and think of why their parents take them places. After going around the class, explain that people go to places that are new, interesting, and fun. Next, ask the class if they have ever tried to convince someone to go to the favorite places that they like to go. Discuss what they mentioned about their favorite places, and how sometimes it takes more than mentioning one thing. Then, ask the class about how people find out about new, interesting, and fun places. After the students have shared their answers, ask them if they have ever heard of (or seen) a brochure. Get a dictionary from the classroom library and share the definition of a brochure. Explain to the students what a brochure is, and how brochures offer interesting and enticing facts about attractions that convince tourists to go and visit places. Finally, tell the class that they are going to make a brochure for a national park of their choice.

**Lesson Development:**

Day 1: After the students have developed an interest in making brochures, have all the students come to the back of the class, where all the national park books should be laid out. Select a sample brochure (like the Grand Canyon) to put up on the Smart Board. Show how the sample brochure shares interesting facts (i.e. the Grand Canyon was formed by the Colorado River and is 277 miles long), pictures, and a map of where it is located in the country. Next, tell the class they are going to get into assigned groups of three. Their groups are going to research information about a national park of their choice and to create a brochure for it like the sample. Explain to the students that there are guidelines they need to follow, but each group will be allowed to make their brochures as interesting and attractive as they want. On the Smart Board, put up the following guidelines:
Create an interesting cover with the title (your national park), a colorful picture of the park, and the group member names at the bottom right. On separate pages, list at least 3 facts, 3 natural features, and 3 interesting activities to do at your national park. Remember to have fun with your brochure and make it attractive and colorful. Explain to the class that they will have the rest of their time to get into their assigned groups and choose a National Park that they would like to make a brochure for. Give students the option of choosing from among 10 National Parks, each of which should have a book in the classroom library for them to look through: Yellowstone National Park, Grand Canyon National Park, Mammoth Cave National Park, Acadia National Park, Rocky Mountain National Park, Great Smoky Mountains National Park, Everglades National Park, Mesa Verde National Park, Shenandoah National Park and Zion National Park. Choose the order in which the groups will go to the library. The students should select a book and read it as a group. If there is time after they read their book, they should start finding and writing down information in their notebooks. At the end of the day, distribute a short true or false quiz on the importance of brochures.

Day 2: Ask the class to tell me what a brochure is and why it is important. Discuss how brochures help convince people to visit places that they have never been to before. Ask students why they think people would want to visit a National Park. Provide sentence stems to promote prediction. For example: In a National Park, visitors could go ______ or ________ (Hiking, rafting, animal-watching). Have students get back into their groups and continue making their brochures. Walk around the class and confer with the groups on the information they have pulled out of the books so far. Make sure that they stay on task and are retaining quality information. Answer any questions and offer feedback and help when needed. While the students were working, distribute colored paper and show the students how to put the brochure together. Tell them to get their crayons or colored pencils. In addition, tell the class that each group has to show me their information before they can begin to create their brochures.

Summary:

Day 2: After offering suggestions and making revisions to each group’s work, go around the class and conference with each group to make sure that they have made the brochure correctly and are putting the information in as asked. Leave a sample brochure for students to look at in the back of the room and offer suggestions and help when needed. After each group finishes their brochure, make sure there is time for each group to show their brochure to the rest of the class. Have students describe similarities and differences between their park and other parks that have been shared by other groups. After everyone has shared their brochure, have students give feedback on the lesson. Students should write a reflection paragraph on a piece of paper on what they liked about making brochures and why they thought brochures were important. Ask the students to hand in these papers and tell them they will not be graded, but I would like to read them.

Assessment:

Day 1: While discussing brochures, take notes on student participation and interest in the topic. In addition, take note on how their attitudes and body language displayed their enjoyment of the activity. Assess what each group brought out of their books to meet the requirements set for them. Give out a short true or false quiz on brochures at the end of the day’s lesson. The quiz would have 10 sentences describing National Parks. If the sentence
would encourage someone to go to the park and should be in a brochure, the student should put true. If the sentence would have the opposite effect and should not be in a brochure, the student should put false.

Day 2: When revisiting what a brochure is and why it is important, observe what students have retained from the previous lesson. Make a rubric for grading the students’ brochures. Make sure that the brochures are accurate, colorful, and creative. In addition, make sure that the students gave the parks’ locations and at least 3 facts, 3 natural features, and 3 activities to do at each location of their choice. Collect their reflection paragraphs on what they liked learning about preservation and protecting wildlife.

**Materials:** Smart Board, Grand Canyon Brochure, Notebooks, Pencils, Colored Pencils, Crayons, Stapler, Colored Paper, True or False Quizzes, White Board, Paper

Lesson One

NYS Social Studies Standards: Standard V - Civics, Citizenship, and Government

Objectives:

1) Students will be able to define “election.”
2) Students will be able to identify 3 qualifications required to run for the offices of: president, senator, and representative.
3) Students will understand why an election is a cornerstone of American democracy.

Interest Building/Prior Knowledge: Students will be gathered in a circle and the teacher will write down on the whiteboard: What is an election? The teacher should then take responses from the students to gather what the word “election” means to them.

Lesson Development:

1) Take the students’ responses for the meaning of election and record the ideas on the whiteboard.
2) Have the students record their hypothesis on a handout, which should contain three sentences for the students to complete: 1) I think an election is… 2) Three different types of federal elections are…. 3) Five interesting facts I learned about federal elections are…
3) Read the story Woodrow for President by Peter and Cheryl Barnes. This book examines the different levels of elections beginning at the local level and progresses upward until a general presidential election. It defines key vocabulary terms relevant to an election and helps students gain a better understanding of the election process.

Helpful Election Vocabulary:
Ballot - A list of people trying to get elected
Campaign - When people act together to try to get a candidate elected to a job
Candidate - A person who is trying to get elected
Caucus - A meeting that happens in some states to choose candidates for the political party's convention (only members of the political party can go to these meetings)
Convention - Meeting where a political party chooses their candidate
Debate - A formal meeting where the candidates discuss and argue about the things that they think are important in our country
Democrat - Someone who belongs to the Democratic Party
Democratic Party - One of the two major political parties in the U.S.
Electoral votes - the number of votes each state has (based on the number of people who live in that state)
Oath - A promise
Polling location - Place where people vote
Primary - An election that happens in some states to choose candidates for the political party's convention (usually only members of the party can vote in these elections)
Political party - People who have similar interests, beliefs and goals about the things that are important to our country
Republican - Someone who belongs to the Republican Party
Republican Party - One of the two major political parties in the U.S.
Running mate - A candidate who is running with another candidate
Term - Amount of time someone is elected for

4) Discuss the book and ask whether the students’ opinions have changed regarding the definition of “election.”
5) Dismiss students from the meeting area and have them work in groups of two to research the different types of national elections that exist within the country today (i.e. representatives, senators, president). Students will complete a Venn diagram in which they compare two of the three types of federal elections.

Assessment: Students’ graphic organizers will be collected to determine if they captured the meaning of the word “election” and discovered the correct facts about each type of election. The Venn diagram worksheets will also be collected and assessed to see if the students collected accurate information.

Summary: Students will be recalled to the meeting area for a closing discussion. Students will be called on to share their findings, which will be recorded on the whiteboard.

Materials Needed: Whiteboard, handout, Woodrow for President, resource document handouts

Lesson Two

NYS Social Studies Standards: Standard V- Civics, Citizenship, and Government

Objectives:

1) Students will be able to identify what a political party is and two of its functions during an election.
2) Students will be able to identify the two major political parties that exist today in American government and successfully classify 3 core values of each party.
3) Students will continue to develop their understanding and the duties and responsibilities of an American citizen.

Interest building/Prior knowledge: Students will be gathered in a circle and the teacher will ask: Has anyone been part of a team before? Today we will be looking at the “teams” involved in the political process.

Lesson Development:
1) The teacher will discuss and record on the whiteboard how there are sides in an election and will ask the students if they remember any people who ran in the last election. If there isn’t a response, the teacher will inform the students of the participants.

2) The teacher will then write three definitions of what a political party could be: A) A group of people who share the same thoughts on how the government should be run. B) People who work together to pass laws that match their ideas on United States should operate. C) A team of people who raise money to ensure that their candidate gets elected to government office.

3) The teacher will then call on the students to see which definition is best for the class’s purposes and to explain their rationale. All three definitions make up the components of what a political party is and how it functions. The teacher will record tally marks under each definition to keep track of the students’ thoughts.

4) The teacher will then pair the students into groups and have them review excerpts from the book *Elections in the United States* by David Heath.

5) Based on their reading, the students will record on a handout the names of the two major political parties and 3 of its core values. The handout should contain the following directions: 1) Write the names of the two major political parties in the United States today, and draw the logos that are associated with each party. 2) Write 3 core values that each party believes in, on the lines below. 3) Based on your reading, if you were old enough to join one party, which would it be? Explain your choice for picking this party with at least 1 piece of evidence from the reading.

6) The students will then be given a table summarizing current party stances on specific issues in government. The students will classify the stance as either a Democratic or Republican point of view.

**Summary:** Students will then be called to the meeting area for the lesson closing. Students will be asked if their conceptions of a political party has changed? Students will give examples of what changed their views. Students will be asked to share the values of each party that they discovered. Responses will be recorded on the whiteboard. Students will be asked which political party they would most likely join based on their research.

**Assessment:** Students will submit the handout containing the results of the classification activity. The teacher will also make informal observations during the lesson and give grades for class participation.

**Materials:** Whiteboard, chart paper, resource document handouts, individual political party graphic organizer, *Elections in the United States*

**Lesson Three**

**NYS Social Studies Standards:** Standard V- Civics, Citizenship, and Government

**Objectives:**

1) Students will be able to identify the primary components of a campaign.
2) Students will be able to create a campaign slogan.
3) Students will continue to develop their understanding of the duties and responsibilities of an American citizen.
Interest building/Prior knowledge: The teacher will say: Now that everyone in this class has decided on a political party, it’s time to begin our campaign for office. What do you think running a campaign means?

Lesson Development:

1) The teacher will record responses to the question asked during the anticipatory on the whiteboard. The teacher will say “those are some great responses” and will write the definition of a campaign on the whiteboard. For the purposes of this lesson, a **campaign** is working in an organized and active way toward a particular goal, typically a political or social one. The teacher will ask: What is our goal in this campaign? How do you think we go about getting to our goal?

2) The teacher will then introduce the main components/stages of a campaign. Based on their political party, the candidate must first select which major ideas will be the main part of his or her campaign. The teacher will ask: What is a candidate? The teacher will ask for sample ideas from both the Republican and Democratic point of view.

3) Next, the candidate must choose a catchy slogan that appeals to voters and helps them stand out from the crowd of other candidates. The teacher will ask: What is a slogan? For the purposes of this lesson, a **slogan** is a motto/phrase associated with a political party or movement or other group.

4) The candidate will then go from state to state competing in primary elections. These elections typically occur between 1 year and 6 months before the national election. The teacher will ask: What is a primary? For the purposes of this lesson, a **primary** is where two candidates of the same party face each other to see who will represent the party in the national election. During this primary season, the candidates will go around making public appearances, running advertisements, fundraising and debating in order to convince the voters why they should represent their party in the election for president. The teacher will ask: What do you think the most important thing is to do during a campaign? The voters will then vote in the scheduled primary elections to determine the final candidate for their party. Once the candidate is chosen, the campaign for the office of the President of the United States will begin.

5) The teacher will then use the SMART board to bring up some political ads and slogans from previous election campaigns.

_Campaign ads:_

http://www.youtube.com/watch?v=f-VZLvVF1FQ&feature=autoplay&list=PL5E7FE2BBB117FEF4&playnext=2
http://www.youtube.com/watch?v=1E4N-SePrsM
http://www.youtube.com/watch?v=LR92pd5rnlk
http://www.youtube.com/watch?v=VIA5aszzA18

_Slogans:_

http://www.taglineguru.com/campaignsloganlist.html

The teacher will ask: What similarities and differences do we see in these slogans and ads? The teacher will then say, “It’s time to develop your own slogans and campaign posters. Pretend your group works for a
campaign during a presidential election. I would like for your team to develop a slogan and poster for your candidate.” Students should be provided with the following directions: You have been chosen to be a part of the presidential campaign. Your team has been given the task of designing a catchy slogan that will help your candidate get elected to office. Be sure to work cooperatively with all of your group members, the only rule is that you can’t use a former candidate’s slogan.

**Summary:** Students would be recalled to the meeting area for the lesson closing and asked to share their slogans. They will then vote on the slogans anonymously to see which three the class thinks are the most effective. Students will be asked: Why do you think these slogans received the most votes?

**Assessment:** Students will hand in the slogan poster based on the lesson and examples shown during the lesson. The teacher will also make informal observations during the lesson and assign points based on class participation.

**Materials:** Whiteboard, SMARTboard, crayons, pencils, computer, markers, poster board

Lesson Four

**NYS Social Studies Standards:** Standard V- Civics, Citizenship, and Government

**Objectives:**

1) Students will be able to identify the Electoral College and its function during a presidential election.
2) Students will be able to interpret a map of the United States and identify the key states needed to win a general election for the office of the President of the United States.
3) Students will continue to develop their understanding of the duties and responsibilities of an American citizen.

**Interest building/Prior knowledge:** Students will be gathered in a circle and the teacher will ask: Has anyone ever heard of the Electoral College? I’ll give you a hint, it’s not a place.

**Lesson Development:**

1) After the anticipatory set is said, the teacher will record the student answers on the whiteboard.
2) The teacher will then say, “The electoral college is group of people that decides who will win the election for president.” The teacher will give a brief history of the Electoral College. The founding fathers created it as a compromise because they weren’t sure who was going to be responsible for electing the president: the congress or the people directly. The Electoral College would be a system where each state would get a number of votes they could cast in the presidential election. The number of votes is based on the number of senators plus the number of representatives from each state. The teacher will ask: Who were the founding fathers? What is a compromise? Why do you think they decided to make the Electoral College?
3) The members of the Electoral College decide how to cast their votes based on the results of the popular vote from that state. The teacher will ask: What is the popular vote? When the president collects 270 of the 538 votes from the states, he/she will win the election for the office of the president of the United States.
4) The teacher will use the SMARTboard to go to the website http://www.270towin.com/. This is a website that shows an interactive map with results of all the previous presidential elections. The teacher will pull up the map of the most recent presidential election and discuss it in detail: Why are there two colors on the map? Which party won the most states? Did the party that won the most states win the election? The teacher will say, “Now it’s your turn to work with the map online.”

5) The teacher will break the class into their social studies groups. Looking at the last four elections, the groups will complete a handout about the Electoral College. The handout should contain the following five questions: 1) Complete the sentence: The Electoral College is… 2) In 2012, how many votes did the following states get? Use the interactive map to figure it out. 3) If you were a campaign manager, which states would you want your candidate to win? Why do you think so? 4) Based on our lesson, do you think the Electoral College is helpful in electing the president of the United States, or do you think the people should directly elect the president? 5) Based on the last four elections, make predictions for the 2016 election. Which party do you think will win each state? Color the state in with the appropriate party color, and write in the number of electoral votes each state has. If it is a small state, you can write the number of votes at the bottom of the page.

Summary: Students will be called back to the meeting area for the lesson closing. The teacher will ask: Which states do you think are the most important states to winning a presidential election and why? Do you think the Electoral College is a good thing or bad? Why or why not?

Assessment: Students will hand in the worksheet on the Electoral College. The teacher will also make informal observations during the lesson and give grades for class participation.

Materials: Whiteboard, SMARTboard, Electoral College handout, crayons, pencils, computer, online resources

Lesson Five

NYS Social Studies Standards: Standard V- Civics, Citizenship, and Government

Objectives:

1) Students will gather and write 3 main arguments with evidence to support a point of view and verbalize at least 1 of them in a debate format.

2) Students will define “term limits” with specific reference to the office of the president.

3) Students will understand how debate is a core principle of American democracy.

Interest building/Prior knowledge: Students will be gathered in a circle and the teacher will ask: Who has ever been in an argument with someone and you knew that you were right? When we have an opinion that we think is right and we defend that position to another side, it is called a debate. Today, we are going to try to convince the other side that our opinion is the correct one.

Lesson Development: Debate Topic: Should we have term limits? The class will be divided into two debate groups. One side will be “for” presidential term limits (2 term limit) and one will be “against” presidential term limits (re-elected as many times as possible).
1) The teacher will discuss what a debate is and why debates are important and write it on the whiteboard. A debate is a planned and organized discussion where two or more sides defend an opinion. When you participate in a debate, you need to have done research and have evidence for your ideas. In debates, after a side makes a point, the opposing side has a chance to make a rebuttal, or contradiction to the original point. Debates are important because they give us time to plan and think before defending a point of view. Debates are often used in our government as a way to make important decisions or to decide who should be elected to a government office.

2) The teacher will give directions for today’s debate (which will have been previously written and reviewed on chart paper for easy reference).

3) Each student will hand in one of their “Main Arguments” sheets to the teacher and bring the other copy with them to their group (students will have already completed research and typed up their arguments).

4) Students will meet with their debate groups and decide on each student’s strongest debate point. They will decide on the order of the points and write opening arguments and elect leaders to present them. Students will sit on opposite sides of the classroom in a debate format.

5) The “For” group will begin the debate with their opening argument and then the “Against” group will follow. Each student on each team must present at least one point. The “For” group will start with their first presenter, then the “Against” group can make a rebuttal if they choose. Each side will be allowed one rebuttal point per argument. The “Against” group will then have their first presenter and the “For” group can make a rebuttal. This format continues until each student has made at least 1 point.

6) The groups will meet privately and write their closings. They will choose a team member to read the statement. The students will meet back in a circle by the whiteboard for a lesson closing.

**Summary:** The teacher will ask: Why is being prepared with points supported by evidence important in a debate? How do we know who wins a debate? Who do YOU think won this debate and why?

**Assessment:** Students will be assessed on various factors. First, they will hand in their typed, previously prepared main points with evidence for a grade. Next, each student will receive a grade on how well he/she presented his/her point in a debate format. Finally, students will be given participation grades for additional participation through opening statements, closing statements, and rebuttals.

**Materials:** Whiteboard, chart paper, resource document handouts, individual “Main Points” sheets.

---

**Lesson Six**

**NYS Social Studies Standards:** Standard V- Civics, Citizenship, and Government

**Objectives:**

1) Students will apply their knowledge of the election process to complete an online election simulation.

2) Students will continue to develop and deepen their understanding of the civic duties/responsibilities of an American citizen.
Interest building/Prior knowledge: Teacher will say: Now it’s time to see who in this class can actually be elected president of the United States. We’ll be playing an online simulation called “Win the White House.”

Lesson Development:

1) The teacher will use the SMARTboard to access the game on: 
   http://www.icivics.org/games/win-white-house

2) The teacher will demonstrate the simulation using the SMARTboard to walk the students through the steps needed to play. The teacher will say: Just like we have learned in class, this simulation will take us through all the steps needed to try to win the job of president of the United States.

3) The simulation will provide detailed instructions on how to play the simulation: In sum, the game is composed of three main sections. The first section allows students to choose a candidate, his or her name, party affiliation, and slogan. In the next section, students can choose specific issues and participate in primary debates and elections. Should a student win, he or she can choose a running mate and move on to the general election. Once there, students need to perform all of the necessary tasks of competing in an election: polling, fundraising, making appearances, running campaign ads, etc. Should a student make all of the correct decisions along the way, he or she will obtain the necessary 270 popular votes needed to win the election. As students complete the simulation, they can take note of both successful and unsuccessful strategies.

4) The teacher will then send the students off to complete the simulations at the computer stations.

Summary: Students would be recalled to the meeting area for the lesson closing and asked: Who was able to make enough correct decisions to win the White House? What strategies did they use during the simulation?

Assessment: There will not be any formal assessment issued during this lesson, as it is more for the students to have fun, and experience the feel of running for office. The teacher will see who was successful during the simulation based on the de-briefing session after the simulation is completed. Additional bonus points will be added to those students’ grades who successfully win the White House.

Materials: Whiteboard, SMARTboard, computer, social studies notebook, pencil
Newspaper Activity for Ancient Greece
Danielle Ferris

This lesson is from a 6th grade social studies unit plan examining ancient Greece (with a focus on Athenian democracy) intended to serve as a culminating project that allows students to demonstrate creatively what they have learned.

Time: 4 class periods (45 minutes each)

NCSS Standards: (1) Culture and Cultural Diversity; (2) Time, Continuity, and Change; (4) Individual Development and Identity; (5) Individuals, Groups, and Institutions; (6) Power, Authority, and Governance; and (10) Civic Ideals and Practices

Objectives:

1) Students will demonstrate the ability to use the Internet to research news, current affairs, and feature stories
2) Students will investigate, research, analyze, and prioritize information
3) Students will demonstrate some of the processes involved in creating a newspaper
4) Students will demonstrate comprehension of the everyday lives of the ancient Greeks
5) Students will compare similarities and differences that ancient Greeks share with the lifestyles of people today
6) Students will identify key events leading up to the development of democracy in Athens
7) Students will explain how the development of democracy impacted the Greek culture

Materials: Internet access, textbooks, handouts/printouts, newspapers, paper, colored pencils, highlighters

Differentiated Instruction: Graphic organizers and other various visual and auditory manipulatives will be made accessible, available seating closer to SMART Board for visual learners, use heterogeneous grouping when creating small groups, accommodations such as extended time and additional handouts in ELL’s native language will be also provided.

Interest Building/Prior Knowledge: (1st classroom period)

The teacher will show students a powerpoint presentation briefly reviewing previous lessons on ancient Greece to show how the government of Athens became a democracy in 507 BC and how the development of democracy created a chain of events that completely changed the physical, social, and political landscape of not only the city itself, but the entire Greek culture. The teacher will explain to his/her students that they will be working in small groups to produce sections of a historical newspaper for democratic Athens. After reviewing the previous eras (as explained in the lesson development) the students will focus on the Classical Period, which will be the era in which our newspaper will be set. Students will have to predict the effects or outcomes that the rise of democracy had on Greece and investigate, research, and analyze information obtained from the Classical Period to decide what pieces of information will be appropriate to include in their particular column. At the end of the project, the students will come together to piece each section of the newspaper together to create a whole and present their sections to the class.

Lesson Development: (1st classroom period-steps 1 & 2; 2nd & 3rd classroom periods-steps 3 & 4; 4th classroom period-step 5)
1) The teacher will ask students to review and discuss events leading up to the development of democratic Athens. They will be able to refer back to notes on previous lessons, the powerpoint presentation shown at the beginning of class, and any suggestions the teacher may make (i.e. discuss the Neolithic Period, Early Bronze Age, Minoan Age, Mycenaean Age, Dark Ages, Archaic Period, etc.). The students will list these events, along with major achievements or milestones, which defined these periods that led to the development of democracy in Athens, and then brainstorm and predict the impact it has on Greek culture.

2) After deliberating, the students will look at a selection of newspapers and identify the main sections that these newspapers have in common. Students will then be placed in small, heterogeneous groups and each group will be assigned a section of the newspaper from the topics below:

   a) News and Current Affairs (full development of democracy in Athens, Pericles as leading statesmen, Peloponnesian War, Pericles’ death…)
   b) Editorial Section and Letters to the Editor (letters supporting or criticizing Pericles…)
   c) Entertainment and Arts Section (creation of the Parthenon, drama-tragedies of Sophocles, Aeschylus, & Euripides, comedies, philosophical school of Socrates & Plato…)
   d) Sports Section (Olympics report…)
   e) Advertisements (Pottery, olive oil, wine, masons, seafood…)
   f) Weather Report (Greek God Zeus causes storm…)
   g) Gossip Column (who will succeed Pericles as Leader of Athens?…)
   h) Astrology Column (latest prophesies of the Oracle of Delphi…)
   i) Obituaries (obituary for infantrymen in the Peloponnesian War, Persian War-Battle of Marathon…)

3) Students will use two classroom periods to investigate, research, analyze, and organize information to include in their corresponding sections. Students will use the Internet, make journalistic notes, and their imagination and creativity to write their columns.

