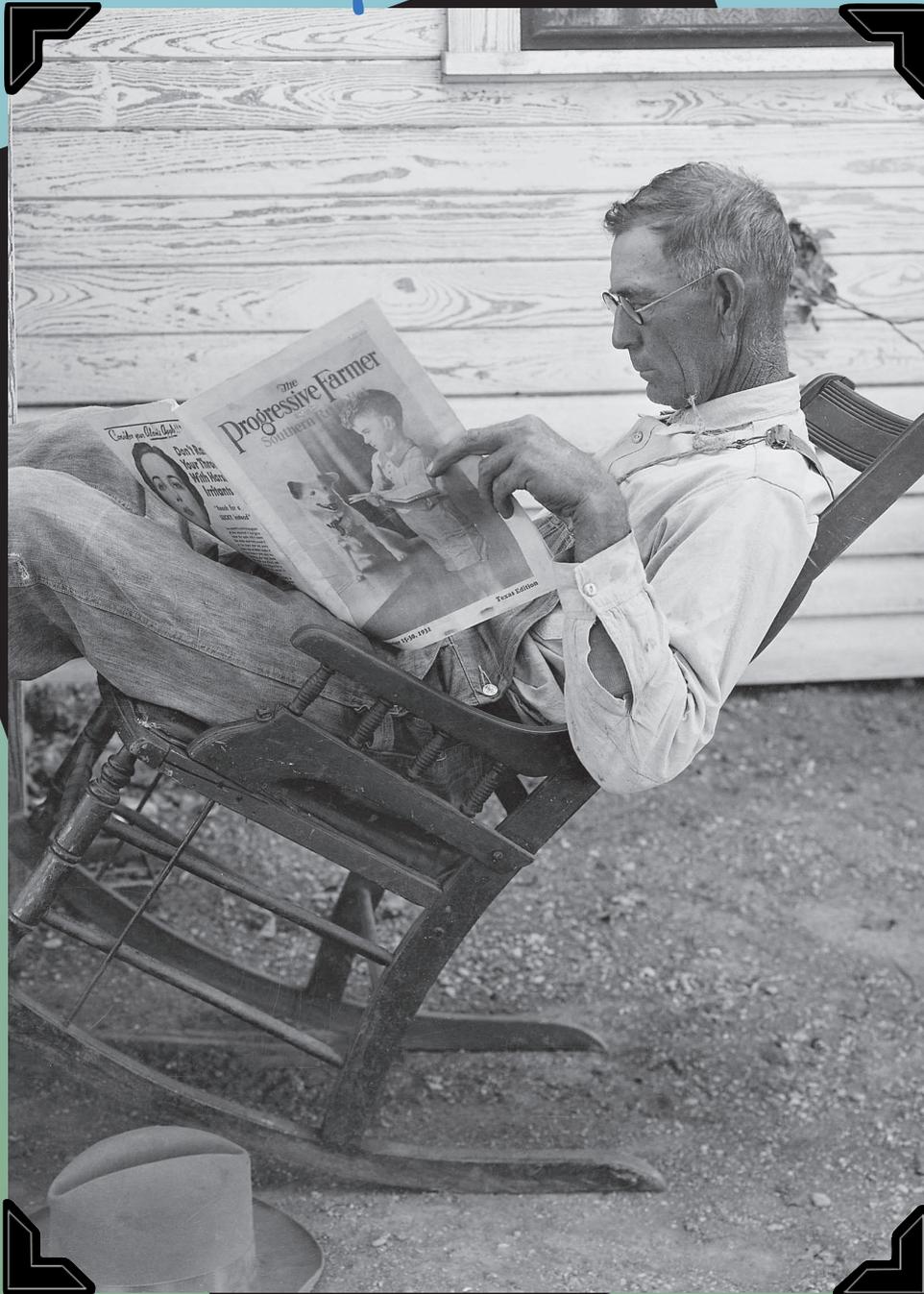


SNAPSHOT

The Decades

Teacher Guide



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49



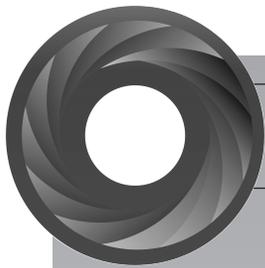
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<http://www.pbs4549.org/decades>



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Credits

Teacher Guide

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Sources

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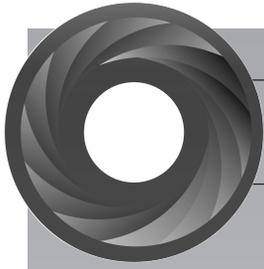
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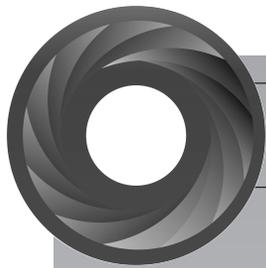
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Introduction



<http://www.pbs4549.org/decades>



The Decades

Purpose

Snapshot: The Decades matches standards for Grade 10 social studies and language arts. The educational curriculum committee that advises PBS 45 & 49 recommended the topic of the decades from 1920 through the 1960s as one for which teaching materials were most needed. They said that there are many resources available, but very few offer a coherent approach to the topic. Based on their recommendations, we created this multimedia package.

Teachers can use either the simulation section for an overall approach to the decades or they can use the lesson plans that address each topic in the standards individually. The videos are an overview of each decade, with an emphasis on the topics listed in the educational standards.

How to Use the *Snapshot: The Decades* Multimedia Package

Listed below are the components of this package. Each of them, the videos, teacher guide and Web site, can be used independently of one another. None requires the use of any other part of the package.

It is our hope that teachers will use the package as it fits into their classroom curriculum. All of the lessons are keyed to social studies and/or language arts content standards for Grade 10. Ideally, there could be some collaboration between the social studies and the language arts teachers in presenting

Snapshot: The Decades.

Package Contents

Five 10-minute Instructional Videos

- **The 1920s** analyzes the major political, economic, social and scientific developments of the 1920s. Emphasis is given to the Red Scare, women's right to vote, black Americans' migration from the South to the North, immigration restrictions, nativism, race riots, the reemergence of the Ku Klux Klan, the Roaring Twenties, the Harlem Renaissance, stock market speculation and the stock market crash.
- **The 1930s** analyzes the causes and consequences of major political, economic and social developments of the 1930s. Emphasis is given to the Great Depression, the Dust Bowl and the New Deal.
- **The 1940s** analyzes the impact of U.S. participation in World War II and the major domestic developments at home. Emphasis is on the events happening at home to support the war efforts, such as women and minorities in the workforce and the internment of Japanese-Americans who lived in the western United States.
- **The 1950s** traces immigration patterns, post-World War II prosperity, the space race and McCarthyism.
- **The 1960s** looks at the impact of Brown v. Board of Education and how this act affects discrimination practices in all areas of our lives. The Civil Rights Movement and the Vietnam War are seen in terms of the counterculture and the women's rights movements.

Teacher Guide

Two approaches have been taken in this multimedia kit: simulation exercises and lesson plans.

The Simulation

Students are asked to think about the question, “If I didn’t live now, when would I like to live and why?” Each decade (1920s through the 1960s) has a template that allows students to do research about the political, economic, social and scientific events of that time period. Students start by making a timeline of whichever topic the group is working on and then the timelines are merged so that a timeline for the decade encompasses all aspects of the period.

The Lesson Plans

Topics of the lesson plans for each decade are listed here. Most lessons have helpful Web links at the end of the lesson for student use.

The Introduction contains these lessons:

- The scenario for the simulation
- The templates for each decade
- A presentation checklist
- An introductory activity
- The Literature Connection – A short synopsis of books that define each decade is given along with a sample lesson plan for one of the books

The 1920s includes lessons about these topics:

- A decade of turmoil – a newspaper project
- Writing a letter home about the Great Migration
- Expert groups about the Roaring Twenties
- The Harlem Renaissance
- The Women’s right to vote

The 1930s includes these lessons:

- An oral history about the Great Depression
- A newspaper project about the Dust Bowl
- Graphic organizers used to explain the New Deal

The 1940s offers three personal letters that students will respond to. The letters are about these subjects:

- Minorities in the workforce
- The Japanese internment
- Women in the workforce

The 1950s chapter has students complete these projects:

- A graph of immigration patterns
- A search for the causes of post-World War II prosperity
- Expert groups on the Space Race
- A chance to compare McCarthyism with what is happening today with the Patriot Act

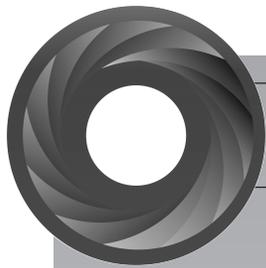
The 1960s chapter looks at a time of changing ideas through the study of the following events:

- Brown v. Board of Education
- The Civil Rights Movement
- Opposing views of the Vietnam War

Web

The Web site contains these resources:

- The complete teacher guide (in a PDF format)
- Hotlinks at the end of each lesson that will assist students in completing the lesson
- Language arts and social studies standards
- An extensive hotlist of sites about the times and people of each decade



You'd Like to Live ... When?

This lesson creates an opportunity for students to learn more about life from the 1920s to the 1960s. Working in groups, students use the provided decade templates as guides for researching a particular decade and giving presentations.

Procedure

1. Use the scenario below with the templates for each decade that follow. The templates challenge students to look at the political, economic, social and technological developments of each decade from the 1920s to the 1960s.

Scenario: H. G. Wells had an exciting concept with his time machine. Have you ever thought about life in the past? Now's your chance to find an answer to the question, "If I couldn't live now, when would I like to have lived?" To be sure that you'd be happy during the time you choose, you're going to have to find out a little about what happened during the period politically, economically, socially and scientifically.

2. Divide the students into groups and have them research a particular decade using a whole decade template or one section of the template. A narrower time period can also be used within each decade.
3. The timeline on pages 16 to 20 was created to show the political, economic, cultural and technological developments that were made from 1900 to 1919. It can be used as a reference for students who are beginning their study of the decades and need information about prior history. It can also be used as a model for timelines that they may create for their particular decade.
4. Following the research, each group plans and makes a presentation of its findings to the class. A Presentation Checklist is included on page 21 for group use.
5. Once the presentations are completed, each student should write a report about the decade in which they would most like to live.



Scenario – You'd Like to Live ... When?

H. G. Wells had an exciting concept with his time machine. Have you ever thought about life in the past? Now's your chance to find an answer to the question, "If I couldn't live now, when would I like to have lived?" To be sure that you'd be happy during the time you choose, you're going to have to find out a little about what happened during the period politically, economically, socially and scientifically.

Because it would take too much time to study each decade completely, each group will study one area and present its findings to the class. The presentation can be in the format of PowerPoint, a skit, a TV news report, a commercial or public service announcement, a photo essay, a newspaper, a song, a poster or any other approach that your teacher approves. Use the template to assist you in your search for information. You can go to <http://www.pbs4549.org/decades> to get information on your topic.

After you have heard all of the group presentations, write a report that explains in which decade you would most like to have lived.



'20s Template

Goal

Your goal is to identify the historical patterns in the domestic affairs of the United States during the 1920s. You need to give specific attention to these topics:

- The Red Scare
- Women's right to vote
- Black Americans' migration from the South to the North
- Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan
- The Roaring '20s and the Harlem Renaissance
- The stock market speculation and the stock market crash

Assignment

Your group will study one area and present your findings to the class. You will also make a timeline that includes the major events that your group finds in each of the areas listed above. Your presentation to the class can be in the form of PowerPoint, a skit, a TV news report, a commercial or public service announcement, a photo essay, a newspaper, a song, a poster or any other approach that your teacher approves. Circle the group on which you will be working.

The **Political Group** will find and present information about these subjects:

1. The initial policy of the United States with regard to the topics above
2. The public reaction to that policy
3. The government response to the public reaction

The **Economic Group** will find and present information about these subjects:

1. The economic policies of the government with regard to the topics above
2. The economic opportunities of the people (such as race, gender and social standing)
3. The economic atmosphere – what the reality of the economic condition was

The **Social Group** will find and present information about these subjects:

1. Consumerism – fashion, advertising, food, etc.
2. Entertainment – sports and music
3. Famous people
4. Civil rights

The **Science/Technology Group** will find and present information about these subjects:

1. Inventions from this era
2. Medicine
3. Technology

After the presentations have been made, you will write a report about the decade in which you would like to live, and why you made that choice.



'30s Template

Goal

Your goal is to identify the historical patterns in the domestic affairs of the United States during the 1930s. You need to give specific attention to these historic events:

- The Great Depression
- The Dust Bowl
- The New Deal

Assignment

Your group will study one area and present your findings to the class. You will also make a timeline that includes the major events that your group finds in each of the areas listed above. Your presentation to the class can be in the form of PowerPoint, a skit, a TV news report, a commercial or public service announcement, a photo essay, a newspaper, a song, a poster or any other approach that your teacher approves. Circle the group on which you will be working.

The **Political Group** will find and present information about these subjects:

1. The initial policy of the United States with regard to the topics above
2. The public reaction to that policy
3. The government response to the public reaction

The **Economic Group** will find and present information about these subjects:

1. The economic policies of the government with regard to the topics above
2. The economic opportunities of the people (such as race, gender and social standing)
3. The economic atmosphere – what the reality of the economic condition was

The **Social Group** will find and present information about these subjects:

1. Consumerism – fashion, advertising, food, etc.
2. Entertainment – sports and music
3. Famous people
4. Civil rights

The **Science/Technology Group** will find and present information about these subjects:

1. Inventions from this era
2. Medicine
3. Technology

After the presentations have been made, you will write a report about the decade in which you would like to live, and why you made that choice.



'40s Template

Goal

Your goal is to identify the historical patterns in the domestic affairs of the United States during the 1940s. You need to give specific attention to these topics:

- Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce
- The internment of Japanese Americans
- Postwar prosperity in the United States

Assignment

Your group will study one area and present your findings to the class. You will also make a timeline that includes the major events that your group finds in each of the areas listed above. Your presentation to the class can be in the form of PowerPoint, a skit, a TV news report, a commercial or public service announcement, a photo essay, a newspaper, a song, a poster or any other approach that your teacher approves. Circle the group on which you will be working.

The **Political Group** will find and present information about these subjects:

1. The initial policy of the United States with regard to the topics above
2. The public reaction to that policy
3. The government response to the public reaction

The **Economic Group** will find and present information about these subjects:

1. The economic policies of the government with regard to the topics above
2. The economic opportunities of the people (such as race, gender and social standing)
3. The economic atmosphere – what the reality of the economic condition was

The **Social Group** will find and present information about these subjects:

1. Consumerism – fashion, advertising, food, etc.
2. Entertainment – sports and music
3. Famous people
4. Civil rights

The **Science/Technology Group** will find and present information about these subjects:

1. Inventions from this era
2. Medicine
3. Technology

After the presentations have been made, you will write a report about the decade in which you would like to live, and why you made that choice.



'50s Template

Goal

Your goal is to identify the historical patterns in the domestic affairs of the United States during the 1950s. You need to give specific attention to these topics:

- McCarthyism
- The space race
- Immigration patterns

Assignment

Your group will study one area and present your findings to the class. You will also make a timeline that includes the major events that your group finds in each of the areas listed above. Your presentation to the class can be in the form of PowerPoint, a skit, a TV news report, a commercial or public service announcement, a photo essay, a newspaper, a song, a poster or any other approach that your teacher approves. Circle the group on which you will be working.

The **Political Group** will find and present information about these subjects:

1. The initial policy of the United States with regard to the topics above
2. The public reaction to that policy
3. The government response to the public reaction

The **Economic Group** will find and present information about these subjects:

1. The economic policies of the government with regard to the topics above
2. The economic opportunities of the people (such as race, gender and social standing)
3. The economic atmosphere – what the reality of the economic condition was

The **Social Group** will find and present information about these subjects:

1. Consumerism – fashion, advertising, food, etc.
2. Entertainment – sports and music
3. Famous people
4. Civil rights

The **Science/Technology Group** will find and present information about these subjects:

1. Inventions from this era
2. Medicine
3. Technology

After the presentations have been made, you will write a report about the decade in which you would like to live, and why you made that choice.



'60s Template

Goal

Your goal is to identify the historical patterns in the domestic affairs of the United States during the 1960s. You need to give specific attention to these topics:

- Anti-war protest during the Vietnam War
- The counterculture movement
- The women's liberation movement
- Brown v. Board of Education
- Changes in goals and tactics of leading civil rights advocates and organizations
- The linkages between the civil rights movements and movements to gain justice for other minority groups

Assignment

Your group will study one area and present your findings to the class. You will also make a timeline that includes the major events that your group finds in each of the areas listed above. Your presentation to the class can be in the form of PowerPoint, a skit, a TV news report, a commercial or public service announcement, a photo essay, a newspaper, a song, a poster or any other approach that your teacher approves. Circle the group on which you will be working.

The **Political Group** will find and present information about these subjects:

1. The initial policy of the United States with regard to the topics above
2. The public reaction to that policy
3. The government response to the public reaction

The **Economic Group** will find and present information about these subjects:

1. The economic policies of the government with regard to the topics above
2. The economic opportunities of the people (such as race, gender and social standing)
3. The economic atmosphere – what the reality of the economic condition was

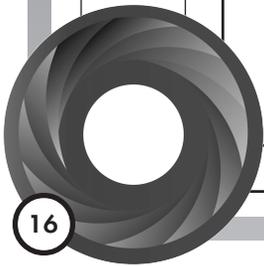
The **Social Group** will find and present information about these subjects:

1. Consumerism – fashion, advertising, food, etc.
2. Entertainment – sports and music
3. Famous people
4. Civil rights

The **Science/Technology Group** will find and present information about these subjects:

1. Inventions from this era
2. Medicine
3. Technology

After the presentations have been made, you will write a report about the decade in which you would like to live, and why you made that choice.



Timeline

	1900	1901	1902	1903
P O L I T I C S	McKinley is elected for his second term.	McKinley is shot. Theodore Roosevelt is sworn in. He is seen as the champion of the working class. He also invites Booker T. Washington to dine at the White House.	Coal miners in Pennsylvania go on strike and Roosevelt threatens to seize the mines if owners do not agree to arbitration.	A treaty with Panama gives the United States control over land known as the Panama Canal Zone.
E C O N O M I C S	Congress passes the Gold Standard Act.	J.P. Morgan organizes U.S. Steel, the first billion-dollar corporation.	Roosevelt puts the Sherman Anti-trust Law of 1890 into effect and breaks up 40 cases of big-business monopolies, putting competition back into commerce. He is known as the "trust buster."	More than two million workers belong to trade unions; 1.7 million to the American Federation of Labor (AFL).
C U L T U R E	L. Frank Baum writes <i>The Wonderful Wizard of Oz</i> .	Carry A. Nation begins her prohibition crusade. Booker T. Washington publishes <i>Up From Slavery</i> .	Animal Crackers are introduced; so is the teddy bear after Roosevelt refuses to shoot a bear cub during a hunting trip.	"The Great Train Robbery" is the first true motion picture. The first national wildlife preserve is established in Florida. The first World Series is held, with the Boston Red Sox defeating the Pittsburgh Pirates.
D I S C O V E R Y	Eastman Kodak introduces the Brownie Box camera for \$1.	An electrical hearing aid is developed by Millar Reese Hutchinson.	The first electric typewriter is made by the Blickensderfer Company.	The Wright Brothers fly their first plane at Kitty Hawk. The Flyer 1 was airborne for 12 seconds.

