

THE CUNY HSE CURRICULUM FRAMEWORK

SECTION 2

Social Studies: Integrating Reading & Writing



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The CUNY HSE Curriculum Framework

2015

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Social Studies: Integrating Reading & Writing

Overview

The Social Studies: Integrating Reading & Writing Curriculum Framework incorporates U.S. history, basic economics and civics concepts, and geography, using the U.S. timeline as an organizing principle, or “backbone.” For each time period in U.S. history, certain economic and civics concepts are taught, as they fit naturally in that era. The lessons are also aimed at helping students develop skill in reading a range of genres, including maps, graphs, expository text, memoir, and poetry as well as writing personal, persuasive and informative essays. One additional thread is periodic mini-lessons to help students make connections between the skills and knowledge they are acquiring in the classroom, and future career choices.

This Framework tries to walk the line between focusing too much on coverage, and providing students with some exposure to the broad content knowledge they need for the social studies subtest of the HSE test, as well as the skills they need for the reading and writing subtests. This is a tall order! There is always a shortage of time in the adult education classroom, and it is tempting to try to fly through the periods of U.S. history. Even so, some teachers may feel that the lessons in this unit move too fast. By all means, slow it down to a pace that you feel fits your students. Think of these lessons as an outline with gaps that can be filled in, embellished, revised and refined to better facilitate student learning.

Because so much is covered—history, civics, economics, and geography as well as skills for reading a wide range of texts—there are a few overall guidelines to bear in mind.

ESTABLISHING A PURPOSE FOR LEARNING HISTORY

Adult students need more motivation than K-12 students because school attendance for adults is voluntary. It’s a good idea to always explain the purpose of an activity that is being introduced. In addition, I try to engage students in a conversation about why we learn history at all. Is it just because it’s on the test? I try to have this conversation with students more than once. They have ideas about it, but it’s good to articulate these.

Another way to raise this issue is to draw parallels between historical and present day events, or to help students see the connection between an event in the past and an ongoing problem in the present. Racism as a legacy of slavery is an excellent example. How did slavery create the conditions for racism, and how is racism still dividing our society today? Slavery also brings up the issue of cheap labor. The question of whether the use of underpaid or abused workers justifies the prosperity that results (at least for some) is an ongoing issue. Just as slaves were abused so that people could profit from cotton, workers in some developing countries are mistreated in order to produce cheap clothing for an international market. These, of course, are not identical situations—exploited labor is not the same as slavery—so it’s important to look at both the similarities and the differences.

It’s also helpful to make students aware of the skills they develop in the course of learning history—the ability to interpret graphs and analyze data; to read challenging text; to apply concepts learned in one context to another; and to verify hunches with evidence. These are skills they will use in college and on the job. An additional reason, of course, is that in a democratic society, the ability to persuade others of one’s point of view is paramount, as is the ability to evaluate the validity of arguments that others present. By learning to use evidence to support claims about both the past and the present, students empower themselves to speak up for themselves and be heard. They use these skills every time they write to a politician, requesting funding to support the HSE or pre-HSE classes they attend!

USING TIMELINES

Because much is being covered, it is important to have a history timeline on the wall in the classroom that is returned to again and again. Ideally, if a teacher has dedicated space, the timeline will be posted at the front of the room and added to as study continues. It’s a good idea to return to it continually so that students become familiar with the progression of events.

An activity that is used several times throughout this Curriculum Framework is to have students write summaries of events for the timeline. This provides summary-writing practice and also makes the timeline a class-owned product.

REVIEW, REVIEW, REVIEW

Nobody learns anything from just one exposure. Most of us read about American history all through grammar school, middle school, and high school, and we have “overlearned” some facts.

That is not necessarily true for our students. Every lesson begins with a review of skills and content presented in previous sessions. In this set of lessons, I have depended upon “Review Stations” to provide students with review they need while balancing review with new content learning.

Each review session—always at the beginning of class—begins with a packet entitled “Review Stations” that is given to students as they enter the classroom. Students, with a partner, choose one station to work on and present work to the class. As an example:

- STATION 1 might consist of sentence combining, using stem sentences that draw upon texts given for homework, and thus reinforce content learning.
- STATION 2 might consist of vocabulary review related to the content.
- STATION 3 might involve drawing and labeling a diagram of triangular trade routes on a large map (when triangular trade was covered the previous class).
- STATION 4 might task students with placing major events on the U.S. history timeline, using their notes from a previous class.

Key to this approach is that the students at each station need to create something that is visual—a large map, a timeline drawn on the board, sentences written on the board or on flip chart paper—and can be seen by all as they gather around. After 30-40 minutes of working in stations, the class then comes together and students as a whole group move from one station to another with the teacher directing and students from each group presenting their work. In this way, all students have some exposure to the review, but time is used efficiently.

The Curriculum Framework is based on six core teaching principles, drawn from a range of research resources and field-based good practices which you will recognize. These principles have provided a basis for effective teaching in an HSE classroom, and now with the implementation of the new Common Core-based HSE test, they continue to be effective guideposts. Following the principles is a curriculum map for social studies that integrates reading and writing, detailed descriptions of 12 units, and six lesson plans.

CORE TEACHING PRINCIPLE #1

Implement a Content-Based Approach

A content-based approach to pre-HSE and HSE instruction means that reading and writing skills are developed in the context of learning core content, an approach also known as contextualized learning. In the particular unit of study chosen—for instance, the Civil War—students read and write about this particular content for a sustained period of time—perhaps 3-6 weeks. Concepts are introduced sequentially. Reading and writing activities appropriate to students’ skill levels are introduced and practiced through the content.

Example: A pre-HSE teacher chooses to teach a unit on the Civil War over the course of five weeks. Students examine historical maps showing free states and slave states and read about differences between North and South. They read excerpts of speeches by Abolitionists, textbook chapters on The Missouri Compromise and other events that led up to the war. Key reading strategies such as annotating and summarizing are introduced and practiced to help students build skill in these areas and retain what they are learning. Periodic quizzes and practice test questions provide review. Writing assignments relate to central themes brought out by the historical content—“Write about a time you felt free?” or “Is it ever right to break an unjust law (such as the Fugitive Slave law)?”

WHY CONTENT?

ALL CURRENT HSE TESTS ARE CONTENT-BASED TESTS. One of the main reasons to focus on core disciplinary knowledge is that the TASC and other HSE tests are content-based. In this way, they differ from the 2002 GED test, which was essentially a reading test—the information needed to answer a particular question could be found in the text that accompanied the question. This is no longer true.

ACADEMIC BACKGROUND KNOWLEDGE IS NEEDED FOR CRITICAL THINKING AND FURTHER LEARNING. There is another, more pressing reason to teach core content. Many of our students have significant gaps in their academic background knowledge, and these gaps can hold them back. In addition, to have an informed citizenry, at the high school level, at a minimum, it is reasonable to provide HSE students with some basic knowledge of history and science.