4) The teacher will act as the executive editor and meet with each group to discuss the content of their columns, determine word limits per column, negotiate deadlines, etc.

5) During the last classroom period, the teacher will help the students finalize and piece together the newspaper. Each group will present their section in order.

**Summary:** After the presentations, the teacher will wrap-up the lesson by discussing with the students their predictions and what they learned about the impact of the development of democracy through examining and analyzing the research they collected. They will also discuss the pros and cons of the assignment, what they liked, disliked, and what they would change about the assignment.
Greek Newspaper Grading Criteria:

News Story:
- Answers basic information questions ("what-where-when-why-who-how?")
- "Interviewed" eye-witness
- Background information given
- Accurate, well researched
- In the style of a news-reporter (Editorial & Letter to the Editor)
- Gives two distinct points of view
- Gives reasons for point of view and has convincing arguments
- Related to the main news article (Entertainment Review)
- Accurate according to the time
- Describes event with good detail
- Gives a point of view/opinion in the style of a critic (Sports Report)
- Accurate according to the time
- Describes event with good detail
- In the style of a reporter (Want Ads / Advertisements)
- Identifies objects for sale appropriate to that time
- Describes object/gives qualities
- Uses techniques of persuasion (Other Articles)

Appearance / Neatness

General Writing Skills:
- Spelling
- Capital letters
- Punctuation (periods, commas quotations)
- Paragraphing
LESSON A

Objective: To evaluate the contributions/roles of key players in the Civil Rights Movement.

Warm Up: How did Alma Watson, Viola Liuzzo, and Dorothy Byrd contribute to the Civil Rights Movement?

Procedure: (Structured, Guided, Independent)

1) None of the students will likely be able to answer the warm up question. Its purpose is to highlight those individuals who contributed much to the Movement, but who are not mentioned in textbooks. Ask students to verbally list the names they feel are synonymous with the Movement. Record any names mentioned that are a part of the lesson. Inform the students that we will be evaluating the contributions of those who have played a role in the Movement.

2) Students will break into groups for a puzzle activity in which they fill in a graphic organizer charting individuals (Rosa Parks, W.E.B. DuBois, Thurgood Marshall, Oliver Hill, MLK, and Viola Liuzzo) who contributed to the Movement and its development. The students will use this as a springboard to the next step.

3) Each group, which will consist of 4 people with a timekeeper, manager, recorder, and reporter, will take a person’s name from the bag and research the person in the computer lab. Groups must find at least 3 things about the person that is not commonly known about the person. Each group will also have to come up with 5 interview questions for the people they are not researching.

4) Each group will present their research on their person through a powerpoint presentation. They will have 3 minutes to present and 5 minutes to answer questions. Each group will ask 1 interview question out of the 5 they created. The group must answer the question as if they are the person who they researched.

Assessment: Key 2 Leave: What are you willing to contribute as a responsible citizen to making society better for the future? Examples: recycling, getting more youth to vote, anti-bullying program at school, book bag drive, etc.

Homework: Get 10 signatures from individuals willing to support and be a part of your contribution.

Goal: Have students’ minds open to those who are not in the textbooks and curriculum. It’s important for students to see and hear the most simplest of roles people played during the Movement, while at the same time, sticking to the curriculum and pace. People are often deterred at helping because they don’t believe they make a difference as individuals. With this lesson and discussion, I hope to eliminate that thought from students’ minds.

LESSON B

Objective: To analyze some of the most significant effects of the Civil Rights Movement on America.

Warm Up: You have 10 minutes to complete the Black SAT test.

Procedure: (Structured, Guided, Independent)
1) Inform the students that this is an actual test and they will receive a grade.
2) Leave floor open for complaints.
3) Go over the test (designed to be nearly impossible to pass) aloud.
4) Grade the tests aloud. Leave the floor open for complaints. Get the students’ feedback on the test (it’s not fair, different culture, different era, different location, not familiar due to lack of exposure, etc.)
5) Show the Good Times episode/clip of Michael’s IQ test results from YouTube. Discuss and have students compare it to the test they just took. Also inform students that the grades will actually not count.
6) Ask the students to give other examples of how the Movement affected American society today other than correcting testing biasness and using IQ results to place children in programs.
7) List examples on the board (looking for the word integration).
8) Ask students: Why do some black people believe integration was a mistake? Why are some areas of the south reverting back to segregated schools, proms, etc.?
9) Show clip of Little Rock 50 Years Later and discuss questions again.
10) Jigsaw activity: Use the examples and reading to create a timeline of the Movement to today. Students will complete this in groups, with each group taking a decade starting with the 50s leading to the 2000s. Students will share information while classmates fill in the information.

SCRAPBOOK PODCAST: Students will download pictures and video clips and make a fictitious scrapbook podcast of their grandparents’ involvement in the Movement to wrap up the unit. Students will pretend that they came across a trunk in their grandparents’ attic filled with photos and reels from their grandparents’ participation in the Movement. They will take those images and download them, creating a podcast where they will narrate over the images as they move along. It will be told from a first person perspective. The students will pretend to be their grandparents on the podcast sharing their experience of being in the Movement. There will be 3 students to a group (with a manager, timekeeper, and recorder). Students will work in the computer lab. Students must encompass much of what they have learned during the unit into the podcast. They will write a script that must be approved by the teacher before starting the podcast recording. Pictures and clips must be approved as well. Podcasts must be 3-5 minutes long.

Assessment: Scrapbook Podcast

Homework: Create your own SAT test; be prepared to share at least 2 questions with the class. Test must be 10 questions and have a theme, i.e. Black SAT test, Jock SAT test, Virginia SAT test, Female SAT test.

Goal: Students will reflect on how the Movement affected America. Students will weigh the pros and cons of the Movement (integration was a double-edged sword). The podcast is a wrap up of the unit.
Objectives: Students will formulate hypotheses on why the Erie Canal was built despite being such a difficult project, and then revise their hypotheses as new information is introduced. Students will then draw conclusions based on evidence they have acquired.

Interest Building: Show a photograph or illustration of a boat on the Erie Canal. Ask the students if they can identify what kind of waterway they are seeing. Tell the students the Erie Canal was America’s first superhighway, built across New York State from Albany to Buffalo. At the time, many people thought it couldn’t be done and would be foolish to attempt. Even President Thomas Jefferson said the idea was “madness” and that this was a project best attempted in another 100 years. The federal government refused to pay for the canal, so New York State went ahead with the plans on its own. The canal was built in 8 years, from 1817 to 1825. It was 363 miles long, forty feet wide, and 4 feet deep. When it was finished, it was considered such an amazing accomplishment that its construction was compared to the building of the great pyramids of Egypt.

Lesson Development:

1) Have students join their cooperative learning groups. Ask the groups: If the Erie Canal was such a difficult project, why did people want to build it in the first place? Write the word “Hypotheses” on the board, and ask students to suggest possible reasons why a waterway across New York would be very useful for the state. Record their observations on the board.

2) Tell students that they are now with their “home team.” Explain that this is the group that they will later be working with to answer this question in more detail. First, however, they will be divided into “expert teams.” Each home team member will participate in an activity to become an “expert” about some aspect of the Erie Canal that will help answer the big question of why it was built. When the activities are over, students will return to share their expertise with their home team members, thereby allowing the group to add, subtract, or revise their initial hypotheses accordingly as new information is exchanged.

3) Assign each student to one of the five “expert” teams. Construction and Financial teams may be combined if there are too few students to support a fifth team. Each expert team will begin working in a designated area of the classroom, prearranged with materials and/or media for student use. The teacher will circulate through each area to ensure each expert team understands its particular assignment.

Jigsaw activities:

Construction team: This group will watch a video segment on the Erie Canal’s construction. This team will acquire insight into how the Appalachian mountains were difficult to cross, how they were a formidable barrier to east/west movement of people or goods, and how the few roads that did exist in the early 1800s were in poor condition, uncomfortable and slow.
Map team: This group will study topographical, satellite, and relief maps and globes to learn how a rare gap in the Appalachian Mountain Range in New York’s Mohawk River valley provided for the possibility of building an east-west waterway across the state. This team will also learn that since the Hudson River already connected New York City to Albany, the Erie Canal could then connect Albany to Buffalo, creating a water route across the entire state.

Political team: This group will visit an Erie Canal Internet website that sets the political context of the times. New York City was competing with Boston, Philadelphia, and Baltimore to be the premiere port of the Eastern Seaboard. The state that could provide and own access to the western goods and resources would stand to profit greatly.

Financial team: This group will study a chart describing how travel time from New York City to Buffalo dropped from 20 days to 6, and how the price of shipping goods dropped from $100 a ton to $5 a ton.

World Map team: This group will study a world map to gain the understanding of how the Erie Canal could affect trade and travel not just through New York, but all over the world. Goods could originate in the Midwest, be shipped across the Great Lakes, through the Erie Canal to New York City, and then to ports all over the world.

Draw the inquiry to a close. Recall students to their “home” teams. Tell students that they must listen carefully and courteously to team members as they present their expert findings. Have students consider the hypotheses they wrote in the beginning of the lesson, and ask them to reflect on the new information each expert team member brings in, and make revisions to their hypotheses accordingly.

Summary: Recall with the students how they began with suggestions and ideas that were educated guesses based on their background knowledge of the Canal or time period, and as each new idea was presented, they began to add, remove, or revise their original hypotheses. Now that they have much more information from a wide range of sources, their conclusions will be based on evidence.

Assessment: Students will write their data-based conclusions as an assessment. Have them begin by stating, “I conclude that the reasons people wanted to build the Erie Canal are…” Tell students that the many factors they learned about through their jigsaw activities should be included in their responses, and they will cite or reference the evidence that supports their reasoning.

Follow-up: Repeat the inquiry process with other specific questions related to the building of the Erie Canal. Why was it so difficult to build? What sort of technical problems had to be addressed or solved? What might working conditions have been like? Who were the workers who built the Canal? What are some effects the Canal may have had for the towns along the Canal? Who might have wanted to travel on the Canal, and why? What sort of goods might have been shipped? Did the canal help make New York City the main port on the Eastern seaboard? How do you think the economy of New York State was affected? Why did New York become known as the “Empire State?”
**Materials:** Erie Canal websites, shipping charts, and videos; satellite, topographic, and relief maps of New York State and the United States.

**Differentiated Instruction:** Instruction will be differentiated to meet the needs of diverse learners. Key lesson vocabulary will be previewed to help ensure comprehension for English Language Learners, or students who may be lacking in background knowledge. Home teams and expert teams for the jigsaw activities will consider student strengths and weaknesses to facilitate peer support. Seating will be arranged so all can see the board, and also take into consideration those students who may need focusing prompts to be positioned near the teacher. Lesson delivery will be clear and comprehensible, maps and illustrations will appeal to visual learners, movement around the classroom for kinesthetic learners, discussion will support auditory learners, and relief maps or globes will help tactile learners.
Unit Overview

Day One- Lesson 1: Why was the Nile so important to ancient Egyptian Civilization?

Students will be shown the short “Introduction to Ancient Egypt” and “The Nile River: River of Life” videos to gain their interest. They will be asked about previous knowledge about Egypt and the Nile River and shown its location on the map. They will be given the hymn, “Hail to you, O Nile,” and discuss what it means. The question will be posed: Why is the Nile so important to the ancient Egyptians? The students will then form and revise a hypothesis for this question after reading, as a group, 3 articles on life on the Nile.

Day Two-Lesson 1 cont.

Students will continue with the articles from the day before if not completed. Then there will be a read aloud of “The Secrets of the Nile” followed by a continuation of the discussion of the question: Why was the Nile so important to ancient Egyptians? Students will be assessed by writing a short paragraph to answer the question.

Day Three-Lesson 2: A Day in the Life of Ancient Egyptians

Students will read the “day in the life” narratives and complete the chart noting similarities and differences in the daily lives of various Egyptians such as where they lived, what they wore, and what they did with their time. Students will be assessed with an essay comparing and contrasting any 2 roles.

Day Four-Lesson 3: The Egyptian Marketplace

Students will work in groups. A market stall will be assigned for each group, which will use school computers to visit a virtual Egyptian marketplace to research what products are needed for their stall. They will then use art materials to make representations of these products to create their stall. Students will be assessed through observations for attention, cooperation with their groups, and their ability to do research to find the proper products.

Day Five-Lesson 3 cont.

Students will recreate an Egyptian marketplace. The students will visit and trade with each. Students will be assessed on the appropriateness, extensiveness, and creativeness of their displays as well as observations of behaviors during trading.
**Day Six-Lesson 4: Pyramids, Temples and Tombs**

Students will read an article about pyramids, tombs, and temples, and why they were built. Students will discuss that what we know about ancient Egypt comes from what we have found in these places. Students will then examine photos of the contents of King Tut’s tomb and other tomb paintings to see how these artifacts give us an account of ancient Egyptian life.

**Day Seven-Lesson 5: Fieldtrip to the Brooklyn Museum**

Students will meet in the classroom to create a KWL chart on ancient Egypt. They will brainstorm questions to ask the museum guide and write them in their folders. At the museum, the students will be divided into groups with a museum educator for a 90 minute tour, “Art in Ancient Egypt: Daily Life.” They will take notes, write questions, or draw in their folders. After the tour, they will have time to explore with a chaperone.

**Day Eight-Lesson 5 cont.**

Students will complete the KWL chart in class with information learned at the museum. They will create a bulletin board with their writing and drawings and pictures from the trip. Students will be assessed with the completed KWL chart and a written essay about a particular piece of artwork, display or fact they found interesting.

**Day Nine-Lesson 6: The Afterlife**

Students will read handouts and create a chart on the beliefs of several cultures regarding what happens after death. They will be given various statements that they must categorize as being relevant to a specific culture. The students will be assessed on their ability to accurately classify each statement and with an essay explaining how they would prepare for the afterlife if they were an ancient Egyptian.

**Day Ten-Lesson 7: Is it Right to Dig up Tombs?**

Students will read an interview with archeologist Howard Markel and discuss the ethical questions raised in the interview about whether or not it is right to exhume tombs. Students will debate the issue using information from Markel and information learned throughout the unit. Students will be assessed on their participation in the debate, their ability to discuss and reason with others, and a final written response for a poll on their stance.

**Lesson 1-The importance of the Nile River**

**Time:** 2 classes (45 minutes each)

**NCSS Standard:** Theme III. People, Places, and Environments

**New York State Social Studies Standard:** 3.2 Geography

**Objectives:**
1) Students will learn to form hypotheses based on a discussion of prior knowledge and then revise them after research and finding new information.

2) Students will learn how to draw conclusions based on evidence.

3) Students will read several articles and recognize reasons for a civilization to grow along the Nile River.

4) Students will be able to separate information into categories and identify 3 reasons why the Nile River was important to the Egyptian people.

**Materials:** Printout of ancient hymn; various websites on ancient Egypt and the Nile River (e.g. www.socialstudiesforkids.com, www.thinkquest.org, and www.ancient-egypt-online.com); video clips and various photos of the Nile River and life on the Nile, http://www.youtube.com/watch?v=6q4FxFvTEFRY; http://www.youtube.com/watch?v=ayQijCoayo8; books on ancient Egypt and the Nile such as *The Secrets of the Nile* by Charnan Simon

**Differentiated instruction:** Provide graphic organizers to help students select and organize information. Create list of important vocabulary words. Use video and visual representations of information such as the floods, the silt, boats, etc.

**Interest Building/Prior knowledge:** Ask the students if they have ever heard of the Nile River, where it is located, and what they know about Egypt and the Nile. Show a brief video such as “The Nile-River of Life.”

**Lesson Development:**

1) Share the ancient Egyptian hymn, “Hail to You, O Nile.” Ask the students if they know what the poem means and why they think the ancient Egyptians sang the hymn.

2) Write an inquiry question on the board: Why was the Nile River so important to Ancient Egypt? If needed, ask: What could the river be used for and what would happen if they didn’t have the river? List the student’s reasons on the board.

3) Ask each student to write in his or her journal a hypothesis as to why the river was so important. Have the students share their hypotheses with the class.

4) Depending on how well the class is absorbing and interpreting information, progress as slowly or quickly as deemed necessary. Begin giving students more information about Egyptian geography connected to the Nile, with websites, articles, maps, and books.

5) Stop to discuss what the Nile’s flooding would do. What happens during a flood? Does it destroy things? Is this a good thing? Inform the students that the flood at first did destroy homes, etc., but it also carried “silt,” making the soil along the banks very rich and fertile. The people also realized that the flood had a schedule. It flooded and receded the same time every year. Discuss what this means. What can the people do? Plant crops in the rich soil and harvest them before the floods come back.

6) Discuss travel on the Nile River. Boats made from wood or papyrus were the fastest way to travel in Egypt. Being able to travel meant being able to trade and barter goods.

7) Look at a map of Egypt. Point out that Egypt is surrounded by the desert and the Nile River. There are six large waterfalls called cataracts along the Nile River south of the ancient civilization. Therefore, Egypt was
protected from invaders. The desert made it too difficult on one side and the cataracts made it too difficult for navies to invade Egypt from the south.

8) Ask the students to go back to their hypotheses from the beginning of class. Have them revise their hypotheses and write a short paragraph about their final conclusions about the main reasons why the Nile was so important to ancient Egypt.

**Summary:** Discuss how the students changed and developed their ideas with new information. Debate which of these reasons they think is most important. Discuss how the Egyptian people had to make adjustments around their environment and what could possibly be negative (cause problems) about the Nile River.

**Assessment:** Collect students’ journals with their original hypotheses for review. Collect their final conclusions and evaluate if they are clear, organized, and reflect knowledge of the information provided during the lesson.

---

**Lesson 2-A Day in the Life of Ancient Egyptians**

**Time:** 1 class (45 minutes)

**NCSS Standards:** Themes I. Culture; III. People, Places and Environments; IV. Individual Development and Identity

**NYS Social Studies Standards:** 2.1 World History

**Objectives:**

1) Students will gain an understanding of the different social roles in ancient Egypt.
2) Students will be able to compare and contrast different roles in Egyptian society.

**Materials:** Ancient Egyptian virtual marketplace (www.virtualkemet.com/market/index.htm); art supplies such as markers, paint, beads, paper, etc.

**Differentiated instruction:** The graphic organizer will be given to each student to help organizer aspects of daily life for 7 different roles in society. A list of vocabulary words will be created to aid reading comprehension.

**Lesson Development:**

1) Students will be given 7 different accounts of what could be a normal day in the life of 7 different characters, each representing a different role in ancient Egyptian society.
2) Students will be given a graphic organizer: a chart with each character (pharaoh, nobleman, priest, craftsman, soldier, farmer, and woman) and sections for morning, afternoon, evening activities. The students will be given focus questions: Where do they live? What do they wear? What do they eat? What do they do during the day?
3) Students will take turns reading aloud from the 7 daily accounts. As they read, they will fill in the graphic organizer with information from the text.
4) Students will then write an essay comparing and contrasting any 2 roles in ancient Egyptian society.
Lesson 3- The Egyptian Marketplace

Time: Two classes (45 minutes each)

NCSS Standards: Themes I. Culture; III. People, Places, and Environments; VII. Production, Distribution, and Consumption

New York State Social Studies Standard: 3. Geography; 4. Economics

Objectives:

1) Students will be able to demonstrate an understanding of the ancient Egyptian economy by creating a marketplace display of goods and services and showing how those goods and services were traded in a working recreation of a marketplace.
2) Students will demonstrate the ability to cooperate and communicate with peers in the completion of a group project.

Differentiated instruction: Students will be working in groups so they can help each other. Teacher will work with each group as needed for help with navigating the website or with new vocabulary.

Interest Building/Prior knowledge: Students will be reminded of the daily activities of various Egyptians previously studied. Often, the clothes they wore, the food they ate, the tools they used, etc., all came from the marketplace, where the farmers and craftsmen sold their wares. The class is now going to create its own Egyptian Marketplace.

Lesson Development:

1) Students will be broken into groups and each group will be given a “stall” at the marketplace: bakery, fruits and vegetables, papyrus stand, jewelry, and clothing.
2) The teacher will be responsible for the Per Ankh (writing station).
3) Each group will use school computers to visit a virtual Egyptian marketplace and find out what they will need for their products in their stall.
4) Using art materials and/or printed pictures and written descriptions, each group will create a market stall with their products.
5) Students will then take turns visiting each group’s stall and trade for goods, making sure there is always a merchant still present at their own stall. At the Per Ankh, students will be shown how to write the alphabet and their names in hieroglyphs.

Summary: Discuss how busy a marketplace is and how all the participants depend on each other for what they need for daily life.

Assessment: Students will be assessed on their market stall presentations, types and variety of products shown, and observations of behaviors and interactions during “trading at the marketplace.”

Lesson 4-Pyramids, Temples and Tombs
Time: 1 class (45 minutes)

NCSS Standards: Theme I. Culture; II. Time, Continuity and Change; VIII. Science, Technology and Society

NYS Social Studies Standards: 2. World History

Objectives:

1) Students will be able to identify aspects of ancient Egyptian daily life through the interpretation of artifacts and paintings.
2) Students will be able to apply the concept of studying artifacts to their own lives by using multi-media or artwork to create artifacts from their lives.

Differentiated instruction: Students can be paired with partners to work on examining the prints. This lesson includes many visual representations which can aid comprehension for special needs children.

Interest building: Students will be shown a short video, “Pyramids: Tombs of the Pharaohs.” Students will be asked if they have heard of the pyramids in Egypt and what they know about them. Students will be reminded of all the things they have been learning about regarding daily life in ancient Egypt. They will be informed that we know so much about ancient Egypt because of all the ancient pyramids, tombs, and temples still found in Egypt today.

Lesson Development:

1) Students will read and discuss a handout on pyramids, tombs, and temples.
2) Read an article about the discovery of King Tut’s tomb. The class will be shown photos of the objects found in King Tut’s tomb from the BBC History website. Each photo will be discussed so that the objects can be identified along with their uses.
3) In King Tut’s tomb’s photo gallery, there are photos of some of the paintings on the walls. Students will be informed that one reason we know so much about daily life in Egypt is because of these wall paintings. Many of the tombs were covered in paintings depicting religious figures, ceremonies, and scenes from daily life. Students will be presented with prints of tomb paintings illustrating many parts of Egyptian life. Students will discuss and try to decipher what they see in the paintings.

Summary: Students will learn that history is pieced together and interpreted through the examination of art, literature, buildings, and other varying artifacts that are left by the people of the past. A trip to a museum will follow so that the students can experience these pieces first hand. The students should also connect that someday, someone might piece together information about their lives through what they leave behind.

Assessment: Students will be assessed with a homework project of creating 2 “tomb paintings” depicting 2 areas of their daily life, along with a written blurb telling what each picture depicts. Their tomb paintings can be drawn or a photo collage or other creative methods.

Materials: Handout on pyramids, tombs and temples; tomb paintings depicting daily life; video “Pyramids: Tombs of the Pharaoh”; BBC History website
Lesson 5-Fieldtrip to the Brooklyn Museum

Time: 1 school day for the trip and 1 class follow-up (45 minutes)

NCSS Standards: Themes I. Culture; II. Time, Continuity and Change

NYS Social Studies Standard: 2. World History

Objectives:

1) Students will formulate questions and acquire answers through observations and oral questioning at the museum.
2) Students will identify artifacts and how they apply to Egyptian daily life and connect objects available at the museum to photos and written accounts used in class.

Differentiated instruction: Tours designed for students with specials needs can be arranged with the museum. Special needs students will be paired with a buddy for the trip. Headphones can be given to students to help them focus and hear the information the tour guide is providing.

Interest Building/Prior knowledge: The students will use school computers in groups to visit the interactive museum website containing pictures, audio tours, and interactive games, and the history of the museum.