	1904	1905	1906	1907
P O L I T I C S			The Pure Food and Drug Act is established. It is an example of this time's social reform through government intervention.	The Suffragettes march for voting rights and establish the League of Women Voters.
E C O N O M I C S	The Northern Securities Railroad monopoly is broken up by Roosevelt.			This is the year of the great migration but there are no frontiers left to settle, so ghettos and poor urban neighborhoods develop in the large eastern cities.
C U L T U R E	The first ice cream cone is served at the world's fair in St. Louis, Mo. Crayola crayons are introduced. So is Jell-o.	<i>The Jungle</i> is published by Upton Sinclair and wakes the public up to the filth in meat packing.	Kellogg's Corn Flakes are introduced. It is thought that the cereal might replace the traditional fried breakfast. The San Francisco earthquake starts fires that burn for three days and kill 700.	
D I S C O V E R Y	U.S. Army surgeon Colonel William Gorgas develops effective measures to control both yellow fever and malaria in the Panama area. He drains lakes and quarantines sick workers.	The first blood transfusion is performed by George W. Crile. Tyrannosaurus rex is found in Hell Creek, Mont.		Bertram Boltwood learns how to determine the date of rock formations using radioactivity.

	1908	1909	1910	1911
P O L I T I C S	William Taft is elected as president.	The NAACP is founded.		
E C O N O M I C S	Buying on time becomes popular.			American Tobacco and Standard Oil monopolies are dissolved.
C U L T U R E	The Model T is introduced by Ford. The idea is to make automobiles affordable for everyone.	General Electric introduces the electric toaster. Spalding Company begins making rubber-coated sports shoes.	The Boy Scouts of America is founded.	Irving Berlin writes "Alexander's Ragtime Band."
D I S C O V E R Y		Leo Baekland makes the first plastic and calls it Bakelite. It is used primarily to insulate electrical devices. Robert Peary reaches the North Pole.	Eugene Ely convinces naval authorities to let him pilot his plane off the deck of the <i>USS Birmingham</i> . It is the first step toward aircraft carriers that will become so important in World War II.	Yale professor Hiram Bingham discovers Machu Picchu, the Incan kingdom in the Andes.

	1912	1913	1914	1915
P O L I T I C S	Woodrow Wilson is elected president.	The 17th Amendment establishes the popular election of senators.	World War I begins. Margaret Sanger publishes <i>The Woman Rebel</i> , which asks women to rethink their primary role in that day.	
E C O N O M I C S	Massachusetts sets a minimum wage law for women and children in industry.	The 16th Amendment establishes an income tax. The U.S. Federal Reserve System is established and paper money is controlled by government banks.	The Federal Trade Commission is established. The Clayton Anti-trust Act gives Wilson greater trust-busting powers.	
C U L T U R E	The Corona Company makes a portable typewriter that will now be carried by clerks and journalists. The fox <i>Titanic</i> is launched and lost. The fox trot and bunny hop are popular dances.	A lawyer introduces the Brillo pad.	Red and green traffic lights are first used in Cleveland, Ohio.	"The Birth of a Nation" is filmed. It is a Civil War epic and the first movie to use close-ups, fade-ins and other cinematic devices.
D I S C O V E R Y		Ford sets up the assembly line to build his cars.	The Panama Canal opens.	Pyrex, a form of glass that can handle the stress of high heat, is developed.

	1916	1917	1918	1919
P O L I T I C S		The United States enters World War I after the <i>Illinois</i> and <i>City of Memphis</i> are sunk by German U-boats. The Jones Act grants citizenship to Puerto Ricans.	The fighting is over in November and a treaty is being written.	Prohibition is adopted. The Treaty of Versailles is signed in France.
E C O N O M I C S				
C U L T U R E	There are 7,000 deaths due to polio.	Bakelite is moving from electrical insulators to household items. The kitchen will never look the same.	The influenza epidemic kills 550,000 in America.	
D I S C O V E R Y	Electric washing machines are introduced.	Clarence Birdseye develops a process for preserving foods using rapid freezing.	The first practical electrical clock is built by Henry Warren.	Frank Conrad of Westinghouse sends a shortwave, high-frequency program from a radio station in Pittsburgh to one in Cleveland.



Presentation Checklist

Think about these items when you prepare your presentation.

Content

- The information I gave was interesting or important to others.
- I was well-informed about my topic.
- I used vocabulary that the audience could understand or I defined unfamiliar terms.
- I used an effective and appropriate attention-getting device.
- Logical appeals included reliable, factual information.
- I added supportive detail to the main point(s).

Organization

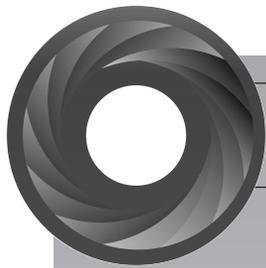
- I organized ideas in a meaningful way.
- The information and arguments/details were easy to follow.
- I stayed focused and did not stray off topic.
- The introduction included a clear statement of the main point(s).
- I included necessary background information about the topic.
- The body of the presentation contained support for, or details about, the main point(s).
- Ideas flowed logically from one to the next.
- A strong conclusion was present.
- The audience could distinguish the introduction, body and conclusion.

Delivery

- I maintained eye contact most of the time.
- I spoke to the entire audience, not just one or two people.
- My pronunciation was clear and easy to understand.
- My voice could be heard easily by the entire audience.
- My voice varied in pitch; it was not monotone.
- I did not use filler words (e.g., "uhm," "uh," "ah," "mm," "like," etc.)
- I used standard grammar.
- I didn't fidget, rock back and forth or pace.

Resources

- I used resources that addressed the topic thoroughly.
- I used resources that reflected different perspectives.
- Prominent resources were referred to in the speech.
- I used credible print resources.
- I used credible electronic resources.
- I used interviews with others as a resource.
- I used my own words in the speech.
- I used material in accordance with copyright.
- I cited my sources using the required format.



Influential Women of the Decades

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - b. the linkages between the civil rights movement and movements to gain justice for other minority groups.

Language Arts

Grade 10

Writing Applications

4. Write informational essays or reports, including research, that:
 - b. provide a clear and accurate perspective on the subject.

Research, Benchmark E

7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic.

Students choose a “woman of influence” and research her life. They then prepare a printed one-minute biography and share it with the rest of the class.

Procedure

1. Distribute the “Heroic Women of the Decades” activity sheet to the students.
2. Eighteen women are listed on this sheet. Assign each student or pair of students a name from the activity sheet. Have them go to <http://www.pbs4549.org/decades> and spend 10-15 minutes finding out something about the person.
3. After 10-15 minutes, go to the first question on the activity sheet. Have the students who researched those women tell a little bit about them. From the descriptions given, have the class decide who they think made the statement. (You might also pass the sheet out the day before and ask the students to take it home and ask their parents to offer their opinion as to who made the statements.) These are the correct answers:
 1. A, Geraldine Ferraro
 2. C, Dolores Huerla
 3. B, Betty Friedan
 4. C, Rachel Carson
 5. A, Dorothea Lange
 6. C, Claudia Kennedy
4. Brainstorm a list of heroic, influential women who have made a positive impact on the nation and who are familiar to the students.
5. Students will choose an influential woman of the decades for research and will create a presentation to share with the class. Students may choose their own method for the presentation – PowerPoint presentations, posters, written reports, monologues or any other acceptable choice.
6. The influential woman who they choose need not come from the student activity sheet. The woman should, however, be someone who has had national impact.

Materials

- Activity sheet
- Internet access or reference texts

Students can find information about the women listed on the activity sheet by going to <http://www.pbs4549.org/decades>.

Evaluation

Presentation Rubric

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Content	The student shows a full understanding of the topic.	The student shows a good understanding of the topic.	The student shows a good understanding of parts of the topic.	The student does not seem to understand the topic very well.
Preparedness	The student is completely prepared and has obviously rehearsed.	The student seems prepared but might have needed a few more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal is lacking.	The student does not seem at all prepared for the presentation.
Stays on Topic	The student stays on topic all of the time.	The student stays on topic 90 percent to 99 percent of the time.	The student stays on topic 75 percent to 89 percent of the time.	It is hard to tell what the topic was.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm in others about the topic.	Facial expressions and body language sometimes generate a strong interest and enthusiasm in others about the topic.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	There is very little use of facial expressions or body language. The student does not generate much interest in the topic being presented.



Heroic Women of the Decades

One hundred years ago, many people believed a woman's place was in the home. Women were excluded from voting booths, most universities and all but a few professions. Now women can be found in the halls of Congress, in science labs, on athletic fields and even in outer space. However, they didn't arrive there overnight.

Listed below are quotes from some of the extraordinary women who helped redefine a woman's place in our nation. Read what they had to say. Can you figure out who said it?

1. *"Vice president – It has such a nice ring to it."*

- A. Geraldine Ferraro
- B. Alice Paul
- C. Eleanor Roosevelt

2. *"I thought I could do more by organizing farm workers than by trying to teach their hungry children."*

- A. Margaret Sanger
- B. Jane Addams
- C. Dolores Huerta

3. *"Each suburban wife struggled with it alone. As she made beds, shopped for groceries, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, she was afraid to ask the question – 'Is this all?'"*

- A. Gloria Steinem
- B. Betty Friedan
- C. Jane Fonda

4. *"Over increasingly large areas of the United States, spring now comes unheralded by the return of the birds, and the early mornings are strangely silent where once they were filled with the beauty of birdsong."*

- A. Grace Hopper
- B. Dian Fossey
- C. Rachel Carson

5. *"The camera is an instrument that teaches people to see without a camera."*

- A. Dorothea Lange
- B. Pearl S. Buck
- C. Oprah Winfrey

6. *"The Army asks 'Be All You Can Be.' Today I can honestly tell you that I have been all that I could be. I have risen farther than I ever dared hope."*

- A. Madeleine Albright
- B. Sandra Day O'Connor
- C. Claudia Kennedy

Your Assignment

Choose an influential woman – someone who has left an indelible mark on our nation. Find out as much as you can about her. How did she change what was happening around her? Be sure to include the “hows and whys” of her influence, as well as memorable quotes or words of wisdom and pictures. Be prepared to present your findings to the class.

Choose a form for your presentation.

- PowerPoint
- Posters
- Written report
- Monologue (in costume)
- Interview
- Brochure
- Journal entries
- Other

You can go to <http://www.pbs4549.org/decades> to find sites about these influential women.



Literature Connection

Books That Defined the Times

The 1920s

- ***The Waste Land*** by T.S. Eliot – The ultimate indictment of the modern world’s loss of personal, moral and spiritual values.
- ***The New Negro*** by Alain Locke – A hopeful look at the Negro in America.
- ***The Great Gatsby*** by F. Scott Fitzgerald – The American dream that anyone can achieve anything.
- ***Strange Interlude*** by Eugene O’Neill – A look at 30 years in the life of a modern woman.
- ***The Sun Also Rises*** by Ernest Hemingway – The lost generation of expatriates.
- ***Babbitt*** by Sinclair Lewis – A satirical look at small town life.
- ***The Sound and the Fury*** by William Faulkner – Details the moral decay of the Old South.
- ***Their Eyes Were Watching God*** by Zora Neale Hurston – Life in a black community.

The 1930s

- ***The Grapes of Wrath*** by John Steinbeck – Chronicles the life of a displaced Oklahoma family that had lost its farm to the drought of the Dust Bowl.
- ***Studs Lonigan*** by James T. Farrell – A trilogy of novels about an Irish-American’s attempt to rise above his poor beginnings.
- ***Native Son*** by Richard Wright – Takes on the issue of racial prejudice and the plight of blacks.
- ***Tobacco Road*** by Erskine Caldwell – Describes the life of poor whites in the rural South.

The 1940s

- ***The Naked and the Dead*** by Norman Mailer – A novel about the adventures of a 14-man infantry platoon stationed on a Japanese-held island during World War II.
- ***Young Lions*** by Irving Shaw – The lives of a German and two Americans are affected by four years of war.
- ***A Bell for Adano*** by John Hershey – A young war correspondent has proven himself as a reporter and now wishes to extend his range by becoming a novelist.
- ***The Human Comedy*** by William Saroyan – A collection of about 100 linked stories and novels by the French realist writer Honore de Balzac.
- ***Black Boy*** by Richard Wright – A masterful recording of the author’s own life.
- ***Common Sense Book of Baby and Child Care*** by Dr. Spock – Provides sensible, compassionate advice and hard-core how-to-do-it tips.

The 1950s

- ***The Martian Chronicles*** by Ray Bradbury – A haunting collection of short stories that chronicles humankind’s colonization of Mars.
- ***I, Robot*** by Isaac Asimov – A brilliant robot psychologist’s life is bound up with the history of the robots from their beginnings as the speechless victims of humans to a different conclusion.
- ***The Roman Spring of Mrs. Stone*** by Tennessee Williams – Tells about unrequited love, the seamy side of sexuality, the bitter side of aging and omnipresent reminders of mortality.

- ***The Caine Mutiny*** by Herman Wouk – A novel that championed conservative morals such as valor, chivalry, patriotism and loyalty.
- ***The Catcher in the Rye*** by J.D. Salinger – The account of three disoriented days in the life of a troubled 16-year-old boy.
- ***The Grass Harp*** by Truman Capote – The story of three endearing misfits.
- ***Giant*** by Edna Ferber – Steers us through the whole complexity of west Texas life.
- ***East of Eden*** by John Steinbeck – A novel that tells the stories of three generations of families and focuses on the theme of good against evil.
- ***The Bridges of Toko Ri*** by James Michener – A World War II hero, enjoying the civilian life with his family, is called back to war in Korea.
- ***A Raisin in the Sun*** by Lorraine Hansbury – A novel that anticipated many of the issues that were to divide American culture during the 1960s.
- ***Laughing to Keep From Crying*** by Langston Hughes – examines how humor is used in black culture as a source of expression and healing.
- ***Go Tell It on the Mountain*** by James Baldwin – A classic that brings Harlem and the black experience vividly to life.

The 1960s

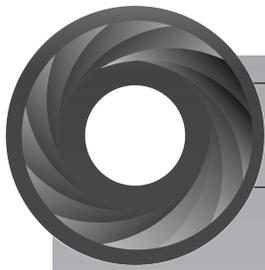
- ***The Silent Spring*** by Rachel Carson – Surveys mounting evidence that widespread pesticide use endangers both wildlife and humans.
- ***The Games People Play*** by Eric Berne – Introduces games as ritualistic transactions or behavior patterns between individuals that can indicate hidden feelings or emotions.
- ***Valley of the Dolls*** by Jacqueline Susann – A sensational story of three pill-popping movie stars that perfectly crystallized the decadence of the 1960s.
- ***In Cold Blood*** by Truman Capote – A painstaking portrait of a family's character, activities and community status during the last days before their murder.
- ***The Feminine Mystique*** by Betty Friedan – A detailed exploration of the author's beliefs about women's unhappiness.
- ***Unsafe at Any Speed*** by Ralph Nader – A 1965 book alleging that unsafe automobile design was the major contributor to highway accidents.
- ***Electric Kool-Aid Acid Test*** by Tom Wolfe – A portrait of the coterie that gave the hippie world of the 1960s much of its philosophy and vocabulary.

Lesson Plan Sites

The following sites have lesson plans that are already prepared for many of the books listed above:

- Spark Notes – <http://www.sparknotes.com>
- Doucette Index K-12 index to books and Web sites – <http://www.educ.ucalgary.ca/litindex>
- S.C.O.R.E. CyberGuides Web resources on novels – <http://www.sdcoe.k12.ca.us/score/cyberguide.html>

Some story summaries come from eNotes found at <http://www.enotes.com>.



The Things They Carried, by Tim O'Brien *Sample Lesson Plan*

Standards

Language Arts

Grade 10

Writing Applications, Benchmark A

6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

This is a pre-reading activity for introducing the book *The Things They Carried*, by Tim O'Brien. It is a collection of stories about American soldiers in Vietnam. The title refers to the physical things the soldiers carried into battle, but also the emotional baggage they carried throughout the war and after they returned home.

Procedures

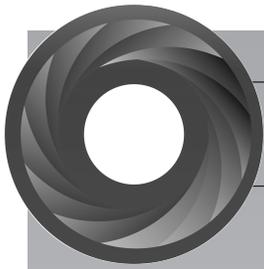
1. Have students empty their pockets and place the items on their desks.
2. Direct them to write about what they "carry." Encourage them to write about the hidden baggage they carry with them also.
3. Have students then move about the room to several stations, each with items related to the book:
 1. Boots and shoes
 2. A film clip about the Vietnam War
 3. Photographs
 4. Poetry
4. After students have seen the items at the stations, they should write about their reactions in their journals.

Materials

- *The Things They Carried*, by Tim O'Brien
- Items related to the Vietnam War

Evaluation

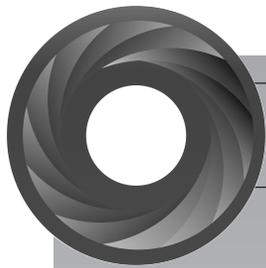
No evaluation is given. This is the introductory activity for study of the book *The Things They Carried*.



The 1920s



<http://www.pbs4549.org/decades>



1920s: A Decade of Turmoil Newspaper Project

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:
- a. The Red Scare.
 - d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan.

Students are divided into two groups to create rival newspapers that take different stands on problems in 1920s society. One of the newspapers is to be extremely conservative in its viewpoints and the other is to take a more liberal stance toward the issues. The students research and analyze these issues and write the articles with facts, but bend the article to fit their paper's beliefs on these topics.

Objectives

- Students will do research on the topics associated with political and social turmoil that existed in the 1920s.
- Students will create the front page of a newspaper using at least seven articles from the research that they have completed.
- Students will present their newspaper to the class and teacher.

Time Needed

This activity will take three classroom periods to complete. The fourth classroom period will be used for presentation of these newspapers to the teacher and the opposing newspaper team.

Procedures

1. Divide the class into two rival newspaper groups. Assign one group a conservative position and the other a liberal position to cover these topics: the Red Scare, immigration restrictions, race riots and the reemergence of the Ku Klux Klan.
2. There can be up to seven different articles included in their newspaper. All five topics must be addressed in some way on the front page of this newspaper. Photographs and illustrations are encouraged.
3. If the class is large, students can work in pairs on the articles.

4. Tell the students that these papers are printed in New York City sometime during the mid-1920s.
5. The students are to name their newspapers.
6. Articles should be laid out in such a fashion that the newspapers look professional. This can be done using poster board, regular paper or a computer program such as Publisher or Illustrator.
7. Students in each group will choose an editor who will decide on the layout, check the content and information of each article and edit for correct grammar and spelling.
8. Students should include pictures when possible.

For links for this lesson, students can go to <http://www.pbs4549.org/decades>.