HOW CONTENT LEARNING HELPS STUDENTS. Daniel T. Willingham (2009) is a noted cognitive psychologist whose book, “Why Don’t Students Like School?” provides a review of the research on learning and addressed to educators. Here are a few key points Willingham makes about content knowledge:

■ **Knowledge is essential to reading comprehension.**

Willingham makes the point that the more readers know, the more they bring to the text. He writes: “...writing contains gaps—lots of gaps—from which the writer omits information that is necessary to understand the logical flow of ideas. Writers assume that the reader has the knowledge to fill the gaps.” One study Willingham reports on shows that students who have more background knowledge about a topic will comprehend a text on that topic better than a reader who has superior reading skills but little knowledge about the topic.

■ **Content knowledge improves retention.**

Willingham gives the following example: “Everyone reads a story or brief article. ...The next day people with background knowledge about the topic remember substantially more of the material than the people who do not have background knowledge. ...Why? If you know more about a particular topic, you can better understand and remember new information about that topic.” Teachers may have experienced this phenomenon themselves. When one has been reading about a particular topic, for instance, diabetes, then one is more interested in any new information about the disease, and more likely to remember the new things learned. This reasoning is behind pre-reading activities such as KWL (what we Know, what we Want to know, what we Learned) charts, which activate background knowledge before reading activities. When we are able to connect to existing schema (structures of knowledge), we are able to better retain the new information.

■ **Critical thinking, needed for college, careers and life, requires factual knowledge.**

According to Willingham, “Data from the last thirty years lead to a conclusion that is not scientifically challengeable: thinking well requires knowing facts, and that’s true not simply because you need something to think about. The very processes that teacher care about most—critical thinking processes such as reasoning and problem solving—are intimately intertwined with factual knowledge that is stored in long-term memory.”

CORE TEACHING PRINCIPLE #2

Integrate Reading and Writing with Learning Content

As much as students need to build content knowledge, they are also in great need of improved reading and writing skills. In the adult classroom, content and skill learning must be purposefully integrated. The CUNY HSE Social Studies Framework has a “spine” based on U.S. history; various text types are introduced in the context of each unit of study, and an effort has been made to incorporate all text types that students may encounter on the HSE test. Reading strategies appropriate to those text types are introduced, modeled and practiced in conjunction with texts to be read. Vocabulary study is also taught in the context of U.S. history and the texts being introduced. Writing instruction revolves principally around sentence combining practice that makes use of stem sentences related to content under study, and thus provides a mechanism for both solidifying student understanding of sentences and reviewing content. Students are also introduced to various types of writing, including persuasive and informative essays; quick-writes; summaries; and historical point-of-view writing, along with strategies for writing (brainstorming; organizing ideas in a graphic organizer; revising; proofreading) and underlying structures of each genre.

Example in Reading Instruction:

In Lesson One, students work with a short expository text on the New England, Middle and Southern colonies. They are given a guiding question, which provides them with a purpose for reading: What is the connection between each region’s physical and geographical features and its economy? After reading silently, they discuss their answers to this question, first in pairs, then with the whole class. The teacher discusses with students how to distinguish main ideas from details and why this is a key reading skill. She then does a short think-aloud on a small portion of text to demonstrate her reasoning while underlining certain parts of the text. Students reread and underline the parts of the text that include the main idea and answer the guiding question, before taking notes in a graphic organizer in order to write a summary based on their notes. Strategies such as reading for a purpose and determining importance are thus practiced in the context of learning social studies.

Example in Writing Instruction:

Sentence-combining: Students learn to combine sentences through a carefully sequenced series of mini-lessons that introduce grammatical structures such as coordinating conjunctions and dependent clauses. Stem sentences are related to content under review. For instance, to review events leading up to the American Revolution, students combine stem sentences about key events that led to war, using a particular grammatical structure such as coordinating conjunctions “and,” “but” or “so.”

Essay Writing:

In Lesson 2, students study the economics of the colonies and how slavery played into the plantation economy in the South. They are then asked to reflect upon the disadvantages of an economy that focuses solely on cash and profit, which leads to writing paragraphs in response to the essay prompt: Is money too important in our society today? Students are introduced to, and review, the concepts of “claim” and “support,” then read two short articles that take different points of view. They are asked to notice each writer’s claim and the reasons each gives to support that claim. They then write a paragraph agreeing with one author or the other and citing one reason to support their point of view. Much work throughout the curriculum focuses on developing a clear student understanding of effective writing in various genres, including personal essays, then applying this understanding to their own writing.

Guidelines for HSE Writing Instruction:

Writing from sources is emphasized in the Common Core Standards, and HSE tests have begun to incorporate constructed response questions which require students to write short answers that explain or compare ideas, events or processes, or draw simple conclusions. These same types of writing, along with the construction of an argument are also needed for the essay. A few guidelines for helping students to develop as writers for both short constructed answers and longer essays follow:

- **Incorporate writing as often and in as many ways as possible.**
 - **Quick-writes.** To get their ideas out, students can free-write on questions related to the topic of the day. For instance, before looking at a graph of time spent reading and how this correlates with reading achievement, students can write about themselves as readers. What do they like to read? How much do they read? What are the benefits of reading?
 - **Summary writing.** When students write summaries of texts used to teach content, they are “killing two birds with one stone,” learning how to identify and paraphrase important information

in a text while also reinforcing content knowledge. Texts can be broken into smaller sections; students can work in pairs or small groups to write a summary of their section and then present it to the whole class. These summaries of the text will then serve as notes that all students can study the content from.

- **Response to text.** Students can write letters to authors whose work they have read, paraphrases of quotes, or short answers to questions about a text. Since much of the writing they need to do on the HSE test and in college involves responding to or using information from a text, this is good practice.
- **Engage in Pre-Writing Exercises.** Writing is thinking. In order to write effectively, students need a chance to share ideas, come up with claims, reasons and examples, and consider counter-examples. The importance of helping students make claims and back up their thinking—evidentiary reasoning—cannot be overemphasized. Whole class or small group discussions can facilitate this process as can free-writes or reading selections related to the topic at hand. Topics with which students have become familiar will generally produce higher quality writing, so time spent in class on this “percolating” process is by no means wasted.
- **Use models.** Written models are extremely instructive for students, who may not be clear on what constitutes a well-written, well-organized essay. Model essays written by good student writers or by teachers in plain language are best. The writing of professionals can be inspiring, but can also seem impossibly out of reach.

Students should be shown model essays, and also given the chance to analyze them. The mistakes that students tend to make—failing to group like ideas together; inadequately elaborating ideas; not quite connecting one idea to another; giving examples that don’t support a claim or reason; or simply listing and repeating the same ideas—can all be addressed through the analysis of model essays. Teachers can provide guiding questions such as:

- *What is the claim?*
- *What reasons does the author give to support her claim?*
- *What is an example?*

The questions above lead students to notice the features of good writing in the context of an explanatory or argumentative essay.