Lesson Development:

1) As a group, the class will create a KWL chart containing what we know about ancient Egypt and what we would like to know. The class will brainstorm a list of questions to ask the museum guides.
2) Each student will receive a “museum trip folder” with blank pages. Each student will write the questions the class comes up with on the first page.
3) The class will be divided into groups at the museum, each with a museum educator to lead them in a 90 minute lesson tour entitled, “Art in Ancient Egypt: Daily Life.” Students will use their museum trip folders to write down anything they find interesting, questions they might have, connections they make from class discussions, or drawings they make.
4) After the lesson tour, the class will be allowed some additional self-guided time with a chaperone to read and draw and interpret on their own before eating lunch and returning to school.
5) As a class, the students will complete the KWL chart with answers to the questions they came up with. They will individually write a short paragraph describing the piece or story or fact that they found to be the most interesting and why they think so. The students, along with the teacher, will create a display with photos, drawings, and writings from the trip.

Summary: Fieldtrips can bring to life all the abstract information students are told and read about in school. Seeing or touching real materials at a museum can help students connect the information they have learned and help them see the people and places from ancient history as “real,” especially with a discussion after the trip to help point out the connections between what they saw, what they read, and their own lives.
Assessment: Students will be assessed informally through observations during the fieldtrip. The museum trip folders will also be reviewed. Collect and review the KWL charts to see that they are completed with appropriate information as well as students’ written paragraphs.

Materials: Museum trip folder for each student, with pencils; http://www.brooklynmuseum.org/

Lesson 6-The Egyptian Afterlife

Time: 1 class (45 minutes)

NCSS Standards: Themes I. Culture; III. People, Places and Environments; IV. Individuals, Groups and Institutions

Objectives:

1) Students will create a working definition of the concept “Afterlife.”
2) Students will classify varying statements as part of the Egyptian, Chinese, or Indian beliefs of the Afterlife.
3) Students will demonstrate an in depth understanding of the Egyptian Afterlife by applying it to their own lives and creating a plan for how they would prepare for the Afterlife.

Differentiated instruction: Students can be given shorter, simplified versions of the handouts, with vocabulary words defined. Students can work in small groups or with partners to classify attributes.

Interest building: Remind students of our recent fieldtrip to a museum. Show pictures of some of the objects and mummies on display.

Lesson Development:

1) Pre-assessment: Remind students of everything that is commonly found in the pyramids, temples, and tombs. Tell students that the ancient Egyptians made mummies and placed all these things in their tombs because they believed there was something more that happened after they died. Ask the students for their ideas about what the Egyptians thought came after they died.
2) Comparing examples: Tell students that many cultures and religions have beliefs about what happens after you die, with many similarities and differences. Study the examples of ancient China, India, and Egypt, using excerpts from provided books and websites.
3) Focus Questions: Do the deceased of ancient Egypt go to another place? It is for everyone? How does one prepare? What is needed? Ask the same questions for ancient China and India.
4) Noting differences: After discovering what the beliefs are for each culture, ask the students what is different about each theory of the Afterlife.
5) Noting similarities: Ask the students what is similar in each belief and create a list of the students’ responses.
6) Summarize: Using the list of similarities, have the students write a sentence summarizing these similarities “All these cultures believed that after a person dies…” Have the students share the sentences they have
made, providing feedback and corrections when necessary. Using input from the sentences the students share, create a common understanding of the Afterlife.

7) Labeling: Ask the students to brainstorm words that could be used to label the concept of what these cultures believed happened after death. After the students generate a list of words, inform the students that the general word used describe the belief that there is something more after death is called the Afterlife.

8) Classifying: 1) Give the students a list with a variety of statements of beliefs and practices. Ask them to classify them as being part of an Afterlife or not. 2) Give the students a list of beliefs and practices pertaining to the Afterlife and ask them classify them as associated with the cultures of ancient India, China, or Egypt.

Assessment: Along with using the classification assignments as assessments, assign the students the following homework assignment: If you were an Egyptian pharaoh, how would you prepare for your death and what would be in your tomb for your journey to the Afterlife?


Lesson 7-Is it right to dig up tombs?

Time: 1 class (45 minutes)

NCSS Standards: Themes V. Individual, Groups, and Institutions; VI. Power, Authority, and Governance; X. Civic Ideals and Practices; VIII. Science, Technology and Society

NYS Social Studies Standards: 5. Civics, Citizenship, and Government; 2. World History

Objective(s):

1) Students will be able to read an article and evaluate the author’s arguments.
2) Students will formulate, based on evidence, an opinion on the topic of debate and defend that opinion.
3) Students will demonstrate the ability to present ideas, respect other’s ideas, and consider other’s ideas when formulating opinions.

Differentiated Instruction: Create a list of important vocabulary words. Provide a summary of the editorial in less academic language. Have students summarize for each other what is being said during deliberation.

Interest building/Prior knowledge:

1) Students revisit pictures of famous mummies and the mummies we have seen. Ask them to share what information they remember about those mummies. Ask them if they remember where those mummies came from.
2) Make sure they understand that the tombs these mummies and artifacts were found in are the same as graves and that mummies are dead people.
3) Pose the question to deliberate: Is it right to dig up people’s tombs?
4) Create a chart of the students’ thoughts, “yes” on one side, “no” on the other.
Lesson Development:

1) Share an editorial pertaining to the debate topic.
2) Provide guiding questions, such as: A) Would we know what we know about ancient Egypt without finding tombs? B) Do you think they would want us to go into their tombs? Do you remember why they made mummies and elaborate tombs? C) Do they know what “grave robbing” means (part of the editorial)? D) Is there a difference between “grave robbing” then and “studying” now? E) What would people think if we did it to more recent graves?
3) Have students choose 2 reasons supporting why digging up graves is not ok, and 2 reasons it is ok.
4) Discuss possible solutions to the issue, such as amount of years old that make it ok, finding a relative or someone of authority to say it’s ok, or to stop the process.

Summary: Make sure the students understand that this is a real, current, debated issue in science, social studies, and government today and that what they have been doing, discussing if it is OK or not, is exactly what the adults and “experts” are also doing now. There is no right or wrong answer and a conclusion has not been reached by them either. Rules are being made and changed as it is debated. Take a final class poll and record everyone’s stance on the issue.

Assessment:

1) Complete a checklist for performance during discussion: Takes turns, Listens to others, Offers ideas, Criticizes ideas not people, Offers explanations and reasoning for statements, Can state and identify issue, Recognizes values and value conflicts
2) Students will write a few sentences to hand in stating their stance on the issue, with their reasons supporting that stance.

Materials: interview: “Questions for Howard Markel” (http://responsibility-project.libertymutual.com/q-and-as/questions-for-howard-markel#fbid=LphxeTc1nfX)
Lesson Plan One: “The Second Great Awakening”

Standards Addressed: The birth of the American reform tradition – religious & secular roots, 1.1b, 5.1a, 5.2a

Measurable lesson objectives:

1) Students will acquire an understanding of the religions of the Second Great Awakening.
2) Students will be able to explain the similarities and differences between the Shakers and the Mormons.
3) Students will acquire an understanding of the concept of a utopia and the utopian communities that were created in the 1800s.
4) Students will be able to explain what transcendentalism is and how it developed into a religion with observers called Unitarians.

Description of assessments occurring during the lesson: At the start of the lesson, students will complete a KWL chart showing what they know about the topic of American reform movements, and what they would like to know. Also, students will complete a worksheet during group work time that will demonstrate their understanding of the objectives of the lesson. This group worksheet will be graded based on a rubric that shows how well the students comprehend the topic covered. Furthermore, students will complete a homework multiple choice quiz that will measure their knowledge learned from class time.

List of materials to facilitate the lesson: Research documents on the Shakers, Mormons, transcendentalism, and the concept of a utopia; group worksheets; overhead projector; transcendentalism video clip.

Lesson Procedure:

1) The teacher will hand out a KWL chart asking students to fill out what they know about American reform movements and what they would like to know about the topic.
2) The teacher will lecture, giving background information about the Second Great Awakening and explaining key terms and ideas.
3) The teacher will show the class a five-minute clip through an overhead video projector on the topic of transcendentalism.
4) Students will break into 4 class groups and examine research documents on the Shakers, Mormons, transcendentalism, and utopias. Each group will cover one research topic.
5) Each group member will have his or her own specific role. One group member will read the documents aloud to the group, one member will record group findings and complete the group worksheet, one group member will lead the group discussions, and one group member will be the oral narrator presenting the group’s findings to the rest of the class.
6) Groups will orally present their findings in an open class forum. As students listen they will record the information in their notes.
7) All groups will hand in their completed worksheets to the teacher for grading.
8) The teacher will summarize the main points discussed, including the differences between the Mormons and Shakers, and the ideas behind transcendentalism.
9) Students will be given a homework quiz on the topic addressing the key points discussed.

**Description of how the lesson is differentiated:** This lesson is differentiated because it meets the needs of different types of student learners. Learning styles that reflect visual, auditory, and hands on learners are supported here. Visual learners are taught with a video clip on transcendentalism and through a homework quiz review, auditory learners are taught with a lecture and with information from group leaders, and hands on learners are taught through group work tasks.

**Description of how the lesson will be supported by technology:** Technology assisted in this lesson when the teacher uses a video clip on an overhead projector, which visually gives students information on the topic of transcendentalism.

**Lesson Plan Two- “Abolitionism”**

**Standards Addressed:** The birth of the American reform tradition – antislavery 1.1b, 5.1a, 5.2a

**Measurable lesson objectives:**

1) Students will be able to comprehend the reasons for and against the institution of slavery.
2) Students will be able to explain important writings of early abolitionists.
3) Students will be able to explain how abolition spread in popularity during the 1800s.

**Description of assessments occurring during the lesson:** Students will be graded on a concept map detailing abolitionists and their accomplishments. This group assignment will be graded using a rubric. Additionally, students will complete a brief biography homework assignment where they will write three paragraphs detailing the life of a chosen abolitionist.

**List of materials to facilitate the lesson:** Group work: abolitionist primary source documents; concept map group worksheet; audio clip on Sojourner Truth; and a map detailing abolitionist populations throughout the United States in the 1800s.

**Lesson Procedure:**

1) The teacher will begin the lesson by lecturing to students about abolitionism in the 1800s.
2) The teacher will show students a map detailing the population of abolitionists by state in America so that students may visualize the primary areas where abolitionism emerged.
3) The teacher will play a five-minute audio clip about the abolitionist Sojourner Truth.
4) Students will break up into groups and create a concept map detailing the life and accomplishments of an abolitionist. They will gather necessary information using primary source documents.
5) Each group member will have his or her own specific role. One group member will read the documents aloud to the group, one member will record group findings and draw out the concept map, one group member will lead the group discussions, and one group member will be the oral narrator presenting the group concept map to the rest of the class.

6) Each group will present their concept maps to the rest of the class. During these presentations, students will take notes on their peers’ findings.

7) All groups will hand in their concept maps for grading through the use of a rubric.

8) Students will be given a homework assignment in which they will be required to complete a brief biography (three paragraphs) detailing the life of a chosen abolitionist.

**Description of how the lesson is differentiated:** The lesson is differentiated because there are multiple means of expression. Students are taught visually with a map detailing abolitionist populations by state. Students are taught by an auditory means when they listen to the teacher lecture, an audio clip on Sojourner Truth, and to group work findings. Students also learn hands-on during group work, the completion of a concept map, and through the completion of a homework biography. Overall, students have the ability to showcase their learning through multiple modes of expression.

**Description of how the lesson will be supported by technology:** Technology is incorporated into this lesson with an auditory clip on Sojourner Truth giving students a greater insight into the life of a famous abolitionist.

**Lesson Plan Three: “Women’s Rights”**

**Standards Addressed:** The birth of the American reform tradition – women’s rights movement 1.1b, 5.1a, 5.2a

**Measurable lesson objectives:**

1) Students will understand the contributions of early activists for women’s rights.
2) Students will understand the importance of the Seneca Falls Convention to the women’s rights movement.
3) Students will draw connections between the abolition movement and the women’s rights movement.

**Description of assessments occurring during the lesson:** Students will be graded based on their performances in a role play activity. Also, students will have a homework assignment where they will be asked to compare the efforts of two women activists.

**List of materials to facilitate the lesson:** Research documents on the life and efforts of women activists, including Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, and Sojourner Truth; video clip on the Seneca Falls Convention; women activists’ clothing and men’s clothing from the 1800s.

**Lesson Procedure:**

1) The teacher will engage in a short lecture on women’s rights and how it began as a movement stemming from abolitionism.
2) The teacher will show the class a short video clip on the Seneca Falls Convention of 1848 using an overhead projector.
3) Students will split into four groups and each group will examine research documents that pertain to one woman activist: Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, or Sojourner Truth.
4) Students of each group will spend fifteen minutes collecting data on their activist and writing notes for a role play oral presentation where students will bring the woman activist to life.
5) Each group will put on clothing accessories for the role play activity.
6) Groups will present their role play oral presentation before the rest of the class. The students will take notes as they listen to the oral presentations.
7) The teacher will grade students on their role play performance using an oral presentation rubric.
8) Students will be given a homework assignment where they will be required to compare the efforts of two women activists discussed in class.

**Description of how the lesson is differentiated:** The lesson here is differentiated because it appeals to a variety of learning styles. Auditory learners learn from this lesson by listening to a teacher lecture and by listening to role play group oral presentations. Visual learners can learn with the video clip on the Seneca Falls Convention. Also, hands-on learners can learn through group work tasks and role playing performed through their oral presentations.

**Description of how the lesson will be supported by technology:** Technology is utilized in this lesson with the video clip on the Seneca Falls Convention that is shown to the class with an overhead projector.

**Lesson Plan Four: “Educational Reform”**

**Standards Addressed:** The birth of the American reform tradition – public schools 1.1b, 5.1a, 5.2a

**Measurable lesson objectives:**

1) Students will understand how the public school movement began in the United States in the 1830s.
2) Students will understand how Horace Mann provided a model for free public school education.
3) Students will understand how colleges were reformed in the 1800s.
4) Students will understand how education reform included more schooling opportunities for women.

**Description of assessments occurring during the lesson:** Students will be graded on the Microsoft PowerPoint presentation that they will present to the class based on their group work. In addition, students will complete a short essay response for homework on Oberlin College of Ohio, explaining how the college was an example of college reform during this time period.

**List of materials to facilitate the lesson:** Historical journals on Catherine Beecher, Horace Mann, Oberlin College, and Lincoln University; computer stations with Microsoft PowerPoint; an overhead projector.

**Lesson Procedure:**

1) The teacher will give a short lecture on education reform, providing basic information on Catherine Beecher, Horace Mann, Oberlin College, and Lincoln University.
2) Students will break into four groups and examine historical journals. One group will review Catherine Beecher, one group will review Horace Mann, one group will review Oberlin College, and the fourth group will review Lincoln University.

3) Each group will create a Microsoft PowerPoint presentation on their designated topic.

4) Each group will present their PowerPoint presentation to the class through the computer and overhead projector, while students take notes on the group’s information.

5) The teacher will grade the PowerPoint presentation using a rubric as the students present their topics.

6) Students will complete a homework assignment where they will explain how Oberlin College was an example of an educational reform in a short essay response.

Description of how the lesson is differentiated: The lesson is differentiated because it appeals to the needs of different learners. A visual learner can learn by seeing the information presented to them during group PowerPoint presentations. An auditory learner can learn from the teacher’s lecture and by listening to student presentations. A hands-on learner can learn by participating in group work when taking information and producing a PowerPoint presentation.

Description of how the lesson will be supported by technology: Technology is utilized by this lesson design when students create Microsoft PowerPoint presentations and use an overhead projector and computer to convey the presentations to students in the classroom setting.

Lesson Plan Five: “Institutional Reforms- Prisons, Poorhouses, and Mental Hospitals”

Standards Addressed: The birth of the American reform tradition – care for the physically disabled & the mentally ill, the problems of poverty & crime 1.1b, 5.1a, 5.2a

Measurable lesson objectives:

1) Students will understand how the treatment of mentally ill patients improved through the reform efforts of rehabilitation hospitals.

2) Students will understand how overcrowded prisons were reformed into penitentiary systems.

3) Students will understand how the lives of poor people were improved through the creation of almshouses.

Description of assessments occurring during the lesson: Students will receive a short response question quiz at the end of class to assess their knowledge learned from the lesson. Also, students will be graded on the creation of a group work chart demonstrating the reform movements of mentally ill patients, prisons, and poorhouses in the United States during the 1800s. The group work chart will be graded using a rubric.

List of materials to facilitate the lesson: Research historical journals on the reform movements of mentally ill patients, overcrowded prison, and poorhouses; oak tag; an overhead projector; video clip on almshouses.

Lesson Procedure:

1) The teacher will recite a short lecture on mentally ill patients in early America.

2) Students will take notes on the lecture.
3) The teacher will show a short video clip on almshouses in the 1800s and students will watch and take notes.
4) Students will break into groups. Each group will create a chart on oak tag paper showing the specific problems and reform efforts for mental patients, prisons, and poorhouses. Students will use research from historical journals to help them complete their charts.
5) Groups will present their charts before the rest of the class, as students take notes on their findings.
6) The teacher will compare and contrast the groups’ charts and add any new information that the students may have missed.
7) Students will be given a three-question quiz assessing what they have learned through the lesson.

**Description of how the lesson is differentiated:** The lesson here is differentiated because students can learn through a variety of ways. Auditory learners can benefit from a lecture while they take notes. Visual learners can benefit for the group charts that help them to see the information on institutional reforms. Hands-on learners can benefit from group work tasks in creating an oak tag chart with information on institutional reforms.

**Description of how the lesson will be supported by technology:** Technology is used in this lesson when a short video on almshouses is shown to students.
Anti-German Propaganda and President Wilson’s Restriction of Free Speech

Objectives: 1) Students will understand the tactics used by the US government to suppress criticism for our entry into World War I. 2) Students will be able to provide reasons why dissent for the war was suppressed and evaluate whether it was necessary to win the war.

New York Standards:

Standard 1.3: Students will be able to research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; the American labor movement; Great Depression; World Wars; contemporary United States).

Standard 2.3: Students will be able to interpret and analyze documents and artifacts related to significant developments and events in world history.

Standard 5.1: Students will be able to analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs.

Materials: Whiteboard and markers, propaganda posters, propaganda search assignment sheet, presentation

Warm Up: Students will answer the following questions in their notebook and be prepared to share their answers with the class: What is “propaganda?” What is a “target audience?” How is propaganda different from advertising?

Preparatory Activity: Students will look at propaganda posters that are not from WWI. Students will identify the target audience to state the different techniques used in the posters to get people’s attention and get them to believe in the message. They will vote on which poster is the most eye-catching.
Prerequisite Learning: Class Discussion: Ask students to recall some of the reasons for the US’s entry into World War I. As they think of valid reasons, they will come up to the board and record it on chart paper.

Stimulus Material: Content Presentation

*Slide 1:* During World War I, anti-German propaganda was released in the US to suppress criticism of our involvement in the war.

*Slide 2:* Espionage Act of 1917 to prevent Americans from interfering with troop recruitment.

*Slide 3:* Sedition Act of 1918 restricted free speech against the war, making it illegal to criticize the government.

*Slide 4:* These acts broke the first amendment and resulted in the arrest of anti-war activists including Eugene V. Debs and Emma Goldman. Efforts were made by the government to control the media, and build a religious-like support for the war.

*Slide 5:* The government perpetuated hate toward German Americans, restricting German-composed music, removing German books, and changing the names of German foods (for example, calling sauerkraut, "liberty cabbage").

Practice (Small Group Work): In order to help students analyze WWI propaganda, refer to the opening assignment where students defined and analyzed propaganda posters that included modern examples. They will use the same principles to dissect these WWI posters. Instructions: 1) Students will break into groups of four. 2) Each group will analyze two posters using the Propaganda Search Assignment Sheet. 3) Each group member
will present a question from the worksheet, making sure that a comparison is made between the two posters about the differences in their techniques of persuasion.

The Propaganda Search Assignment sheet should be comprised of the following questions for each poster:

Poster #

1) How do you know that the poster is from the WWI time period?
2) What country created this poster? How do you know?
3) What is the main message of this poster?
4) List the propaganda tools used in this poster.
5) List the source of this poster.
**Practice/Assessment:** Students will answer these questions for homework: 1) What tactics were used to persuade Americans to support WWI? 2) Was it necessary for Wilson to suppress criticism about U.S. involvement in the war in order to win? Rubric for this assignment:

<table>
<thead>
<tr>
<th>Content</th>
<th>Beginning</th>
<th>On the way</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactics used to persuade Americans to support WWI</td>
<td>Poor development, including one tactic used</td>
<td>Partial development, including two tactics used, partially explained</td>
<td>Full development, including two or more tactics fully explained</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>3 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Reasons why it was necessary or unnecessary to suppress criticism</td>
<td>Poor development, only one reason provided</td>
<td>Partial development, including one reason with supporting examples and supporting details</td>
<td>Full development, including more than one reason including examples supporting details</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>3 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Student follows the conventions of Standard American English</td>
<td>More than five grammatical errors</td>
<td>Three to five grammatical errors</td>
<td>Fewer than three grammatical errors</td>
</tr>
<tr>
<td></td>
<td>2 points</td>
<td>3 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Organization and sentence variety</td>
<td>Poor organization, essay lacks proper transitions. Lack of sentence variety and word choice</td>
<td>Partial organization, essay includes some transitions</td>
<td>Full Organization, essay includes proper transitions</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>5 points</td>
<td>2 points</td>
<td>3 points</td>
<td>5 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>8 points</td>
<td>12 points</td>
<td>20 points</td>
</tr>
</tbody>
</table>

Sources:

http://www.learnnc.org/lp/editions/ww1posters/5073

http://thecenter.spps.org/model_lesson - sr_high

Paris Peace Conference- Simulation Activity (3 Days)

Objectives: 1) Students will be able to research and examine the role of their group’s country in WWI. 2) Students in their expert roles will be able to negotiate the terms of a treaty to end the war that serves the interests of their country and is plausible within the international community.

New York Standards:

Standard 1.4: Students will be able to describe historic events through the eyes and experiences of those who were there.

Standard 2.3: Students will be able to investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history.

Standard 5.4: Students will be able to prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluate the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem.

Materials: Letter that provides the task, computers to conduct research, chart paper to write each group’s statement of intent.

Stimulus Material:

1) Students will form small groups, each representing experts of their chosen country.

2) Each Country will present a statement defining their role in World War I and what they hope to accomplish in these negotiations.

3) Experts from each group in economic, geography, ethics, and military affairs will meet to discuss the aspects of their country with respect to their specific field, and create the terms of the treaty.
4) Group members from Russia and Germany will participate in negotiations but they will be told in the end that they have no final decision. Germany will be forced to sign the treaty and Russia will not be included.

5) Citizens of the remaining countries will meet in the “Palace of Versailles,” deciding whether or not they will sign the treaty.

6) The Ambassador of each country will deliver a speech stating the reasons why their country chose to sign, or stating reasons against supporting the new treaty.

7) In a follow-up lesson, students will compare the actual treaty to the one they created in the simulation and compare the differences between them.

The Task: You are a citizen from one of the leading countries that fought in World War I: Germany, Russia, France, Great Britain, Italy, or the United States. Because you are an expert in a specific area of study, you have received the following letter (dated 18 May 1919), which asks you to help to develop a treaty to end the war, from Georges Clemenceau, Premier of France and Chairman of the Peace Conference:

Committee Delegate:

The Conference Commission requests your immediate presence in Paris as a delegate to the Paris Peace Conference. After months of deliberation, the Peace Treaty to end the war will undergo formal negotiations in four specific areas beginning 1 June 1919. You and four fellow citizens, experts in the areas of economics, geography, ethics, military history, and international negotiations, have been appointed by your government to represent them in the process. Each country present will be allowed to participate in a seven-day review and deliberation of the terms of the peace. Your timely presence in Paris by 1 June 1919 will allow your country to be heard. As Chairman of the Peace Conference, I assure you that your task will be difficult, but of supreme importance to the future of Europe and the world. We must remember what defeat would have cost us, and what peace must assure us.