Materials

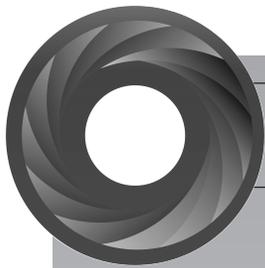
- Text book
- Internet connection

Evaluation

Rubric for A Decade of Turmoil: Newspaper Project

	Exemplary (5 points)	Accomplished (4 points)	Developing (3 points)	Beginning (2 points)
Layout of Newspaper	Neat, typed and professional, with column format, pictures and captions. Pictures are included, articles have titles and bylines, all five topics are addressed and project has headline info. Includes fillers such as ads or personals. No extra white.	At least four of the topics are included. Includes limited articles, pictures and captions. Professional, typed and has some fillers. White space still apparent.	More of the assigned topics included and a column format is attempted. More use of pictures, captions, titles and bylines. Less blank space. Some professionalism evident.	Some assigned topics are included, but newspaper lacks column format. Zero to limited use of pictures, captions, titles or bylines. Too much blank space in the layout. Lacks professionalism.
Articles	Articles have title, byline picture and caption. Each is of interest and well-written. Answers all journalistic questions. Historical content is excellent and well-developed.	Most articles contain a title, byline, picture and caption. Most articles are of interest and answer the journalistic questions. Theme is more consistent. All writers' work is included. Historical content is good.	More writers' works included. Some articles have title, byline, picture and caption. Some are of interest. Journalist questions not answered. Inconsistent theme. Historical content present but not developed.	Less than one article from each writer included. Very limited use of titles, pictures, bylines and captions. Historical content weak.
Grammar and Mechanics	One or no grammatical or mechanical errors.	Two to six grammatical or mechanical errors.	Seven to 11 grammatical or mechanical errors.	Twelve or more grammatical or mechanical errors.
Content	Each writer contributed at least one article and at least two members have two articles. Also includes catchy ads, interesting job descriptions and other fillers. The theme of the paper is followed throughout. Lots of artistic appeal.	Each writer contributed at least one article. Some ads and fillers are included, although not quite as catchy. Follows a theme. Some artistic appeal.	Two or three writers wrote at least one article, but most were written by only one writer. Some fillers, but limited thought is put into it. No artistic appeal.	Articles written by two or fewer writers. No artistic appeal. No fillers. Did not do the assignment of making a newspaper.

For links for this lesson, students can go to <http://www.pbs4549.org/decades>.



The Great Migration: A Letter Home

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:
 - c. African-American migration from the South and the North.

Language Arts

Grade 10

Writing Process, Benchmark A

Prewriting

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

Students write a letter as if they are a black person moving from the South to the North during the period known as “The Great Migration.” Students research the conditions in the South that pushed black Americans from their homes and the situations in the North that pulled them from their homes.

Objectives

- Students will research the Great Migration by using materials given to them by the teacher.
- Students will take notes from these materials.
- Students will construct a letter to explain why they left the South to come to the North during this period of time.

Time Needed

This project can be done using two classroom periods. The students should have one class period for reading and taking notes, and the other period for writing the letter.

Procedure

1. Give students the following information to read:
 - a. “The Great Migration” <http://www.inmotionaame.org/print.cfm?migration=8&bhcp=1>
 - b. “Seven Letters From the Great Migration” <http://historymatters.gmu.edu/d/5332/>
 - c. “We Thought State Street Would Be Heaven Itself: Black Migrants Speak Out” <http://historymatters.gmu.edu/d/5337>
2. Students should take notes over the material that they are reading.
3. Review how to write a “friendly letter.”
4. Using the notes that they have taken, students are to construct a letter dated sometime during the 1920s.

- Students are to take on the persona of black person who has moved from the South to the North during this time period.
- The letter should be written to a loved one back home explaining why they moved to Chicago during this period in time.

7. For more information on the Great Migration, students can go to <http://www.pbs4549.org/decades>.

Note

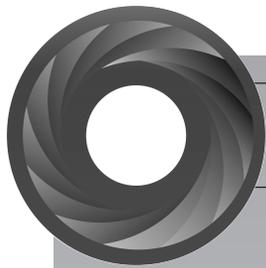
For those teachers who are required to use letter grades, they can easily convert the scores or an average of the total score to a letter grade.

- 1 = D, 2 = C, 3 = B and 4 = A
- Anything below a "1" obviously constitutes the grade "F"
- If you need number grades, use 1 = 74, 2 = 83, 3 = 92 and 4 = 100. Use judgment for below-74 projects.

Evaluation

Letter Rubric for The Great Migration: A Letter Home

CATEGORY	4	3	2	1
Historical Content	Letter is creatively designed with easily read text. Has an abundance of information on the Great Migration.	Letter shows good information about the Great Migration.	Letter shows an inadequate amount of information on the Great Migration.	Letter shows little information pertaining to the Great Migration. Information is too general and presented in a boring manner.
Information, Style, Audience, Tone	Information is accurate and complete, is creatively written and is cleverly presented.	Information is well-written and interesting to read.	Some information is provided but is limited or inaccurate.	Information is poorly written, inaccurate or incomplete.
Accurate Parts of the Friendly Letter	Letter is complete with all required elements.	Some friendly letter elements may be missing.	Most friendly letter elements are out of place or missing.	Improper form is used.
Grammar, Punctuation and Choice of Words	Excellent job on presentation, style, grammar and punctuation.	Style, purpose, audience, grammar and punctuation are all fair and indicative of a friendly letter.	Information is mislabeled or missing. Inaccurate punctuation or grammar.	Grammar, punctuation and choice of words are poor for a friendly letter.
Following Classroom Guidelines and Directions	Students are always on task, stay in their own area and work quietly. Students follow project directions and classroom directions.	Students stay in their area and talk quietly to their own partner only.	Students occasionally leave area without permission.	Students are often out of their area without permission and are disruptive to the class.



The Roaring '20s: Expert Groups

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:

- e. The Roaring '20s.

Skills and Methods, Benchmark B

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.

- a. National Organization of Women (NOW).
- b. American Indian Movement (AIM).
- c. United Farm Workers.

Students break into groups and research the Roaring '20s. Each group chooses one of the topics listed below. Their group specializes on that topic and presents the information that they find to the rest of the class.

Objectives

- Student will research topics associated with the Roaring '20s.
- Students will discuss and write seven facts about each topic.
- Students will present what they have learned to the class as a whole.

Time Needed

This lesson should take no more than five classroom periods: two periods to research the topic, one to prepare the presentation and one or two to make group presentations.

Procedure

1. Divide the students into five groups.
2. The teacher can put the topics on cards and have a random selection or direct which group gets which topic. Each group will become an expert on the topic selected for it.
3. Students in each group will research their topic. They will be responsible for finding at least seven of the most important facts about their topic.
4. The students in each group will present their findings, teaching all seven facts that they have learned. Students should think about how they learn best and model that technique in their presentations.
5. Presentations could be in formats including posters, video, PowerPoint, skits or songs.
6. Students in each group may also give a quiz about their topic.
7. For more information on the Roaring '20s, students can go to <http://www.pbs4549.org/decades>.

Topics

- Movies and radio
- Fads and fashion
- The lives of women (i.e., Flappers)
- “Flaming Youth”
- Automobiles

Materials

- Student worksheet
- Internet
- Text reference

Evaluation

- Quizzes over the material presented
- Group Presentation Rubric

Group Presentation Rubric

	Exemplary (4 points)	Accomplished (3 points)	Developing (2 points)	Beginning (1 points)
Organization	Students present information in logical sequence that audience can follow.	Students present information in logical sequence that audience can follow. There are only minor organizational problems.	Audience has difficulty following presentation because presentation jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Students demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration.	Students are at ease with expected answers to all questions, but fail to elaborate.	Students are uncomfortable with information and are able to answer only rudimentary questions.	Students do not have grasp of information and cannot answer questions about subject.
Public Speaking	Students use a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Students’ voices are clear. Students pronounce most words correctly. Most audience members can hear presentation.	Students’ voices are low. Students incorrectly pronounce terms. Audience members have difficulty hearing presentation.	Students mumble, incorrectly pronounce terms and speak too quietly for entire audience to hear.
Group Participation	Everyone in the group participates in the presentation.	Three people in the group participates in the presentation.	Two people in the group participates in the presentation.	One person in the group did the entire presentation.
Use of Graphics and/or Props	Students’ graphics and/or props explain and support presentation.	Students’ graphics and/or props relate to text and presentation.	Students occasionally use graphics and/or props that rarely support text and presentation.	Students use unnecessary graphics and/or props or no graphics and/or props.

For more information on the Roaring ‘20s, students can go to <http://www.pbs4549.org/decades>.



Roaring '20s Expert Groups

Names _____

Date _____

Large Topic: The Roaring '20s

Your topic: _____

Your job is to find out the important information about your topic in the Roaring '20s. Select seven of these facts that you deem most important and write them in the first table below.

1. Research important facts about your topic.
2. Decide on seven facts that you think are the most important in your area of study and write them in the space below.

1. _____

2. _____

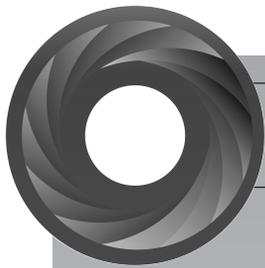
3. _____

4. _____

5. _____

6. _____

7. _____



The Harlem Renaissance

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:
- e. Harlem Renaissance.

Students read selected poems by Langston Hughes and analyze them to learn about the social climate of this time period. Students also work individually to research other artists of the Harlem Renaissance.

Objectives

- Students will read poems by author Langston Hughes.
- Students will analyze how these poems were a response to the political and social times.
- Students will create and discuss a poster prepared about an artist of the Harlem Renaissance.

Time Needed

This lesson should take three classroom periods as well as two nights of homework to complete the project.

Procedure

1. Have students read in their textbook about the Harlem Renaissance.
2. Discuss as a class this historic period.
3. Provide several poems by Langston Hughes. Have students read and analyze the poems. As a class, discuss the evidence of the political and social climate contained within these poems. Students can find information about Langston Hughes as well as some of his poems at <http://www.pbs4549.org/decades>.
4. Have students research the Harlem Renaissance and choose another artist to study. Each student should prepare a project (poster, display board or PowerPoint presentation) to help other students learn about these individuals.
5. Display these posters and display boards around the room and have each person present their findings, including reading segments of their writing or showing images of their artistic contributions.

Topics

Literature

- Charles W. Chesnutt
- Claude McKay
- James Weldon Johnson
- Countee Cullen
- Jesse Redman Fauset
- Rudolf Fisher
- Sterling A. Brown
- Zora Neale Hurston
- Nella Larsen
- Claude McKay
- Jean Toomer

Artists

- Hale Woodruff
- Palmer Hayden
- Edward Burra
- Jacob Lawrence
- John T. Biggers
- Lois Mailou Jones
- William H. Johnson

Musicians

- Joe Oliver
- Duke Ellington
- Louis Armstrong
- Jelly Roll Morton
- Bessie Smith
- Ma Rainey
- Mamie Smith

Evaluation

Project Rubric

CATEGORY	Expert 4	Intermediate 3	Novice 2	Beginner 1
Poster Title	Presents a concise lead-in to the poster.	Gives very little information about the type of artist.	Does not give any information about the type of artist.	No title, name or date.
Pictures	Presents a visually appealing and accurate presentation of pictures including location.	Presents a visually appealing, accurate use of pictures and placement.	Presents a somewhat visually appealing use of pictures but is not accurate.	No pictures, lacks details, confusing.
Labels	Shows all labels accurately.	Shows all labels with few errors.	Shows few labels or inaccurate labels.	No labels.
Content	Contains numerous facts with interesting details.	Contains numerous facts.	Contains some facts with limited details.	Contains few or inaccurate facts.
Writing	All grammar and spelling are correct.	There are only one or two errors.	There are more than two errors.	There are very frequent grammar and/or spelling errors.

Evaluation

PowerPoint Rubric

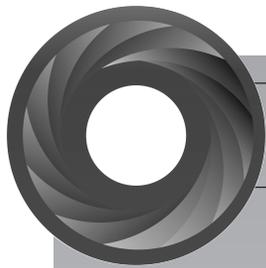
CATEGORY	Expert 4 points	Intermediate 3 points	Novice 2 Points	Beginner 1 point
Topic/Content	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Includes some essential information with few citations and few facts.	Includes little essential information and one or two facts.
Technical Requirements (To be Filled in by Teacher)	Includes at least ___ cards, five or more graphics from outside sources, five or more animations and several advanced features, such as video, 3-D or sound.	Includes at least ___ cards, at least three graphics from outside sources, at least three animations and some advanced features, such as video, 3-D or sound.	Includes ___ cards or less, fewer than three graphics from outside sources, fewer than three animations and few advanced features, such as video, 3-D or sound.	Includes ___ cards or less, few graphics from outside sources and few animations or advanced features.
Mechanics	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.	Includes two or three grammatical errors, misspellings, punctuation errors, etc.	Includes three or four grammatical errors, misspellings, punctuation errors, etc.	Includes more than five grammatical errors, misspellings, punctuation errors, etc.
Oral Presentation Skills	Communicates ideas with enthusiasm, proper voice projection, appropriate language and clear delivery.	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Some difficulty communicating ideas due to voice projection, lack of preparation or incomplete work.	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.

Scale: 18-20=Expert

15-17=Intermediate

10-14=Novice

6-9=Beginner



You've Come a Long Way, Baby: A Woman's Right to Vote

Standard

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

9. Analyze the major political, economic and social developments of the 1920s including:
 - b. Women's right to vote.

Students are assigned topics that reflect the issues surrounding women's changing roles during the 19th and 20th centuries. Assuming the point of view of individuals from the time period, the students use what they have learned to debate whether women should have greater rights, including the right to vote. To prepare for the debate, the students research how a woman's social and political activism led to an expansion of their rights and roles in society.

Objectives

- Students will research the causes that led women to gain the right to vote in 1920.
- Students will express their researched views in a classroom debate.

Time Needed

Students will need at least three class periods to research the topics. Students will need one classroom period to prepare their position and one class period for the debate.

Procedure

1. Divide the class into two groups – those who will argue for expanding women's rights and those who will argue against it.
2. Have students research the role of women in the following areas:
 - Abolitionism
 - The expansion of suffrage to black men
 - World War I workforce
 - Reforms in education during the Progressive Era
 - Women and the labor movement
 - Women's role in temperance
 - Women's role in society during the 19th and 20th centuries.

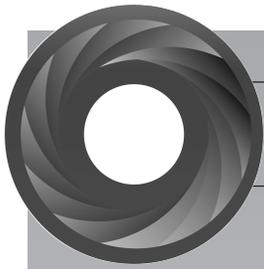
- Tell students that you will act as the moderator. Review rules for debate. Debate rules can be found at http://www.urbanedpartnership.org/uclasp/ISSUES/bringing_water/debate.htm. Explain that the group will give an opening statement and have time for a rebuttal and closing arguments. Students may also want to look at the site <http://www.paulnoll.com/China/Teach/debate-advice.html>, which gives advice on debating.
- Students may want to use the sites at <http://www.pbs4549.org/decades> to do research on women’s rights.

Evaluation

- Use the Women’s Right to Vote rubric to assess students’ performances.
- Have students reflect on their own performance and use the rubric to judge how well they met the criteria.
- Ask students: Which movement most greatly affected women’s rights? Why?

Women’s Right to Vote Rubric

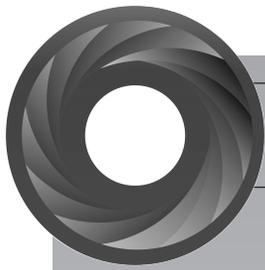
CATEGORY	4	3	2	1
Organization and Clarity: Viewpoints and responses are outlined both clearly and orderly.	Completely clear and orderly presentation.	Most clear and orderly in all parts.	Clear in some parts but not overall.	Unclear in most parts.
Use of Arguments: Reasons are given to support viewpoint.	Most relevant reasons are given in support.	Most reasons are given; most are relevant.	Some relevant reasons are given.	Few or no relevant reasons are given.
Use of Examples and Facts: Examples and facts are given to support reasons.	Many relevant supporting examples and facts are given.	Many examples/facts are given; most are relevant.	Some relevant examples/facts are given.	There are few or no relevant supporting examples/facts.
Use of Rebuttal: Arguments made by the other teams are responded to and dealt with effectively.	Many effective counterarguments are made.	Some effective counterarguments are made.	Few effective counterarguments are made.	No effective counterarguments are made.
Presentation Style: Tone of voice, use of gestures and level of enthusiasm are convincing to audience.	All style features are used.	All style features are used, most convincingly.	Few style features are used convincingly.	Few style features are used, and not convincingly.



The 1930s



<http://www.pbs4549.org/decades>



Oral History: The Great Depression

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:
- a. The Great Depression.
 - b. The Dust Bowl.
 - c. The New Deal.

Students attempt to learn about the culture of the 1930s by conducting personal interviews with people that lived during the Great Depression. After conducting their interviews, the students share their information with the entire class. As the class members are exposed to the interviews conducted by their peers, they attempt to identify common themes that apply to the economic, social and political realms of people's lives during the Great Depression.

Objectives

- Students will interview a person living during the 1930s.
- Students will present information to the class.

Time Needed

1. It is advisable to announce this assignment prior to beginning the Great Depression/1930s unit, as students will need ample time to identify, contact and speak with their interview subjects.
2. Once the interviews are submitted, the students will need two or three class periods for the purpose of reading, listening to, viewing and discussing the interviews.

Procedure

1. Discuss with students the purpose and benefits of conducting personal interviews with people who lived during the Depression era.
2. Emphasize to the students that they will need to be polite but persistent "investigative reporters." Sometimes interview subjects will not initially volunteer useful information. The student conducting the interview will need to guide the interview subject toward the subject matters that are of interest. A Great Depression Sample Questions handout is provided in this section.

3. It is recommended that students be made aware of this assignment when the study of the Great Depression begins so that they can identify an interview subject and set up an interview time. However, interviews should not be scheduled until at least some of the material from the unit has been covered in class. This will allow the students to be more aware of some of the issues relevant to the time period that they will discuss during the interviews.
4. A complete unit titled *Speaking of History: Doing Oral History Projects* is available at <http://www.pbs4549.org/history>.
5. Interviews can be captured by way of video or audio recordings or written answers. It is suggested that regardless of the format the interviewer is using, a written transcript be submitted as well. Offer students some form of an incentive to motivate them to record their interview on video. This format is likely to be the most engaging for the purpose of reviewing the interview.
6. Be aware of the fact that some students may not be able to identify a person to interview. It is suggested that prior to making this assignment, the teacher contact a local assisted living or care facility for the purpose of establishing potential interview contacts for students.
7. As an additional part of this assignment or for extra credit, the teacher may encourage students to look for a popular food or recipe from the Depression era. The item may come from the student's interview source, a cookbook from this era or a reliable Internet source. Students may then prepare the food item for the class and share the recipe or other information.

Teacher Information

1. Students may use the Web site <http://www.pbs4549.org/decades> to find information on this topic.
2. They can also search the Web using the following themes:
 - a. Frugality
 - b. Food – simple, inexpensive meals
 - c. Generosity/sharing with neighbors or even strangers
 - d. Simple games and other forms of entertainment
 - e. Odd jobs/part-time employment
 - f. Evidence of subsistence farming/gardening

Materials

1. The classroom should have a VHS/DVD player and a cassette tape recorder available.
2. Once this assignment has been given and sample interviews are available, it may be advisable to provide an example to the class. Examples can be found at <http://www.pbs4549.org/history/hotlist.htm>. Once at this site, choose the Sample Sites link.

Evaluation

1. Students must keep a record of the themes that they identify during the presentation of the interviews conducted by their classmates.
2. The written version of the transcript should be evaluated on an individual basis. Each interview will generate different information; therefore, it is difficult to assign a point value for specific information.
3. After the class discussion of interview themes/trends, it would be appropriate to evaluate student comprehension by quizzing them on the identified trends. Require the students to support the existence of their identified trend by citing one or two examples from the interviews.
4. The following Interview Rubric could also be used to evaluate the interview process.