- **Use graphic organizers and templates.** When asked to use other texts as springboards for their writing, students often struggle to manage both their own “voice” and the “voice” of the author, which leads to copying large portions of the source text verbatim. Taking notes in a graphic organizer can provide students with an intermediate step between the source text and the text they are writing. These tools also help students immeasurably when it comes to organizing their ideas. Templates, sometimes also called writing frames or sentence starters, provide even more support. For students who literally don’t know where to start when asked to write an essay, a template can get them started and show them the “moves” to make in a particular essay type.
- **Provide constructive feedback.** The role of positive, specific feedback from teachers in helping students write more effectively cannot be overemphasized. Adult students rarely believe that they are capable of writing well, so the first job of a teacher is to point out to them what they are doing well in their writing, even if it only involves one good idea, or how much the student wrote. Feedback should not just be positive, however; it needs to be specific. Unless students know what they are doing well, they cannot replicate it. Comments such as, “I like that you included an example to support this reason,” lets a student know what she is doing well in a useful manner. Asking questions is one of the best ways not only to show interest, but also to show students that writing is different from speaking, and that writers must assume readers have no knowledge of what the writer is explaining.

Feedback should be ongoing. It should involve oral “over the shoulder” conferences that take place in the classroom while students are writing and the teacher circulates. This kind of spoken feedback can redirect students when they are going off on tangents or repeating themselves, saving them frustration. Written feedback need not be extensive, but should convey what worked well. Only one or two grammatical, spelling or punctuation errors should be addressed at a time. Teachers who point out and correct every single error a student makes simply overwhelm the writer and exhaust themselves. Better to point out global errors first, such as comma splices or run-ons, before moving on to errors that involve more complicated points of grammar but do not impact meaning as strongly. Overall, the aim of course is to convey to students that writing is about communication, and that you are there as a “coach” to help them express themselves in a way that will make others listen.

CORE TEACHING PRINCIPLE #3

Stimulate Active Learning

A third core principle of CUNY’s approach is that we should encourage active learning. The assumption here is that the role of teachers is to develop lessons that provide students with opportunities to learn by interacting with texts, ideas and each other, rather than simply transmitting knowledge to students through lectures or reading assignments. A hands-on approach has been adopted because it has been seen to be successful in adult education classes. Many adult students have not succeeded in a typical K-12 context where rote learning is emphasized, and need to be introduced to a different approach. Student engagement is key in adult classes, because adults are not required to come to school, unlike K-12 students. In addition, some adult education classes often meet for a long period of time—three hours at a time or even all day—and the classroom needs to be engaging with lots of opportunity for student participation.

THERE ARE SEVERAL IMPLICATIONS

Inquiry. Students who are actively seeking information in answers to questions they help define are more likely to retain that information and put it to use. In considering the key questions in a curriculum, students also start to take control of the tools of education, “finding out” with peers, analyzing texts and presenting results to the rest of the class. Through this engagement, students practice metacognition—thinking about what they know and what they want to learn, how they learn and what skills they want to practice, and how to take responsibility for aspects of their education.

Extensive Practice. Students whose goal is to become better readers, writers and problem solvers must engage in extensive practice. For this reason, teachers devote a considerable percentage of classroom time to reading connected text, analyzing maps, graphs or political cartoons, writing summaries, personal narratives or essays, and working on more open-ended math problems. The idea is that people cannot become better writers by doing a lot of grammar exercises, for instance. Nor can they become better readers by reading short excerpt after short excerpt on a variety of topics, then answering questions. To become more educated, people must read many texts about a particular topic and build expertise about it. To write well, people must have time to think about a topic, write, get feedback, then revise.

Thinking Like an Expert in a Discipline. A further implication of the importance of content-based learning is that students are introduced to disciplinary ways of thinking, reading and writing from the outset. A student engaged in studying, for example, the Cold War period will ask the kinds of questions historians typically ask. How did one event or trend lead to another? What events or trends about this period are connected to the present? What was it like to live at that time? Students will also study primary source materials to get evidence for their ideas about the past. They will interpret graphs and maps, read primary sources and analyze political cartoons. At times, they will write from the point of view of a person from the past.

A key idea here is that teaching is not telling. For this reason, learning in our curriculum framework is not centered in a workbook; nor can students expect to view a slide presentation accompanied by a teacher lecture. Instead, students will encounter a range of texts, including graphs, maps, photographs, primary and secondary sources, which they will learn to read and interpret in order to answer questions raised in the classroom, both by the teacher and fellow classmates.

Lesson Three provides an example. Students are given a text about the events that led to the American Revolution. Students read the text silently, then they are told that they will work in groups to write summaries of each event for a class timeline. After a brief whole-class discussion of what should and should not be included in a summary, groups work to reread their section and decide what information is important and should be included in a summary, write the summary and put it up on the board. This student-constructed timeline will then become a class “text” for use in later lessons.

CORE TEACHING PRINCIPLE #4

Provide Scaffolded Instruction

The concept of scaffolding (Bruner, 1975) is based on the work of Lev Vygotsky, who proposed that with an adult’s assistance, children could accomplish tasks that they ordinarily could not perform independently. Scaffolded instruction is *“the systematic sequencing of prompted content, materials, tasks, and teacher and peer support to optimize learning”* (Dickson, Chard, & Simmons, 1993). Students are given support until they can apply new skills and strategies independently (Rosenshine & Meister, 1992). In an adult education classroom, scaffolding of both content and skills is equally important.

At the curricular level:

To borrow a term from EngageNY (2012), the Social Studies curriculum is structured as a “staircase of complexity.” Basic concepts, with which students are likely to be familiar, are introduced first and new knowledge is “attached” to old.

Example: When learning about the divisions between North and South that led to the Civil War, for instance, students will label key states in the South and the North and learn directions. They will then look at a historical map showing the slave and free states. As they have previously studied the structure of the U.S. government and built their understanding of it through reading articles about contemporary issues, they will be able to apply this knowledge to understanding the way that admission of slave and free states as the U.S. expanded westward played into politics around representation in the Senate.

This approach applies to skills as well. An example is learning the skill of summarizing. Students will first discuss the features of a good summary and why we write them. They will view sample summaries and decide which is more effective. The teacher will model her thought process in underlining key ideas in a text for a summary, and students will work in groups to summarize small portions of text. Periodically, students will write summaries of key events in U.S. history to add to a class timeline that is maintained throughout the semester.

At the lesson level:

A key element of the Social Studies curriculum is reinforcement of skills and knowledge through continuous review and practice. Each lesson begins with a review of knowledge and skills learned in the previous lessons. As an example, Lesson 2 begins with Review Stations, in which students work on groups and choose a station: either placing events on a timeline based on notes from the previous class, presenting examples of key vocabulary previously learned, or combining sentences related to content learned earlier.

In addition, the curriculum is designed so as to carry key concepts forward from lesson to lesson. In early lessons, students may have been introduced to concepts such as “raw goods” and “manufactured goods.” In Unit 1 on colonialism, students may have learned about the difference between traditional and market economies. In the unit on industrialization, students will learn about the move from home-made goods to factory-made and the differences these wrought in the economy and daily life. In the unit on the Civil War, students will learn how the invention of the cotton gin and the industrial revolution in England played a part in cotton becoming “big business” in the U.S., one reason for a rise in the slave trade and the growing rift between North and South.