Step One: Group formulates their country’s statement of intent. In order to understand the position your country has taken on the issues of World War I, you will conduct research in your groups over the next two days. Each expert will play close attention to his or her country’s opinion with respect to his or her role in the negotiations. After the research, each country’s ambassador will present his or her statement to the other groups. Key questions that will be addressed: 1) In what ways has World War I affected your country? 2) What do you hope to accomplish from the negotiations? These are the expert roles that each member of the group will be assigned:

1) Economists, you will help determine what costs were incurred because of the War, and what amount of reparations, if any, should be paid.

2) Geographers, you will help determine what territorial boundaries will be established as provisions of the Treaty.

3) Ethicists, you will determine which, if any, country is responsible for causing the War.

4) Military Experts, you will determine what restrictions or regulations upon military power will be required by the Treaty.
5) **Ambassadors**, you will be the spokesperson for your group at all Conference meetings. You may call upon experts to support your testimony. You are responsible for the scheduling of tasks, to be certain your country complies with the Official Conference Agenda. At expert meetings you may speak only to your delegates.

*Step Two: Meeting of the Experts.* The experts of each country will meet to discuss the terms of the treaty, as it relates to reparations, territorial changes, military power, ethics, and world affairs. Experts should support the viewpoint of their own countries and consider the treaty’s impact on future foreign relations.

*Step Three: The Signing of the Treaty.* After expert negotiations, members of each country will reconvene and decide whether the treaty that has been written by the experts satisfies their intentions. The experts will discuss the negotiations that took place in their meetings. Each country will decide to sign the treaty or not sign the treaty. On June 28, 1919 the classroom will become the Palace of Versailles. The Ambassador of each country will deliver a speech that will be recorded as a radio broadcast, declaring the reasons why they support the treaty and reasons why they did not sign the treaty, if they decided it did not meet their needs.

*Important note:* Russia and Germany were not participants of the conference. It is important that they research their views for the purposes of this simulation. The day that the countries are asked to sign the Treaty, Germany will have no choice but to comply, and Russia will not be able to sign the treaty, accept reparations, or new territories.

*Differentiation/Gardner’s Multiple Intelligences:* Assign a few of the roles to students with special needs, with their interests and learning style in mind. The groupings will be productive and encourage peer-learning. The Ambassador of each group will be a student who is strong in the content area and will float to each of the expert groups offering some assistance to his or her country’s expert in each negotiating group. Geography experts will be chosen because of their strengths in spatial and visual learning. They will present maps to explain the territorial negotiations. Provide articles and websites to assist each group in their research, and include audio and visual research. Manipulate the classroom, grouping the desks to make the class appear as a conference room. Decorations will be added to help transform the class into the palace in Versailles.
Lesson One: Colony Brochure

**Time:** Four (30 min.) in class sessions. Two weeks outside of class to complete the project.

**NCSS Standards:** Themes 2. Time, Continuity, and Change; 6: Power, Authority, and Governance; 5. Individuals, Groups, and Institutions

**Objectives:** Students will be able to practice research skills by researching information on one of the 13 original colonies. Students will be able to gather specific information and relate it to others.

**Differentiated Instruction:** In order to accommodate different learning styles, students with disabilities, gifted students, and ELLs, multiple forms of the direction sheet will be given out along with going over the directions verbally. Students will also receive one on one time with the teacher in order to ensure comprehension.

**Interest Building/Prior Knowledge:** A replica of the 13-starred US flag will be hung in the classroom. Students will then be asked if they know what the 13 stars stand for. The students will then be asked if we live in one of the original colonies.

**Lesson Development:** Students will be introduced to the original colonies; how many original colonies were there, what states they are now, when they were founded, and what they were like during colonial times.

**Summary:** Students will participate in a SmartBoard activity (13 Colony Connect Four) in which they will take turns using the application. Afterward, students will be shown a travel brochure.

**Assessment:** Students will be asked to select one of the 13 colonies and instructed to design a brochure to advertise their state. This brochure will consist of 5 pages. The first page will be the cover page. The second page will consist of state info (i.e. state population, climate, state bird, and state plant.) The third page will contain the state’s flag and will explain the symbolism behind it. Page four will explain the reasons why people should visit. Lastly, page five will be made up of fun facts that the student has uncovered during their research.
Students will be assessed based on three criteria: were all questions answered, does it have visuals, and is the information accurate?

**Materials:** 13-starred US flag, SmartBoard application (13 Colonies Connect Four Part 1), travel brochure (NJ), printer paper, pens

**Sources:**
- [www.pbs.org/wnet/historyofus](http://www.pbs.org/wnet/historyofus)

**Lesson Two: What is Freedom?**

**Time:** 40 minutes

**NCSS Standards:** Themes 2. Time, Continuity, and Change; 6. Power, Authority, and Governance; 5. Individuals, Groups, and Institutions

**Objectives:**

1) Students will be able to brainstorm ideas about the importance of “freedom” and what role it played in the American Revolution.

2) Students will be able to compare different instances and definitions of freedom and choose which one they believe to be important in the 18th century as well as today (Freedom of Speech, Freedom of Religion, Freedom from Oppression).

3) Students will be able to acquire critical thinking skills as well as define freedom in their own words.

**Differentiated Instruction:** In order to accommodate different learning styles and students with disabilities, handouts will be given out along with going over the concept verbally. As students will be working as a class, they will have peer support.

**Interest Building/Prior Knowledge:** The students will be asked to define “freedom” in their own words.

**Lesson Development:** Students will demonstrate previous knowledge and conceptions of “freedom” as a concept as well as a definition along with its importance historically and today. Students will be given a definition sheet with various types of freedom. Students will be prompted to think critically about the importance of personal freedom as well as how the concept pertains to the American Revolution and the people who fought for it.

**“FREEDOM”**

*Freedom:*

1) The state of being free or at liberty rather than in confinement or under physical restraint: He won his freedom after a retrial.
2) The power to determine action without restraint.
3) Political or national independence.
4) The power to exercise choice and make decisions without constraint from within or without; autonomy; self-determination.

_Freedom from Oppression:_ Personal liberty, as opposed to bondage or slavery: a slave who bought his freedom.

_Freedom of Religion:_ Principle that supports the freedom of an individual or community, in public or private, to manifest religion or belief in teaching, practice, worship, and observance; the concept is generally recognized also to include the freedom to change religion or not to follow any religion.

_Freedom of Speech:_ Frankness of one’s manner or speech. The right to communicate one’s ideas via spoken word. The term freedom of expression is sometimes used synonymously, but includes any act of seeking, receiving and imparting information or ideas, regardless of the medium used.

**Summary:** As a class, students will discuss the various types of “freedom.” The students will be given different situations in which individuals fought for freedom. Students will then be asked to write a short essay.

**Assessment:** Students will be asked to write a short essay in response to the following question: What does “freedom” mean to you?

**Materials:** Freedom definitions handout, freedom question/assignment, pens, paper

**Sources:**

[www.pbs.org/wnet/historyofus](http://www.pbs.org/wnet/historyofus)

*A History of US: Book 3—From Colonies to Country (1710-1791)* by Joy Hakim

**Lesson Three: The Start of a Revolution**

**Time:** 45 minutes

**NCSS Standards:** Themes 2. Time, Continuity, and Change; 6. Power, Authority, and Governance; 5. Individuals, Groups, and Institutions

**Objectives:** Students will be able to identify and expand on the events that led to the beginning of the American Revolution, more specifically the Boston Tea Party. Students will be able to use discussion and research skills to form an opinion about whether or not the reasons for the war were just.

**Differentiated Instruction:** In order to accommodate different learning styles and students with disabilities, the question will be spoken aloud as well as written on the board. Students will also be paired in groups of two according to their academic strengths and/or difficulties. Students will also receive one on one time with the teacher in order to ensure comprehension.
**Interest Building/Prior Knowledge:** The students will be asked: How could a “tea party” lead to a war? After presenting the inquiry question, the students will brainstorm ideas and come up individual hypotheses. Students will then share the hypotheses with the class, which will open up the floor for a discussion. The class will collectively make a KWL chart using their prior knowledge about the American Revolution as well as if they have ever heard about the Boston Tea Party. If they have, students will be asked to explain what they know and expand their knowledge through text or online sources.

**Lesson Development:** “How could a ‘Tea Party’ lead to a war?” raises questions about causes of war as well as why tea would be relevant. A lesson about the start of the revolution was planned to introduce the beginning of the “New Nation” Unit. An assessment was made to ensure the students understood the topic. This will be done by posing a question to the students related to one of the events, and having them form a hypothesis about the question.

**Summary:** Students will be administered a poem about the Boston Tea Party, titled “Boston Tea Party” by Anne Elizabeth Eaves. The poem will be read aloud as the students follow along. Students will be asked to use various provided resources to research the Boston Tea Party. Students will then write their own poems about the event.

**Assessment:** Students will present their poem to the class along with facts that they learned about the beginning of the American Revolution. Each poem will follow a preset rubric that measures the length of the poem, creativity, historical accuracy, and correct grammar and punctuation. Based on the rubric, students will receive numerical grades according to: developing, meets expectations, exceeds expectations.

**Materials:** Selected books, textbook, computers; white/black/smart board, pens/markers/chalk, paper, poem

**Possible Hypotheses:**

1) The fight was over what kind of tea was being served.
2) It was not really a tea party.
3) They fought over taxation.
4) Too much tea was wasted by dumping it in the harbor.
5) King George was being a tyrant so the citizens of the colonies rebelled.

**Sources:**


*Boston Tea Party (Adventures in Colonial America)* by James E. Knight

*Patriots: The Men Who Started the American Revolution* by A.J Langgoth

*Boston Tea Party* by Pamela Duncan Edwards, Henry Cole

*You Wouldn't Want to Be at the Boston Tea Party!: Wharf Water Tea, You’d Rather Not Drink* by Peter Cook
Lesson Four: Should the American Tory be considered a Traitor or a Patriot?

Time: 50 minutes


Objectives: Students will be able to discern whether or not the American Tory should be considered as a traitor or a patriot. Students will be able to form their own opinions based on prior knowledge. Students will be able to practice debating skills.

Differentiated Instruction: In order to accommodate different learning styles, students with disabilities, gifted students, and ELLs, multiple forms of the handouts will be given out along with verbally going over the debate question. Students will also receive one on one time with the teacher in order to ensure comprehension. As students will be separated into groups, students will also have peer support.

Interest Building/Prior Knowledge: Students will be given the definition of a Tory and then asked whether or not they feel the American Tory should be considered a patriot or a traitor. After a brief discussion, students will be given the definition of both patriots and traitors. Afterward, I will ask who they feel were the traitors, “Patriots” or “Tories?”

Lesson Development: Students will be presented with the definitions for key terms: TORY: A person who supported the British cause in the American Revolution; a loyalist. PATRIOT: A person who loves, supports, and defends his or her country and its interests with devotion. TRAITOR: A person who commits treason by betraying his or her country. After which, they will be prompted into a debate. Students will be divided into two groups in which they will be given 15 minutes to discuss their positions and research using the materials provided for them. A debate will then commence, where both group and individual participation will be encouraged. Each side will take turns expressing their opinion and the opposing side will be able to ask questions. At the end of the debate, the students will cast a vote on whether or not they feel that the American Tory was a traitor or a patriot.

Summary: After the vote, the students will be asked to write a position paper disputing or agreeing with the majority vote. The students’ comprehension of the current unit will be evaluated while expanding their debate skills.

Assessment: Students will be asked to write a position paper, in the form of a short essay, in which they choose a side and defend their opinion.

Materials: Debate handout, traitor handout, patriot handout, blue and red strips of paper, white/black/smart board, pens/markers/chalk, paper, empty tissue box

Sources:
Lesson Five: *The Winter of Red Snow*

**Time:** Two Weeks

**NCSS Standards:** Themes 2. Time, Continuity, and Change; 6. Power, Authority, and Governance; 5. Individuals, Groups, and Institutions

**Objectives:**
1) Students will be able to differentiate between historical fiction and non-fiction.
2) Students will be able to learn social studies skills by keeping a running account of an event in history.
3) Students will be able to note historical details within the text.

**Differentiated Instruction:** In order to accommodate different learning styles, students with disabilities, gifted students, and ELLs, multiple forms of the assignment sheet and rubric will be given out along with verbally going over both handouts. Students will also receive one on one time with the teacher in order to ensure comprehension of the assignment.

**Interest Building/Prior Knowledge:** Students will be asked if they have ever read historical fiction. The class will then discuss the elements of “good” historical fiction. I will then read to the class.

**Lesson Development:** *The Winter of Red Snow*, part of the *Dear America* series, is told from the point of view of Abigail, an 11-year-old girl, during the months that General George Washington and the continental army inhabited Valley Forge. Her journal gives insight into the conditions that the officers and soldiers faced during the harsh winter and the difficult months that followed. Abigail’s story gives an in-depth account of what life and war time was like during the colonial period. Her journal begins with a view of her family and then follows her through hard times and celebrations as well as her interactions with the soldiers, General George and Martha Washington, and her family and friends, who also occupy the town. As readers, we are introduced to many historical characters, including Baron von Steuben, Alexander Hamilton, Charles Wilson Peale, Charles Lee, and the Marquis de Lafayette. The book ends with the Army moving on, and a few entries follow the events that occurred after leaving the reader.

This book complements this unit well. Fifth-grade children will be able to relate to some of the issues Abigail experiences and the book allows teachers to teach multiple sections, such as colonial life, the people involved, military tactics, battles, and government. This book also lends itself for class use because of its easy-to-read format, which enables it to be broken down into assignable sections. Finally, *The Winter of Red Snow* concerns a well-known event from the Revolutionary War, along with giving life to the people who lived it. The *Dear
America series is, therefore, perfect for incorporating ELA into social studies. In order to teach the concepts and skills to a class of fifth graders, use the book in both ELA and social studies classes. By dividing the book between the two subjects, the teacher can focus on not only the historical facts and context, but the literary aspects of the book as well. In ELA classes, read sections of the book aloud with the class over the course of two weeks. The students should also be given a copy to follow along and record what they find interesting or historically important. Students will be encouraged to come up with questions from the reading or facts that they would like to know more about so that as a class we can research and explore them as “social scientists.”

**Assessment:** In order to have the students expand their knowledge of the unit being taught, and evaluate their comprehension, have them select another significant event from the colonial area or Revolutionary War and write five journal entries as if they lived during that event. The assignment will have specific guidelines that students must follow, such as using one quote per entry, dates and facts about the event, as well as introducing a historical figure that was present at the event chosen. The students will be given time inside and outside the classroom to research and write their entries. This assessment will allow students to pick what interests them, along with expanding their knowledge and writing and research skills.


**Additional resources:**

Wants and Needs of Families

Time: Two 45-minute class periods

NCSS Standards: 5. Individuals, Groups, and Institutions; 7. Production, Distribution, and Consumption

Objectives:

1) In two class periods, the learner will recognize that families have unlimited wants but limited resources to satisfy their wants.
2) The learner will be able to describe how people exchange money for what they want.
3) The learner will demonstrate that families must make economic choices.
4) The learner will develop an appreciation for the choices that families make.

Differentiated Instruction: EL and/or Special Education learners can draw pictures for the assessment part of the lesson and then the next day orally explain why they would choose one item over another. When we are completing the lesson development, EL and/or Special Education learners can work with another student to try to figure out what item needs to be removed from the house.

Interest Building: The students will listen to the poem, “There Was an Old Woman Who Lived in a Shoe.” I will point out that the woman was very poor and had a very large family. The students will go as pairs into “Mrs. Castro’s Grocery Store” and have to make good choices for that family. There will be different kinds of foods, treats, and household products for the class to choose from. The pairs can explain why their choices are good ones.

Lesson Development: We will talk about what people need to live. The students will explain that people need food, shelter, and air to live. We will also discuss some things the students want. The class can each get a turn explaining some of the things they want. We will discuss that some of their wants are not necessary for them to live and thrive. I will ask the class to explain why they cannot get everything that they want. The class will discuss what their parents use to buy the things they need from the store. The class will discuss the role that money has in deciding what gets purchased at a store. I will then put the class into small groups. Each group will receive a cut out of a house. I will give each group a different scenario of a family that will be moving into that house. A few examples would be a family with a new baby, a family that lives in a very cold environment, and a family that includes extended family living with them. As a small group, they must furnish the house with what the family should buy. When they are finished, I will tell them they overspent and now must choose something to give up.

Summary: To summarize the lesson, I will ask the class to name things that families must pay for and ways families make choices about what is best for them. The class will mention food, clothing, and shelter as things...
that must be paid for. We will discuss how a family can decide what choices are best for them and how different families will have different answers.

**Assessment:** I will give the class a formal assessment to work on at home. The children will go home and cut out two items from a magazine that they would want. They need to paste both pictures on a piece of construction paper. I will have the children make a list stating the reasons why they might want to buy one item more than the other item. They should consider if they need it and the cost. They will bring the pictures and their reasons to class on the following day.

**Materials:** The poem, “There was an Old Woman Who Lived in A Shoe”, items to be put in the “store”, and cut outs of houses.

**Families Long Ago**

**Time:** Two 45 minute class periods

**NCSS Standards:** 1. Culture; 2. Time, Continuity, and Change

**Objectives:**

1) In two class periods, the students will discuss how families have changed from long ago.
2) The student will compare families of today with families of long ago.
3) The student will develop an appreciation for how hard life was for families long ago.

**Differentiated Instruction:** EL and/or Special Education students can work with a fellow student to help them to pick which objects go in which columns for the summary part of the lesson. For the assessment part of the lesson, EL and/or Special Education students can orally present their characters the next day. They can take the time at home to try to establish a story for their character.

**Interest Building:** The class will find me dressed in a costume. The clothes would be from colonial times. The class will have a discussion about how the clothes that the teacher is wearing are different from the clothes that they wear now.

**Lesson Development:** The class would start by reading from their textbook about families long ago. They will see that families dressed, cooked, and played differently. We have already seen and discussed how clothing is different. We will see in the text different types of tools that the people used long ago. The class will see four tools and we will discuss how each tool is used. They will have a picture of a trivet, a dripping pan, a skimmer, and a mortar and pestle. After they make their educated guesses, we will read how each tool is actually used. The next part of life that we will discuss will be about the toys the children played with. I will ask them to talk about some of the toys that they love to play with and how they play with them. I will show them in the text that girls did have dolls, but the children also played leapfrog, marbles, and flew kites. The last part of life that we would discuss is how they kept their food. The tools that the class learned about were tools to cook with, but we would also discuss how we keep our food fresh now. The students will talk about our refrigerators and freezers. We will read that the people in colonial times would have to salt their meats and bury them underground to
make them last. Lastly, we will talk about the differences from then and now by reading the story, *Goody O’Grumpity*. In the story, she is making a cake and the whole town is watching her. We will look at the pictures and discuss how the story would be different if it took place today.

**Summary:** To summarize, I will have pictures of different types of clothes, food, and toys on the Smart Board and have two columns titled NOW and LONG AGO. I will call on a few students to come up to the Smart Board and they are to click and drag one of the pictures and put it in the correct column. If any student does not place the picture in the correct column, we will discuss why they made their choice and why it should be put in a different area.

**Assessment:** As a formal assessment, I will have each student draw a picture of a person who would have lived long ago. The student will have to give the person a name and dress them in authentic costume. The student will have to write a few sentences describing what ordinary life would be like for that person.

**Materials:** Costume from colonial times, *Goody O’Grumpity* by Carol Ryrie Brink, Smart Board with several pictures from now and long ago.
Japanese View:

As we closed in, enemy antiaircraft fire began to concentrate on us. Dark gray puffs burst all around. Most of them came from ships' batteries, but land batteries were also active. Suddenly my plane bounced as if struck by a club. When I looked back to see what had happened, the radioman said: “The fuselage is holed and the rudder wire damaged.” We were fortunate that the plane was still under control, for it was imperative to fly a steady course as we approached the target. Now it was nearly time for “Ready to release,” and I concentrated my attention on the lead plane to note the instant his bomb was dropped. Suddenly a cloud came between the bomb-sight and the target, and just as I was thinking that we had already overshot, the lead plane banked slightly and turned right toward Honolulu. We had missed the release point because of the cloud and would have to try again.

Commander Mitsuo Fuchida

US View:
I made my way to the quay and started to remove my shoes when I suddenly found myself in the water. I think the concussion of a bomb threw me in. I started swimming for the pipeline, which was about one hundred and fifty feet away. I was about half way when my strength gave out entirely. My clothes and shocked condition sapped my strength, and I was about to go under when Major Shapley started to swim by, and seeing my distress, grasped my shirt and told me to hang to his shoulders while he swam in.

The railings, as we ascended, were very hot and as we reached the boat deck I noted that it was torn up and burned. The bodies of the dead were thick, and badly burned men were heading for the quarterdeck, only to fall apparently dead or badly wounded. The Major and I went between No. 3 and No. 4 turret to the starboard side and found Lieutenant Commander Fuqua ordering the men over the side and assisting the wounded. He seemed exceptionally calm and the Major stopped and they talked for a moment. Charred bodies were everywhere.
Activity

Task One: Write a paragraph: Describe what the attack on Pearl Harbor was like for: a) US sailors and b) Japanese pilots.

Task Two: Write a paragraph: How useful are these sources in explaining what the attack on Pearl Harbor was like for US sailors and Japanese pilots? Explain.
Lesson One: How Do You Solve a Problem Like Russia?

Objectives:

1) Students will articulate the potential benefits, and drawbacks, of four problem-solving strategies used by American statesmen in the Cold War.
2) Students will articulate the potential benefits, and drawbacks, of four problem-solving strategies used by American statesmen in the Cold War.
3) Students will evaluate the effectiveness of one American statesman in fighting the Cold War by presenting information from four primary sources.

NY State Standards: Analyze the United States’ involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies.


Anticipatory Set: The lesson will begin with a brief discussion of a hypothetical scenario. When students have difficulty getting along with other students, force is not a wise option to solve conflicts. Similarly, in a situation of mutually assured destruction, the United States and Soviet Union were averse to the risk of direct warfare. Therefore, the options for action open to US statesmen vis-à-vis the USSR mirror those available to the students in their daily lives. The options we will be exploring, as exercised by US statesmen in the Cold War, the decision to buy influence via the Marshall Plan, the decision to make alliances with unseemly allies (“the enemy of my enemy is my friend”) through Détente with China, the decision to have a confrontation with a proxy in order to send a message to the original antagonist through the Vietnam War, and the option of “talking trash” and making direct and boastful challenges, as done through the threat of the Strategic Defense Initiative.

Procedures:

1) Split students into four predetermined groups, comprised of students responsible for each of the four strategies. Assign which group will research which strategy.
2) Have the students use the sources provided, as well as any additional ones found on the Internet to fill out their worksheet section, and check with one another to verify understanding. Teacher will hover to correct inaccuracies, clarify, and ensure students remain on task.

The Cold War
Troy Podell

The major concepts to be taught over the course of the unit, designed for high school US history classes, are: 1) The paradigm of mutually assured destruction, and its implications on freedom of action for statesmen; 2) The four major strategies used by American statesmen to fulfill the objectives of containment (bribery/cultivating friends, unseemly alliances, proxy wars, and direct confrontation); 3) How the four major strategies can apply to students in their own confrontations, when force is not a legal, or wise, option for resolution; 4) The differences between Communism, Socialism, and Capitalism; 5) The fascinating historical figures from the era, and the complex legacies they left.
3) Students will create a brief Powerpoint presentation to share their findings with their classmates, one slide per question, and upload it as a Google document. A printout of this presentation will be checked for coherence and completeness, and added to the students’ portfolios.

4) Students will view slideshows for each of the other three strategies they did not individually research, and fill out the corresponding sections on their worksheet, which contains the following:
   Provide the sources used when answering the questions below.
   Strategy:
   Which American Statesman/Statesmen is credited with utilizing this strategy?
   In what context was it utilized?
   Based on the historical evidence, was this strategy successful in containing Communism?
   Would you use this strategy to deal with someone with whom you had a disagreement? Why, or why not?

5) Review information together as a class to ensure all groups have correct information, and to clarify questions.