Interview Rubric

CATEGORY	20	15	10	5
Knowledge Gained	Student can accurately answer several questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed and can tell how this interview relates to the material being studied in class.	Student can accurately answer a few questions about the person who was interviewed.	Student cannot accurately answer questions about the person who was interviewed.
Preparation	Before the interview, the student prepared several in-depth and factual questions to ask.	Before the interview, the student prepared a couple of in-depth questions and several factual questions to ask.	Before the interview, the student prepared several factual questions to ask.	The student did not prepare any questions before the interview.
Follow-up Questions	The student listened carefully to the person being interviewed and asked several relevant follow-up questions based on what the person said.	The student listened carefully to the person being interviewed and asked a couple of relevant follow-up questions based on what the person said.	The student asked a couple of follow-up questions based on what the student thought the interviewee said.	The student did not ask any follow-up questions based on what the interviewee said.
Report Writing	The report is well organized and contains accurate quotations and facts taken from the interview.	The report is well organized and contains accurate facts taken from the interview.	The report contains accurate quotations and facts taken from the interview.	The report is lacking facts and quotations from the interview, or the quotes and facts are not accurately reported.
Politeness	The student never interrupted or hurried the person being interviewed and thanked him or her for being willing to be interviewed.	The student rarely interrupted or hurried the person being interviewed and thanked him or her for being willing to be interviewed.	The student rarely interrupted or hurried the person being interviewed, but forgot to thank the person.	Several times, the student interrupted or hurried the person being interviewed, and forgot to thank him or her.



Great Depression Sample Questions

History is much more than remembering facts. History is all around us. It's in our families and in our communities. Doing this Great Depression project allows you to probe the memories of older people – to ask them to tell you stories about their experiences. It allows you to become a producer of historical knowledge, rather than a passive absorber of historical information.

Depression/New Deal Era Interview

1. This assignment requires you to conduct an interview with a person who lived during the Great Depression era. Ideally, your interview subject should have been born in the 1920s or earlier.
 - a. Potential interview subjects may include grandparents, great-grandparents, other relatives, neighbors, acquaintances of relatives and neighbors.
 - b. Another option is to try a local nursing home or living facility for the elderly.
2. You are playing the role of an investigative reporter for this assignment. Some interview subjects may not provide the best information initially. Consequently, you must be persistent, but polite, as you conduct your interview. Also, be creative in the manner that you ask your questions. Rephrase a question or come back to it at a later time in the interview if you are not satisfied with the response given. Try to ask questions that require answers of more than one or two words.
3. Here are some questions that might be of use during the interview:
 - a. Background information
 - i. Age
 - ii. Place of birth
 - iii. Place of residency during the Depression era
 - iv. Living conditions, housing and clothing
 - v. Family information
 - b. School
 - i. Transportation to and from school
 - ii. Description of school
 - iii. Activities
 - c. Work
 - i. Which family members worked
 - ii. What type of work the family members did
 - iii. Information about anyone who worked for a New Deal agency
 - iv. Whether family members or neighbors were unemployed during this era
 - v. Information about any "bartering" that occurred during this time period

d. Meals/food

- i. The most common types of meals
- ii. Whether the family participated in any self-subsistence farming or gardening
- iii. If the family shared food with neighbors or anyone else

e. Favorite pastimes

f. Banks/stock market

- i. If family or friends had to deal with bank foreclosures, and what happened
- ii. If the person was aware that family, friends or neighbors had hiding places for their money

g. Opinions on Franklin Delano Roosevelt's Depression era policies

- i. Whether they were adequate
- ii. Whether he exercised too much control

h. Miscellaneous stories

4. Due date: _____

5. Points available: _____

6. Format/work to be turned in

a. A typed transcript of the interview

- i. Transcript should be in a question-and-answer format as much as possible
- ii. Transcript should include your reactions and perceptions related to the comments made by the person you interviewed (use a different font style)

b. A videotape or audiotape recording of the interview, which is worth ____ points of extra credit

c. A handwritten note from your parent or guardian verifying the fact that you did conduct an interview

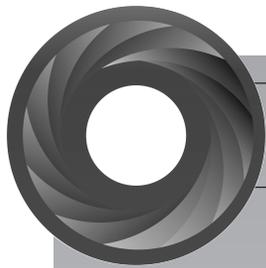


Sample Oral History

From Copley High School, Mr. Zimmerer's Class

Since I have no relatives who lived in the United States during the Great Depression, I had to visit a nursing home. I visited Arbors at Fairlawn. When I asked the activities director at the nursing home, she was able to arrange an interview with Steven Douglas. He seemed somewhat coherent and he was able to provide some decent information; however, he was unable to remember many of the events during the Great Depression and he was unable to provide answers for some of the questions I asked him. When I asked him about some events that happened to him, he was unable to tell me stories.

1. Mr. Douglas could not remember how old he was but he said that he was older than 80. (To me, he seemed to be about 90 years old.)
2. During the Great Depression, he lived in Spencer, W.V., with his parents, three sisters and two brothers.
3. He lived on a farm that his father owned. However, he did mention that he went to Parkersburg to make cars for a while. Mr. Douglas' father had drilled oil wells, the oil of which was made into gasoline. His father also worked at a post office for a time. Mr. Douglas' father, Aubry, helped build a new post office and according to Mr. Douglas, his father was a politician.
4. Because he lived on a farm, they "made their own food and raised it."
5. When I asked him what he did for fun, he said that there was "hardly" any fun. He kept repeating that they only "tried to stay alive, and get food. No fun!"
6. Mr. Douglas, when I asked him what he thought of President Roosevelt, said "Roosevelt was really something." He said that just thinking about President Roosevelt made him shiver. He described Roosevelt as a "marvelous man" with a "strong mind and will" whom "everybody liked." According to Mr. Douglas, if President Roosevelt "said anything, that was it." He felt that President Roosevelt did a great job "getting the country together."
7. When I asked him about Roosevelt's political opponents, he said that he has heard the names but he was not able to give me information on them.



Newspaper Project: The Dust Bowl

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:
 - b. The Dust Bowl.

Language Arts

Grade 10

Writing Process

All indicators apply.

Writing Applications, Benchmark D

4. Write informational essays or reports, including research, that:
 - a. Pose relevant and tightly drawn questions that engage the reader.
 - b. Provide a clear and accurate perspective on the subject.
 - c. Create an organizing structure appropriate to the purpose, audience and context.
 - d. Support the main ideas with facts, details, examples and explanations from sources.
 - e. Document sources and include bibliographies.

Writing Conventions

All indicators apply.

Research, Benchmarks B, C, D and E

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.
5. Integrate quotations and citations into written text to maintain a flow of ideas.
6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.
7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

Students travel back in time to 1935. They are on the staff of a hometown newspaper in the heart of Oklahoma. Their job is to create the "Dust Bowl" issue of the paper.

Procedure

1. If possible, have the students watch a video about the Dust Bowl so they will have a better understanding of it. An example of an appropriate video might be "Surviving the Dust Bowl" from the PBS American Experience Series.

If this is not possible, read them the following information from the American Experience Web site:

Lured by the promise of rich, plentiful soil, thousands of settlers came to the Southern Plains, bringing farming techniques that worked well in the North and East. The farmers subsequently plowed millions of acres of grassland, only to have the rains stop in the summer of 1931. The catastrophic eight-year drought that followed led observers to rename the region "The Dust Bowl."

The Dust Bowl exodus was the largest migration in American history. By 1940, 2.5 million people had moved out of the Plains states; of those, 200,000 moved to California. When they reached the border, they did not receive a warm welcome, as described in this 1935 excerpt from Collier's magazine. "Very erect and primly severe, [a man] addressed the slumped driver of a rolling wreck that screamed from every hinge, bearing and coupling. 'California's relief rolls are overcrowded now. No use to come farther,' he cried. The half-collapsed driver ignored him — merely turned his head to be sure his numerous family was still with him. They were so tightly wedged in that escape was impossible. 'There really is nothing for you here,' the neat trooperish young man went on. 'Nothing, really nothing.' And the forlorn man on the moaning car looked at him, dull, emotionless, incredibly weary, and said: 'So? Well, you ought to see what they got where I come from.' "

The Los Angeles police chief went so far as to send 125 policemen to act as bouncers at the state border, turning away “undesirables.” Called “the bum brigade” by the press and the object of a lawsuit by the American Civil Liberties Union, the LAPD posse was recalled only when the use of city funds for this work was questioned.

Arriving in California, the migrants were faced with a life almost as difficult as the one they had left. Many California farms were corporate-owned. They were larger and more modernized than those of the southern plains, and the crops were unfamiliar. The rolling fields of wheat were replaced by crops of fruit, nuts and vegetables. Like the Joad family in John Steinbeck’s *The Grapes of Wrath*, some 40 percent of migrant farmers wound up in the San Joaquin Valley, picking grapes and cotton. They took up the work of Mexican migrant workers, 120,000 of whom were repatriated during the 1930s. Life for migrant workers was hard. They were paid by the quantity of fruit and cotton picked, with earnings ranging from 75 cents to \$1.25 a day. Out of that, they had to pay 25 cents a day to rent a tar-paper shack with no floor or plumbing. In larger ranches, they often had to buy their groceries from a high-priced company store.

The sheer number of migrants camped out, desperate for work, led to scenes such as that described by John Steinbeck in his novel, *The Grapes of Wrath*. “Maybe he needs two hunderd men, so he talks to five hunderd, an’ they tell other folks, an’ when you get to the place, they’s a thousan’ men. This here fella says, ‘I’m payin’ 20 cents an hour.’ An’ maybe half a the men walk off. But they’s still five hunderd that’s so goddamn hungry they’ll work for nothin’ but biscuits. Well, this here fella’s got a contract to pick them peaches – or chop that cotton. You see now? The more fellas he can get, less he’s gonna pay. An’ he’ll get a fella with kids if he can.”

As roadside camps of poverty-stricken migrants proliferated, growers pressured sheriffs to break them up. Groups of vigilantes beat up migrants, accusing them of being communists, and burned their shacks to the ground. To help the migrants, Roosevelt’s Farm Security Administration built 13 camps, each temporarily housing 300 families in tents built on wooden platforms. The camps were self-governing communities, and families had to work for their room and board.

When migrants reached California and found that most of the farmland was tied up in large corporate farms, many gave up farming. They set up residence near larger cities in shantytowns called Little Oklahomas or Okievillees, on open lots local landowners divided into tiny subplots and sold cheaply, for \$5 down and \$3 in monthly installments. They built their houses from scavenged scraps, and lived without plumbing and electricity. Polluted water and a lack of trash and waste facilities led to outbreaks of typhoid, malaria, smallpox and tuberculosis.

Over the years, they replaced their shacks with real houses, sending their children to local schools and becoming part of the communities, although they continued to face discrimination when looking for work, and were called “Okies” and “Arkies” by the locals, regardless of where they came from.

This excerpt is from <http://www.pbs.org/wgbh/amex/dustbowl/peopleevents/pandeAMEX08.html>

2. Armed with this information, divide the students in the class into groups of three.
3. Each group is to create a newspaper about the Dust Bowl that contains at least seven of articles listed on the handout The Dust Bowl Newspaper.
4. Students may use their texts or Web resources. Some Web resources are listed at <http://www.pbs4549.org/decades>.
5. Students may create their newspaper using poster board or electronic programs such as Publisher or PageMaker.

Material

- Poster board, glue
- Markers
- Textbook or Internet resources
- Computer access

Evaluation

Newspaper Rubric

CATEGORY	20-16	15-11	10-6	5-0
The Five Ws	All articles adequately address who, what, where, why and when.	Eighty percent to 89 percent of the articles adequately address who, what, where, why and when.	Seventy percent to 79 percent of the articles adequately address who, what, where, why and when.	Less than 69 percent of the articles adequately address who, what, where, why and when.
Contributions of Group Members	Each person in the group contributed at least two articles and one graphic without prompting from teachers or peers.	Each person in the group contributed at least one article and one graphic with only a few reminders from teachers or peers.	Each person in the group contributed at least one article with some minimal assistance from teachers or peers.	One or more students in the group required quite a lot of assistance from teachers or peers before contributing one article.
Spelling and Proofreading	No spelling or grammatical errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammatical errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than three spelling or grammatical errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammatical errors remain in the final copy of the newspaper.
Articles — Purpose	Ninety percent to 100 percent of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Eighty-five percent to 89 percent of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Seventy-five percent to 84 percent of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75 percent of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Requirements	All of the required content was present.	Almost all the required content was present.	At least 75 percent of the required content was present.	Less than 75 percent of the required content was present.



The Dust Bowl Newspaper

Name _____

Date _____

The Dust Bowl was a human and an ecological disaster that took place in the southwestern Great Plains of the United States in the 1930s. Farmlands became useless and hundreds of thousands of people had to move away from the land just to survive.

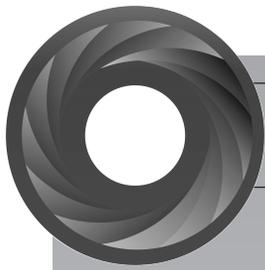
Your group members are reporters on a newspaper in a rural town in Oklahoma in 1935. You need to put out the Dust Bowl edition of the paper. You may use your textbook or the Internet to find information for your articles. For Web information you can search or go to <http://www.pbs4549.org/decades>.

You may use poster board or a computer program such as Publisher to create your newspaper. Your paper must contain at least seven of the items listed below.

- An article explaining the reasons the Dust Bowl existed
- A human interest story about the problems of the people who lived during the Great Depression in the Dust Bowl
- A report on the person who was the country's president during this time
- Advertisements that might have appeared in a 1935 newspaper
- An article about entertainment at that time
- A picture of fashion of the era
- A weather report
- An informational article about aid from the government to Oklahoman farmers who were coping with their losses
- An editorial stating your opinions on what could be done to solve the problems of the farmers during this era

Some Tips

1. A newspaper article always answers the questions who, what, where, why and when.
2. A newspaper article usually starts with a topic sentence that is a small summary of what you'll be reading in more detail in the article.
3. Neatness counts, as does correct spelling and grammar.
4. Give your newspaper an appropriate name.
5. It's important to work as a group. You might begin by deciding who is going to do each task that needs to be done. These include assigning tasks, research on the topic, writing the articles and putting them into a newspaper. Remember – group harmony is important!
6. Be sure you credit each article by including a byline that identifies each author. Be sure each item has a headline.



The New Deal: Graphic Organizer

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on these items:
 - a. The Great Depression.
 - b. The Dust Bowl.
 - c. The New Deal.

Students examine the many New Deal agencies that were created. They create a graphic organizer that depicts information relevant to an assigned agency. Once the projects are finished, all class members present their graphic organizers. Students then study these and attempt to interpret the information presented in them.

Objectives

- Aid students in comprehending the rationale for the establishment and the impact of various New Deal agencies.
- Require students to demonstrate their comprehension of the actions and impact of various New Deal agencies.
- Challenge students to utilize interpretive skills as they study their peers' graphic organizers.

Time Needed

1. The introduction of the assignment, including time for the students to brainstorm, could use up to one 50-minute class period.
2. Once the graphic organizers are completed, an additional class period will be necessary for students to post their projects and then attempt to interpret those created by their peers.

Procedures

1. Begin the lesson with a discussion about each of the New Deal agencies. This discussion should follow an assigned reading that provides an overview of New Deal agencies. A listing of New Deal agencies, their description and the outcome of the project can be found online at Successes and Failures of the "New Deal" Programs, <http://www.bergen.org/AAST/Projects/depression/successes.html>. Readings can be from their textbook or online resources. Students can go to <http://www.pbs4549.org/decades> for other appropriate sites.

2. Explain that a graphic organizer is an attempt to organize and convey the meaning of information via a graphic or a picture. Text may be included in its creation.
3. Display and discuss the sample graphic organizer that is provided.
4. The students' graphic organizers should meet the following requirements:
 - a. Multiple colors must be used.
 - b. It must have a title that depicts the name of the New Deal agency that is described.
 - c. The objectives, accomplishments, failures, criticisms and other relevant information about the New Deal agency should be depicted via graphics on a standard-sized piece of paper.
 - d. The student's name should appear on a Post-It Note on the reverse side of the project.
 - e. The reverse side should also include this information:
 - i. A detailed explanation of the information it depicts.
 - ii. A brief overview of the New Deal agency described. The following topics should be addressed in the write-up:
 - What were the objectives of each of the agencies/laws?
 - To what degree did each of the agencies/laws achieve its desired objectives?
 - Was there any opposition to the agency/law? Explain.
 - f. New Deal agencies/laws include, but are not limited to, the following:
 - Agricultural Adjustment Act
 - Social Security Act
 - Tennessee Valley Authority
 - Works Progress Administration
 - Civilian Conservation Corps
 - Securities and Exchange Act/Commission
 - National Youth Administration
 - Wagner-Connery Act
 - National Recovery Administration
 - Emergency Banking Act
5. As the graphic organizers are collected, the teacher should number each of them and place the number on both the project and the Post-It Note that has the author's name written on it. The purpose of this activity is to allow for anonymous peer evaluation.
6. Students are then asked to post their organizers on the front board.
7. All students study all of the projects and record an explanation of each.
8. Following the student reviews, the teacher reads the explanation for each organizer. A discussion of each follows.
9. The teacher selects the best graphic organizers from the class and presents and discusses them with other classes.

Materials

- Textbook references
- Class notes/teacher-developed PowerPoint presentation available to students
- Internet resources

Evaluation

Peer Evaluation

1. Students will receive and use the same grading rubric that will be used by the teacher for the purpose of evaluating a pre-determined number of graphic organizers.
2. This peer evaluation will be conducted anonymously.
3. The evaluation will be returned to the author of each graphic organizers for his or her review.

Teacher Evaluation

1. The teacher will use the same grading rubric used for the peer. Students should compare their peer evaluations with their teacher evaluations.
2. A sample rubric might look like the following handout.

The New Deal: Graphic Organizer Evaluation

Student Name: _____

Overall Score: _____/number of points available

_____/points available

color

_____/points available

title

_____/points available

name on Post-It Note

_____/points available

explanation

_____/points available

overview of agency/law

_____/points available

objectives of agency/law depicted

_____/points available

accomplishments/failures of agency depicted

_____/points available

criticisms of agency/law

Comments:



New Deal Worksheet

Name _____

Date _____

A graphic organizer is an attempt to organize and convey the meaning of information via a graphic element or picture. You can use text in your organizer. Your job is to create a graphic organizer that explains one of the New Deal agencies. Remember, your graphic organizer should tell a story.

Your graphic organizer must contain the following elements.

1. Multiple colors
2. A title that depicts the name of the New Deal Agency that is its subject
3. The objectives, accomplishments, failures, criticisms and all information relevant to the assigned New Deal agency via graphics on a standard piece of paper
4. Your name on a Post-It Note on the reverse side of the graphic organizer
5. The following information typed on the reverse side of the graphic organizer:
 - a. A detailed explanation of the information depicted by the graphic organizer.
 - b. A brief overview of the New Deal agency that is the subject of the graphic organizer. Your explanation should answer these questions:
 - What were the objectives of each of the agencies/laws?
 - To what degree did each of the agencies/laws achieve its desired objectives?
 - Was there any opposition to the agency/law? Explain.

For a sample graphic organizer and write-up, go to <http://www.pbs4549.org/decades>.