Within-lesson strategy instruction:

The Social Studies curriculum employs an apprenticeship model. Teachers are seen as expert readers who demonstrate for students what a good reader does when confronted with various kinds of text. Through a gradual-release of responsibility (I do, we do, you do) model, teachers introduce strategies and explain their use, demonstrate the strategy, lead the class in use of the strategy, then ask students to work in groups to use the strategy while circulating to provide support and guidance.

Example: In Lesson Five, in the context of studying the Constitution and the structure of the U.S. government, students are asked to write a pro/con essay: Should Supreme Court Justices Continue to Have Life Tenure? This assignment is scaffolded through a step-by-step analysis of the source texts given for the assignment. Students are asked to read the “pro” piece to identify the claim and the three reasons the writer gives to support his claim. Once students have identified claim and reasons, they have a sense of the text structure they should use in their own writing. A graphic organizer on the board lists reasons “pro” and “con.” Students are also given a template to use for an introduction. While students are writing, the teacher circulates to provide guidance and support.

CORE TEACHING PRINCIPLE #5

Plan for Collaborative Learning

In Jay’s HSE class, students are engaged in a jigsaw reading that will lead to brief class presentations on two different countries with two different forms of government: China and Sweden. The “China” group has finally finished reading their text and students are arguing about how to answer one of the guiding questions. The “Sweden” group has completed a graphic organizer on their text and students are discussing which points surprised them and how they will present this information to the rest of the class. It’s noisy and large world maps are spread around the room. Some students have graphic organizers out; some are rereading; some are talking.

This is a description of a lesson developed around group work or collaborative learning, an important teaching principle. Collaborative learning is used in HSE classrooms for a number of reasons:

Language practice. Whether students are in an ABE, HSE or ESOL class, one of the main purposes is to become expert users of language. Collaborative learning provides many opportunities for practice. Students must negotiate meaning, decide who will do what parts of a task,

cooperate, argue, and reach conclusions together. All of this leads to more proficient literacy levels. This is also an important workforce skill.

Varied Backgrounds. Adult students vary greatly in terms of their English language skills and educational backgrounds. In a single class, some students may have attended medical school in their own countries and need to improve their English speaking and writing skills, whereas other students may be native speakers who lack academic background knowledge in certain areas. These students have much to teach each other. While an immigrant may be able to teach a fellow student about the Cuban Revolution, a native speaker may be able to help an immigrant with unknown words. This exchange of knowledge and skills enlivens the classroom and helps students recognize their own strengths.

Non-Traditional Learners. A significant proportion of students in pre-HSE and HSE classrooms dropped out of high school, and need a different approach from the teacher-centered approach often used in the K-12 system. For those students educated in the U.S. who were failed by the educational system first time around, teacher-centered classrooms won't work.

A Social Basis. There's no doubt about it—it's more fun to work in a pair or a group, to laugh and share experiences, than to always work alone. But more than that, social ties within a class help students stay focused and motivated. Students who make friends in an adult classroom will often call each other up when a friend is absent. Attending class is voluntary and students often become discouraged. The role that social ties play in retention and learning can't be underestimated. Group work allows those bonds to form.

Efficiency. A quick pair/share or group exploration can raise many interesting questions or respond to confusing misconceptions. It's sometimes much easier for students in the classroom to answer their peers' questions than for the teacher to answer each question one at a time. Collaborative learning also allows efficient use to be made of class time. Activities like jigsaw readings and group presentations on different topics allow for more material to be covered in a class while also ensuring that everyone participates. The Review Stations used in several lessons allow for more material to be covered through group collaboration, for example. Of course, not all students like working in groups. In the Social Studies curriculum, each lesson provides for a variety of formats, including whole class, small group, pair and individual work.

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In Lesson Six, the role-play activity is an example of collaborative learning. Here, students are asked to take on imagined historical identities as members of a rural family, a poor urban family, a rich urban family or a railroad agent living in the U.S. in the mid-19th century. Before the construction of the railroad, how were markets restricted? How did low supply of fresh milk in the urban setting affect the ability of the poor urban family to get fresh milk? How will the construction of the railroad increase supply and allow the poor urban family to have access to fresh milk from the country? After engaging in this role play, students fill out a worksheet that helps them transfer what they've learned about supply and demand into a more abstract framework that can be applied to other situations.

CORE TEACHING PRINCIPLE #6

Encourage Metacognition and Self-Regulated Learning

Our goal as educators is to help adult students pass the HSE test, but that is not our only goal. We wish to equip students with the skills they need to succeed in college and future careers. Metacognition refers to a student's understanding of the thinking processes involved in a certain kind of cognitive task and the ability to monitor success and understanding. Self-regulated learning means that students set small goals for themselves, then check back to see how they are progressing. The two are interconnected, and teachers should try to foster both.

Throughout the curriculum, as reading and writing activities are introduced, class discussions are held about why a particular skill is important to develop, what steps are involved in developing it, and what cognitive strategies are needed to successfully complete related tasks. This helps to demystify skills like “finding the main idea,” or writing a successful essay. These discussions are important for a number of reasons:

- **Adult students need to understand what they are learning and why.** Adult students find themselves in a very different kind of “school” from what they may have experienced in the past. There are no grades and there is no set amount of time they can expect to be “finished”. The only benchmarks they get are scores on standardized tests like the TABE that tell them whether they have gone “up” or “down” but not much else. What's more, this approach to teaching may seem foreign to students who are used

to a traditional classroom or are expecting test prep out of a workbook. For all these reasons, it is extremely important to be able to articulate to students what they will be learning in class and why. This should be done at the beginning of the semester, with a letter from the teacher or syllabus, and periodically revisited by asking students to self-assess on the skills and content they were told they would be learning. It is also important to provide students with an agenda at the beginning of each class so that they know what to expect.

■ **Adult students should be encouraged to develop responsibility for their own learning and to appreciate learning for its own sake.**

Many students come to the HSE classroom with the questions “When will this be over?” or “When can I take the test?” or “Will this be on the test?” It’s not surprising if students have experienced failure in school in the past. However, students need to see that unless they open themselves to new approaches to learning, it simply won’t be possible to reach their goals. Students can begin to take responsibility for themselves when they understand what is involved in developing a certain skill, and can notice how they are improving or where they need to do more work. Keep in mind, also, that many of our students are parents and what and how they learn can have an important impact on their children at school.

- **Adult students need to feel that they are making progress.** A fair proportion of students in adult ed classrooms have doubts about their intelligence, skills and ability to succeed in an academic setting. It is common to hear students say “I’m not a math person,” or “I’m no good at writing,” and to preface any writing assignments that they hand in with “I know I’m not good at this,” or “Tell me what is wrong with this.” Teachers should convey that they believe students are capable of improving their skills, and provide specific feedback that will help them do so. Once students understand the goals, and a task like writing a successful essay has been broken down into smaller steps (writing a clearly defined claim; grouping like ideas together, etc.), teacher feedback on specific aspects of a task becomes more understandable. This then makes it possible for students to self-evaluate. Of course, feedback should always start with the positive. Learning is not just cognitive—it is also an emotional experience. Teachers should respond to discouraged students in positive, supportive ways.