**Assignment (Individual Practice):** Students will now be asked to write a paragraph, for homework, explaining which strategy they thought worked best for the United States, and which would work best in their own lives, and why. The paragraph will be checked for completeness, and added to the students’ portfolios.

**Differentiation:** By assigning students of different readiness levels, but in the same zone of proximal development, to be group partners, and assist each other in the completion of the assignment, the lesson is differentiated.

**Evidence:** Students are held individually accountable for the material they must present to their peers, and are held accountable for the totality of the material through the homework assignment. Through hovering during the group-work activity, as well as a class-wide review of material, student learning will be informally assessed.

**Lesson Two: What Do We Mean When Discussing Capitalism, Socialism, and Communism?**

**Objectives:**

1) Students will define the economic systems of Capitalism, Socialism, and Communism.

2) Students will evaluate the three systems.

**NY State Standards:** Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history.

**Materials:** Student information sheet, laptop computers with Internet access

**Anticipatory Set:** In this activity, students are given the task of taking ownership of material and their learning. As a necessary lesson in the study of Comparative Economics, in order to better understand the conflict between the superpowers, students need to have shared definitions for what is meant when describing various systems.
The lesson will begin with an activation of their background knowledge about these terms, and then directions to perform the necessary research.

**Procedures:**

1) Split students into predetermined groups of three, comprised of students responsible for each of the three economic systems. Have students pick a team name, so as to reorganize later.

2) Have the students group together by their assigned economic systems (there should now be three groups), use the Internet to answer their questions, and check with one another to verify understanding. Teacher will hover to correct inaccuracies, clarify, and ensure students remain on task. Students should be provided the following directions and questions:

   Answer these questions on separate sheets of paper. Provide the website used when answering the questions below. Remember not to use Wikipedia, and exercise high standards when selecting an Internet resource.

   **Capitalism:** Define “Capitalism.” Who are some intellectual figures associated with promoting Capitalism? What do advocates of Capitalism claim are its advantages? What do detractors of Capitalism claim are its flaws?

   **Socialism:** Define “Socialism.” Who are some intellectual figures associated with promoting Socialism? What do advocates of Socialism claim are its advantages? What do detractors of Socialism claim are its flaws?

   **Capitalism and Socialism:** Define “Mixed Economy.” Provide examples of mixed economies.

   **Communism:** Define “Communism” as a theory advocated by Karl Marx. Explain state Communism as practiced by the Soviet Union, North Korea, etc. What do advocates of Communism claim are its advantages? What do detractors of Communism claim are its flaws?

   **Communism and Socialism:** What political differences exist between Communism and Socialism (Hint: think about the mechanism by which resources are distributed by the government and the government’s responsiveness to the will of the people).

3) Students now will share their findings with their original team, so as to educate each other on the three economic systems.

4) Review information together as a class to ensure all groups have correct information, and to clarify questions.

**Assignment (Independent Practice):** As homework, students must demonstrate their knowledge by evaluating the systems, and stating a preference as to which they would wish to live under, and why, citing evidence collected during the activity. This assignment will be checked for completion and coherence, and then added to the students’ assessment portfolios.
Differentiation: By assigning students of different readiness levels, but in the same zone of proximal development, to be group partners, and assist each other in the completion of the assignment, the lesson is differentiated.

Evidence: Students are held individually accountable for the material they must present to their peers, and are held accountable for the totality of the material through the homework assignment. Through hovering during the group-work activity, as well as a class-wide review of material, student learning will be informally assessed.

Lesson Three: “Who Are You? I Really Wanna Know!”

Objectives: Students will evaluate the effectiveness of one American statesman in fighting the Cold War.

NY State Standards:

Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors’ perspectives.

Consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations.

Materials: Laptop computers with Internet access, JSTOR/database subscription

Anticipatory Set: After having observed our different evaluations of the effectiveness of strategies used in the Cold War, it is important that we also evaluate the overall effectiveness of the statesmen themselves, by reading research that provides opposing viewpoints of a president’s effectiveness. This will be good practice for negotiating conflicting political opinions with contemporary issues.

Procedures:

1) Students must first select a president from the Cold War era they wish to evaluate. When the teacher has approved, they may move on.

2) Students should log into JSTOR or a different appropriate database, and find entries containing a positive, and a negative, assessment of the president’s performance. Students should read the entries.

3) Students should then write a five-paragraph essay containing an introduction, an explanation of evidence from one article, an explanation of evidence from another article, an explanation of which they found more convincing and why, and a conclusion. Students should also list their sources at the bottom of their paper. Students will upload this essay as a Google document for their peers to view. The instructor will review these essays, check for coherence and completeness, and add them to students’ portfolios.

Assignment (Individual Practice): Each student will make brief comments at the bottom of two classmates’ essays through Google documents, explaining in a sentence or two, based on the information provided by their classmates, what their opinion would be of the leader chosen.

Differentiation: This lesson requires the teacher to hover around while students are engaged in their independent research. Differentiation for readiness is provided ad hoc, based on teacher observation of the need
for additional scaffolding. Helping students find, and interpret, the necessary sources will probably be how the
teacher spends most of his/her time during research.

Evidence: The essay written at the end of the lesson serves as the evidence of fulfillment of the lesson’s
objectives.

Lesson Four: Role-Playing Activity

Objectives:

1) Students will demonstrate an ability to prioritize different types of skills with particular regard to what is
   most valuable in a crisis situation by selecting survivors during the activity.
2) Students will demonstrate the ability to reason abstractly when posed with a hypothetical situation by
   successfully completing the activity.
3) Students will effectively explain their decision-making in regard to that prioritization orally and in writing.

Summary: In this role-playing activity, a nuclear exchange has taken place. Students are given brief
biographies of twelve survivors, who have found their way to a fallout shelter. The only issue is that there are
only enough supplies to keep seven of them alive until the ground above is hospitable again. Students are tasked
with making their selections, and explaining their rationale. The lesson ends with a group discussion, and
homework, to derive and reinforce the key understandings.

Directions for students:

A nuclear exchange has just taken place. Tremendous devastation of untold proportions is all around. There are
no emergency broadcasts, and it is assumed that there now exists a state of nuclear winter. Fortunately, 12
people managed to make it to a bomb shelter in time to take cover and survive the initial devastation of the
nuclear blast. It is now assumed that these 12 people are the only survivors left in the whole world.

Here’s the problem! While there are 12 people in the fallout shelter, there only exist enough supplies for 7
people to make it for the estimated three years it will take for the aboveground to be habitable again. If more
than 7 remain in the shelter, all will starve and dehydrate to death.

Your task is to decide, based on the information given, which 7 people will be allowed to remain and live, and
which 5 people will be forced to leave the shelter and inevitably perish. For our purposes, we will assume that
those who are selected to leave will go peacefully. At issue is the survival of human beings on Earth. The
bottom line is that if human beings are to repopulate the planet, such a process will begin with the survivors
chosen by you. Carefully evaluate all information about each of the twelve persons in formulating your
decisions. Be prepared to explain your reasoning to the class. People:

1. Janie Stanley
   Age: 13 IQ: 120
   Health: Excellent
Education/Training: Middle School Student

2. Wanda Brice
Age: 50 IQ: 140
Health: Fair
Education/Training: Master’s Degree in Psychology
Work Experience: 15 years as a mental health case-worker, 10 years Director of local mental health counseling service

3. Bill Waters
Age: 27 IQ: 104
Health: Excellent
Education/Training: Tech School graduate
Work Experience: 10 years heavy construction and welding

4. Michelle Patterson
Age: 19 IQ: 105
Health: Fair
Education/Training: High School graduate
Work Experience: 3 years in retail sales

5. Ray Wilson
Age: 60 IQ: 127
Health: Good
Education/Training: Master’s in Business Administration
Work Experience: Bank Teller for 10 years, Financial Adviser and Bank President for 20 years

6. Gerald White
Age: 35 IQ: 98
Health: Fair
Education/Training: High School Diploma
Work Experience: 4 years Army infantry, 10 years general construction/labor

7. Martha Gray
Age: 25 IQ: 142
Health: Good
Education/Training: PhD in Music Theory
8. William Gray  
   Age: 8 IQ: 150  
   Health: Good  
   Education/Training: Elementary School Student

9. John Davis  
   Age: 33 IQ: 120  
   Health: Fair  
   Education: Bachelor’s degree in chemistry  
   Work Experience: 12 years as a High School chemistry teacher

10. Marjorie Blaylock  
    Age: 39 IQ: 133  
    Health: Poor  
    Education: Medical School Graduate  
    Work Experience: 10 years general family Doctor

11. Fred Fredrick  
    Age: 54 IQ: 132  
    Health: Excellent  
    Education/Training: Highly trained in electronics  
    Work Experience: 25 years US Navy electronics technician; 10 years private electronics repair

12. Nicole DeCarlo  
    Age: 34 IQ: 140  
    Health: Excellent  
    Education/Training: Master’s degree in teaching English; Sixth Year Diploma in Educational Leadership  
    Work Experience: 12 years teaching English
Lesson One: Inquiry Lesson Plan

**Topic:** The Cotton Gin

**Time:** 2 (45 minute) classroom periods

**NCSS Standards:** (2) Time, Continuity, and Change; (7) Production, Distribution, and Consumption; & (8) Science, Technology, and Society.

**Objectives:**

1) Students will formulate hypotheses on whether they believe the cotton gin was the direct impetus that led to the Civil War.

2) Students will examine five potential causes of the Civil War, revising their initial hypotheses to incorporate the new information, and come to a final conclusion that explains the role of the cotton gin.

3) Students will present three steps they must take in order to apply historical interpretations (scientific method).

**Differentiated Instruction:** Provide seating in close proximity to the Smart Board (or white screen) for students that need it. The teacher will also walk around room after each new tidbit of information is discussed to assist any student that needs help.

**Interest building/Prior knowledge:** Show students a PowerPoint presentation that includes pictures of some of the most influential technological inventions in history (rotary phones, cell phones, television, automobiles, computer, etc.). Close the presentation with a picture of a cotton gin, and explain to the students that this is one of the most important inventions in American history, and that it may have had a greater impact on America than any technology that students use today. Refresh students’ memories on previous lessons in which you covered the Industrial Revolution and the Civil War. Explain to class that the cotton gin was one of the most important factors in both events. Show the video, *King Cotton and the Cotton Gin*, to the class. Pause the video in accordance with the questions on video’s content and ask the students to answer them.
Lesson Development

1) To activate prior knowledge, ask the students to recite some of the major causes that led to the American Civil War. List their reasons on the whiteboard under the title “Major Causes of the Civil War.” If needed, the teacher should suggest some causes that the class previously covered: slavery; Lincoln’s election to the presidency; economic and social differences between the north and south; states’ rights. Have students think about these causes in relation to what they learned from the video about the cotton gin’s impact. Ask the students whether they think the cotton gin was the direct impetus for the Civil War. List their answers on the whiteboard under the title “Hypotheses.” If needed, the teacher should suggest some other hypotheses, such as: it was a major factor, but not the main one; it was a minor factor; it had no direct correlation to the Civil War (the war was inevitable anyway). Students should record all of the hypotheses and major causes in their social studies journals.

2) Ask the class to think about each hypothesis for a minute, and then select the one that they believe to be the most accurate. After they select one, have them write it down in their journals. Solicit everyone’s selection and tally up the number of individuals who selected each hypothesis on the board.

3) Introduce each main cause of the Civil War, one at a time, and have a discussion on its impact in leading up to secession (5 – 10 minutes per item). Each discussion should include a background of the cause, what factors lead into it, and whether or not the cause can be traced back to the invention of the cotton gin. The discussion topics should include: slavery and the abolition movement; Lincoln’s election; the economic and social differences between the north and the south; state’s rights; & introduction of new states (as slave or free states).

4) Following each discussion, provide students with the opportunity to reassess all of the class hypotheses. They can revise, add, or eliminate the different hypotheses as they see fit, in accordance with the information provided from the discussion. Allow students to work with their table groups (collection of 4 or 5 desks pushed together to form a cooperative group) in their reanalysis of the hypotheses.

5) After the final cause is discussed, have the students return to the original hypothesis that they selected. They should revise this hypothesis as they see fit based on all of the information that was presented during the discussions. Students should draw a final conclusion of what they believe the cotton gin’s influence on the Civil War was. This conclusion should be about a paragraph in length, and based on what role they believe the invention played in the events that led to secession. If necessary, the students can include multiple causes in their explanation.

Summary: Ask the students in the class if this process of formulating hypotheses and ultimately drawing a conclusion reminds them of anything. If necessary, explain to the students that what they just did was, in essence, the scientific method. In history, it can also be referred to as “historical reasoning” or “historical interpretation.” The steps students would follow to use this method would be: formulate a hypothesis; test the hypothesis through observations by analyzing new information and determining how it changes the hypothesis; and ultimately coming to a conclusion based on all of the observations.

Assessment: Teacher should collect all of the journals and read each student’s conclusion. For homework, have students answer the following questions: 1) Explain the process that the class followed to go from your initial
hypothesis to your final conclusions. 2) In the future, what will you look for in a historical source to determine whether it is reliable? Please explain your answer. (*Hint: think primary and secondary sources.)

**Rubric for Journal Entry**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>Final hypothesis and conclusion accurately relate to information from lesson. Justification is appropriate.</td>
<td>Final hypothesis and conclusion adequately reflect material from lesson. Justification is appropriate.</td>
<td>Final hypothesis and conclusion adequately reflect material from lesson. Justification is lacking.</td>
<td>Final hypothesis and conclusion do not adequately reflect material from lesson and justification is unclear.</td>
</tr>
</tbody>
</table>

**Rubric for Homework Assignment**

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Answer reflects process class followed to come to final conclusion with full explanation.</td>
<td>Answer adequately explains process class used to come to final conclusion.</td>
<td>Answer lists process the class used to come to final conclusion without proper explanation.</td>
<td>Answer does not accurately convey or explain process used to come to final conclusion.</td>
</tr>
<tr>
<td>Question 2</td>
<td>Explanation for determining reliability of sources is in accordance with accepted practice.</td>
<td>Explanation for determining reliability of sources adequately conveys some ideas of what to look for.</td>
<td>Answer lists steps to take for determining reliability without proper explanation.</td>
<td>Answer does not accurately explain or list steps for determining reliability of sources.</td>
</tr>
</tbody>
</table>

**Materials:** PowerPoint presentation that includes pictures of the most influential inventions in American history, computer, Smart Board (or projector and white screen), student journals, Internet access, video: *King Cotton and the Cotton Gin* ([http://www.gpb.org/georgiastories/story/king_cotton_and_the_cotton_gin](http://www.gpb.org/georgiastories/story/king_cotton_and_the_cotton_gin))

**Lesson Two: Concept Lesson Plan**

**Topic:** Slavery

**Time:** 2 - 3 (45 minute) classroom periods

**NCSS Standards:** 1 (Culture); 2 (Time, Continuity, and Change); 6 (Power, Authority, and Governance); 7 (Production, Distribution, and Consumption)
Objectives:

1) Students will classify at least five attributes common to all cases of slavery that can be used to diagnose future scenarios.
2) Students will recognize six cases of slavery from ten possible scenarios.
3) Students will differentiate between ten cases of slavery and other types of servitude, accurately explaining at least four of them.

Differentiated Instruction: Provide seating in close proximity to the Smart Board (or white screen) for students that need it. During the application and assessment of the lesson (10 scenarios), the teacher will provide ample time for those that need. The teacher will also walk around the room during these times and assist any students that need help.

Interest Building: Refresh students’ memories on previous lessons in which the class covered the Industrial Revolution and the Civil War, as well as the most recent one on the invention of the cotton gin. Explain to students that the cotton gin can be described as the invention that preempted the two events in American history, and in many ways is also what connects them. Ask the students if anyone knows how the cotton gin connects the two events, or more specifically, what concept links all three. If needed, the teacher can steer the discussion toward the concept of slavery and how it relates to the cotton gin, the Industrial Revolution, and the Civil War. Show the video, History of Slavery, to the class.

Lesson Development:

1) Ask the class if anyone can explain the concept of slavery. Start to list some key points from the discussion on the whiteboard under the title “Slavery.” When the discussion is complete, begin the PowerPoint presentation on slavery throughout history. Show examples and give a brief synopsis of who is being enslaved, who they are being enslaved by, what preempted their enslavement, and some attributes of it. After each example, list some of the key attributes of the enslavement on the whiteboard under the title of where the enslavement took place and who was enslaved. For example, “United States of America and Africans.”
2) When PowerPoint presentation is complete, ask the class what differences exist between the various instances of slavery throughout history. When each attribute is discussed, the teacher should highlight the word in each respective list (circle, star, square, etc.).
3) Ask the class if they can find any common attributes of slavery across all of the different examples on the board. Start a new list under the title “Attributes of Slavery” and include everything that the students find across all of the examples. If necessary, the teacher can assist in the discussion to ensure that students develop at least five.
4) Explain to the students that this list that they just developed contains the attributes that every case of slavery should include. Have the students copy the list into their journals under the heading “Attributes of Slavery.” Next, have each table group work together to develop a definition based on the attributes. Have each student write in their journal: “Instances of slavery should exhibit…” This sentence should be a definition developed by each group, rather than just a reverberation of the list on the board. Provide ample time for
each group to finish; remind them that it should be 1 sentence, but it can be 2-3 if necessary. Have each
group share their definition with the class and provide corrections if necessary.

5) Have students number 1 -10 down the side of their journals. Display on the Smart Board 10 scenarios that
possibly depict cases of enslavement. Read each scenario and ask the students to write in their journals
whether or not it depicts slavery. For extra points, on cases that do not involve slavery, the students can
write whether they believe it represents indentured servitude, serfdom, apprenticeship, or none. Provide
ample time for each question.

Scenarios of Possible Enslavement
Decide which, if any, of the 10 scenarios below fits in with your description of slavery:

a) Mary is separated from her family and forced to work as a cook in a great manor. She is well provided
for, with a room of her own, clothes, food, and is never beaten or hit. However, she is not paid any
wages nor is she allowed to leave. (Slave)

b) John, a 14-year-old runaway, agrees to become a servant on a farm for at least seven years in exchange
for passage to the New World. Tom earns no wages, is beaten regularly, and is given minimal
sustenance and supplies (food, water, housing, clothes). (Indentured Servant)

c) Jack is a butler in a stately manner, and serves the master of the house in whatever means necessary. He
lives in the manner house, eats in the kitchen with the rest of the help, and is provided with clothes to
look “presentable.” However, he is beaten when his master feels he has disobeyed him, and is not
allowed to leave. (Slave)

d) Alexis, a former Greek soldier, is forced to work in a shop. He is responsible for running the business
while the owner is out. He is given minimal sustenance, earns no wages, and is not allowed to leave. (Slave)

e) Tom and his family live together on a farm, where Tom works the fields as a field hand, while his family
assists in the house. They are provided with their own place to live, are given small rations, and are
generally left alone. They are forbidden from leaving. (Slave)

f) Benjamin, 13, works underneath his brother, who is a printer and editor of a newspaper. Benjamin is
well provided for, but is forbidden from leaving until he is 21 and occasionally beaten. (Apprentice)

g) Edward and his family reside and work upon a parcel of land belonging to the lord of the manor. Edward
is also required to work in the forests, mines, and roads of the manor. He is provided with little
sustenance and supplies, but retains his personal property and holds some rights to his parcel. (Serfdom)

h) Harriet, a 15-year-old girl, serves as the caretaker for the daughters of a plantation owner. She is well
taken care of and provided for, but is restricted from leaving and has no rights or privileges. (Slave)

i) Marshall is required to work for 18 hours a day, is given minimal wages that are barely enough for food,
and is occasionally beaten. He is bound to his master until he is 21, and is required to do whatever his
master bids. (Apprentice)

j) Billy is a field hand, required to pick cotton from dusk until dawn. He is given little in the way of food
or supplies, sleeps in a shack with 3 other field hands, and is routinely beaten for trying to run away. (Slave)
Summary: Ask the students to explain what they looked for in each scenario before deciding whether or not it was a case of slavery.

Assessment: Have students turn to a new page in their journals. They should choose 4 examples from the 10 scenarios and write 1-2 sentences on why they feel that the scenario depicted slavery or not. Remind students that they will receive 0 points without their explanation.

<table>
<thead>
<tr>
<th>Journal entry</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student correctly answers and</td>
<td>Student correctly answers and explains 3 of the selected examples.</td>
<td>Student correctly answers and explains 2 of the selected examples.</td>
<td>Student correctly answers and explains less than 2 of the selected examples.</td>
<td></td>
</tr>
<tr>
<td>explains all four selected examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Materials: Computer, Smart Board (or projector and white screen), PowerPoint presentation on slavery throughout history, a list of 10 scenarios, student journals, Internet access, video: Assignment Discovery: History of Slavery

(http://videos.howstuffworks.com/discovery/27990-assignment-discovery-history-of-slavery-video.htm)

Lesson Three: Literacy Lesson Plan

Topic: Eli Whitney

Time: 10 – 20 minute intervals within classroom time for reading, plus 3 – 45 minute classes

NCSS Standards: 2 (Time, Continuity, and Change); 4 (Individual Development and Identity); and 8 (Science, Technology, and Society)

Objectives:

1) Students will identify ten important details and events in each period in the life of Eli Whitney.
2) Students will summarize the life of Eli Whitney in the form of one chapter (per student), through the use of the ten important details and events in that period or event in Whitney’s life.
3) Students will accurately answer three questions based on an examination of the impact that the invention of the cotton gin had on the country.

Differentiated Instruction: During the reading period, the teacher should walk around the room and assist each group, when necessary. Students can also help each other with a difficult word or phrase, and can ask the teacher if necessary. During the writing phase, the teacher will move around the room, helping students as necessary.
**Interest Building:** Refresh students’ memories on previous lessons that included the Civil War, the Industrial Revolution, the invention of the cotton gin, and slavery. Ask the students if any of them know what a biography is. If necessary, the teacher should explain the concept of a biography and autobiography. Introduce the book *Eli Whitney: Great Inventor* to the class. Explain to the students that the class will be split into groups, and each group will create their own biography of Eli Whitney.

**Lesson Development:** The teacher should divide the class into groups, with roughly 4 students per group.

*Reading*

1) Provide the class 20 minutes each day for groups to get together and read the book, *Eli Whitney: Great Inventor*. Time can be provided during social studies, language arts, or daily reading time.
2) Encourage the groups to take turns reading the book. When a student is not reading, he or she should follow along in the book.
3) Have the students divide two pages in their social studies journals into four columns, with the following headings: Early Life; Cotton Gin; Impact of Cotton Gin; After the Cotton Gin. Every student should take note of the important details that fit into these four columns, aiming to get at least ten per column.

*Lesson*

1) When each group has completed the book, bring the class together. Have everyone take out their journals and turn to the page with the four columns of notes they took from the book. Ask the students what they thought were some of the most important / interesting facts from each column, and have a brief discussion on each section. Explain to the students that if they hear something that their group did not write down, they should copy it in.
2) When complete, the teacher will read short story, “Eli Whitney and the Cotton Gin.” Explain to the class that a biography should be their original work, and should contain factual information.
3) Explain to the students that each group will now start to create their own biography of Eli Whitney. Pass out the Parameters of Assignment handout. Read each item and discuss it with the class, if necessary. Assign one of the six classroom computers to each group. Explain to the groups that this is their computer to do any additional research that any member may need.

*Parameters of Assignment: Biography of Eli Whitney*

a) The biography should be four chapters: one written by each member of the group.
b) Chapters should (roughly) correspond to the four columns that you took notes on.
c) Incorporate the ten important events or details that you wrote down from the readings into your chapter.
d) Each chapter must have a title. You can use the titles provided for your notes, or create your own. (*Hint: be creative!*)
e) Since Eli Whitney was an inventor, his famous invention (the cotton gin) should figure prominently in your biography.
f) You must include what impact the invention of the cotton gin had on the United States.
g) Each group is responsible for revising and editing each other’s chapter. When the first two are finished, trade journals and revise.

h) When revisions are finished, each member should write their final draft on lined paper.

i) Every chapter should include at least one picture that the author draws to explain something in his or her chapter.

j) Each book must include a title, an “about the authors” section, and bibliography.