Evaluation

You will be evaluated in the following areas:

Overall Score: _____/number of points available

_____/points available

color

_____/points available

title

_____/points available

name on Post-It Note

_____/points available

explanation

_____/points available

overview of agency/law

_____/points available

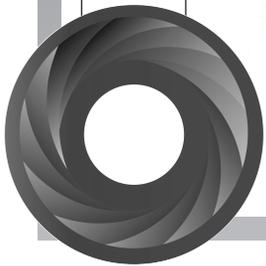
objectives of agency/law depicted

_____/points available

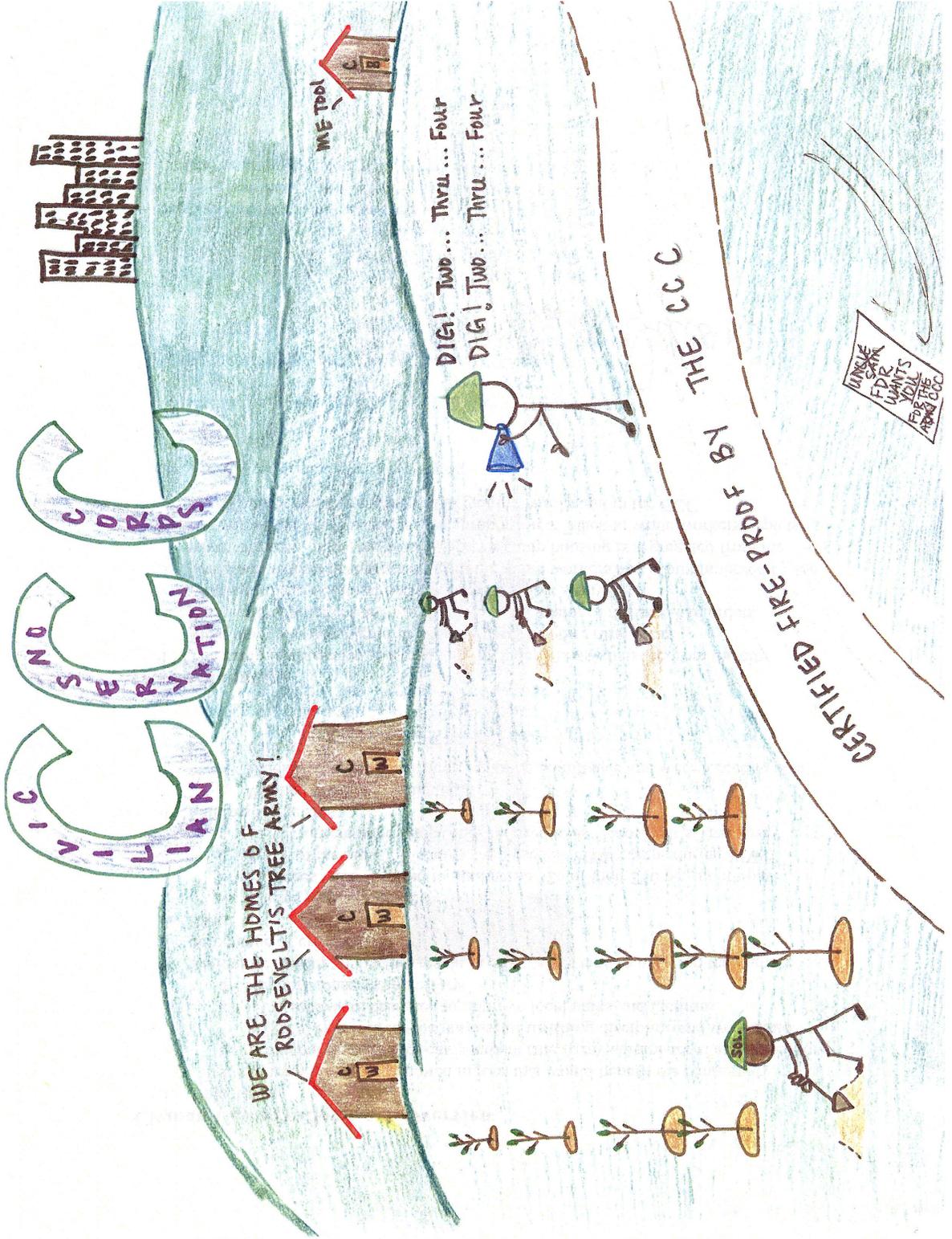
accomplishments/failures of agency depicted

_____/points available

criticisms of agency/law



Civilian Conservation Corps Illustration





Graphic Organizer Explanation

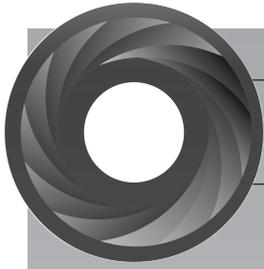
by Erin Dillon, Copley High School

Civilian Conservation Corps Overview

1. Objectives:
 - a. Employ young, urban men in jobs that would benefit the community.
 - b. Provide a military-like environment (the Army administered all camps) for all CCC enlistees for the purpose of instilling discipline and work ethic.
 - c. CCC jobs were designed to improve local parks and facilities.
 - d. Support conservation efforts.
2. Rationale: Young males that reside in urban areas tend to make up the highest percentage of criminals.
3. Facts
 - a. Camps were segregated.
 - b. Enlistees were required to mail home \$25 of their \$30 per month pay.
 - c. Some of the old CCC camps were used as POW camps during World War II.
 - d. CCC workers were often times referred to as "Roosevelt's Tree Army."
4. Failures/Criticisms:
 - a. Women were discriminated.
 - b. Blacks experienced difficulty gaining admittance and were forced to deal with segregated work camps.

Graphic Organizer Explanation

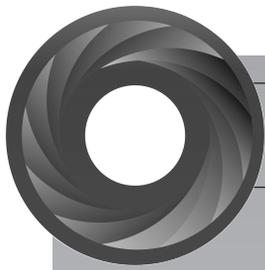
1. The camp is illustrated in a manner that depicts its distance from the city. Most work was completed in national parks or other rural areas.
2. The workers/enlistees are working within the realm of military-like orders wearing military-colored hats (Roosevelt's Tree Army).
3. The black worker is segregated from the white workers and is outnumbered by the white workers. Also, the black worker's camp housing is segregated from the housing of the white workers. The proportion of black to white workers depicts the difficulty blacks experienced in gaining enrollment in the CCC.



The 1940s



<http://www.pbs4549.org/decades>



Impact of World War II on American Homeland: Analyzing Letters

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

11. Analyze the impact of U.S. participation in World War II with emphasis on:
 - a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce.
 - b. The internment of Japanese-Americans.

This lesson is designed to lead students through an exploration of three areas of change caused primarily by the American involvement in World War II. Once students understand the attack on Pearl Harbor, they can begin this study. The lesson is divided into three parts that can be assigned to three separate groups. If this doesn't actively engage enough students, smaller groups can be formed and several can work independently on the same topic. The topics are introduced through personal letters written by a black man named Milt, a Japanese-American teenager named Amie Rae and a white housewife named Elizabeth. All three letters suggest changes and areas of research. The students are encouraged to pick every detail out of the letter, find the information behind those details and then dramatically read and report to the class. The accompanying documents from the early 1940s can help students explain the information in the letters. Their evaluations should be in the form of an essay.

Procedures

1. Divide the class into three major groups.
2. Give each group a letter to read and dissect, and the documents that accompany it. Explain that students are to prepare a dramatic reading of their letter for the class with individual "experts" who will be able to fill in the details of each aspect of the letter.
3. Allow work time and support. Constantly remind students that they are searching for facts about what happened in America during the era when that letter was written. Groups should be encouraged to research these topics:
 - **Milt's letter:** Dorie Miller; Tuskegee Airmen; segregated battalions; what became of the Works Progress Administration, Civilian Conservation Corps and other New Deal programs; openings in employment and how they closed after the war; the Redstone Arsenal; Joe

Lewis; how Howard “Stretch” Johnson was active in helping blacks get their due money and voting abilities after service; how the nation worried about letting war information slip

- **Amie Rae’s letter:** the different internment camps and their structure and environment; Executive Orders 9066 and 9102; the reaction of the Japanese American Citizens League; how America handled its other “enemy” races living in the nation; the 442nd Combat Team; how the camps actually advanced the lives of Japanese wives; how properties were destroyed; how reintroduction was handled; the official apology
- **Elizabeth’s letter:** changes in fashion due to material shortages; how the radio, music and movies were used for propaganda; women taking jobs in factories and production lines; rationing and shortages; victory gardens; war bonds; the working women pictured on posters and how

today’s woman would find them insulting; what happened to these workers when the men came home from war; Rosie the Riveter; changes in the government’s standards about allowing blacks, women and children into the labor force

4. Have classes present the information and letters for each other. Encourage note-taking for the essay.
5. Assign evaluation essay.
6. Links are available at <http://www.pbs4549.org/decades> for student research on these topics.

Materials

- Historical documents
- Research resources including the textbook, supplementary materials and the Internet.
- Essay booklets for evaluation writing

Evaluation

Writing Rubric

CATEGORY	20	15	10	5
Organization	Organizational structure establishes relationship among ideas and events.	Organizational structure establishes relationships among ideas and events, although minor lapses may be present.	Organizational structure establishes some relationship among some of the ideas and events. The structure is minimally complete.	Organizational structure does not establish connection among ideas and events. The overall structure is incomplete or confusing.
Content: Support	Support information is related to and supportive of the topic.	Support information has minor weaknesses in relation to and/or support of the topic.	Support information has major weaknesses in relation to and/or support of the topic.	An attempt has been made to add support information, but it was unrelated or confusing.
Content: Elaboration	Elaboration consists of specific, developed details.	Elaboration consists of some specific details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration is sparse; almost no details.
Conventions	There are zero or one grammar or spelling errors.	There are two or three grammar or spelling errors.	There are four or five grammar or spelling errors.	There are more than five grammar or spelling errors.
Content: Style and Vocabulary	Exhibits skillful use of vocabulary that is precise and purposeful.	Exhibits reasonable use of vocabulary that is precise and purposeful.	Exhibits minimal use of vocabulary that is precise and purposeful.	Lacks use of vocabulary that is precise and purposeful.



Essay

When your house is attacked or broken into, you have a variety of natural human responses. You're angry and you're scared. You do some worthwhile things like installing motion detector lights; you do some unreasonable things like checking the locks on your doors even though you just checked them 15 seconds ago. Some things change forever and can never go back to the way they were. Some of your reactions are based in fear, some in thoughtful and correct strategy. Some of the fearful reactions are against your normal beliefs and sensibilities, but you do them anyway because you are afraid, and fear is a master at irrational rationalization.

On Dec. 7, 1941, America's home was attacked. One hundred and eighty-nine bombers left their Japanese warships and headed for Pearl Harbor. When they were finished, the United States had lost 18 ships, 188 planes and 2,433 people. Our home had been broken into. The reactions were human – some strategic and careful, some completely against what we would have done and wanted to stand for if we hadn't been controlled by fear and shock.

Your task is to discuss our responses. Which were sensible? Which were against our standards and normal beliefs? What things about us changed forever? What ugly things did fear bring to our surface? What admirable things showed up as well? Organize your essay into areas of impact and be sure to include details that describe the time periods before and after the war, emphasizing both the immediate and far-ranging changes. You may use your notes from class. Essay booklets are due at the end of the hour. Grading will be based on detail, correct conclusions, completeness of discussion and overall organization that suggests comprehension.



Milt's Letter: Minorities

Hello Vernon,

Am waiting here for dinner to end. They want us to scrub out the mess hall real nice tonight. Got some important people coming in. Anyway, wanted to write to you and figured this was the time.

Thanks for writing me about Dorie Miller. I can't believe he was right there working at Pearl Harbor when the sky started falling. You say he was in the breakfast kitchen and saw some gunner go down then stepped right up into that gunner's place — didn't even know shooting — and shot down a couple of Jap planes that morning? Bet they was surprised, huh?

Things here are so different. Leon's gone to Tuskegee. Says he's gonna learn to fly an airplane. Yeah, I will believe that when I see it. I imagine if them Tuskegee boys ever do get in them planes, they'll do good. Course they probably won't let 'em actually fight. They might let 'em ferry the planes around though. I seen some of the fighting planes in a local picture show a month back. I guess them big bomber planes need the little fighters to protect them and give the Japs and Germans something to worry about. Looks to me like sparrows going after some big old hawk. Guess I shouldn't be writing about such things. We are always being told about talking too much about the war.

The WPA folded so Daddy hasn't got work, but Ma's working. She's still taking laundry in, but they are hiring Negro females into the factories now that all the men's gone and the white ladies are working too. She's got a job at a place called Redstone Arsenal. They make grenades, bombs and ammunitions. She got her own crew, all colored women, and they's earning rewards for not falling behind on production even once. The boss there calls them Amazons.

You see the Brown Bomber is in now too? Yeah, old Joe Lewis himself is in the army, fighting for the country. I figure he did his fighting in the ring when he knocked out that German guy. Country sure loved him then, didn't they? Can't believe he keeps giving his prize money to the war effort.

I hear talk of there might being some money when we get out. Maybe money to go to college. Maybe money to start our own business somewhere. I can't think things would go back to the same old song — not with the way Negroes are fighting on the battlefield. You always said I had my thick head in the clouds, but I'm thinking this might make some big changes with the colored man. Daddy says Mr. Roosevelt can't tend to the poor when he's tending to the war, but I think maybe this is the ticket for us. Lots of new war industry is around and they got to be getting the contracts for all this government work. Jobs will be there for us I'm thinking.

Got to go. You keep your head down.

Milt



Amie Rae's Letter: Japanese Internment

Dearest Riku,

We are so far apart now. I am in Poston in Arizona. It is quite different from California, but it is not intolerable. In Salinas, it was wonderful all year and Father would never leave the rake out for fear it would take root and grow into a tree. Here in Arizona, not even the tough grasses grow. My father, I think, suffers the most. He is worried about our farm. I know the neighbors will take care of things for us until we get back, but when I tell him this, he just stares at me a while and then goes back to his worries. I do so miss the vegetables. Things here are very bland to eat. I hunger for artichokes and fresh seafood. And I miss my books. It was a horror to have to decide what would fit into my suitcase and what could be left behind. I made many foolish choices.

Did you hear about Yoshiko Uchida? She and her family are in Topaz. She wrote me a long letter and told me to take pride in our place in this country. She talked of the Indian people and how they also were relocated. Perhaps soon America will be relocating the German and Italian people as well. I can't imagine it will only be the Japanese. Yoshiko said a newspaper had printed a letter by Mike Masaoka of the Japanese American Citizens League. He spoke well of the Executive Orders 9066 and 9102 which requested our removal from the general populations. He said we would willingly go into exile to prove our loyalty and that we are true Americans. I don't much care for the barbed wire or the close quarters or this heat, but I agree that we are well and safe. I know I tend to my studies and my embroidery while others around the world fight this heart-hurting war. Our little room here is neither pretty nor big enough to be a home, but I know I am safe here in building 47 away from the raging world.

It was frightening to see how quickly my friends were not my friends anymore when the Japanese people attacked Hawaii. Did you face the same response? Even Marlene, the girl I have known since first grade, asked me why I was telling war secrets to the enemy. I think she was influenced by her mother. She could not have thought that bad about me and have forgotten so easily that I also am an American.

My cousin and uncle have both left now for the army. They are to be part of a Japanese Nisei division called the 442nd Combat Team. They will only be permitted to fight in Europe. I know they will do well. Toro Hirose wrote to Father last week. He said the unit's motto was Go For Broke. I am not sure of its meaning. I think it means something from a dice game. I do know that the 442nd is learning to fly planes.

It is very odd for Mother. She has always had to take care of our food and studies; she rarely left the house in Salinas. Now there are people here to watch the children and cook the food so her hands are not busy. She signed to take some courses in English. She is also taking classes in accounting. When we leave here, she will be quite qualified.

I hope you and your sisters are well in Manzanar. Do not look toward the fences. Look instead at the sun and moon and know that I am here thinking of you. One day this nightmare will be over and we will be welcomed back home and be able to get back to our farms and stores. Shuke is calling to me to play with the baseball. Be well.

*Yours affectionately,
Amie Rae*



Elizabeth's Letter: Women in the Workforce

Hi Darling.

How I miss you! I hope this letter finds its way to your hands and heart and that you are safe.

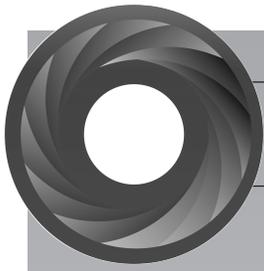
My sister Martha and I are good. You won't recognize us a single bit when you come home. Such a scandal! I reworked your old suit pants to fit us. Both of us are wearing trousers. Can you imagine? Please don't worry; it's done now. We needed clothes for our work in town and your trousers aren't in style anymore anyway. No one wears cuffs or vests or patches on his elbows. They are considered almost treacherous!

Martha is going to the Ford plant here in Dearborn every day with me. I know she should be in school, but very few young people still are. The young men have all dropped out to enlist and the young women are needed in the factories. There was a federal inspector at the plant recently and even he turned a blind eye on the children who were working the lines. Ford is no longer making cars. There aren't tires for them anyway. We spoke to Uncle Barney yesterday and he told of how he had to bolt a piece of one tire onto another to use his automobile. Oh, we aren't complaining. We make do. Barney allowed that he didn't have any more gas coupons in his ration booklet anyway, so he didn't see why a bolt, bumpy ride should bother him. How we did laugh. He told us that there is now a national speed limit of 35. Gasoline is in such short supply that I can't imagine it matters. We don't go anywhere now without taking a neighbor or two along. I'd be completely shamed to be seen riding alone in the car!

Martha works on a line that produces tanks. They are terrifying things, but we both know that if we pitch in and get them made, they will bring you home all the sooner. Almost all of the people in her area of the plant are ladies. They are even hiring Negro women now. It seems remarkable to me that just a few years ago no one could find a job and now no one is out of work. I wonder who is tending the farms. Barney said the Negro people are being hurt by this war. I cannot imagine that that is true. It seems that everyone has jobs and every day we see more posters and flyers telling us to go to the employment agencies to do our share. But Barney says that Mr. Roosevelt has to tend to war matters so his New Deal programs will fall away and there won't be help for the poor.

I was over to see your mother last weekend. She has your and all of your brothers' stars hung in her front parlor window. It made me proud to see it. She and your Aunt Margaret were listening to Mr. Godfrey on the radio and canning their green beans. They've had such a nice crop from their victory garden. I picked rhubarb for them (we are learning to enjoy it without sugar) and then took their bacon fat with me because I was on my way to the butcher. We turn in all of our cooking oil now.

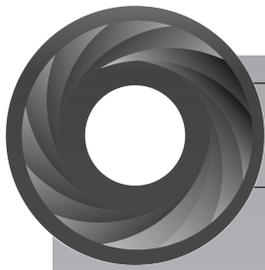
I must close this Dear. Your sister is coming tonight so that we can help with a scrap drive being sponsored by the church. We are collecting tin and paper, although I imagine there is precious little left of either in this town. Isn't it funny how I now have money to spend but nothing to spend it on? I did write my first check recently to buy a war bond. You will be proud of your little housewife when you come home. I pray for you each night and ask the good Lord to bring you home safely to me. Until that day I remain your loving Elizabeth.



The 1950s



<http://www.pbs4549.org/decades>



Postwar Immigration Patterns: Creating a Graph

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

12. Explain major domestic developments after 1945 with emphasis on:
 - d. Immigration patterns.

Skills and Methods,

Benchmark B

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.
 - a. National Organization of Women (NOW).
 - b. American Indian Movement (AIM).
 - c. United Farm Workers.

Mathematics

Data Analysis and Probability Strand, Benchmark A

Statistical Methods

6. Interpret the relationship between two variables using multiple graphical displays and statistical measures.

Students will create a graph showing immigration patterns using the data provided. They will analyze the data to determine what happened to immigration after World War II, and they will write a one-page paper explaining their analysis.

Time Needed

The graph in this lesson may be done in one class period, with the analysis done as homework.

Procedures

1. Divide students into pairs.
2. Distribute the Immigration Patterns worksheet and the data sheets that show Average Yearly Total of Immigration by Country and Percent of Immigrants by Occupation.
3. Ask students to make a graph that shows the immigration patterns in the United States using the data provided. A variety of graphs could be made, a sample of which is provided.
4. Review the necessity of having equal intervals on the graph, the need to include a title and the importance of labeling the axes.
5. Have students write a one-page paper about the immigration patterns as depicted on their graphs.