In Lesson One, students read a short piece by Daniel T. Willingham, a cognitive scientist, that is intended to help them understand why content learning is important. This sets the stage for an ongoing discussion of “what we are learning and why,” as well as the steps and cognitive processes entailed in specific tasks. A further example of this metacognitive conversation occurs in Lesson Three. Students write about themselves as readers. Following this, a graph activity on reading ends with a discussion about the reading strategies they needed to successfully interpret the graph—very different strategies from those used to understand, for instance, a poem or a work of short fiction.

Additional Considerations

TEACHING FOR THE HSE TEST AND POST-SECONDARY SUCCESS

The approach to teaching adults that is outlined in this curriculum aims to prepare students for more than the HSE test. Nevertheless, passing the HSE test is the goal students have in mind when they enroll in class. It is important, while teaching beyond the test, to also connect classroom learning to the test students must take.

While test prep strategies are not explicitly addressed in the lesson plans, it is recommended that, from time to time, teachers bring in practice test questions that relate to the content that has been learned. This provides a review, and also helps students see that what they are learning in the classroom will indeed help them to reach their goals. As students will no doubt face other multiple-choice tests in their lives, a discussion of simple test-taking strategies, such as time management, answer elimination, etc. will be helpful.

One strand of the Social Studies Curriculum Framework is a focus on college and careers. In the adult education field, there has been increasing awareness of the need to help students plan for future careers and college. The vast majority of adult students do not have a clear awareness of the careers that are available and the skills and credentials needed to attain them. Likewise, adult students often have the misconception that “College is not for me,” whether for financial or academic reasons.

This curriculum framework addresses this need by devoting portions of selected lessons to discussions of students’ aspirations and interests and how these might map on to various career pathways. In Lesson Two, for example, students read a letter written by an HSE teacher who has made

the decision to change careers. Reading this letter helps personalize for students the fact that choosing a “path” is not always easy, and that there are many factors to consider. Students then write about their own aspirations. The career focus is revisited in Lesson Five, when, after a lesson focusing on government, students explore civil service jobs by looking at different websites and watching short videos that describe different civil service occupations.

The Structure of the Social Studies Curriculum Framework

The Social Studies Curriculum Framework consists of the Overview, followed by four main sections: Curriculum Map, Unit Descriptions, Illustrative Lesson Plans, and Resources.

- **THE CURRICULUM MAP** provides an overview of the 12 sequenced units of instruction, encompassing broad historical periods in U.S. history.
- **12 UNIT DESCRIPTIONS** further define and broaden the scope and challenges of each historical period.

Unit 1: Colonialism and the Road to Revolution
(Lesson Plans 1, 2, and 3)

Unit 2: The Constitution and the Structure of the U.S. Government
(Lesson Plans 4 and 5)

Unit 3: Westward Expansion (Lesson 6)

Unit 4: Sectionalism: The Road to Civil War

Unit 5: The Civil War

Unit 6: Reconstruction

Unit 7: Industrialization

Unit 8: Imperialism and the Spanish American War

Unit 9: World War I

Unit 10: The Great Depression

Unit 11: World War II

Unit 12: The Cold War and Post-War America

- **6 LESSON PLANS** (covering the initial three units) provide step-by-step guidance for use, including key questions, extensions to civics, geography and economics, writing prompts, readings, instructional resources and handouts. The classroom time needed for each lesson will depend on the level of students' preparation and the instructional time available.
- **RESOURCES FOR HSE SOCIAL STUDIES**

CURRICULUM MAP FOR SOCIAL STUDIES: Units 1–3 (with Lesson Plans)

UNIT: LESSON	HISTORY/GEOGRAPHY	CIVICS	ECONOMICS
UNIT 1: Colonialism and the Road to Revolution (Lesson Plan 1)	<p>U.S. timeline: what do we know about the major events of U.S. history? World map, blank map of U.S. Historical maps</p> <ul style="list-style-type: none"> What is colonization? Why colonize? 	<i>(Lesson 1 is focused on geography, history, and economy, not civics)</i>	Relationship between geography, natural resources, economy of a region
UNIT 1: Colonialism and the Road to Revolution (Lesson Plan 2)	Review of U.S. timeline and maps	<i>(Lesson 2 focuses more on the economic relationship between England’s North American colonies and other countries than civics)</i>	<p>Mercantilism—raw goods and finished goods</p> <p>Triangular trade and connection with slavery</p>
UNIT 1: Colonialism and the Road to Revolution (Lesson Plan 3)	<p>Review of U.S. timeline</p> <p>Map: French and Indian war</p> <p>Events leading to the American Revolution</p> <ul style="list-style-type: none"> What was The Enlightenment? 	<ul style="list-style-type: none"> What is natural rights philosophy? <p>Two political philosophers: Locke and Hobbes</p> <ul style="list-style-type: none"> What is the social contract, consent of the governed? How does this appear in U.S. seminal documents? 	<p>Review: Place products on diagram of triangular trade</p> <p>Review paraphrases of “mercantilism”</p>
Unit 2: The Constitution and the Structure of the U.S. Government (Lesson Plan 4)	<i>(Lessons 4 & 5 focus on civics, rather than history or economics)</i>	<ul style="list-style-type: none"> What is the Constitution? What is Federalism? Who has power at national, state, local level? What are the three branches of the federal government and the powers of each? 	<i>(Lessons 4 & 5 focus on civics, rather than history or economics)</i>
UNIT 2: The Constitution and the Structure of the U.S. Government (Lesson Plan 5)	<i>(Lessons 4 & 5 focus on civics, rather than history or economics)</i>	<p>World map: locate specific countries</p> <p>Matching: Forms of Government around the world</p> <ul style="list-style-type: none"> What is the system of checks and balances? How does it play out in government today? 	<i>(Lessons 4 & 5 focus on civics, rather than history or economics)</i>
UNIT 3: Westward Expansion (Lesson Plan 6)	<ul style="list-style-type: none"> How did the U.S. expand from between the 1780s and the 1860s? What were the stages of expansion and how were territories acquired? How did railroads and canals support the growth of cross-region commerce in the U.S.? How can an event in the past have multiple perspectives? What were the consequences of this expansion for different groups? 	<ul style="list-style-type: none"> How did the government promote the transcontinental railroad? 	<p>Supply and demand—how did the growth of railroads expand markets?</p> <ul style="list-style-type: none"> What is supply and demand? What is the relationship between supply, demand, and price?