4) Provide students with the remainder of the time to work on their biographies. The teacher should walk around to each group, roughly two or three times each period, to ensure that the students remain on track.

**Summary:** When the biographies are complete, ask the students if they thought that writing a biography was difficult or easy. Ask the class what they think would be more difficult: writing a biography about a famous person or writing an autobiography.

**Assessment:** The teacher will collect the journals and review the students’ notes. The teacher will collect each group’s biography and review.

### Classwork

<table>
<thead>
<tr>
<th>Notes (in journals, from <em>Eli Whitney: Great Inventor</em>)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student wrote down 10 – 15 important details in each column.</td>
<td></td>
<td>Student wrote down 10 – 15 important details in 2 – 3 columns, with 8 – 10 in the others.</td>
<td>Student wrote down 8 – 10 important details in each column.</td>
<td>Student wrote down less than 8 important details in each column.</td>
</tr>
</tbody>
</table>

### Biography

<table>
<thead>
<tr>
<th>Biography</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biography accurately portrays life and influence of Eli Whitney and the cotton gin. Includes major details.</td>
<td>Biography adequately explains the four periods of Eli Whitney’s life, with few main details missing.</td>
<td>Biography mostly complete. Few main details missing in more than one section.</td>
<td>Biography is incomplete and missing major details.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Writing is excellent, with few mistakes. Pages are reflective of a final draft with few mistakes/corrections.</td>
<td>Writing is very good; appropriate for a final draft.</td>
<td>Writing is adequate for final draft.</td>
<td>Writing is not appropriate for a final draft.</td>
<td></td>
</tr>
</tbody>
</table>
Display for Biography

<table>
<thead>
<tr>
<th></th>
<th>Students made inviting (colorful, attractive) poster board that corresponds to biography.</th>
<th>Students made poster than corresponds to biography.</th>
<th>Students made inviting poster board.</th>
<th>Students put forth minimal effort.</th>
</tr>
</thead>
</table>

**Homework** (below)

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>Answer is accurate and well explained.</td>
<td>Answer is accurate and explanation is adequate.</td>
<td>Answer is accurate.</td>
<td>Answer is inaccurate.</td>
</tr>
<tr>
<td>Question 2</td>
<td>Answer is accurate and well explained.</td>
<td>Answer is accurate and explanation is adequate.</td>
<td>Answer is accurate.</td>
<td>Answer is inaccurate.</td>
</tr>
<tr>
<td>Question 3</td>
<td>Answer is accurate and well explained.</td>
<td>Answer is accurate and explanation is adequate.</td>
<td>Answer is accurate.</td>
<td>Answer is inaccurate.</td>
</tr>
</tbody>
</table>


**Follow Up:** For homework, have the students answer the following questions: 1) If the cotton gin decreased the number of slaves needed for picking out seeds from cotton, why did slavery increase overall in the south following its invention? 2) Are improvements in technology good for everyone? Why or why not? 3) How did the invention of the cotton gin change the lives of people in the south? Slaves? Eli Whitney?

**Integration:** *Art:* Have each group work together to design and create a poster board to display their biography. Each member must contribute. The poster should be attractive so that people want to read their piece, but it must also correspond to something included in their biography (cotton gin, Eli Whitney).
In designing a storypath experience for my students as a continuation of a unit about the effects of the American and Japanese bombings in World War II, I would create a story that is similar to, or parallels, the book, *Sadako and the Thousand Paper Cranes*, by Eleanor Coerr. However, I would have it take place in America right after the attack on Pearl Harbor. I would do so because I feel students should be well-rounded enough to understand that there are two sides of every story. The experience of Sadako is a powerful story in itself, and by creating a similar story for the American attack, I feel it would enhance the students’ ability to comprehend fairness, understand the importance of hearing all sides of a story, and teach them to “wear the other man’s shoes,” so to speak. Also, it may help their deliberating skills, as they may choose to deliberate between both sides.

Because Coerr’s book takes place after the bombing of Hiroshima, I would set my storypath experience in Hawaii during and after the attack on Pearl Harbor. I would tell the students to think of what the area might be like at that time and the kind of places that would be significant to the story. I may ask them to think of some positive and hopeful settings as well, if it begins to get too negative.

I would also try to parallel the book to create characters for the storypath. The story of Sadako is very relatable to students because the character is a girl their own age, so I would probably tell the students to create families, like their own, and create different stories for each family in different settings. Then, we would decide which members of the family will be directly affected by the attack. For example, a fictional family may have a father wounded on a navy ship or a mother who is a nurse. All students will be asked to think about their character and keep a diary about how their character might feel.

Critical incidents that I would be sure to include in the story would be the actual historical event, the reactions of the characters to the event, scenes displaying how families may have been affected by the event, and then scenes of hope and human kindness. First, I would ask them to non-violently recreate the experience of sinking ships and panic, without the use of bombs or guns, in the schoolyard. Perhaps they will decide to use playground equipment as ships, and so on. Then, we will create scenes that display people’s reactions to the attack. For example, the students may choose to recreate the President’s address, or act as a pageboy announcing newspaper headlines. Next, we will begin to develop the storylines for the characters directly involved in the attack. For example, they may decide to do a scene about a nurse giving aid to the wounded in the hospital. As we dig deeper into the story, we will connect these characters to their families at home. Students may choose to create home scenes that they could relate to, and in these scenes, they may choose to show how they would support and show compassion to their family member. For example, a nurse may go
home sad and tired and her husband and children may have dinner on the table for her. Finally, to put a twist on a sad piece of history, I will ask all the students to come up with scenes that display hope and human kindness. For example, the nurse’s daughter may choose to go to the hospital and read to a wounded soldier.

To enhance learning for all students, I would be sure to utilize the creative and artistic aspects of this method by having the students actively involved in decision-making, scene development, and character development. I would facilitate students in a productive direction by asking questions or throwing out general ideas, but I would leave the creation of scene details and character development completely up to them. By asking them to actively imagine themselves as the characters in each scene, the details and character traits should enhance their artist abilities, creativeness, and imagination. I would also encourage them to generate meaningful views and life lessons by asking them to think and write about their characters’ feelings, cares and concerns for others, and views throughout the story. This type of creative, imaginative, and contemplative writing can also serve as a type of assessment and enhance their inferential comprehension skills.
Part Two: Media and Museum Reviews
Film Reviews

All the President’s Men (1976)
Reviewed by Taylor Block

The film All The President’s Men is about two reporters, Bob Woodward and Carl Bernstein, who investigated the Watergate scandal for the Washington Post. It was based on the 1974 book by the same name written by the reporters. The film begins with police arresting five burglars in the Democratic National Committee Headquarters in the Watergate Building. Woodward is assigned this story by the Washington Post because he is a novice reporter and the executives do not believe that the story is important. Woodward and Bernstein learn that four of the burglars are Cuban-Americans from Miami and the other is James McCord. They all have connections to the CIA. Woodward enlists the help of “Deep Throat,” who remained an undisclosed source of information on the case (until 2005), to lead him through the investigation. The two reporters discover that a $25,000 check, which was supposed to go to the Committee to Reelect the President (CREEP), ended up in the hands of the Watergate burglars. The young reporters interview people who worked for the committee and may have been present while they were shredding the information they illegally acquired. Most of the women they ask are too scared to talk. Carolyn Abbott finally speaks, steering them to former Attorney General John Mitchell and mentioning three other names: Lydie, Porter, and McGruder. She also says that Mr. Sloan resigned from CREEP to extricate himself from the scandal. With the help of former CREEP treasurer Mr. Sloan, the reporters connect a fund of several hundred thousand dollars to White House Chief of Staff Haldeman and Mitchell, who was now head of CREEP. Deep Throat tells Woodward that Nixon is involved in “ratfucking,” meaning that he has been infiltrating the democrats and spying on them to help win the nomination. The cover-up was about more than the Watergate burglary, for it was about hiding the president’s covert actions that involved the CIA. It is revealed at the end that the purpose of this fund held by CREEP was to sabotage the Democratic Party’s presidential candidate, Edmund Muskie (whom Nixon was trailing behind), a year before the Watergate burglary. The Watergate burglary marked the end of a year-long scandal. The film ends with a typewriter displaying the charges of each of the men involved in the scandal and Nixon resigning office.

The Watergate scandal is a critical topic in US history. It is an example of corrupt actions taken by politicians and the lengths that a president will go to cover up his mistakes. The film provides details on the investigation carried out by two Washington Post reporters. The Watergate scandal was one of the most important events in twentieth-century American history. Watergate would be interesting to discuss because it has had a lasting impact on the political system. It changed the way that many people viewed politicians and overshadowed Nixon’s presidency. It was also the first time that a president had not only taken actions that were illegal and morally deplorable, but also created an elaborate scheme to cover-up his actions. It is difficult to pinpoint which was worse, the infiltration of the Democratic Party or the cover-up operation that followed. Ford’s pardon of Nixon can be a follow-up question asking about the political motivations that might have influenced his decision and the public’s response.
Before viewing the film, I was unaware of the complexity of the Watergate Scandal. I also did not know that the reporters were in their early twenties and considered novice reporters. The executive staff at the Washington Post initially did not view this story as a front page report, which was made evident as the reporters were not provided resources and support for their work. In time, the reporters were able to impress upon the staff the implications of the scandal as more information surfaced. Woodward was suspicious about the Watergate burglary from the beginning of the film, and his persistence in finding answers helped to uncover the truth. The Watergate burglary was the final event in a long list of corrupt actions that had been taken by the president and his staff a year earlier. After becoming more knowledgeable about the scandal, it is difficult to understand Ford’s pardon.

All the President’s Men is an effective teaching tool that helps students understand the complexity of the Watergate scandal and the actions that led to Nixon’s resignation from office. Through watching the film, students can become aware of how these two reporters were able to follow loosely connected leads that eventually brought them to the truth. At times it can be difficult to keep track of the different players in the scandal and remember how they are connected. Students would benefit from reviewing Watergate before the film, so they are familiar with the story and are less likely to be confused. Taking notes during the film would be advisable. I needed to refer back to earlier notes I had written when I came close to the end of the film in order for it to make sense. After viewing the film, I read an article on the 2005 revealing of the mystery man “Deep Throat.” Students would be excited to read about the real man behind the FBI agent who helped Woodward, after they see him portrayed as a mysterious character in the film.

Overall, this film provides a helpful guide to the events that led to the unmasking of the Watergate scandal. It gives clarity to an often confusing series of events, while at the same time capturing a visually accurate depiction of the corruption of the Nixon presidency. Watergate was also the first time that the media was used to bring down a president. The media went to great lengths to cooperate with previous administrations, hiding that FDR was in a wheelchair and the fact that JFK had major health issues. Watergate marks the first time that reporters became considered heroes as they fought to expose the corruption of Nixon’s presidency to the public. This scandal changed the role of the media for future presidents as they sought to provide more transparency to each administration’s actions.

1776 (1972)
Reviewed by Mark Kaphan

The film 1776 was originally a musical written by Sherman Edwards, who was actually a social studies teacher before getting involved in entertainment. The film’s plot takes place in the days leading up to the signing of the Declaration of Independence. John Adams and Benjamin Franklin are trying to persuade Thomas Jefferson to draft a letter that will declare their break from the British Crown. As they debate in the Continental Congress, messages from the front come pouring in with bad news. These men are trying to figure a way to get the Southern delegates to agree to separation and adopt the new nation. Obviously, we know that on July 4, 1776, they adopted the Declaration and signed the document that would change the course of human history.
basis of the film is to see the struggle between man and his responsibility to other men, to the nation as a whole, and the incredible burden of knowing that if they (America) lost the war, they would all hang for treason against the King. This film contains a few good songs that are catchy and can help people who don’t know much about the American Revolution itself open up. The film also highlights how the Southern states wrestled with the idea of slavery and what the north wanted to do about it.

When watching this film with any level of US history classes, you can dissect different parts of it. For example, you can see the struggles between the different characters. Franklin’s age and wisdom against Adams’ rash sense of independence, Jefferson’s shyness and humble side to those of the other delegates from Virginia. In addition, there are scenes between Adams and his wife. Many of the letters and monologues provided in this film actually come from primary sources and letters that survived from this time. In New York State, in the 7th and 11th grade curricula, American history is the main focus. This visual representation is a good way for students to not just read about it in a textbook, but see this time period come to life. The actors, in my opinion, really bring the characters to life. You can feel Jefferson’s inner turmoil as he writes the Declaration. You can feel the passion in Adams’ monologues and his quips with Franklin. There is also the looming presence of John Hancock in the Congress that is unmatched, and even the frail Caesar Rodney makes a stop to sign the Declaration. It’s some of the most important months in the history of this nation.

When having the chance to view this film at home, as opposed to a school setting, I was able to see more of the drama that unfolded between the different states. Each state is its own little entity, with different tables, scattered around the room. While delegates now meet at Capitol Hill, I would like to think that they give each other more respect than was shown in the 18th century. The South would sit alongside each other and look to its neighbor for approval, whereas now I would hope that the states are doing what they need to do for the individuals living in their states. Back then, only a handful of people in the states controlled the wealth and power.

I have never had a complaint from students for letting them watch the film in class, and for letting them sing the songs (I would print out the lyrics so they could see the words on paper as well). As educators, we need to find different methods for helping students understand important topics. I think that the more multimedia we use for this new generation, where technology saturates their lives, anything they can watch or listen to will help them immensely. We need to take what we can out of such films as 1776, Pearl Harbor, Tora! Tora! Tora!, Dr. Strangelove, and the slew of Vietnam movies like Platoon and Full Metal Jacket, to help them paint the picture of the time period and the struggles of the players involved.

House of Saddam (2008)
Reviewed by Troy Podell

The HBO Films/BBC Television collaboration released in 2008, House of Saddam, is a gripping, retelling of the rise and fall of one the twentieth centuries' most intriguing, complicated figures. The miniseries is an excellent
tool to help students make connections between events covered in the film, such as the Cold War, the Iranian Revolution, Desert Storm, and the 2003 War in Iraq, all of which have contemporary ramifications.

*House of Saddam*’s first episode takes place in 1979, and tells the story of Saddam’s assumption, and consolidation, of absolute power in Iraq. It also shows the gruesome, randomized terror he inflicted upon his own populace to tighten his grip on the country (including a shockingly brutal portrayal of the Dujail massacre). The episode also shows the beginnings of war with neighboring Iran. The second episode covers the 1980s. It begins with the conclusion of the Iranian conflict, which Saddam declares a victorious venture, despite the fact that his country suffered a tremendous loss of blood and treasure for no discernible gain. The episode also shows Iraq’s Foreign Minister, Tariq Aziz (who is portrayed over the course of the miniseries as a somewhat heroic statesman), explaining Iraq’s *casus belli* with Kuwait in the run up to the Iraqi invasion of that country. The viewer is shown a closed-door meeting between the US ambassador to Iraq, Tariq Aziz, and Saddam wherein the American position of ambivalence vis-à-vis an Iraqi invasion of Kuwait is taken. US President George H.W. Bush is portrayed as changing his position to one of outrage at the Iraqi actions, and as Saddam falsely places his faith in the Cold War paradigm of Russian obstruction of US aims at the UN Security Council, his country is bombarded in Desert Storm.

The third episode of the series spans the 1990s. It tells the story of the post-Gulf War Iraq, crippled by UN sanctions, internecine battles for succession, and the leadership of Saddam, whose grip on reality becomes ever more tenuous. The story of the Hussein Kamel defection, and subsequent execution, is vividly shown. The viewer gets a sense of the desperation that resulted from the effective sanctions imposed on Iraq. The final episode takes place after the 2003 invasion of Iraq, and shows a defeated Saddam scrambling to stay alive and one step ahead of the Allied invasion force. His fall is made complete with the death of his sons, Uday and Qusay, his subsequent capture in Operation Red Dawn, and ultimately his execution for the massacre at Dujail that his regime perpetrated (as shown in the first episode).

The film does an excellent job highlighting just how profound an impact the American foreign policy paradigm has had on defining the circumstances and choices of statesmen in other countries. Saddam rises to power, in part, because he perceives that America desires a counterbalancing force to a belligerent, revolutionary, destabilizing Iran. When faced with a threat of international invasion, and sanctions, he fails to appreciate the move away from a Cold War paradigm, and so miscalculates the consequences for his attempt to annex Kuwait. Saddam fails to appreciate the seriousness of his predicament, and of American resolve, in the run up to the 2003 conflict, and his regime is ultimately ended at the hands of the American military. In many ways, the story of Iraq is a story of a transition from a bipolar Cold War world, to perhaps the apex of unipolar American power in ousting Saddam Hussein from rule.

*House of Saddam* reveals a great deal that one would probably not be exposed to in a typical study of the rise and fall of the Iraqi regime. The depravity of Saddam’s eldest son, Uday, as exemplified by the nightclub shooting in the second episode, and the rape he commits in the third episode, is an illuminating illustration of the maxim about absolute power corrupting absolutely. The same could be said for the miniseries’ portrayal of the family dynamic of the Husseins, operating as both a strained family and an equally strained government.
The intimate details of the inner workings of the family, revealed by the exhaustive research efforts undertaken by the producers, are a treat for historians.

As a classroom teaching tool, *House of Saddam* is useful for students in American history and global history classes covering the time periods in the miniseries. Despite its lengthy runtime, *House of Saddam*’s superior acting, riveting storytelling, and gripping visuals make it attractive, and easy to follow, for teenage students. Further, the miniseries gives students details of the inner workings of the regime they may not find elsewhere. All four of the episodes deal with historical events and themes that continue to have an impact on world events. Students can use this miniseries to draw connections between the events in the film and events in their own lives, such as rising fuel prices and the forces that act upon them, the War on Terror, and the ongoing possibility of American preemptive intervention elsewhere in the world. When used thoughtfully, the inclusion of *House of Saddam* in the curriculum is a wise choice.

**White Light, Black Rain (2007)**
Reviewed by Marcella Fuentes

The HBO documentary *White Light, Black Rain* is an excellent film on the dropping of the atomic bombs on Japan. I showed it to my students in 2007 when we finished covering World War II. The film includes interviews with the American pilots (then and today) who flew the planes over Hiroshima and Nagasaki, and footage from inside of the plane, detailing each person’s role (from the pilot to the person whose job it was to measure the mushroom cloud). The film provides background information on how the US came to the decision to create such a powerful means of destruction, as well as to the decision to drop it on the civilian cities of Hiroshima and Nagasaki. However, the film also interviews Japanese individuals living with the shame of being directly affected and scarred by the bombs (they are called *pika*, for “dirty”). It shows images of Hiroshima and Nagasaki before and after the bombings, as well as what the cities look like 60 years later. The film covers six Japanese adults, who were children or teens at the time of the dropping of the bombs, considered to be within the perimeter of ground zero. It also shows footage of American scientists coming to Japan after the dropping of the bombs to measure the amount of radiation still evident in the air, as well as visiting makeshift hospitals that were caring for the ill and scarred. Finally, the film provides statistics of those affected immediately after the dropping of the bombs to their grandchildren.

I like the film because it comes across as informative, but does not involve “finger pointing.” In addition, it gives a personal twist (that a textbook fails to give) from its interviews (which provide an alternative to written primary resources) to the images of the destruction of those two days. Consequently, I felt that the film was imperative for my high school students to view. Textbooks’ coverage of the dropping of the atomic bombs does not take you inside the world of those who experienced it firsthand (and I do not necessarily mean those who were alive and can still remember the time period). The film made what we were learning and debating about personal. It gave identities to the “victims.” It also helped my students look beyond what was in the curriculum, making this lesson real. Many of my students, at the time, had at least one parent fighting in the Middle East. I had a cousin who did two tours of duty and what he would tell me about his experiences differed substantially
from what the news and newspapers reported. It’s easy to hate the enemy when the image you have is one of Quasimodo. Many times, I see teachers unfortunately teach social studies without mentioning what’s not in the textbook.

Before we watched the film, students debated on whether or not the US should have dropped atomic bombs on Japan. We even had a mock trial with another class on whether or not the dropping of the atomic bombs could be considered a crime against humanity. After watching the documentary, my students selected to play the role of the prosecution. We lost, but they gave it a good fight. As a result of seeing the film, it became personal for them. During the debate before the film, the class was pretty much split down the middle. Each side gave arguments for their decision. I allowed them to research the topic in the computer lab. Many students who had family members in the military chose to defend the US’s decision to drop the bomb, as they related to having their family members’ lives in constant danger and the exhaustion felt by their families. Those who opposed it, however, often grounded their arguments on the unknowing effects of the bombs as well as what it would create afterward (copycats). We discussed the “sacrificial lamb” concept with regard to the advancement of technology and science. As they watched the film, I had the two sides take notes to support the decision to drop the bombs or why it was the wrong decision based on footage from the film. Students also had the opportunity to change sides if they wished (many decided to support the view that it was a crime against humanity). After watching the film, we discussed the attacks of 9/11 and how it was personal for us, just as the dropping of the atomic bombs was personal for the Japanese. For America, the dropping of the bombs was “business,” a means to end the war, and, at the same time, assert its global dominance. Even in most textbooks, the event is depicted as “business,” nothing personal. Kind of a “what we had to do,” with no mention of the lives we would forever change as a result. Students heard a firsthand account of a seven year old that lost his entire family. Or a ten year old, who watched her sister (her last living relative) throw herself in front of train to be with their mother. They saw grown men cry 60 years later when they spoke of the burns, tumors, hair loss, bleeding, and eventual disfigured offspring that resulted from the effects of radiation. The film helped my students to understand that although the atomic bombs ended the war for us, it began a new war of survival for the Japanese. It also helped them to fully comprehend the weight of deciding whose life is more important. I believe my students related to the film, in part, because they were around the same age as those depicted in the film as experiencing the impact of the atomic bombs and going through their time of war.

Watching the film, for me, was an eye opener. In the film, scientists discussed how radiation could be used to help treat certain illnesses. Now they had something to measure it against in regard to the levels used. My father passed from leukemia, and one of his treatments to try and eradicate it was radiation. The doctors explained the levels and possible side effects. I realized this, perhaps, might not have been known if not for the dropping of the atomic bombs. I also discovered that we brought over a few Japanese women, whose faces and body parts had been destroyed as a result of the bombs, to have reconstructive surgery. However, we never gave them counseling for the mental damage caused and returned them to a country that still had radiation in its air, crops, water, etc. I was surprised to find out how those not directly affected by the bombs turned their backs and ostracized those who were (by calling them pika). The dropping of the bombs created a division in their society, those visibly scarred, and those not. My students related it to the stories they heard when AIDS first came out, which lead to a discussion on human nature and fear. Theodore Roosevelt said, “Speak softly but carry a big
stick.” Our big stick was little boy and fat man. After the war, Japan adopted a democratic government. But yet, we were worried about the Soviet Union using force to spread communism. Every year, the Japanese mark the anniversary of the bombs. This brought up our own commemorations regarding 9/11.

As a teaching tool, I feel any film, if appropriately connected to class content, can be an effective teaching tool. Students were able to go beyond their textbooks and hear from living primary resources. Every time someone passes away, we lose a personal connection. People are recorded, but it’s nothing like when it’s in person. I know my film wasn’t “in person,” but for the students to know these people were still alive, for whatever reason, impacted them even more. One day, after speaking with a regular substitute teacher, I discovered that she had been involved with the Civil Rights Movement. The fire department had turned its hoses on her and her college friend during a peaceful march. I found another teacher who had experienced segregation at a Woolworth counter. I had them both come and speak to my classes when we studied the Civil Rights Movement. We had an open Q & A; they brought in pictures and newspaper articles they kept. The experience blew my students away. This is what the film did. It gave emotion to the words that normally would have been read monotone. What saddens me is that there is so much history walking around us, that many times we overlook it. Before you know it, they won’t be here.