Evaluation

Evaluate graphs using the following rubric.

CATEGORY	10	7	4	1
Accuracy of Plot	All points are plotted correctly and are easy to see. A ruler is used to neatly connect the points or make the bars, if not using a computerized graphing program.	All points are plotted correctly and are easy to see.	All points are plotted correctly.	Points are not plotted correctly or extra points were included.
Units	All units are described (in a key or with labels) and are appropriately sized for the data set.	Most units are described (in a key or with labels) and are appropriately sized for the data set.	All units are described (in a key or with labels) but are not appropriately sized for the data set.	Units are neither described nor appropriately sized for the data set.
Neatness and Attractiveness	Project is exceptionally well designed, neat and attractive. Colors that go well together are used to make the graph more readable. A ruler and graph paper (or graphing computer program) are used.	Neat and relatively attractive. A ruler and graph paper (or graphing computer program) are used to make the graph more readable.	Lines are neatly drawn but the graph appears quite plain.	Appears messy and "thrown together" in a hurry. Lines are visibly crooked.

Evaluate the write-up using the following rubric.

CATEGORY	10	7	4	1
Content Knowledge	Student demonstrates full knowledge (more than required).	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student does not have grasp of information; student cannot answer questions about subject.
Grammar and Spelling	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Work has four or more spelling errors and/or grammatical errors.
Neatness	Work is neatly done.	Work has one or two areas that are sloppy.	Work has three or four areas that are sloppy.	Work is illegible.



Immigration Patterns

One of the strengths of the United States has been the influx of a diverse group of people. Many of you probably have parents or grandparents who came to the U.S. from other countries. Immigrants have come here for a variety of reasons, but over time patterns of immigration have emerged. For example, up until 1880, about 86 percent of the immigrants were from northern Europe (Ireland, England, Scandinavia, Germany, etc.). Between 1881-1914, central and southern European people made up 69 percent of the immigrant population. From 1914 (end of World War I) to 1960, 46 percent came from the western hemisphere. After 1960, there was a much higher percentage of Asian immigrants.

Let's take a look at the immigration data sheets that show Average Yearly Total of Immigration by Country and Percent of Immigrants by Occupation. You are to create two graphs. One is to show the year on the x-axis and the total immigration rate on the y-axis. The second is to show the population by country for the years 1931-1946, 1947-1960 and 1961-1970. Your goal is to discover immigration information about the 1950s. (You may draw the charts by hand or use a graphing program such as Excel.)

Write a paragraph about each graph that you create that explains what the graph is telling you.

Sample Write-up Statement

Weak: In 1931-1946, Scandinavia had more immigrants than in the other two years.

Better: In 1931-1946, the percent of immigrants was 3 percent higher than from 1947-1960 and 5 percent higher than from 1961-1970.

Some Graphing Tips

1. Be sure that you have consistent intervals on your graph.
2. Make sure that you have a title for your graph.
3. Make sure that the graph axes are labeled.
4. In your write-up, include specific figures.

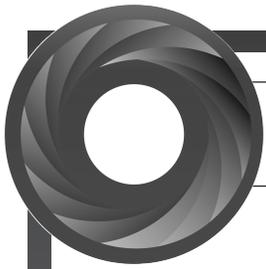
Extra Credit

Using the data on the Percent of Immigration by Occupation handout, make a graph about the same years as listed above and draw some conclusions based on your graph.



Average Yearly Total of Immigration by Country

Years	Average Yearly Total – All Countries	Immigration Rates (Per 1000 Population)	Percent of Average Yearly Total											
			Great Britain	Ireland	Scandinavia and Other NW Europe	Germany	Central and Eastern Europe	Southern Europe	Asia	Africa	Australia and Pacific Islands	Mexico	Other America	
1630-1700	2,200	—	—	—	—	—	—	—	—	—	—	—	—	—
1700-1780	4,325	—	—	—	—	—	—	—	—	—	—	—	—	—
1780-1819	9,900	—	—	—	—	—	—	—	—	—	—	—	—	—
1820-1831	14,538	1.3	22	45	12	8	0	2	0	0	—	4	6	
1832-1846	71,916	4.3	16	41	9	27	0	1	0	0	—	1	5	
1847-1854	334,506	14.0	13	45	6	32	0	0	1	0	—	0	3	
1855-1864	160,427	5.2	25	28	5	33	0	1	3	0	—	0	4	
1865-1873	327,464	8.4	24	16	10	34	1	1	3	0	0	0	10	
1874-1880	260,754	5.6	18	15	14	24	5	3	5	0	0	0	15	
1881-1893	525,102	8.9	14	12	16	26	16	8	1	0	0	0	6	
1894-1899	276,547	3.9	7	12	12	11	32	22	3	0	0	0	2	
1900-1914	891,806	10.2	6	4	7	4	45	26	3	0	0	1	5	
1915-1919	234,536	2.3	5	2	8	1	7	21	6	0	1	8	40	
1920-1930	412,474	3.6	8	5	8	9	14	16	3	0	0	11	26	
1931-1946	50,507	0.4	10	2	9	15	8	12	3	1	1	6	33	
1947-1960	252,210	1.5	7	2	6	8	4	10	8	1	1	15	38	
1961-1970	332,168	1.7	6	1	4	6	4	13	13	1	1	14	38	
1971-1980	449,331	2.1	3	0	1	2	4	8	35	2	1	14	30	
1981-1990	733,806	3.1	2	0	1	1	3	2	37	2	1	23	27	
1991-1998	950,634	3.6	2	1	0	1	9	1	31	4	1	25	24	



Percent of Immigration by Occupation

Year	Percent with no occup. listed	Percent of immigrants with an occupation in each category								
		Professional	Commercial	Skilled	Farmers	Servants	Laborers	Miscellaneous		
1820-1831	61	3	28	30	23	2	14	—		
1832-1846	56	1	12	27	33	2	24	—		
1847-1854	54	0	6	18	33	2	41	—		
1855-1864	53	1	12	23	23	4	37	0		
1865-1873	54	1	6	24	18	7	44	1		
1873-1880	47	2	4	24	18	8	40	5		
1881-1893	49	1	3	20	14	9	51	3		
1894-1898	38	1	4	25	12	18	37	3		
		Professional, technical and kindred workers	Farmers and farm managers	Managers, officials and proprietors, except farm	Clerical, sales and kindred workers	Craftsmen, foremen, operatives and kindred workers	Private HH workers	Service workers, except private household	Farm laborers and foremen	Laborers, except farm and mine
1899-1914	26	1	2	3	2	18	15	2	26	33
1915-1919	37	5	4	5	5	21	15	7	11	26
1920-1930	39	4	5	4	7	24	17	6	8	25
1931-1946	59	19	4	15	13	21	13	6	2	7
1947-1960	53	16	5	5	17	31	8	6	3	10
1961-1970	56	23	2	5	17	25	9	7	4	9
1971-1980	59	25	— a	8	12	36	— b	15	5	— c
1981-1990	56	14	— a	8	12	37	— b	22	7	— c
1991-1998	58	16	— a	7	9	23	— b	14	32	— c

a - included with "Farm laborers and foremen"

b - included with "Service workers, etc."

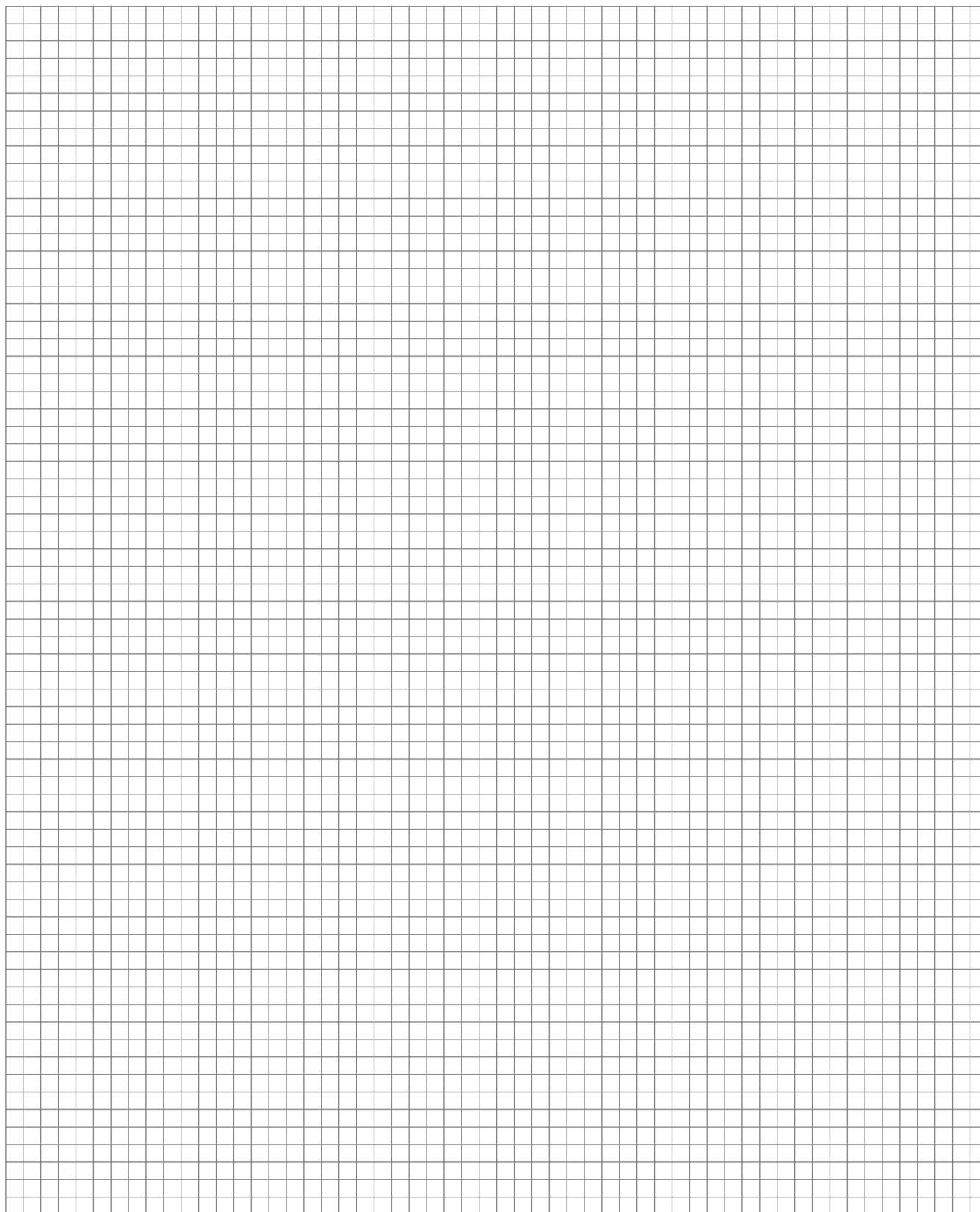
c - included with "Craftsmen, etc."

Graph Paper

Name _____

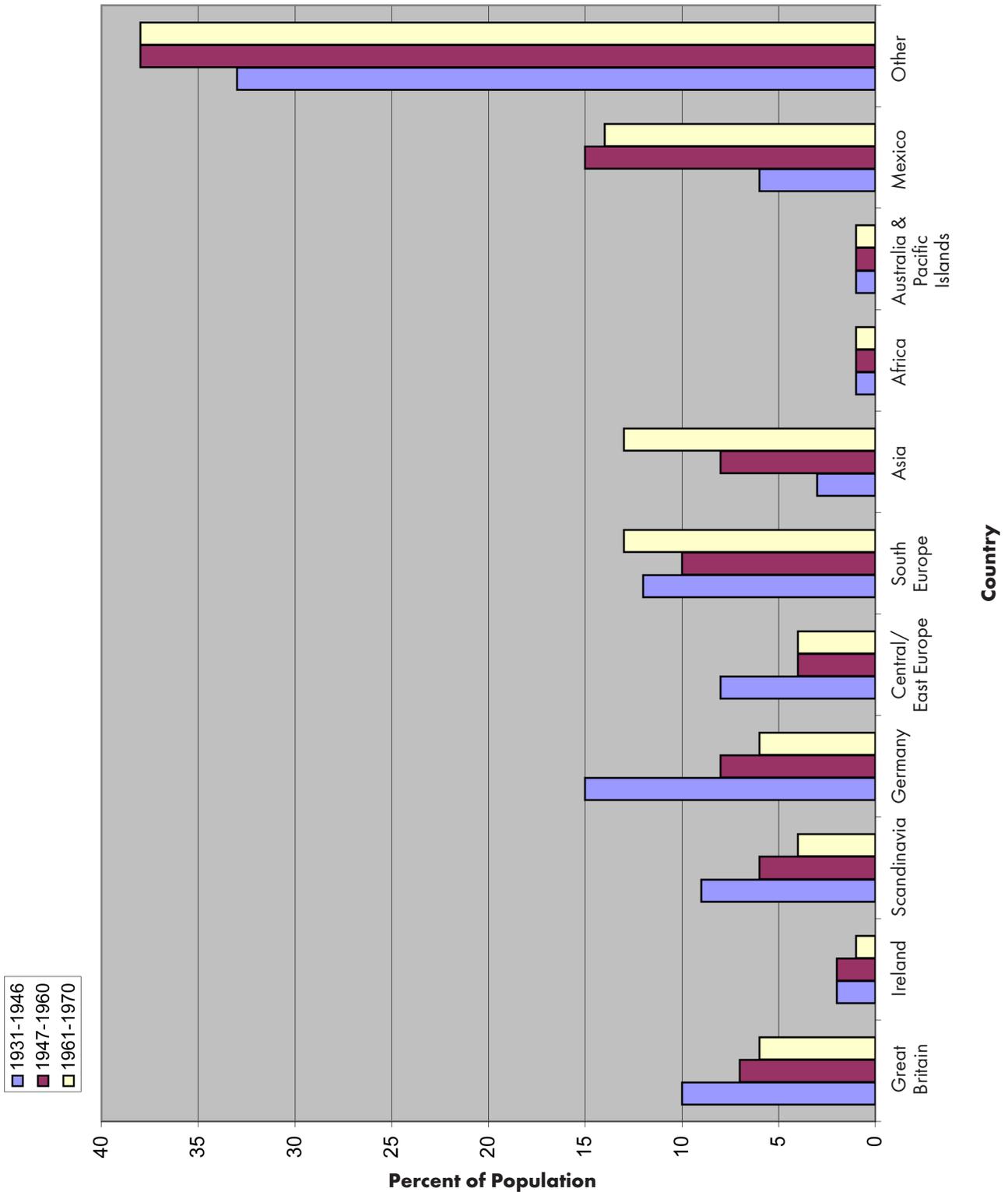
Date _____

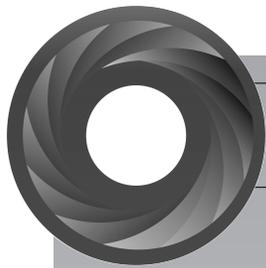
Hour _____





Immigration Patterns – Sample Graph for Teacher Use





Post-World War II Prosperity: Finding the Causes

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

12. Explain major domestic developments after 1945 with emphasis on these events:
 - a. Postwar prosperity in the United States.

Skills and Methods, Benchmark B

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.
 - a. National Organization of Women (NOW).
 - b. American Indian Movement (AIM).
 - c. United Farm Workers.

Language Arts

Grade 10

Indicators in the **Writing Process** and the **Writing Conventions** sections apply.

Writing Applications, Benchmark D

4. Write informational essays or reports, including research that:
 - a. Pose relevant and tightly drawn questions that engage the reader.
 - b. Provide a clear and accurate perspective on the subject.
 - c. Create an organizing structure appropriate to the purpose, audience and context.
 - d. Support the main ideas with facts, details, examples and explanations from sources.

The war has ended. The United States is considered the “unchallenged ruler of half the world.” The soldiers are returning. What was it like at home? Students are to read the first four pages of the article “From Boom to Bust: Roots of Disillusionment” and determine what life was like after World War II.

Procedure

1. Students can work individually or in pairs.
2. Have the students go to <http://www.processedworld.com/Issues/issue06/06roots.htm> and read the first section of the article “From Boom to Bust: Roots of Disillusionment.”
3. Have the students write six characteristics of the time after World War II. Examples include the following:
 - Rapidly rising wages
 - Buying a home and starting a family with relative ease
 - New consumer goods available
 - New capitalism of buying
 - Media helped to define success and happiness in terms of material commodities
 - Upward mobility – out of blue collar and into white collar jobs
 - Belief a college education guaranteed a good job
 - First generation to send many kids away to college
4. Ask the students to write a paragraph giving an overview of the time.
5. Have them write a second paragraph explaining what prompted so many changes during this time. Following are examples of topics that they might include:
 - Civil rights movement
 - Women’s movement
 - Move to the suburbs by the affluent, leaving poverty in the inner cities
 - Growth of the counterculture
 - Opposition to the Vietnam War
 - Corporate America’s quest for profit
 - Advancements in technology

Evaluation

Two points can be given for each of the six characteristics of the post-World War II era.

Rubric for Evaluation of Paragraphs

Organization	
25	Information is in logical, interesting sequence that reader can follow.
18	Student presents information in logical sequence that reader can follow.
11	Reader has difficulty following work because student jumps around.
4	Sequence of information is difficult to follow.
Content Knowledge	
25	Student demonstrates full knowledge (more than required).
18	Student is at ease with content, but fails to elaborate.
11	Student is uncomfortable with content but is able to demonstrate basic concepts.
4	Student does not have grasp of information; student cannot answer questions about subject.



Post-World War II Prosperity

Name _____

Date _____

The war has ended. The United States is considered the “unchallenged ruler of half the world.” The soldiers are returning. What was it like at home?

Your task is to read the first section of the article “From Boom to Bust: Roots of Disillusionment” at <http://www.processedworld.com/Issues/issue06/06roots.htm> and determine what life was like after World War II. You are to:

1. List six characteristics of the time after World War II.

1. _____

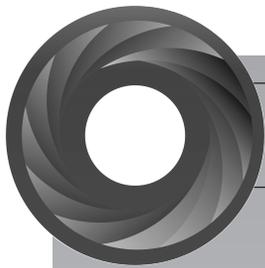
2. _____

3. _____

4. _____

5. _____

6. _____



Expert Groups: The Space Race

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

12. Explain major domestic developments after 1945 with emphasis on:
 - c. The space race.

Thinking and Organizing, Benchmark A

Communicating Information

3. Analyze the reliability of sources for:
 - a. Accurate use of facts.
 - b. Adequate support of statements.
 - c. Date of publication.

Students look at the space race in the 1950s – pre-Sputnik, Sputnik and post-Sputnik. They break into groups and answer one of the questions listed below. Each group becomes the “expert” on that question and presents the information they find to the rest of the class.

Objectives

- Students will do research on the topics associated with the space race of the 50’s.
- Students will write five facts about their topics and one question for each of those facts.
- Students will present what they learned to the rest of the class.

Time Needed

This lesson should take three days – one for student research, one to prepare presentations and one to give presentations. (The first two days might be combined if time is an issue.)

Procedure

1. Break the students into groups of three. Write the topics on index cards and have each group select a topic. Each group will become an expert on the topic it selects.
2. Have the students do research on their group topic. They should find five facts about the topic and then write a question about each fact.
3. Have the groups make their presentations and present the five facts that they thought were important.
4. Create a test from the questions created by the students.

Topics

- What was the U.S. policy toward space exploration prior to the launch of Sputnik?
- What was Sputnik and what effect did it have?
- What was the U.S. reaction after Sputnik was launched?
- Who are some of the important people of this era?
- How was NASA born?