TEXT TYPES/ READING STRATEGIES	WRITING
<p>Maps and map reading/using a key</p> <p>Textbook excerpt/using a graphic organizer to take notes</p> <p>Vocabulary study: words related to economics</p>	<p>What is a sentence?</p> <p>Homework essay: Does our society care too much about money?</p>
<p>Maps/map review</p> <p>Textbook excerpt/paraphrasing a section of text</p> <p>Using background knowledge to understand a diagram of triangular trade</p> <p>Strategies for understanding poetry—two poems</p> <p>Vocabulary study: economic terms words and Tier Two words from text</p> <p>Letter from a teacher/personal writing</p>	<p>Review of what is a sentence/commas in a series</p> <p>Discussion of what makes personal writing effective</p> <p>Write about your future plans after you get your HSE diploma</p>
<p>Textbook excerpt/summarize key events</p> <p>John Locke on government/paraphrasing as a comprehension strategy</p>	<p>FANBOYS to combine sentences</p> <p>Quick-write: What should your country do for you?</p>
<p>Write about yourself as a reader</p> <p>What is genre and what are the different types?</p> <p>Comprehending graphs</p> <p>Reading a personal essay and making inferences</p> <p>Textbook excerpts: reading to answer a guiding question about federalism</p> <p>Newspaper articles on government news/summarizing</p> <p>Vocabulary</p>	<p>Quick-write: Write about yourself as a reader</p> <p>Write an essay in response to Sherman Alexie’s “Superman and Me”</p>
<p>Summarize articles and identify check/balance in action</p> <p><i>(Articles are included in the lesson plan but teachers may want to choose newer, more updated articles for their own use)</i></p>	<p>Review FANBOYS and introduce dependent clauses</p> <p>What are the criteria of a TASC persuasive essay?</p> <p>Persuasive essay: should Supreme Court justices have life tenure?</p> <p>Suggested topics and source texts also include (from <i>New York Times Upfront</i>):</p> <p>Fourth Amendment: “Can your Phone Testify Against You?” <i>Sept. 1, 2014</i></p> <p>Is Racial or Religious Profiling Profiling Ever Justified? <i>April 18, 2011</i></p> <p>Should the high court restrict a suspect’s right to remain silent? <i>Sept. 1, 2003</i></p>
<ul style="list-style-type: none"> • Map showing westward expansion, railroads and canals • Graph reading: Native American lands, 1492-present; buffalo population • Expository reading: New York in the 1800s; canals and railroads 	<ul style="list-style-type: none"> • Informational essay: What were the benefits and drawbacks of westward expansion? • Connecting to the present: Pro/con essay: What are the benefits and drawbacks of gentrification?

CURRICULUM MAP FOR SOCIAL STUDIES: (cont'd)

Units 4–12 (Guidelines Only)

SOCIAL STUDIES UNIT	HISTORY/GEOGRAPHY: Suggested Topics/Texts/Websites	CIVICS: Suggested Topics/Texts/Websites
<p>UNIT 4: Sectionalism and the Road to Civil War</p>	<ul style="list-style-type: none"> ▪ What were the North/South/free/slave states? <p>Map: Slave states and free states</p> <ul style="list-style-type: none"> ▪ Cotton: Why did cotton production increase in the early 19th century and what effect did this have on slavery? <p>Suggested article/website: <i>Cotton in a Global Economy</i>, mshistorynow.mdah.state.ms.us</p> <ul style="list-style-type: none"> ▪ How did Westward Expansion and the admission of new states aggravate tensions over slavery in Congress and throughout the country? <p>Suggested readings: Joy Hakim, <i>A History of Us, Volume 5</i></p>	<p>Natural rights vs. slavery</p> <p>Suggested speech: Frederick Douglass, “What, to a Slave, is the Fourth of July?”</p> <p>States’ Rights</p> <p>Suggested reading: Joy Hakim, <i>A History of Us</i></p>
<p>UNIT 5: The Civil War</p>	<p>What was the experience of different groups during the war:</p> <ul style="list-style-type: none"> • Confederate soldier • African American soldier • Union soldier • Confederate wife • Newly freed African • American woman • Union army nurse <p>Websites:</p> <p>Civilwar.org Civilwarletters.com Library.mtsu.edu Life as a Confederate Soldier: GACivilwar.org Women in the Civil War: History.com</p> <p>Background for teachers:</p> <p>Teachinghistory.org: Causing the Civil War Historycentral.com: “Economics and the Civil War”</p>	<p><i>(It is suggested the this unit focus on the experiences of different groups during the war, rather than civics; however teachers may want to have students watch part of the movie “Lincoln” for a greater understanding of the Congressional battles over The Emancipation Proclamation.)</i></p>

ECONOMICS: Suggested Topics/Texts/Websites	SUGGESTED WRITING PROMPTS	SUGGESTED LITERARY TEXTS
<ul style="list-style-type: none"> ▪ How did technology (the spinning jenny and power loom in England, the cotton gin in the U.S.) spur a demand for more cotton? <p>Suggested resource: Cotton exports as percentage of total exports, 1820 and 1860</p> <ul style="list-style-type: none"> ▪ How did the ability to produce textiles more cheaply in England increase demand for cotton? How does this illustrate the law of supply and demand? <p>Suggested text: <i>Cotton in a Global Economy</i>, mshistorynow.mdah.state.ms.us</p>	<p>Pro/Con essay: Should there be reparations for slavery?</p> <p>Suggested source text: <i>NY Times Upfront</i>, November 15, 2004</p> <p>Does slavery still exist? <i>NY Times Upfront: 21st Century Slavery</i>, March 17, 2014</p>	<p>Frederick Douglass, “What to the Slave is the Fourth of July?”</p> <p>Excerpts from <i>Uncle Tom’s Cabin</i></p>
<p>Graph: Resources of the North and South</p> <p>Link: http://nickverhambarrettwhite.weebly.com/</p>	<p>Write from the point of view of a:</p> <ul style="list-style-type: none"> • Confederate soldier • African American soldier • Union soldier • Confederate wife • Newly freed African • American woman • Union army nurse 	<p>Walt Whitman, <i>Civil War Poems</i></p> <p>Excerpts from Stephen Crane, <i>The Red Badge of Courage</i></p> <p>Ambrose Bierce, <i>An Occurrence at Owl Creek</i></p> <p>Excerpts from “Bull Run” by Paul Fleischman</p>

continued

CURRICULUM MAP FOR SOCIAL STUDIES: (cont'd)

Units 4–12 (Guidelines Only)

SOCIAL STUDIES UNIT	HISTORY/GEOGRAPHY: Suggested Topics/Texts/Websites	CIVICS: Suggested Topics/Texts/Websites
UNIT 6: Reconstruction	<ul style="list-style-type: none"> ▪ How did the South rebuild physically? ▪ What was the Freedmen’s Bureau? ▪ What were the politics of Reconstruction? Suggested texts: Joy Hakim, <i>A History of Us, vol. 7</i> , “Reconstructing America” “American Voices from Reconstruction” by Adriane Ruggiero, published by Benchmark Books	Black codes passed by Southern States; response of Congress Checks and balances: Radical Republicans attempt to impeach President Johnson Text: Joy Hakim The African American vote in the South: Graph: “Black Elected Officials” Link: www.pbs.org/fmc/book/10politics4.htm Voting Patterns in the South: Link: www.umich.edu/~lawrace/votetour2.htm . The end of Reconstruction and participation in government by African Americans Suggested source: Zinnedproject.com, Danny Glover reads Henry McNeal Turner’s “Eligibility of Colored Members to Sit in the Georgia Legislature,” video Lynching, Ku Klux Klan and the rule of law: Website: The Center for the Rule of Law
UNIT 7: Industrialization	<ul style="list-style-type: none"> ▪ How were things made before and after industrialization? ▪ How did the Industrial Revolution dramatically change human life to produce the modern society we live in today? ▪ How have particular inventions changed the way we live and work? ▪ How did industrialization create a movement from farms to cities? ▪ How did industrialization create “pull factors” for European immigrants? ▪ How did Americans react to the great wave of immigration? 	<ul style="list-style-type: none"> ▪ What has been the relationship between government and business at different times in our history, but especially during the period of industrialization? ▪ How has government reacted to worker strikes and labor movements? How has government reacted to dangerous working conditions for factory workers? ▪ What was the Triangle Shirtwaist Factory fire and what was its effect? Text: <i>NY Times Upfront</i> : The Triangle Shirtwaist Factory March 14, 2011 <ul style="list-style-type: none"> ▪ What have been some of the anti-immigrant movements in U.S. history and what has been their impact?