The Jackie Kennedy Tapes (2011)
Reviewed by Charleen Catalan

The Jackie Kennedy Tapes aired on ABC in September 2011. The television special, hosted by Diane Sawyer, included excerpts of the tapes and a biography of one of America’s favorite First Ladies, Jacqueline Kennedy. I was able to watch this special, as well as enjoy the tapes themselves (excerpts can be found online). I have found that these tapes are a wonderful window to the past. The Jackie Kennedy Tapes were recorded in her Virginia home, only four months after the death of John F. Kennedy. Historian, aide to JFK, and close friend to the Kennedys, Arthur Schlesinger interviewed Mrs. Kennedy, creating an 8-hour oral history of the Kennedy White House. The tapes discuss the election, the inauguration, and continue through other major events and the daily operations of the White House. During each part of the tapes, the audience is allowed an in-depth view of the relationship between the Kennedys and a never before seen “inside view” of the Kennedy Administration. This interview also discussed Kennedy’s views on major events that occurred during this time. At the height of the Cold War, the failure of the Bay of Pigs invasion and the Cuban Missile Crisis were two major events that shaped the American public’s point of view on the White House. Jackie Kennedy talks about how hurt JFK was after the failure of the Bay of Pigs Invasion and how horrible he felt. Jackie also discusses the fear surrounding the Cuban Missile Crisis. She made it very clear that if it was going to be the end of the world, she wanted to be with him, not to be sent away with their children. Toward the end of the tapes, Jackie also discusses how she met and liked (or disliked) foreign heads of state, including Nikita Krushchev and Charles De Gaulle, as well as others in her husband’s cabinet.

The Jackie Kennedy Tapes relates to an American history class because it allows students to understand how people in power actually felt, lived, and worked. These tapes make a major historical character like JFK seem...
real, someone who had real emotions and real motives. This type of accessibility to historical characters is important so that students can make an emotional connection to history. I believe it is also important so that students can understand the severity and fear surrounding the Cold War. The years Kennedy was in the White House are considered the height of the Cold War, the closest the world has ever been to nuclear war. I do not think that students understand the seriousness of war and how people felt about the USSR during the Cold War. How the Kennedys responded to these events are discussed in the film and should be considered in classes because this perspective allows us to interpret history in a new way. While watching the ABC special, and while listening to the tapes, I learned that it is important to remember that the recordings were not made to document how Jackie felt, her opinions, or her thoughts. The purpose of the recordings was to document John F. Kennedy’s experience in the White House. When a president leaves office, he is usually given an opportunity to explain his actions, and the American public can understand why he did what he did. JFK was robbed of that opportunity because of his assassination and the Jackie Kennedy Tapes were meant to explain how JFK felt during periods of high tension, why he made his decisions, and most importantly, what he was like as a person. Understanding this perspective, The Jackie Kennedy Tapes shows students how even famous historians, like Schlesinger, did not value Jackie’s opinions and thoughts, but they do come out unintentionally in the interviews. She discusses how she felt about other heads of state, how she supported her husband, and what she felt her role should be in the White House. The restoration of the White House, for example, was a project that she took on in order to keep herself busy. But what she did, in fact, was to redefine the role of First Lady. This special is important for students because it shows how perspective changes over time and how a source’s value can change.

The special, which is less than an hour long, allows time for class discussion. Discussion is an important tool for any history class. I also think that this film is effective because it uses actual audio from the tapes, as well as family photos from the Kennedy family. In one picture, on Inauguration Day, Jackie is touching her husband’s chin. They show this picture in the special, but you can hear her talk about that moment with the tears in his eyes and the high level of emotion, which one could not tell from only looking at a picture. The news footage, films from his speeches, and the audio from the interview, really allow the students to connect to the Kennedy family in a way that would not have been previously possible. The Jackie Kennedy Tapes is essential to history because it is a window to the past that only time could have opened.
Social Studies teachers relish the opportunity to “bring history to life.” One such way to accomplish this task for students is to take them out of the classroom for field trips. The town of Monroe, New York, has a “living” museum known as Museum Village. Part of the New York State Social Studies curriculum for 7th and 8th graders consists of a unit on the Pre-industrial Age: 1790s-1860s. It is with this unit in mind that I selected to review Museum Village as an ideal destination to bring alive the life and times of America’s forefathers. The Village preserves a vast collection of eclectic nineteenth-century artifacts for educational purposes. Using both original and reproduced artifacts, the Village provides a hands-on experience that exhibits the transition in America, from a rural culture to an industrial one. Students are able to make a candle in the candle shop, attend a lesson in an original one-room schoolhouse, run a printing press, and visit a turn-of-the-century pharmacy. Also included on the grounds are the museum’s potter and weaver, and the history of many of the agricultural tools used during this era. Being able to hear and see the sights and sounds, taste the food, and perform the tasks of life as it was in the nineteenth century would be an invaluable experience that would effectively bring this era alive for students.

In addition to group tours, which are conducted throughout the school year, there is a cooperative effort between the museum and local merchants to raise additional funds. A Farmers’ Market is held every Wednesday during the summer, and some of the proceeds are donated to the museum. There is also a Firefighters’ Day held each year, and the local Rotary Club sponsors a series of community events that helps support the museum’s efforts. However, the highlight event each year is the Civil War Re-enactment. Visitors come from near and far, portraying Union and Confederate soldiers, who re-enact a live battle on the expansive grounds. Having been an eyewitness on a few occasions, I can only say that you have to see it to believe it.

One of the ideas I think is crucial in the classroom is the use of inter-disciplinary lessons. Some ideas that could be used in conjunction with the Museum Village trip are to incorporate literature from the time as part of the pre- and post-trip activities. Students could be exposed to the writings of James Fenimore Cooper, Washington Irving, Herman Melville, or Henry David Thoreau in an effort to better understand the lives of Americans during this era.

Suggested class activities could include a group research project on one of the aforementioned authors. The students would be responsible for both writing an essay and presenting an oral report to their classmates on their respective readings and how they relate to our current studies. As a fan of cooperative learning and improving student research skills, another activity could include the use a computer, periodicals, maps, and other reference works to gather research about problems and issues of the time period. Another activity, which might inspire
creativity among the students, could consist of students choosing an artisan of the day, such as a potter, weaver, candle-maker, or blacksmith and have them attempt to replicate some of the works of these skilled craftsmen, with the assistance of the art department. If this idea proves too problematic, the students could then just study the craftsman’s respective processes and create informational exhibits about them. This would provide their classmates with a better idea of how and why these people played such an important role in society, which deepens the understanding of this era.

The historic town of Salem, Massachusetts, has a plethora of educational programs available, but I chose to explore the town using the “Hysteria Pass” for the Salem Wax Museum and Witch Village. This joint program allows school groups to visit at a combined discounted rate. Students are given the opportunity to visit both of the museums as well as the connecting graveyard and Salem Witch Memorial.

While participating in the Salem Hysteria Pass tour, I inquired as to whether or not the museums offered any educational programs to school groups. I was informed that school programs are constantly changing and also depend on the season. This past spring, the time of my visit, the museum group was offering discounted passes to anyone who visited during the school break as well as an extra discount to students to promote the importance of education. Tours consist of information about Salem itself, as well as the Witch Trials of 1692. The tour of the Wax Museum is comprised of Salem’s early history, including information about its founder, early settlement, maritime trade, and the witch hysteria. I was told by an employee that when a school group is present, a guide will give them more in-depth information about Salem’s history and tell them some local folklore. Unfortunately, since I was not with a school group, I had to walk around myself and read the different plaques and was not privy to any local stories. It was, however, very interesting and I was easily able to learn much about Salem’s early history without a guide.

The second tour that the pass covered was across the street at the Salem Witch Village. Like the Wax Museum, the Village covered information about Salem’s early history as well as the information about the Inquisition. Unlike the Wax Museum, the Village had a guided tour that offered more information about all aspects of Salem’s history and encouraged tour members to ask questions and participate. This tour also gave more information about modern-day Salem and posed questions to the tour group. Upon inquiring about school groups, I deduced that both tours treated groups in the same way. However, I was told that the level of information and subject matter changes depending on the age level of those within the group.

The museums have an interactive area for children to have hands-on experiences that coincide with the information being presented to them. Children are encouraged to explore maritime history through knot tying, the witch hysteria by sitting in a jail cell, and exploring the times through candle making. The children also
learn about epigraphs and grave markers by completing grave rubbings inside the museum and learning what different markers mean. Hands-on interactions help children to commit information to memory and also accommodate different learning styles. Outside of the museum, tourists are encouraged to explore the graveyard and compare epigraphs along with the witch memorial. Before leaving the museum, tour members are given a piece of paper explaining the Witch Trials, which includes all of the victims, their arrests, death dates, as well as where they were from.

If I were to take a group of students to these museums, I would start the unit a week before the trip, by introducing the class to early American settlements and briefly introducing them to the Salem Witch Trials. I would also integrate the Witch Trials into geography lessons by having them map out where the victims were from to show how and where the hysteria spread. In order to integrate ELA, I would read the “Witch of Black Bird Pond” in class as well as giving the students additional assigned readings. Once on the trip, I would have students complete a questionnaire with information acquired on the tours. The questions would consist of: What lead to the Witch Trials? What is a witch hunt? What types of people were accused? How many people were accused? How did the court decide who was a witch? What happened to the people convicted? How did the trials end? I would also assign a “victim” to groups of 2 or 3 to encourage them to act as investigators. Upon returning from the trip, I would have the students present information about their assigned “victim.” Students could also have a writing assignment comparing the book to the Witch Trials, as well as writing a journal entry about their field trip experience. By allowing students to work in groups and giving them multiple types of assignments, different learning styles, along with students’ strengths, can be accommodated.

The Salem Hysteria Pass allows for student groups to gain a large amount of historical information presented in multiple forms. The pass also gives students a multisensory experience in learning about Salem’s history and the Witch Trials. The museums seemed to have many educational opportunities for students. I thoroughly enjoyed visiting the museums and would love to have the chance to take a group of students on a field trip to Salem. It was an educationally rich experience.

Field Trip Destination: New York Historical Society
Location: New York, NY
Reviewed by David Xavier

A visit to the New York Historical Society offers student groups a unique look into the history of New York, as well as the role it has played in the founding of the United States. On display are countless relics of the state’s history that can be found nowhere else. Additionally, there is a special area dedicated to children called the DiMenna Children’s History Museum.

The DiMenna Children’s History Museum provides resources for students and teachers who intend to visit. Teachers are given access to materials within “A Teachers Guide to the DiMenna Children’s History Museum” that details possible lesson plans for before and after the visit, which correlate with museum exhibits. The
provided lessons and materials align with both the New York State Social Studies standards and suggested curriculum. The DiMenna Children’s History Museum also recommends possible discussion questions and follow-up activities.

A comprehensive list of reading materials for both teachers and students is provided to further enhance the visit. Students can be asked to read up on specific topics prior to visiting the museum. These materials can help educators to understand the material they are presenting to their classes in order to provide a higher quality of instruction.

The New York Historical Society offers a wide array of outreach and educational programs that can be utilized during a school visit to augment and enhance Social Studies classroom lessons. The student programs are ninety minutes in length and are led by a New York Historical Society educator. Topics range from the American Revolution to the lives of slaves in the United States. Many programs, however, are designed to be taught over multiple visits to the museum. These programs allow students to interact with the museum’s exhibits in a way that is not provided to the everyday visitor.

The American Musical Project at the New York Historical Society seeks to teach topics in American history with examples from musical theater. This project offers DVDs to educators that contain lessons and materials from the Social Studies curriculum currently being utilized in the New York City school system. These programs offer students a look at history through its effects on American theater.

Educators can also utilize a number of services that the New York Historical Society makes available. It offers a variety of professional development programs that enable teachers to learn about specific topics in New York State history. The New York Historical Society provides an unmatched resource for students and teachers, throughout the state, on the many topics in local history. The added materials and lesson plans it provides aid educators in giving exemplary lessons tailored to correlate with museum visits (see: http://www.nyhistory.org/).

Field Trip Destination: Van Cortlandt Manor
Location: Croton, NY
Reviewed by David Xavier

Van Cortlandt Manor, located in Croton, New York, provides local educators and their social studies classes an opportunity to visit a preserved piece of early United States history. As such, it provides educators in the Hudson Valley region with a valuable educational tool.

Van Cortlandt Manor sits on the old Albany Post Road near a ferry that once crossed the Croton River between Ossining and Croton. The manor house was built sometime before 1750, and has served many purposes in its lifetime, including a tavern, inn, and private residence. The grounds of the property contain large gardens with herbs, heirloom plants, and flowers. A walk through the gardens gives students the opportunity to see, touch, and taste plants that are not currently produced in large-scale agriculture.
A guided tour of the facility allows student groups to experience what it was like to live and work in the colonial period. The Van Cortlandt family was one of the wealthiest in early United States history and played a major part in local and national politics. Tour guides discuss some of the major issues addressed by the family in the course of the operation of the manor and family properties. Tours include live demonstrations of brick making, weaving, spinning, and blacksmithing, which were valuable trades during the period. They also provide students with a chance to work hands-on, producing bricks and spinning thread.

The large period kitchen gives students the opportunity to learn what cooking was like before the microwave. Demonstrations of open hearth cooking and traditional techniques can be scheduled with a group trip advisor. All demonstrations and programs are given by actors dressed in colonial-style costumes.

Van Cortlandt Manor offers a wide variety of educational programs that are designed around visiting school groups. Currently, there are six programs running that present a unique look at life during the colonial period. Depending on the program chosen, they can meet the needs of groups of all ages. For younger grades, Van Cortlandt Manor offers a hands-on interactive program called “Through Young Eyes: 18th Century Community,” which uses arts and crafts to keep students engaged. Some of the other programs they offer include “Reflections of Everyday Life,” “Hard Work and Hand Work,” and “Life in a New Nation.”

All of the programs offered at Van Cortlandt Manor are scheduled through a trip advisor, who works with educators to provide a high quality experience for students. They also provide a packet of materials that can be used by educators to supplement instruction. These materials include pre-visit activities, lessons, and readings that can be used to provide students with some background knowledge prior to their visits. These materials and more are accessible through the Van Cortlandt Manor website (www.hudsonvalley.org).

In preparation for a visit to a historic site, it is important for educators to plan ahead to ensure seamless integration of the trip into a given curricular unit. Having a pre-, during, and post-visit plan will help to make the trip more successful. First, a program must be chosen by the teacher for the class to participate in. For the purposes of this review, I have chosen “African Americans in Search of Freedom,” a program aimed at educating students about the life of slaves and their attempts to escape bondage. This visit should be planned to occur to coincide with a unit on colonial America and slavery. Before visiting Van Cortlandt Manor, I would have my class read the history of the property and the Van Cortlandt family that is provided in the pre-visit materials. From these readings, I would have the class work in groups of 4 or 5 to create a timeline of events, including important events that occurred at the manor and in America. The groups would then come together and construct one unified timeline for the entire class.

On the day of the visit, the class will be instructed to keep a journal of their trip. The journal should include details about the activities and programs that they participated in, as well as any new information that they can add to their class timeline. Particular attention should be paid to the descriptions of the lives of African slaves that were owned by the Van Cortlandt family. On the next day of class, the students will be asked to discuss any topics that they were interested in. This discussion will be monitored by the teacher to enable a free flow of information amongst the class. Students will also be asked to add any new events that they learned of during the trip to the class timeline. The timeline should be posted somewhere in the class for the remainder of the
curricular unit. Each student will be asked to write a summary essay about their favorite topic discussed during the visit to Van Cortlandt Manor. They will be required to do research on this topic and find two or three new facts and include them in this essay.

Van Cortlandt Manor is a living piece of history that can serve as an educational aid for any social studies classroom. The variety of programs and hands-on activities offered makes a trip to Van Cortlandt Manor a highly educational experience for students of all ages. Their trip advisors and informational materials make it easy for teachers to integrate a visit into their instruction.

Field Trip Destination: Valley Forge
Location: Valley Forge, PA
Reviewed by Troy Podell

Being a resident of Philadelphia, Pennsylvania, opportunities abound for American history field trips because there are so many significant sites and developments that happened here. It is truly an embarrassment of riches, and to pick one almost seems unfair to all of the other sites. Since a great many of these sites exist within a few blocks of each other in downtown Philadelphia, I thought it appropriate to instead visit Valley Forge National Historical Park, in nearby Valley Forge, Pennsylvania.

In addition to an on-site geological program designed for third and fourth graders entitled, “Stories in the Rocks,” Valley Forge offers two on-site historical programs, as well as one off-site historical supplemental program. The first on-site historical program is called, “Riding through History.” For a nominal fee, a park ranger will board your field trip bus, and lead a guided tour providing insight about the experiences of a soldier during the famed winter encampment of the Continental Army. A reenactment is provided at a site of reconstructed cabins, and students have the privilege of visiting the building General Washington used as his personal headquarters.

The second on-site program is free of charge, and is called “Soldier Life.” As the name implies, this program provides greater insight into the life of a soldier at Valley Forge. Park rangers dress in clothing appropriate for the period, and explain the process by which figures such as General Washington and Baron von Steuben transformed the Continental Army at the Valley Forge encampment. The army was made into a force that could contend with the British, marking the start of the many harrowing feats accomplished by the men and women of the Continental effort.

The third historical program offered at Valley Forge is an off-site program. It is recommended as a preview activity, and is provided as a supplement to an actual field trip to the encampment. It is entitled, “Rangers on the Road.” Rangers dress in clothing from the period, and provide students with insights about a host of topics surrounding the Valley Forge encampment. These topics include the leadership of General Washington, and his failed attempt to recapture Philadelphia in the autumn of 1777 from the British commander, General Howe.
As someone certified to teach both English/language arts and social studies, I looked at a field trip to Valley Forge as a tremendous opportunity to seek out interdisciplinary learning experiences. Students in seventh or eighth grade could be given an assignment to listen to the “Rangers on the Road” presentation, and use it as fodder for a creative piece, wherein they construct a back story for a fictional soldier who is retreating to Valley Forge under orders from General Washington. The student could use historical facts from the presentation in his/her piece. After attending the trip, and going through both on-site historical programs, the students could be asked to continue the story of their fictional soldier, writing a journal entry for a day in the life of their character, using historical facts from the trip programs. If the students were learning geology, providing students with an opportunity to attend the “Stories in the Rocks” presentation would be appropriate. Another idea could be to have the math teacher create Valley Forge themed word problems, which would require students to use the math they are learning to solve problems related to the experience of a Revolutionary soldier. Lastly, art and music teachers could teach units about the artistic and musical movements popular in the Revolutionary period. All things considered, a trip to Valley Forge National Historical Park can be an invaluable opportunity for learning across all of the students’ subject areas.
Perhaps you are wondering why a history book review is in an education journal? Robert K. Massie—Rhodes Scholar, journalist, Pulitzer Prize-winning author, former lecturer at Princeton, and long-time resident of Irvington—is arguably the most illustrious historian living in the immediate vicinity of Mercy College. In fact, he literally lives right down the road on West Clinton Avenue, off Broadway. When I was a high school student, I confess that he ranked among my favorite historians and helped nurture my burgeoning love and enthusiasm for European history. While I ultimately succumbed to the lure of France (and to a lesser extent Britain) rather than Massie’s Russia, I still retain a fondness for the history of imperial Russia. Educators, especially of social studies, should not forget what inspired them to develop a passion for their subject matter and should, in turn, try to use the same types of experiences and materials to generate interest in the subject from their students. One of the greatest strengths of Massie’s writing is his ability to make figures from the classroom come alive on the written page.

Massie, educated at Yale and Oxford, first emerged as a prominent historian of European history with a dual biography, *Nicholas and Alexandra* (1967), which detailed the lives of the last reigning Russian tsar and tsaritsa. Massie became drawn to the imperial couple, overthrown during the Russian Revolution and executed under mysterious circumstances by the Communists in 1918, after researching their struggles to treat their only son’s hemophilia—a struggle that brought them to seek the aid of the infamous “monk” Rasputin. This journey paralleled that of Massie and his then wife in their efforts dealing with their own son’s hemophilia. His next major book, *Peter the Great: His Life and World* (1980), which documented the life of Russia’s forceful eighteenth-century reformist tsar, won a Pulitzer Prize. Both books were adapted as well-received films and quickly became classics in the field. Massie’s major subsequent history books, such as *Dreadnaught: Britain, Germany, and the Coming of the Great War* (1991) and *Castles of Steel: Britain, Germany, and the Winning of the Great War at Sea* (2003), which collectively examined the naval race between Britain and Germany and the resulting war at sea during the First World War, exhibited a departure from his usual area of study. Despite a brief book, *The Romanovs: The Final Chapter* (1995), examining the latest research on the fate of Nicholas II, Alexandra, and their family (including his daughter, Anastasia) following the Soviet Union’s collapse, Massie’s *Catherine the Great* marks his triumphal return as chronicler of the Romanov Dynasty that ruled Russia from 1613 to 1917. In a 2011 interview with the *New York Times* to promote the book, Massie revealed tongue-in-cheek, “I have to keep writing because I keep having children.” There are six in all, from two marriages. His *Catherine the Great* has already won two major awards: the Andrew Carnegie Medal for Excellence in Non-fiction and the PEN/Jacqueline Bograd Weld Award for Biography.
Massie, however, breaks no new ground in terms of subject or scholarship in *Catherine the Great*. Over the past few decades, Catherine has been the focus of many biographies. Some of the ones in my personal library alone include Isabel de Madariaga’s *Catherine the Great* (Yale, 1990), Leslie McGuire’s *Catherine the Great* (Chelsea House, 1986), Henri Troyat’s *Catherine the Great* (Ballantine, 1981), and John T. Alexander’s *Catherine the Great: Life and Legend* (Oxford, 1989). Catherine II, known as “the Great,” is often celebrated as one of the “Enlightened despots” of eighteenth-century European history who made several reforms to the Russian legal and political systems. Originally from the German principality of Anhalt-Zerbst, she usurped the Russian throne from her inept husband, Peter III, the legitimate heir, to seize power for herself. Some members of her court expected her son, Paul, to be declared tsar with Catherine as regent. Although Paul was acknowledged as the child of Catherine II and Peter III, it is possible that he was the illegitimate son of Catherine and a Russian noble. Nevertheless, Paul had been taken away at birth from Catherine and raised by Peter III’s childless aunt and immediate predecessor as ruler of Russia, Elizabeth I (who was also Peter the Great’s daughter). Catherine II, forever wary of him being corrupted by either the Orthodox Church or a group of nobles to overthrow her, never expressed much trust in her son and heir. The years after Catherine’s seizure of power in the 1760s (especially 1771-74) were the most difficult and dangerous for her. The two most serious plots against her involved the placing of the former Tsar Ivan VI to the throne (he had been deposed earlier by Elizabeth I) and that of Pugachev, who led a peasant rebellion to retake the throne under the false claim that Peter III was not dead and that he, in fact, was Peter III. After peace with the Turks in 1774 (and the deaths of remaining Romanov rivals), Catherine solidified her authority as tsaritsa. She reformed the Orthodox Church and conceived the notion of creating legislation to set out the corporate rights of the nobles and townspeople as well as civil rights for the free population. These groups were also provided with a legal framework within which these rights could be secured. Courts were established to allow peasants access to the judicial system to sue merchants and nobles. She also had plans for constitutional reform and viewed this as a way to consolidate absolute government in Russia. However, she did not free the serfs, nor did she attempt to legally regulate relations between serfs and their landowners.