Teacher Information

What was the U.S. policy toward space exploration prior to the launch of Sputnik?

1. In 1952 the International Council of Scientific Unions decided to establish the International Geophysical Year (set for July 1, 1957 through Dec. 31, 1958).
2. This time period was chosen because cycles of solar activity would be high.
3. In 1954, the council adopted a resolution calling for artificial satellites to be launched to map the earth.
4. In 1955, the White House announced plans to launch an earth-orbiting satellite and solicited proposals.
5. The White House selected the Vanguard Proposal from the Naval Research Lab.

Source: <http://www.hq.nasa.gov/office/pao/History/sputnik>

What was Sputnik and what effect did it have?

1. Sputnik caught Americans off-guard.
2. Americans thought if Soviets could launch a satellite, they could launch ballistic missiles with nuclear weapons.
3. Sputnik was launched on Oct. 4, 1957.
4. In November, Sputnik II was launched.
5. Sputnik was a 22-inch sphere weighing 183 pounds.
6. The spacecraft circled the earth every 96 minutes and carried a radio beacon that could verify exact locations on the earth's surface.

Source: <http://www.hq.nasa.gov/office/pao/History/sputnik/sputorig.html>

What was the U.S. reaction after Sputnik was launched?

1. The government was accused of letting the Soviets "best" the U.S.
2. Senator Lyndon Johnson opened hearings in November 1957 to review the policy of the American defense and space programs.
3. Politically, Sputnik became an issue.
4. The U.S. launched Vanguard with much ado, only to have it rise four miles and then explode. This was a very public failure.
5. In 1958, Explorer was launched.

Source: <http://www.hq.nasa.gov/office/pao/History/sputnik/sputorig.html>

Who are some of the important people of this era?

1. Wernher von Braun
2. James Van Allen
3. John P. Hagen
4. James A. Van Allen
5. William H. Pickering

Source: <http://www.hq.nasa.gov/office/pao/History/sputnik/bio.html>

How was NASA born?

1. There was great political pressure on Eisenhower, but he resisted the creation of a Department of Science and Technology.
2. Eisenhower accepted the recommendation of the President's Science Advisory Committee to expand the National Advisory Committee for Aeronautics into an agency to "plan, direct and conduct aeronautical and space activities."
3. This agency was called National Aeronautics and Space Administration, or NASA.
4. This was passed into law in 1958.
5. The first task of NASA was to develop human space exploration.

Source: <http://www.hq.nasa.gov/office/pao/History/sputnik/bio.html>

Materials

- Index cards
- Text references

Evaluation

Worksheet Rubric

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Quality of Information	Information clearly relates to the group's topic. It includes several supporting details and/or examples.	Information clearly relates to the group's topic. It provides one or two supporting details and/or examples.	Information clearly relates to the group's topic. No details and/or examples are given.	Information has little or nothing to do with the group's topic.
Organization	Information is very organized, with well-constructed paragraphs and subheadings.	Information is organized with well-constructed sentences.	Information is organized, but sentences are not well-constructed.	The information appears to be disorganized.
Amount of Information	Five facts are given and five questions are asked about the topic.	Four facts are given and four questions are asked about the topic.	Three facts are given and three questions are asked about the topic.	Two facts are given and two questions are asked about the topic.

Presentation Rubric

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Content	Student shows a full understanding of the topic.	Student shows a good understanding of the topic.	Student shows a good understanding of parts of the topic.	Student does not seem to understand the topic very well.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems somewhat prepared but could have used a few more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Stays on Topic	Student stays on topic 100 percent of the time.	Student stays on topic 99 percent to 90 percent of the time.	Student stays on topic 89 percent to 75 percent of the time.	It was hard to tell what the topic was.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.



Expert Groups

1. Narrow your topic to a reasonable amount of material to teach in a 10-minute lesson.

Large Topic: Space Race in the Fifties

Your Subtopic: _____

2. Do research on your topic and find out important facts.

3. Brainstorm the facts and/or concepts you plan to include in your lesson.

Facts: List them below!

1. _____

2. _____

3. _____

4. _____

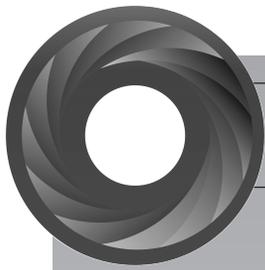
5. _____

4. Now write five test questions that you plan to submit. Create at least two short essay-type questions. The other three can be in the format of true/false, multiple choice, matching or fill-in-the-blank. Write the questions in blue and the answers in red.

1. _____

2. _____

3. _____



McCarthyism: Comparing "Then" and "Now"

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

12. Explain major domestic developments after 1945 with emphasis on:
 - b. McCarthyism.

Social Studies Skills and Methods, Benchmark A

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.

Language Arts

Grade 10

Indicators in the **Writing Process** and the **Writing Conventions** sections apply.

Writing Applications, Benchmark D

4. Write informational essays or reports, including research that:
 - a. Pose relevant and tightly drawn questions that engage the reader.
 - b. Provide a clear and accurate perspective on the subject.
 - c. Create an organizing structure appropriate to the purpose, audience and context.
 - d. Support the main ideas with facts, details, examples and explanations from sources.

After finding information on the Joseph McCarthy Senate hearings, students write a paper to answer the question, "Do you think that there are any similarities between the tactics of the time, known as McCarthyism, and what is occurring today as a result of the war on terrorism?"

Procedure

1. Students can work individually or in pairs.
2. Pass out the handout on McCarthyism. Review the question with the students.
3. Either use the links provided on the Web site for **Snapshot: The Decades** (<http://www.pbs4549.org/decades>) or discuss what search words students could use to find information about the topic.
4. Have the students conduct research on their topic.
5. The students then can write a paper to accomplish the following:
 - Define the position they have taken
 - Give reasons for their decision
 - Cite sources where they found the information
6. Before turning in their reports, students should use the checklist provided and either self-evaluate or use peer evaluation.

Materials

- Text references

Evaluation

Organization	
25	Information is in logical, interesting sequence that reader can follow.
18	Student presents information in logical sequence that reader can follow.
11	Reader has difficulty following work because the sequence is illogical.
4	Sequence of information is difficult to follow.
Content Knowledge	
25	Student demonstrates full knowledge (more than required).
18	Student is at ease with content, but fails to elaborate.
11	Student is uncomfortable with content but is able to demonstrate basic concepts.
4	Student does not have grasp of information; student cannot answer questions about subject.



McCarthyism

Throughout the 1940s and '50s, Americans were very concerned about the threat of communism. Senator Joseph McCarthy, speaking before an audience in West Virginia, held up a list that he said contained the names of more than 200 "card-carrying" communists who had infiltrated the government. Over a five-year period, his list of supposed communists grew to include over 2,000 Hollywood personalities and 200 college professors. A paranoid hunt for communist sympathizers ensued.

Do you think that there are any similarities between the tactics of the time, known as McCarthyism, and what is occurring today as a result of the war on terrorism?

You must base your answer on facts and cite the sources for those facts. To answer the question, you will need to understand the following:

- What caused the concern of the American people about communism?
- Why did Joe McCarthy hold Senate hearings?
- What happened to people who were named by the hearings?
- Was there real evidence about the people who were accused?
- What are the current laws in the United States concerning terrorism?

Use the following checklist as a review before you hand your paper in:

Ideas

- My report is clear and focused. I stay on topic.
- My ideas relate to one another.

Content

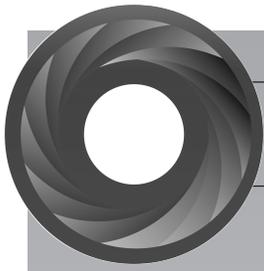
- I have given my opinion on whether McCarthyism and the war on terror are similar.
- I have backed up my opinion with facts.
- I have cited the sources for my facts.

Organization

- Ideas are organized in a meaningful way.
- The sequence of ideas is logical.
- I have a satisfying conclusion.

Conventions

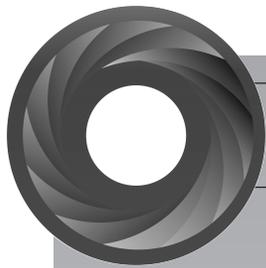
- I have used correct grammar, punctuation and spelling.
- My paragraphs have more than one sentence.
- Each paragraph has one main idea.



The 1960s



<http://www.pbs4549.org/decades>



A “Discriminating” Time Line: A Look at the Impact of *Brown v. Board*

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - a. *Brown v. Board of Education*.

People in Societies, Benchmark B Interaction

3. Explain how Jim Crow laws. legalized discrimination based on race.

Government, Benchmark A Rules and Laws

1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:
 - b. *Plessy v. Ferguson* (1896).
 - b. *Brown v. Board of Education* (1954).

Social Studies Skills and Methods, Benchmark A

Thinking and Organizing

2. Critique evidence used to support a thesis.

Students examine the landmark Supreme Court decision *Brown v. Board of Education of Topeka, Kansas*. Then they consider the following statement:

“Racial discrimination substantially decreased in the United States as a result of the *Brown v. Board of Education of Topeka, Kan. (1954)* decision.”

Students work in focus groups to examine a segment of time from 1896 to 1965. The focus groups identify and detail significant examples of racial discrimination in the United States during their period. Then they present their findings to the rest of the class.

After all presentations have been made, the class as a whole evaluates the impact of the *Brown* decision on racial discrimination in America.

To make this exercise visual, a timeline may be arranged somewhere in the room on which groups may place their information. Perhaps a blank sheet of paper may serve as a medium to prepare the information for presentation and then be placed on the timeline.

Objectives

- Students will do research on racial discrimination during class.
- Students will prepare five (or some other appropriate number) detailed examples of discrimination in their periods.
- Students will present what they learned to the rest of the class.

Time Needed

This lesson will likely take three to five days — one for student research, one or two to prepare their presentations and one or two to give presentations and do a class evaluation of the thesis statement.

Procedure

1. Divide students into five focus groups of three to five students each. Each group should select a segment of time as outlined below. The teacher may write focus group time segments on an index card and then distribute the cards to the groups.
2. Have the students conduct research about their topic. They should find three to five (or some other appropriate number) examples of racial discrimination and detail, with at least five facts, relevant information about each example.
3. Students should then draw a conclusion that puts into perspective the relative importance of this example to the overall condition of discrimination in America at that time.
4. Students should then make a presentation, teaching about their examples.
5. Links are available at <http://www.pbs4549.org/decades> for student research on these topics.

Focus Periods

- **Discrimination from 1896 to 1925:** Be sure to include the Plessy v. Ferguson decision as one of your examples, and take a look at Jim Crow laws.
- **Discrimination from 1926 to 1953:** Perhaps students could examine Jim Crow laws and the economic roles of blacks during the Great Depression and World War II.
- **The case of Brown v. Board in 1954:** Be sure to address the importance of Brown becoming the new legal

standard by which future racial discrimination cases would be measured and how this decision was so controversial.

- **Discrimination from 1955 to 1964:** Be sure to look at new or different actions taken by black Americans to combat discrimination in this period and how these actions were controversial.
- **Civil rights movement from 1954 to 1964:** Name at least five significant people and their contributions to the civil rights movement.

Teacher Information

The PBS search engine is an excellent source for all groups involved in this project. Go to <http://www.pbs.org>.

- **Discrimination from 1896 to 1925**
 - The Plessy “separate but equal” doctrine that set the legal standard for racial segregation
 - Jim Crow laws in southern states
 - Any evidence of discrimination in northern states
 - W.E.B. DuBois and the NAACP
 - The Great Migration and racial discrimination during World War I
 - Rise of the Ku Klux Klan in the 1920s
- **Discrimination from 1926 to 1953**
 - Jazz Age and the Harlem Renaissance as a reaction to racial discrimination
 - Langston Hughes, W.C. Handy, Louis Armstrong, “The Jazz Singer”
 - Marcus Garvey, black pride and early separatism
 - Blacks, the Great Depression and the New Deal (Mary McLeod Bethune)
 - Discrimination of black soldiers in World War II (Tuskegee Airmen)
 - Lynchings
 - Philip Randolph and the Fair Employment Practices Commission
 - Jackie Robinson
 - President Truman’s desegregation of federal civil service and order of “equality of treatment and opportunity” in the armed forces (1948)
 - Sweatt v. Painter (1950)

• **The case of Brown v. Board of Education in 1954**

- Linda Brown
- The role of the NAACP and Thurgood Marshall
- Earl Warren and the Warren Court
- Overturning of Plessy v. Ferguson: separate is “inherently unequal”
- The significance of the unanimous decision in the Brown case
- Judicial activism

• **Discrimination from 1955 to 1964**
(http://pbskids.org/wayback/civilrights/features_school.html)

- Martin Luther King and nonviolent resistance
- Montgomery Bus Boycott
- White “massive resistance” to school desegregation order in Deep South
- The crisis in Little Rock, The Little Rock Nine
- Sit-ins
- Southern Christian Leadership Conference (SCLC)
- Student Nonviolent Coordinating Committee (SNCC)
- Freedom Riders (1960)

- Campaign against Birmingham (1963)
- March on Washington (1963) and King’s “I Have A Dream” speech
- Civil Rights Act of 1964
- Passage of the 24th Amendment eliminating poll taxes

• **Civil rights movement from 1954 to 1964**
(http://www.pbs.org/wnet/aaworld/reference/articles/thurgood_marshall.html)

- Earl Warren
- Thurgood Marshall
- Dr. Martin Luther King, Jr.
- Rosa Parks
- Orval Faubus
- President Eisenhower
- John F. Kennedy
- Lyndon Johnson

Materials

- Index cards
- Text reference

Evaluation

Presentation Rubric

CATEGORY	20-16	15-11	10-6	5-0
Content	Shows a full understanding of the topic. Has five good examples with an explanation of each.	Shows a good understanding of the topic. Has four good examples with an explanation of each.	Shows a good understanding of parts of the topic. Has three good examples with an explanation of each.	Does not seem to understand the topic very well. Has two good examples with an explanation of each.
Stays on Topic	Stays on topic all 100 percent of the time.	Stays on topic 99 percent to 90 percent of the time.	Stays on topic 89 percent to 75 percent of the time.	It was hard to tell what the topic was.
Preparedness	The student is completely prepared and has obviously rehearsed.	The student seems prepared but might have needed a few more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	The student does not seem at all prepared to present.



Discriminating Time Line Focus Groups Worksheet

Names _____

Date _____

Large Topic: A Look at the Impact of Brown v. Board of Education

Your Focus Period: _____

1. Do research on an example of discrimination for your focus period. Organize your topic's information for a 10-minute lesson/presentation.

Your example is: _____

2. Research important facts about your example.

3. Brainstorm the facts and/or concepts that you will use for your presentation.

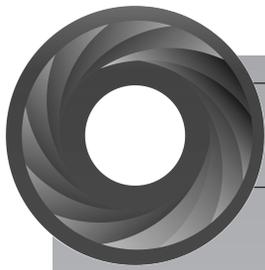
1. _____

2. _____

3. _____

4. _____

5. _____



Which Way Was Better?

A Look at the Changes in the Civil Rights Movement

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - b. Changes in goals and tactics of leading civil rights advocates and organizations.

People in Societies, Benchmark A Cultures

1. Describe how the perspectives of cultural groups helped to create political action groups such as:
 - a. The National Association for the Advancement of Colored People (NAACP).

Citizenship Rights and Responsibilities, Benchmark A

Participation

2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:
 - b. Civil rights movement of the 1960s.

Skills and Methods, Benchmark B

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.
 - a. National Organization of Women (NOW).
 - b. American Indian Movement (AIM).
 - c. United Farm Workers.

Students examine the substantial changes in goals and tactics of leading civil rights advocates and organizations from 1954 – 1968. After researching information on civil rights leaders and organizations of this period, students prepare a persuasive argument to defend which approach was more effective in achieving the goals of the movement.

Objectives

- Students will do research on leading civil rights leaders and organizations for the period of 1954 – 1968.
- Students will focus specifically on the roles, philosophies, tactics and goals for each group and individual.
- Students will prepare a persuasive argument to defend which approach to the civil rights movement was more effective in achieving the goals of the movement (either in an essay, class presentation or both).

Time Needed

This lesson will likely take two to three days – one for student research and exploration and one or two to prepare and present persuasive arguments.

Procedure

1. Students may work individually or in pairs.
2. Pass out the handouts titled Key Civil Rights Leaders and Key Civil Rights Organizations. Review the assignment with the students.
3. Use either the links provided on the links page (<http://www.pbs4549.org/decades>) or other links and sources available to the students.
4. Have the students research each leader and organization, focusing on the individual roles, philosophies, tactics and goals. They should record their information on the handouts.

5. After gathering information, students should analyze the information and prepare their persuasive argument as an essay, class presentation or both.
6. At the conclusion of the assignment, lead the class in a discussion of political action groups, civil disobedience and dissent. Explore the relevance of these concepts with regard to the civil rights movement.
7. For Web sites to help the students with this assignment, go to <http://www.pbs4549.org/decades>.

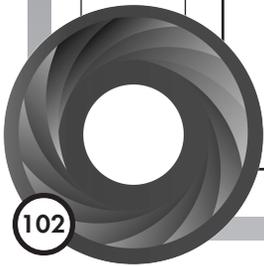
Materials

- Key Civil Rights Leaders and Key Civil Rights Organizations handouts
- Text references or other available materials

Evaluation

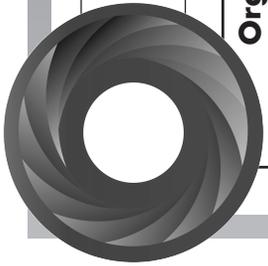
Persuasive Presentation Rubric

CATEGORY	20-16	15-11	10-6	5-0
Content	The student shows a full understanding of the topic.	The student shows a good understanding of the complete topic.	The student shows a good understanding of parts of the topic.	The student does not seem to understand the topic very well.
Preparedness	The student is completely prepared and has obviously rehearsed.	The student seems prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	The student does not seem at all prepared to present.
Speaks Clearly	The student speaks clearly and distinctly 100 percent to 95 percent of the time, and mispronounces no words.	The student speaks clearly and distinctly 100 percent to 95 percent of the time, but mispronounces one word.	The student speaks clearly and distinctly 94 percent to 85 percent of the time and mispronounces no more than one word.	The student often mumbles or cannot be understood, or the student mispronounces more than one word.
Stays on Topic	The student stays on topic all of the time.	The student stays on topic 99 percent to 90 percent of the time.	The student stays on topic 89 percent to 75 percent of the time.	It was hard to tell what the topic was.



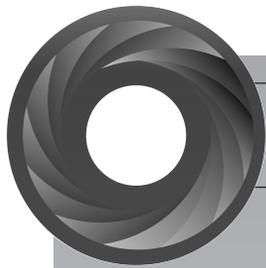
Key Civil Rights Leaders Worksheet

Leader	Philosophy	Tactics	Goal
Dr. Martin Luther King, Jr.			
Elijah Muhammed			
Malcolm X			
Stokely Carmichael			



Key Civil Rights Organizations

Organization	Philosophy	Tactics	Goal
National Association for the Advancement of Colored People (NAACP)			
Southern Christian Leadership Conference (SCLC)			
Student Nonviolent Coordinating Committee (SNCC)			
The Nation of Islam			
The Black Panthers			



In Pursuit of Justice: Further Extensions of the Civil Rights Movement

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th Century

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:
 - b. The linkages between the civil rights movement and movements to gain justice for other minority groups.

Skills and Methods,

Benchmark B

Communicating Information

3. Analyze one or more issues and present a persuasive argument to defend a position.
 - a. National Organization of Women (NOW).
 - b. American Indian Movement (AIM).
 - c. United Farm Workers.