ECONOMICS: Suggested Topics/Texts/Websites	SUGGESTED WRITING PROMPTS	SUGGESTED LITERARY TEXTS
<ul style="list-style-type: none"> ▪ Why did newly freed African American ex-slaves enter into sharecropping. agreement with former masters, rather than going back to work for a wage? <p>Review the factors of production as they pertain to sharecropping.</p> <p>Text: “The Unfinished March,” by Carol Toppin and Edgar Drisco</p>	<p>Writing prompts:</p> <p>Personal essay: Would you rather be self-employed, or work for a salary and have a boss?</p> <p>Informational essay: Why did Reconstruction fail?</p> <p>Pro/Con: Should we do away with affirmative action?</p>	<p>Short story: “The Flowers,” by Alice Walker</p> <p>Paired Poems:</p> <p>“I Hear America Singing,” by Walt Whitman</p> <p>“I, Too, Sing America,” by Langston Hughes</p>
<ul style="list-style-type: none"> ▪ What is capitalism? How did capitalism grow out of the need to pool funds to buy capital goods such as factory equipment and pay workers? ▪ What are the factors of production? <p>Link: kidseconposters.com (Click on posters for descriptions of capital resources, natural resources, and human resources)</p> <ul style="list-style-type: none"> ▪ What are Adam Smith’s theories regarding profit, competition, and the role of government in a capitalist society? ▪ What is the division of labor? <p>Suggested lesson plan: EconEdLink.org, “We Depend on Each Other”</p> <ul style="list-style-type: none"> ▪ Do manufacturing companies make too much profit while underpaying their workers? ▪ How are events like the factory fire in Bangladesh that left so many workers dead similar to the Triangle Shirtwaist factory? How should we address this problem? 	<p>Writing Prompts:</p> <ul style="list-style-type: none"> • Write about one invention that has had a significant impact on humans. • Write about the ways that technology affects your life. • Describe one invention and the way it has affected your life. <p>Pro/con essay: Should companies that profit from cheap labor in foreign countries pay to improve working conditions for factory workers?</p> <p>Source text: “The High Price of Fashion,” <i>NY Times Upfront</i>, Sept 2, 2013</p> <p>Pro/Con essay: What are the pros and cons of outsourcing?</p>	<p>Excerpt, “The Tartarus Maids,” by Herman Melville, available online</p> <p>Excerpt, <i>Hard Times</i>, by Charles Dickens, at schooltales.net/hardtimes/coketown_xrpt.html</p> <p>Poem, <i>In-dust-Tree</i>, by Mason Land, available on the website Poetrysoup.com</p>

continued

CURRICULUM MAP FOR SOCIAL STUDIES: (cont'd)

Units 4–12 (Guidelines Only)

SOCIAL STUDIES UNIT	HISTORY/GEOGRAPHY: Suggested Topics/Texts/Websites	CIVICS: Suggested Topics/Texts/Websites
<p>UNIT 8: Imperialism and the Spanish American War</p>	<ul style="list-style-type: none"> ▪ What is imperialism? ▪ What is an empire? <p>Maps that show world colonization patterns</p> <ul style="list-style-type: none"> ▪ How is colonialism similar to/different from imperialism? ▪ What was the Spanish American war? Who was fighting and why did it start? <p>Text: “Remember the Maine: To Hell with Spain!” <i>NY Times Upfront</i>, Feb. 18, 2013</p> <ul style="list-style-type: none"> ▪ What did the U.S. map look like before and after the Spanish American War? ▪ What is yellow journalism? 	<ul style="list-style-type: none"> ▪ Why is Puerto Rico part of the U.S., but not a state? ▪ What is Puerto Rican history? What is the relationship between the U.S. and Latin American and why? <p>Text: “Puerto Rico” from the Caribbean Connections series, published by “Teaching for Change”</p> <ul style="list-style-type: none"> ▪ Why did the U.S. enter the Spanish American war? Who was “for” it and who was “against?” <p>Source text: Joy Hakim, <i>A History of Us</i>, Volume 8, “An Age of Extremes”</p> <ul style="list-style-type: none"> ▪ Is America an Empire? <p>Website: Zinnedproject.org, video: “A People’s History of American Empire: A Graphic Adaptation”</p>
<p>UNIT 9: World War I</p>	<ul style="list-style-type: none"> ▪ Who was fighting and why? ▪ Why did the US. become involved? <p>A good free electronic source on WW I is: http://Jarredjoly0.tripod.com</p> <ul style="list-style-type: none"> ▪ What were the domestic effects of World War I? <p>Suggested Text: America Enters World War I <i>National Geographic Reading Expeditions</i> <i>NY Times Upfront</i>, “Five Things You Need to Know about World War I”, March 7, 2014</p> <ul style="list-style-type: none"> ▪ How did new weapons developed as a result of industrialization cause a huge human toll? 	<ul style="list-style-type: none"> ▪ How did Americans feel about entering World War I? How did the Labor Movement clash with the government about the war? <p>Suggested website: Zinnedproject.org, video: speech by Eugene Debs</p> <ul style="list-style-type: none"> ▪ What was the Espionage Act? Did it violate the first amendment and Americans’ freedom of speech? ▪ How did the involvement of women in the war effort contribute to women getting the vote? <p>Source: <i>NY Times Upfront</i>, “1920: Women Get the Vote,” September 6, 2010</p>
<p>UNIT 10: The Great Depression</p>	<ul style="list-style-type: none"> ▪ How did the Great Depression come about? ▪ How did it affect the country? <p>Some suggested sources: Dorothea Lange photos <i>Hard Times</i>, by Studs Terkel <i>Letters to Eleanor Roosevelt</i></p> <ul style="list-style-type: none"> ▪ How was the U.S. depression part of a worldwide depression? What were the causes and effects of this worldwide depression? <p>Suggested texts: “The Great Depression,” by David Downing, published Heinemann “America in the 1930s,” by Jim Callan, pub. Facts on File</p> <ul style="list-style-type: none"> ▪ What was the Dust Bowl? 	<ul style="list-style-type: none"> ▪ What should be the role of government in the economy? How did attitudes change toward government’s role as a result of the Depression? ▪ What was the New Deal? Which programs were most significant? Which New Deal programs do we still retain today? ▪ How is the government involved in the economy now? What parallels do we see between the New Deal and the bailout of companies deemed “too big to fail” during the 2008 recession? <p>Suggested text: <i>NY Times Upfront</i>, “Echoes of 1933?” March 16, 2009</p> <ul style="list-style-type: none"> ▪ How did the power of the president increase under Roosevelt? ▪ What role should the government play between workers and private companies when it comes to the rights of workers?