Massie is a master of the narrative style of writing history, an approach unfortunately no longer dominant among academic historians, emphasizing the belief that history is the result of the actions of great men (and women). When writing a biography, especially when the subject belongs to a culture and a time far removed from our own, one of the biggest challenges is to make that person and era come alive in something more than a dry and academic way. For more than half of this biography, Massie does this well. We actually see people and situations through Catherine's eyes and she emerges as a more accessible and human figure. He writes clearly, with a good eye for an entertaining anecdote, and the book is highly readable. Massie’s opening chapters draw heavily from Catherine’s own memoirs. Troyat similarly relied to a large degree on Catherine’s memoirs in his biography, but Massie, although adding to them a bit of harmless gloss, refrains from following Troyat’s more melodramatic rendering of her life (as the back cover declares: “She came as a virgin to the most licentious court in all the world. She was given in marriage to a monstrous prince who degraded her in bed and humiliated her out of it. She fought for survival against a mother-in-law who tried to destroy her again and again. She triumphed to become the most powerful woman in the world. And the loneliest—giving herself to legions of lovers in a desperate search for the man who could still the raging fires within her”).
While still an enjoyable read, Massie is not at the top of his form in *Catherine the Great*, which tends to meander from the main narrative too often. In his book, curious omissions in regard to contextual events and figures occur to make room for more salacious events in Catherine’s (love) life. In general, the book could also have used a stronger editorial hand; certain areas receive too much emphasis, others not enough. Further, the second half of the book suffers from a rather episodic, disjointed quality, primarily because Massie organizes much of the book by topic rather than by chronology. For example, after the chapter documenting the death of her former favorite, Potemkin, in 1791, we get a chapter on her interest in collecting art, beginning in 1771. There are several such instances, which some readers will find disorienting.

Massie’s later chapters promise a deeper analysis of Catherine’s reign. However, this is generally not the case. Massie’s prose reveals a great deal of admiration for his subject—perhaps too much. He consequently turns a blind eye to many of Catherine’s defects and glosses over her reign’s more dubious events. Massie’s failure to explore these controversial issues thoroughly actually compromises his “portrait of a woman” because it reduces Catherine’s “humanness,” depicted so clearly in the early portion of the book. Catherine was an idealistic girl from a minor German principality who became tsaritsa of Russia through a bloody coup. Did power change her over the course of her reign? How did she grow as an individual? How can we reconcile some of the later actions of Catherine the tsaritsa, such as the partition of Poland or her failure to address serfdom, with the progressive beliefs of Catherine the princess? Would a truly moral person, even in the social climate of her times, take and discard twelve lovers while spending vast sums of money on them? How much did ambition and pure lust for power make Catherine repeat almost exactly what her predecessor Elizabeth I had done to her nephew and heir, Peter III, by doing what she did to her own son and heir, Paul, in refusing to prepare him for rule? And while expanding her empire, how much, if at all, did Catherine improve the lot of the majority of the Russian people? In general, Massie vaguely attempts to address these questions between the lines.

Nevertheless, on the whole, this book is an adequate and enjoyable introduction to Catherine the Great and a fitting companion to his other works on the Romanov Dynasty. However, I doubt Massie’s account of Catherine’s life will become a definitive biography, like his much superior *Nicolas and Alexandra* and *Peter the Great*.

---

**Thanksgiving on Plymouth Plantation (2004)**
Author: Diane Stanley
Reviewed by Petagaye M. Chase

*Thanksgiving on Plymouth Plantation: The Time Traveling Twins*, written by Diane Stanley and illustrated by Holly Berry, is an informative and enjoyable children’s book that tells the story of two twins that travel back in time to meet Native Americans and Pilgrims, and feast with them on Thanksgiving Day. Told in an animated, yet easy-to-read fashion, the time-traveling twins are transported back to the seventeenth century to Thanksgiving Day on Plymouth Plantation after visiting their grandmother’s home. The story tells what it was like during early colonization, as the characters help with the harvest and interact with Pilgrims and Native
Americans to prepare for a Thanksgiving feast of pudding, pottages, and turkeys. The twins meet Squanto and other Native Americans, who guide them on a tour through 1621. The book details the history of Thanksgiving and its meaning of gratitude, the friendship between the Native Americans and the Pilgrims, festivity, and feasting.

This book has an imaginative premise, engaging characters, and wonderful illustrations that accompany the story. I thought the story was so creative it would trigger children’s imagination and capture their interest. It is told so that children might imagine themselves traveling back in time with the time-traveling twins, engaging them in the plot and making them more interested in the subject matter. Since Thanksgiving is a holiday to which practically every American child celebrates, this book gives a deeper understanding of not only the holiday, but of the history of early colonization and the relations between the Native Americans and Pilgrims. It shows cultural acceptance between both groups as they work together to prepare a celebration feast. It therefore teaches children to be accepting of different groups and ideas. Also, showing different cultures teaches children how both Pilgrims and Native Americans shared America after the Pilgrims arrived on North American soil.

The book teaches about early American history and adheres to NCSS standards, including 1. Culture; 2. Time, Continuity, and Change; 3. People, Places, and Environments; and 5. Individuals, Groups, and Institutions. The cultural interaction between the Native Americans and the Pilgrims show children how different cultures adapted, and how these cultures have changed over time. Studying the past shows children how thing have evolved over time and the source of our humanity; it gives them a sense of the past and helps them to analyze experiences. The book also offers a study of people in order to understand different relationships and interactions. It shows how different groups organize and create diplomacy even when they are different.

After reading the book, students would be invited to be their own time travelers. If students could travel in time and meet the Native Americans and Pilgrims, what would they do? What would they say? What would the characters they meet be like? What would the people they meet look like? What would they wear? What would they eat? I would invite students to write and draw out an imaginative story of their own, recording their adventures as they travel back in time with the time-traveling twins and meet the Pilgrims and Native Americans. Students should describe their adventures in detail. They could then share their stories with the class. Students could participate in a discussion about their individual stories. Since students learn more from interactive learning than memorization, allowing students to create their own stories and discuss them will foster student creativity and help them develop language and comprehension skills. Also, imaginative activities foster creative thinking and problem solving skills.
Barb Rosenstock’s *The Camping Trip That Changed America* focuses on a cross-country camping trip taken by US President Theodore “Teddy” Roosevelt and naturalist John Muir. Roosevelt enjoyed the outdoors and reading Muir’s books, which were about the beautiful natural wilderness across the country, and how people were slowly developing and destroying these lands for money. After reading one of Muir’s books about needing help for the Yosemite Valley, Roosevelt decided to answer his call. He decided to travel to California, and go on a four-day camping trip with Muir. The two men traveled alone, and exchanged stories about their passion for the wilderness. Muir explained to Roosevelt the history of the land, and how nature formed its shape throughout time.

On this journey, the two men saw the great forests, wondrous valleys, high mountains, and pristine rivers that Yosemite had to offer. After four days of camping in the wilderness, Muir was able to convince Roosevelt of the need to protect these wild lands for future generations to see. Roosevelt returned to Washington dedicated to protecting America’s Wilderness. He initiated legislation that created national parks, wildlife sanctuaries, and national forests for all people to enjoy. He was able to declare these lands national monuments, which forever protected them by federal law.

This book is excellent for classroom use because it lets students see how our 26th president, Teddy Roosevelt, was an important preservationist. This book lets students see how, although some land was protected, people were destroying and developing it for their own good. This book shows colorful and beautiful illustrations of the wilderness they camped in. Each page depicts the beauty and natural setting the two men were surrounded by, and how nothing should ever take it away. Throughout the book, the camping trip gives details about how valleys and rivers are formed, and how national parks are for everyone to enjoy equally. The book also shows the importance of inspiration one person can have on another, and that without Muir’s books and knowledge, Roosevelt may never have helped create what we have today. The book tells about Muir’s experience with coming face to face with a bear, and other interesting details about the excitement of being out in nature.

This book gives an account of Roosevelt as a person, especially his enjoyment of and dedication for the wilderness. It also gives information about Muir. This book allows students to identify who naturalists and preservationists are and the roles they play. The book could help students see the importance of preserving nature, and how different acts and laws were needed so that these lands would forever be protected. This book helps teach NCSS standards 3: people, places and environments; 6: power, authority and governance; and 10: civic ideals and practices.

Different strategies could be used to teach this book. One way is to conduct a deliberation lesson on why it is important to preserve nature. Before reading the book, students would be asked: Why it is important to preserve nature.
nature, and what are some ways people can preserve it? After reading the book aloud, students could each make a law that would help preserve nature. This lesson would help students create their own laws on preservation, and be able to respond to and build off of each other’s ideas regarding why it is important to preserve nature. Another strategy that could be used to teach this book is a concept lesson on preservation. Before reading the book, students would be asked what preservation is and what is important about preservation. After reading the book, students could identify what preservation means, and what are different ways Roosevelt and Muir acted to help preserve nature.

If You Were a Kid in Ancient Egypt

If You Were a Kid in Ancient Egypt is part of Cricket Books’ Children of the Ancient World series. The book gives an overview of important aspects of ancient Egyptian culture by having the reader imagine what it would be like to grow up in ancient Egypt over 4,500 years ago. It then discusses what their lives would be like. By detailing aspects of daily life, the book covers what the ancient Egyptian community was like, including the types of houses, jobs, clothing, food, pets, games, vacations, and festivals of the Egyptians. It showcases the many great ideas, accomplishments, influences, and inventions of the ancient Egyptian people and how things such as the pyramids, papyrus, medicine, hieroglyphics, and irrigation played a part of the reader’s life if he/she grew up in that time. It illustrates how religion and the Nile River were two of the most influential entities on their culture by relating how much of everyone’s daily life revolved around the uses and changes of the Nile, as well as their religious beliefs.

The book also lists many of the important gods in Egyptian culture along with what each one was responsible for. Even the rising and falling of the Nile, which the entire civilization counted on, was credited to the gods. Another important aspect of their religious practices was a strong belief in the afterlife. It was this belief that led to the practice of mummification. Mummification, which was practiced for more than 2,000 years in Egypt, was a process of using salts and oils to preserve the body of the deceased, so their spirits could continue to have a physical form in the afterlife. The book also gives an example of one of the most famous mummies ever discovered: Pharaoh Tutankhamen. He is also referred to as King Tut or the Boy King because he was only 9 years old when he became pharaoh, and 18 years old when he died.

This book is useful for teaching social studies for several reasons. First, it gives a fairly extensive overview of Egyptian culture. It touches on a large array of topics that made Egyptian culture what it was. It gives enough information for students to understand and gain an impression of the time without being too overwhelming. It is well organized and easy to read. Particularly enjoyable is what the book calls “Hist-O-Bits,” which are short, interesting tidbits of information written in the corner of some pages, such as “The smallest animal embalmed by the Egyptians was an insect, a scarab beetle found buried in its own limestone mummy case” (p. 27). Secondly, this book would be interesting to students because it helps them connect information they are learning about ancient Egyptian culture to their own lives. It is told from the point of view of a child their age, which is something that always helps form a learning connection. The story, while giving many facts about
ancient Egypt, relates Egyptian life to the reader’s life, often pointing out similarities and differences, or stopping the reader to ask them a question. For example, it asks at various points, “Has your doctor ever treated you with cucumbers?” (p. 17) and “Can you imagine what it would be like to rule all of Egypt when you were only 9 years old?” (p. 25). The many illustrations, photographs, and maps to help reinforce the information provided in the text. Finally, this book is great because of the way it is organized. It contains a useful table of contents, index, and glossary.

This book can be used to teach about the culture, geography, science, and technology of an ancient society. Ancient Egyptian culture is an excellent example of how geography affects a community and a way of life. The Egyptians are also credited with many ideas and inventions that not only changed the way they lived, but many of which are still used today. To encourage more critical thinking skills, the students could write an essay about whether or not they think they would want to have been a kid in ancient Egypt, giving specific examples to defend their thoughts. In addition, some basic map reading skills could be taught using the map of Egypt at the end of the book.

**Voyage on the Great Titanic:**
The Diary of Margaret Ann Brady R.M.S Titanic, 1912 (1998)
Author: Ellen Emerson White
Reviewed by Amanda Weinberg

*Voyage on the Great Titanic: The Diary of Margaret Ann Brady, R.M.S. Titanic, 1912*, written by Ellen Emerson White, is part of the *Dear America* series. Each book in the series covers a different, yet significant, event or part of American history. The series is great for students in fourth grade and above.

*Voyage on the Great Titanic* is written from the perspective of Margret Ann Brady, a first-class passenger on the Titanic. Although Margret is a fictional character, the events she depicts were very real. The book goes on to detail the fateful events that led to the tragic demise of the greatest ship ever built. The book is written in diary formation, which was another aspect that attracted me to the book. All of the books in the series are written as diaries as opposed to just textbook-style facts.

Since they are written as diaries, these books are useful for teaching the concept of perspective in history. There are many books, especially trade books, written to emphasize perspective for younger audiences. Often, one doesn’t learn about how important perspective plays in history until high school, but these books help to illustrate it at an elementary level. The book specifically states that the girl writing the story is a first-class passenger. Therefore, you know as you continue reading that this book is from the perspective of wealthy individual. I’m sure that if this book were written from the perspective of a third-class passenger, it would read very differently.

The *Dear America* series can be used to teach many different concepts and content throughout the social studies curricula. They range from stories about the settling of America and the voyage on the Mayflower in 1620 to the Civil Rights Movement. The stories are written from a variety of perspectives, but they are all written from
a teenage girl’s point of view. The major skills that could be taught through the use of this series revolve around perspective taking and how it plays a role in the presentation of information. These books could also be used to teach the value of trade books to students because they depict real events, but not actual people.

As mentioned earlier, these books are great for the purpose of teaching perspective. I would most likely recommend them to female students, but encourage male students to read them as well. Girls will be able to relate, while these books would give boys a new perspective, especially since much of history is written from a male’s perspective. They could be initiated into the classroom through an introduction to the idea of perspective and informing students that everything in history is written from a specific point of view. It would be explained that these books present a young, female perspective on the respective event. I would encourage all members of my class to read them, since this is often a lost perspective. I would also compare it to books written from male perspectives. I would encourage students to compare the perspective of these stories to others we might have read about the topic. I would also encourage students to discuss events that have happened in their own lives with members of the opposite sex to see if their perspective on the same event is different.

Scholastic’s website is a great way to learn more information about the series and discover interactive activities related to the books. Teachers should incorporate these activities, since they expand on the book. The activities can be found at: http://www.scholastic.com/dearamerica/explorethebooks.htm. The fantastic Dear America series allows students to get a child’s perspective on sometimes difficult events in history. They are easily relatable to young adults. I personally enjoyed this series as a child and enjoyed it again as an adult. Teachers should not hesitate to use the series in their classrooms.
An integral part of social studies is helping students become good citizens and to understand what makes a good citizen. As a high school social studies teacher, I must impress upon my students the democratic processes that this county is based upon. To illustrate one of these processes, students can take a “trip” to the United States House of Representatives through their website (https://writerep.house.gov/writerep/welcome.shtml). After students type in their zip codes, the site will tell them the name of their Congressional Representative and direct them to their Representative’s website. The website for the House of Representatives contains many features in a user-friendly format that allows students to view their Representatives’ full biographies, Committees and Caucuses, newsletters, office locations, tours, internship opportunities, and email, to name a few. Students can contact the Representative by clicking on a box, filling out their names and addresses, and writing their questions or concerns. The simple layout of the site makes it perfect for students that are not expert Internet users, and the quality of the information, activities, and opportunities offered to the students is superb. This trip would be used during a unit on the democratic process in the United States. The objective of the trip/assignment is that by the end of the unit, students will be aware of current events and issues facing their communities and nation. The students will discover how they can become active citizens that can participate in the law making and policies of their communities and the country. The assignment can be assessed by having students present their correspondence and actively share with their classmates on a weekly basis, and feedback given by their peers and teacher. The students can be graded on the compilation of their work at the end of the marking period. I feel this field trip/assignment is effective, as it brings the democratic processes that the students are studying home to them. They are not reading about past facts and issues; rather, they are dealing with the present, which is history in the making. Students are actively participating and dealing with their own communities and lives.

Objective(s): Elementary students will know what it means to be a president, along with where they live. Students will be able to identify the current president, along with 2 past presidents.

Interest building/Prior knowledge: The children have been discussing Presidents’ Day and George Washington and Abraham Lincoln for a few days prior to this lesson. Show the children a quarter and ask them if they remember what president is on the quarter that we talked about the previous day. Show the children a penny and ask them if they remember the name of the president on the penny. Ask the students what other
specific pieces of money depict these same presidents. Then, ask the children if they remember who the president of the United States is now, and where he lives. Explain to the students that we are going to tour where the president lives on the computer. Explain to the children that George Washington was the only president who did not live in the White House.

**Lesson Development:**

1. Put up a KWL chart on the overhead projector and tell the children we are going to do it together as a class. Ask the children what they know about the White House already. Write down their answers for everyone to see. Then, ask the children what they want to know about the White House. Explain to the students that we will write down what we learned about the White House after we are done “touring” it.

2.) Click on [http://www.whitehouse.gov/about/history](http://www.whitehouse.gov/about/history). Read some background information on the history of the White House. Explain to the children that this house has been around for over 200 years and has been through two fires. Explain that the house had to be gutted and renovated after the fires with the exception of the third floor. Explain to the children that when each president lives here, they are allowed to decorate each room however they want. Tell the children that the White House is very big and has 132 rooms, 35 bathrooms, and 6 levels. There are also 412 doors, 147 windows, 28 fireplaces, 8 staircases, and 3 elevators. Explain that the White House also has a tennis court, jogging track, swimming pool, theater, and bowling lane.

3.) Click on the Interactive Tour.

4.) Click on the different rooms, starting with the flower shop. Explain to the children that the White House has its own flower shop and is located on the 1st level underground. Explain to the children that this is where they get their flowers for occasions, such as dinner parties. Then, click on the china room. Explain to the children that this is where they keep all their china in the White House. Ask the children where they keep the china in their house. Then, click on the diplomatic room and explain to the children that when the president goes on TV to tell us important things, he sometimes uses this room to speak. Click on the next level of the house and then click on the dining room. Explain to the children that this is where the president has dinner and his parties. Ask the children where they eat in their house. Click on the blue room and explain to the children that this room is where the president keeps his Christmas tree during Christmas time. Take the students on a tour to the family theater and tell them that this is where the family can view current movies, sports games, and TV shows.

**Summary & Assessment:** Review with the students what they learned about the White House and ask them questions pertaining to the information they obtained from “touring” the White House. Ask them who the president is now and where he lives. Ask the children to name the two presidents found on money that we talked about. After asking them questions, finish the KWL chart together as a group.

---

**Virtual Destination: Ancient Egypt**

Andrew S. Cooke

**Description:** In this lesson, aligned with NCSS standards (1. Culture; 3. People, Places, and Environments; and 9. Global Connections), students will learn about ancient Egyptian culture through a virtual fieldtrip. Students will have the
opportunity to “explore” the inside of a great pyramid, as well as venture across the country from Memphis to the Valley of the Kings. They will understand common terms, including: Pharaoh, Sphinx, mummy, and hieroglyphics.

**Time:** 3 class periods (45 minutes each)

**Interest building:** Lead the class on an initial “tour” to ancient Egypt with the help of a computer connected to a projector. Students will briefly view the Great Pyramids, the Sphinx, a sarcophagus, crowns, jewels, and hieroglyphics. Show a video, such as “Ancient Egypt for Kids,” for an introduction to the topic.

**Lesson Development:**

1. After introducing the unit, begin a discussion on the hierarchal nature of culture, from pharaohs to slaves, and how they lived. Explain the geographic region and Nile River. Ask the students what they have learned from other cultural units that would explain why the Egyptians would settle so close to the Nile. Have the students research different ways that the Egyptians used Nile River on pre-approved websites. Discuss the importance of the afterlife to their culture. Have the students research pre-approved sites to find the purpose of a pyramid.

2. Homework: In journals, each student should answer the following questions: a) What were pyramids used for? b) Write and explain 3 things that you found interesting about pyramids in ancient Egypt.

3. Discuss tomb raiders and how they relate to the purpose of pyramids that students discovered in their homework. Explore the Valley of the Kings through a virtual Egypt website and recent discoveries.

4. Have students use a virtual Rosetta Stone to find the corresponding pictures to each letter of their name. Students should draw/write their name in their journal using hieroglyphics.

5. Homework: In journals, have students explain some of the differences in ancient Egyptian culture and their own: Do you have a king or pharaoh? Do you have pyramids or other monuments to remember rulers and leaders? Name 3 differences between being a kid in ancient Egypt versus being a kid now in the US.

**Summary and assessment:** In journals, students should answer the following question: If you were an ancient Pharaoh, what would you do with your prized possessions and jewels for the afterlife? Why? Think like an Egyptian. (Hidden pyramid, hidden rooms, leave for family, etc.)

**Follow-up:** 1. Take a class trip to the Metropolitan Museum of Art and visit their Egyptian section which includes numerous artifacts from Egypt. Students will be able to view actual hieroglyphics. 2. Ask the students to try to pick out some of the hieroglyphs that they included in the spelling of their own name.

**Integration:** *Art.* Students will be individually provided with construction paper and art materials. They will be instructed that they are an ancient king or queen (Pharaoh) of ancient Egypt, and they must draw their final resting place (tomb). They must include things that they would want to bring to the afterlife from ancient Egypt (i.e. No ipods, computers, other modern items).

**Differentiated instruction:** Students will work in groups of 4, with an attempt to provide students who need additional assistance with students who are naturally helpful. Additional teacher support can be provided as needed.
Virtual Destination: The Civil War
Danielle Ferris

Grades: 5 and up

Time: four class periods on successive days


Interest Building: We will begin with a blank bulletin board with a skeletal map of the United States. We will fill portions as colonies become states. Once we begin discussing the Civil War, we will remove states as they secede. Then, the Civil War lesson will begin by dividing the class into two groups, one of which will be the “Union” and the other will be the “Confederacy.”

Lesson Development: Once the students are divided into their respective groups, each group will access http://dscorpio.tripod.com/tours/american_civil_war/playtour.htm and navigate through each “stop.” There are six stops we will be looking at and the students will view two stops per class period for three days. On day one, students will view Stop 1, “The American Civil War Timeline.” The students will read through the timeline and will answer questions/fill in the blanks on a handout. Before they move on to the next stop, they will click on the “collections” link, read through the section, and click on the red dots above each section to look through the pictures of different artifacts to further understand what the time period was like. They will take notes, answer a series of questions located at the bottom of the website, and gather the information needed to complete their final project. Next, they will move on to Stop 2, “Crisis at Fort Sumter,” and click on each tile, beginning with “background,” and work their way through the rows, ending with “reflections.” Because there is a lot of information provided in this stop, I will go through it with them, highlighting the most important information. On day two, the students will view Stop 3, “The American Civil War at the Smithsonian Gallery,” which is a slideshow of significant pictures documenting the Civil War. “Civil War Battles” is stop 4. Students will choose three major battles and summarize each of them. On day three, the students will move on to Stop 5, “US Civil War Generals.” The “Union” group will read about the generals in the Union; the “Confederacy” group will read about their generals. After, each group will pick three generals whom they believe to be the most significant to the war and briefly describe each. We will skip Stop 6 because it’s another list of Civil War Generals. Students will make their final stop at Stop 7, “The Flag of the United States.” The students will examine different pictures of the American flag and answer the questions provided at the bottom.

Summary and Assessment: Throughout this virtual field trip and these various stops, the students will be compiling information for a portfolio of their research and findings. On day four, the students will work
together to brainstorm ideas on how they want to present their final project. Projects must include how and why the Civil War started, depict each side’s point of view, feelings, and experiences of the war, identify exceptional leaders and explain why they were significant, and explain the outcome of the war. Each group can choose between different activities such as reenactments, presentations through powerpoint, or choosing the role of a general, soldier, or citizen and writing a journal of what life was like during the war from that character’s point of view. The following week, the class will spend a day presenting their projects.
Mercy Graduate Students of Education:

Have your work and name published in a brand new journal!

Mavericks’ Education Journal: An Innovative Guide to Teaching is looking for submissions from YOU!

This journal will provide the Mercy College community with appropriate educational resources for teaching!

We are looking for your exemplary lesson and unit plans. We would appreciate lessons on any subject and they will be reviewed for the journal. Any strategies for teaching technology in the classroom are a plus!

We are also looking for resources for the classroom. This can include:

- Reviews of books and films that relate to teaching

- Reviews of museums and exhibits and how they can be teaching tools

- Reviews about new technological tools and how they can be used to enhance instruction

E-mail all work to be reviewed to: maverickseducationjournal@gmail.com