Rights and Responsibilities

4. Analyze instances in which the rights of individuals were restricted including:
 - a. Conscientious objectors in World War I.
 - b. Immigrants during the Red Scare.
 - c. Intellectuals and artists during the McCarthy Era.
 - d. African-Americans during the civil rights movement.

Students examine the important connections between the black struggle for civil rights and comparable efforts by women, Native Americans and Hispanic Americans. After researching information on these civil rights movements, students prepare a poster detailing the significant elements of each movement, how each connects with the black civil rights movement and how successful each movement has been to secure civil rights.

Objectives

- Students will do research on one of the three additional civil rights movements.
- Students will focus on important details of the movement, explain the connection between the black movement and the selected movement and provide an evaluation of the success of the movement.
- Students will prepare a poster or other project. The components of the poster or other project will represent the significance of their selected movement. A class presentation may be assigned.

Time Needed

This lesson will likely take two to four days – one or two for student research and exploration and one or two to prepare a poster or project.

Procedure

1. Students may work individually or in pairs.
2. Students are to seek information that details the significant elements of their selected movement and how that movement connects with the black civil rights movement.
3. Students make an evaluation of how successful each movement has been to secure civil rights. They may use text material or links provided at <http://www.pbs4549.org/decades>.

4. Students research each movement. (The teacher may choose to have the class select only one movement to analyze.)
5. After gathering information, students analyze the information and prepare their civil rights posters, which should contain the following elements:
 - Significant details about their selected movement
 - Information about how that movement is connected to the black civil rights struggle
 - Evaluation of the success of the movement
6. Class presentations can be assigned at the teacher's option.
7. At the conclusion of the assignment, the teacher leads the class in a discussion of political action groups and gender equality.
8. Students should go to <http://www.pbs4549.org/decades> for links for this lesson.

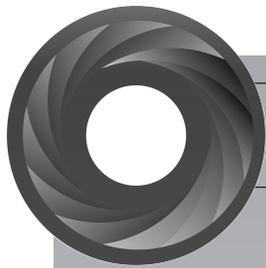
Materials

- Text references or other available materials

Evaluation

Rubric for Poster

CATEGORY	20-16	15-11	10-6	5-0
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	Only one required element is missing from the poster.	Several required elements are missing from the poster.
Accuracy of Content	At least seven accurate facts are displayed on the poster.	Five or six accurate facts are displayed on the poster.	Three or four accurate facts are displayed on the poster.	Less than three accurate facts are displayed on the poster.
Relevance of Graphics	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic, or several borrowed graphics do not have a source citation.
Originality of Graphics	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student but are based on the designs or ideas of others.	No graphics made by the student are included.
Attractiveness	The poster is exceptionally attractive in terms of design, layout and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive, though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.



Opposing Views of the Vietnam War: You've Been Drafted! How Do You Feel?

Standards

Social Studies

Grade 10

History, Benchmark F

The United States in the 20th

Century

13. Trace social unrest, protest and change in the United States including:
 - a. Anti-war protest during the Vietnam War.
 - b. The counterculture movement.

Language Arts

Grade 10

Reading Applications: Informational, Technical and Persuasive Text

5. Analyze an author's implicit argument, perspective or viewpoint in text.
6. Identify appeals to authority, reason and emotion.

The students read primary source documents to gain insight into the fact that civilians held a variety of opinions regarding the Vietnam War, some agreeing more with the official United States government position and some siding with anti-war groups.

Procedures

1. Review previous knowledge of the Vietnam War. Be sure to touch on students' understanding of:
 - Who fought against whom?
 - Why did the United States become involved?
 - What was the initial public sentiment in the United States regarding U.S. involvement in Vietnam?
 - What was President Johnson's attitude toward U.S. involvement in Vietnam?
 - What was President Nixon's attitude toward U.S. involvement in Vietnam?
 - How did the war change under President Nixon's administration?
2. Have students discuss what they know, or think they know, about the ways the American public reacted to the Vietnam War in the late 1960s and early 1970s. What are their impressions of that era? Do they have images of any kinds of people? Hippies? What have they seen of the activities that went on in the U.S. at that time? Anti-war protests? Kent State?
3. Lead the discussion to the idea that not everyone was opposed to the war. Although anti-war sentiment was strong, some young people agreed with the policies of the government. Do they know of any present-day leaders who felt this way?
4. Pass out documents or direct students to the following Web sites:

Nixon's Address to the Nation on the War in Vietnam:

<http://www.watergate.info/nixon/silent-majority-speech-1969.shtml>

Vietnam War Veteran John Kerry's Testimony Before the Senate:

<http://www.richmond.edu/~ebolt/history398/JohnKerryTestimony>

5. Direct students to take notes as they read these documents for further classroom discussion or activities that focus on the opposing beliefs and policies of the speakers. (This may be assigned as homework.)
6. Discuss major arguments from both documents. List these on the chalkboard.
7. Divide students into pairs. Set up the following scenario:
 - Each pair of students is to pretend they are good friends.
 - They are 18-year-old U.S. citizens in 1971.
 - One student is in favor of the war; the other is opposed to it.
 - Both students have received draft notices and have been called to active duty.
8. The pairs of students write a dialogue (conversation) about their reactions to being called to duty. Dialogues should include what each person thinks about the war and how each justifies that opinion.
9. Specific examples from the documents should be included.
10. Dialogues may be shared aloud with the class.

Materials

- Copies of documents (optional) or Internet resources

Evaluation

Class-developed rubric that includes:

- Active class participation
- Cooperation and efficient work with partner
- Clear and thoughtful written dialogue expressing:
 - a. Opinion held during the war
 - b. Justification for that opinion, including several supportive examples



Opposing Views Worksheet

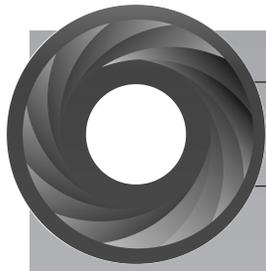
Names _____ Date _____

Scenario

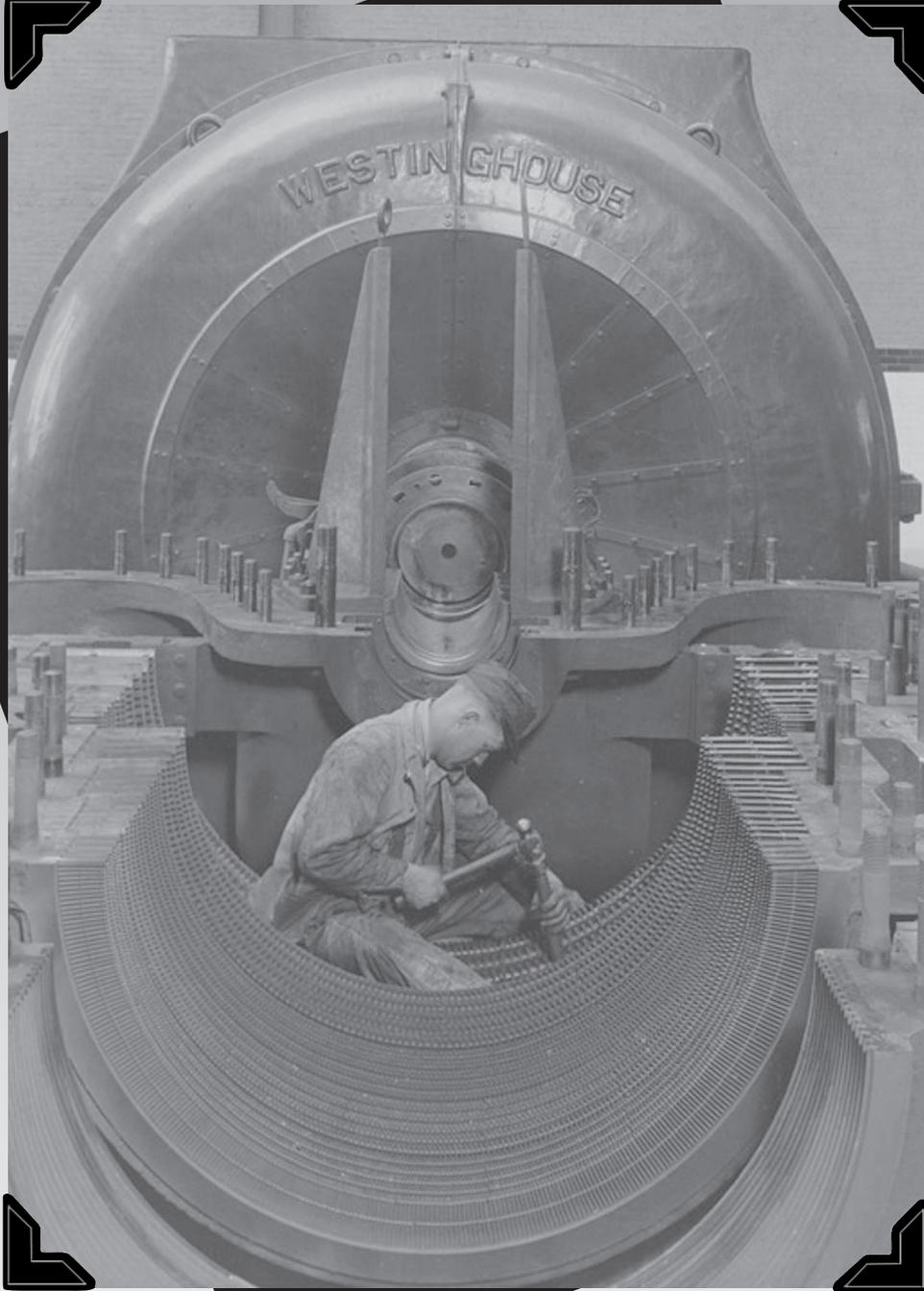
1. You and your partner are 18-year-old U.S. citizens in 1971.
2. You are good friends.
3. One of you is in favor of the Vietnam War; the other is opposed to it.
4. Both you and your friend have received draft notices and have been called to active duty.

Task

1. Write a dialogue (conversation) about your reactions to being called to duty. Dialogues should include what you think about the war and how you justify your opinion.
2. Use specific examples from your research.
3. Present your dialogue to the class.



Standards



<http://www.pbs4549.org/decades>



Social Studies Standards

Grade 10

History

9-10 Benchmark *A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.*

Y2003.CEW.S02.G08-10.BA.L10.I06

The United States in the 20th Century

06. Produce informal writings (e.g., journals, notes and poems) for various purposes.

9-10 Benchmark *B. Use data and evidence to support or refute a thesis.*

Y2003.CSS.S07.G09-10.BB.L10.I03

Communicating Information

03. Analyze one or more issues and present a persuasive argument to defend a position.

* National Organization of Women (NOW)

* American Indian Movement (AIM)

* United Farm Workers

9-10 Benchmark *F. Identify major historical patterns in the domestic affairs of the United States during the 20th century and explain their significance.*

Y2003.CSS.S01.G09-10.BF.L10.I09

The United States in the 20th Century

09. Analyze the major political, economic and social developments of the 1920s including:

- The Red Scare;
- Women's right to vote;
- African-American migrations from the South to the North;
- Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan;
- The Roaring Twenties and the Harlem Renaissance;
- Stock market speculation and the stock market crash of 1929.

Y2003.CSS.S01.G09-10.BF.L10.I10

The United States in the 20th Century

10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on:

- The Great Depression;
- The Dust Bowl;
- The New Deal.

Y2003.CSS.S01.G09-10.BF.L10.I11

The United States in the 20th Century

11. Analyze the impact of U.S. participation in World War II with emphasis on:

- Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce;
- The internment of Japanese-Americans.

Y2003.CSS.S01.G09-10.BF.L10.I12

The United States in the 20th Century

12. Explain major domestic developments after 1945 with emphasis on:

- Postwar prosperity in the United States;
- McCarthyism;
- The space race;
- Immigration patterns.

Y2003.CSS.S01.G09-10.BF.L10.I13

The United States in the 20th Century

13. Trace social unrest, protest and change in the United States including:

- Anti-war protest during the Vietnam War;
- The counterculture movement;
- The women's liberation movement.

Y2003.CSS.S01.G09-10.BF.L10.I14

The United States in the 20th Century

14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:

- Changes in goals and tactics of leading civil rights advocates and organizations;
- The linkages between the civil rights movement and movements to gain justice for other minority groups.

9-10 Benchmark A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme Court decisions.

Y2003.CSS.S05.G09-10.BA.L10.I01

Rules and Laws

01. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including:

- Brown v. Board of Education.

9-10 Benchmark B. Analyze the consequences of oppression, discrimination and conflict between cultures.

Y2003.CSS.S02.G09-10.BB.L10.I03

Interaction

03. Explain how Jim Crow laws legalized discrimination based on race.

9-10 Benchmark A. Analyze the influence of different cultural perspectives on the actions of groups.

Y2003.CSS.S02.G09-10.BA.L10.I01

Cultures

01. Describe how the perspectives of cultural groups helped to create political action groups such as:

- The National Association for the Advancement of Colored People (NAACP).

9-10 Benchmark A. Analyze ways people achieve governmental change, including political action, social protest and revolution.

Y2003.CSS.S06.G09-10.BA.L10.I02

Participation

02. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including:

- Civil rights movement of the 1960s.

Y2003.CSS.S06.G09-10.BB.L10.I04

Rights and Responsibilities

04. Analyze instances in which the rights of individuals were restricted including:

- Conscientious objectors in World War I;
- Immigrants during the Red Scare;
- Intellectuals and artists during the McCarthy Era;
- African-Americans during the civil rights movement.



Language Art Standards

Grade 10

Writing Process

08-10 Benchmark *A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience.*

Y2003.CEW.S01.G08-10.BA.L10.I01

Prewriting

01. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

08-10 Benchmark *B. Determine the usefulness of organizers and apply appropriate prewriting tasks.*

Y2003.CEW.S01.G08-10.BB.L10.I02

Prewriting

02. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).

08-10 Benchmark *A. Formulate writing ideas and identify a topic appropriate to the purpose and audience.*

Y2003.CEW.S01.G08-10.BA.L10.I03

Prewriting

03. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.

Y2003.CEW.S01.G08-10.BA.L10.I04

Prewriting

04. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.

08-10 Benchmark *B. Determine the usefulness of organizers and apply appropriate pre-writing tasks.*

Y2003.CEW.S01.G08-10.BB.L10.I05

Prewriting

05. Use organizational strategies (e.g., notes, outlines) to plan writing.

08-10 Benchmark C. Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.

Y2003.CEW.S01.G08-10.BC.L10.I06

Drafting, Revising and Editing

06. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.

Y2003.CEW.S01.G08-10.BC.L10.I07

Drafting, Revising and Editing

07. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).

Y2003.CEW.S01.G08-10.BC.L10.I08

Drafting, Revising and Editing

08. Use paragraph form in writing, including topic sentences arranging paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.

Y2003.CEW.S01.G08-10.BC.L10.I09

Drafting, Revising and Editing

09. Use language (including precise language, action verbs, sensory details and colorful modifiers) and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.

Y2003.CEW.S01.G08-10.BC.L10.I10

Drafting, Revising and Editing

10. Use available technology to compose text.

Y2003.CEW.S01.G08-10.BC.L10.I11

Drafting, Revising and Editing

11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.

Y2003.CEW.S01.G08-10.BC.L10.I12

Drafting, Revising and Editing

12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.

Y2003.CEW.S01.G08-10.BC.L10.I13

Drafting, Revising and Editing

13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.

Y2003.CEW.S01.G08-10.BC.L10.I14

Drafting, Revising and Editing

14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.

08-10 Benchmark D. Edit to improve sentence fluency, grammar and usage.

Y2003.CEW.S01.G08-10.BD.L10.I15

Drafting, Revising and Editing

15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.

08-10 Benchmark E. Apply tools to judge the quality of writing.

Y2003.CEW.S01.G08-10.BE.L10.I16

Drafting, Revising and Editing

16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

08-10 Benchmark F. Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.

Y2003.CEW.S01.G08-10.BF.L10.I17

Publishing

17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.

Writing Applications

08-10 Benchmark A. Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.

Y2003.CEW.S02.G08-10.BA.L10.I06

06. Produce informal writings (e.g., journals, notes and poems) for various purposes.

08-10 Benchmark D. Use documented textual evidence to justify interpretations of literature or to support a research topic.

Y2003.CEW.S02.G08-10.BD.L10.I04

04. Write informational essays or reports, including research, that:

- Pose relevant and tightly drawn questions that engage the reader.
- Provide a clear and accurate perspective on the subject.
- Create an organizing structure appropriate to the purpose, audience and context.
- Support the main ideas with facts, details, examples and explanations from sources; and
- Document sources and include bibliographies.

Writing Conventions

08-10 Benchmark A. Use correct spelling conventions.

Y2003.CEW.S03.G08-10.BA.L10.I01

Spelling

01. Use correct spelling conventions.

08-10 Benchmark

B. Use correct punctuation and capitalization.

Y2003.CEW.S03.G08-10.BB.L10.I02

Punctuation and Capitalization

02. Use correct capitalization and punctuation.

08-10 Benchmark C. Demonstrate understanding of the grammatical conventions of the English language.

Y2003.CEW.S03.G08-10.BC.L10.I03

Grammar and Usage

03. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).

Y2003.CEW.S03.G08-10.BC.L10.I04

Grammar and Usage

04. Use parallel structure to present items in a series and items juxtaposed for emphasis.

Y2003.CEW.S03.G08-10.BC.L10.I05

Grammar and Usage

05. Use proper placement of modifiers.

Research

08-10 Benchmark *B. Evaluate the usefulness and credibility of data and sources.*

Y2003.CEW.S04.G08-10.BB.L10.I02

02. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

Y2003.CEW.S04.G08-10.BB.L10.I03

03. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).

08-10 Benchmark *C. Organize information from various resources and select appropriate sources to support central ideas, concepts and themes.*

Y2003.CEW.S04.G08-10.BC.L10.I04

04. Evaluate and systematically organize important information, and select appropriate sources to support central ideas, concepts and themes.

08-10 Benchmark *D. Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.*

Y2003.CEW.S04.G08-10.BD.L10.I05

05. Integrate quotations and citations into written text, maintain a flow of ideas.

Y2003.CEW.S04.G08-10.BD.L10.I06

06. Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.

08-10 Benchmark *E. Communicate findings, reporting on the substance and processes orally, visually and in writing, or through multimedia.*

Y2003.CEW.S04.G08-10.BE.L10.I07

07. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.

08-10 Benchmark *A. Use correct spelling conventions.*

Y2003.CEW.S03.G08-10.BA.L10.I01

Spelling

01. Use correct spelling conventions.

9-10 Benchmark *A. Evaluate the reliability and credibility of sources.*

Y2003.CSS.S07.G09-10.BA.L10.I02

Thinking and Organizing

02. Critique evidence used to support a thesis.

08-10 Benchmark *D. Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.*

Y2003.CER.S04.G08-10.BD.L10.I05

05. Analyze an author's implicit and explicit argument, perspective or viewpoint in text.

Y2003.CER.S04.G08-10.BD.L10.I06

06. Identify appeals to authority, reason and emotion.



Mathematics

08-10 Benchmark A. Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.

Y2003.CMA.S05.G08-10.BA.L10.I06

Statistical Methods

06. Interpret the relationship between two variables using multiple graphical displays and statistical measures; e.g., scatterplots, parallel box-and-whisker plots, and measures of center and spread.

Y2003.CSS.S07.G09-10.BA.L09.I03

Thinking and Organizing

03. Analyze the reliability of sources for:

- Accurate use of facts;
- Adequate support of statements;
- Date of publication.



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