ECONOMICS: Suggested Topics/Texts/Websites	SUGGESTED WRITING PROMPTS	SUGGESTED LITERARY TEXTS
<p><i>(It is suggested that this unit focus on civics and history, rather than economics. Some teachers may wish to focus on the issue of globalization/present day American “imperialism”.)</i></p> <p>Possible text: Is America an Empire? <i>NY Times Upfront</i>, Sept. 1, 2004</p>	<p>Pro/Con Essay: Is America an Empire? Source text: Is America an Empire? <i>NY Times Upfront</i>, Sept. 1, 2004</p> <p>How do we recognize bias in texts? Essay: Analysis of a biased text</p> <p>Free lessons on media literacy available at: http://mediasmarts.ca/teacher-resources</p>	<p>“Shooting an Elephant,” essay by George Orwell</p> <p>Also, see Chapter Three from “When I was Puerto Rican,” by Esmeralda Santiago for a description of modern-day cultural imperialism.</p>
<ul style="list-style-type: none"> ▪ How did World War I allow women and African Americans to enter the factory workplace? ▪ How did The Great Migration grow out of oppression in the South and the creation of job opportunities for African Americans as a result of soldiers going to war? <p>Suggested text: <i>The Great Migration, National Geographic Reading Expeditions Seeds of Change</i> series Jacob Lawrence, <i>The Great Migration</i></p>	<p>Pro/con: Does America do enough for its war veterans? Source text: <i>NY Times Upfront</i>, “Wounded Warrior: Brendan Marocco” October 25, 2010</p> <p>Freedom of speech in wartime—should it be curtailed? Source text: <i>NY Times Upfront</i>, “When Speaking Out was a Crime,” November 27, 2006</p>	<p>Poem: <i>Dulce et Decorum Est</i> (available online)</p>
<ul style="list-style-type: none"> ▪ What is the American Dream? ▪ What is laissez faire capitalism? ▪ What is GDP and GDP per capita? What are other indicators of the health of the economy? <p>Suggested lesson: EconEdLink.org: “Closing the Gap”</p> <ul style="list-style-type: none"> ▪ What is the stock market and what role does it play in the economy? What role did it play in the Great Depression? <p>Suggested source: Website: Teachology, “Teacher’s Guide to the Stock Market”</p> <p>Suggested lesson: EconEdLink.org: “NYSE Made Easy”</p> <p>Suggested lesson: EconEdLink.org: “Where did all the Money Go?”</p> <ul style="list-style-type: none"> ▪ How are businesses, banks, worker salaries and consumer spending inter-related in an economy? 	<p>Point of view writing from people living through the Great Depression</p> <p>Pro-con essay: Should the government set a minimum wage? Essay: Should the rich pay higher taxes? Source text: Should the rich pay higher taxes? Feb. 18, 2013</p> <p>Pro/con essay on social security Source texts: “Social Insecurity,” <i>NY Times Upfront</i> March 28, 2003 and “Should Social Security be Privatized,” March 28, 2005</p>	<p>Short essay: <i>Kipling and I</i>, by Jesus Colon</p> <p>Excerpts from <i>The Grapes of Wrath</i> Song, “Brother can you Spare a Dime?”</p> <p>Langston Hughes, “The Ballad of Roosevelt”</p>

CURRICULUM MAP FOR SOCIAL STUDIES: (cont'd)

Units 4–12 (Guidelines Only)

SOCIAL STUDIES UNIT	HISTORY/GEOGRAPHY: Suggested Topics/Texts/Websites	CIVICS: Suggested Topics/Texts/Websites
<p>UNIT 11: World War II</p>	<ul style="list-style-type: none"> ▪ How did World War II begin and end? Who was fighting? ▪ How did World War II change the world map—what did the map look like before/after? ▪ What was the Holocaust? What were the causes and effects? <p>Suggested texts: Joy Hakim, <i>A History of Us</i>, Vol. 10 “America in the 1940s,” Charles A Wills, pub. Benchmark Books</p> <p>Free lesson plans available on the Internet: PBS The War: entire set of lesson plans on World War II</p> <p>National Geographic: education.nationalgeographic.com/archive</p> <ul style="list-style-type: none"> ▪ How did World War II usher in the beginning of the Cold War and the end of colonialism? ▪ How did World War II usher in the nuclear age? <p><i>NY Times Upfront</i>, “The Manhattan Project,” October 8, 2012</p>	<ul style="list-style-type: none"> ▪ What is totalitarianism? What is fascism? What causes people to be drawn to these philosophies? <p>“Could Hitler Happen Again?” <i>NY Times Upfront</i>, Sept. 1, 2014</p> <ul style="list-style-type: none"> ▪ What is eugenics? <p>Suggested text: 1936: The Nazi Olympics, <i>NY Times Upfront</i>, May 9, 2011</p> <ul style="list-style-type: none"> ▪ How did the U.S. work with its allies? <p>“D-Day, the Great Invasion” <i>NY Times Upfront</i>, March 22, 2004</p> <ul style="list-style-type: none"> ▪ What is genocide? How did the Holocaust usher in a new world awareness of genocide? <p>“The Liberation of Auschwitz” <i>NY Times Upfront</i>, 2005</p> <ul style="list-style-type: none"> ▪ What were Japanese internment camps? How was the internment of Japanese Americans a violation of the Constitution? ▪ Should the U.S. have dropped the atomic bomb on Japan? ▪ What is propaganda? What are some examples of the techniques employed by propagandists?
<p>UNIT 12: The Cold War and Post-war America</p>	<ul style="list-style-type: none"> ▪ What is a superpower? ▪ What was the Cold War? What was the Iron Curtain and how did it grow out of the aftermath of World War II? <p>Texts: <i>NY Times Upfront</i>, “1948: The Berlin Airlift,” Sept. 22, 2008</p> <p><i>NY Times Upfront</i>, “1961: The Bay of Pigs Invasion,” Jan 31, 2011</p> <ul style="list-style-type: none"> ▪ What was containment? What was the domino theory? ▪ What were the causes and effects of the Korean and Vietnam War? <p>Texts: <i>NY Times Upfront</i>, “From One Korea to Two” “1968: The My Lai Massacre,” Feb. 25, 2008</p> <p>Suggested texts: Joy Hakim, <i>A History of Us</i>, Volume 11 “America in the 1950s,” by Charles A Wills</p>	<ul style="list-style-type: none"> ▪ How did government play a role in the economy through the G.I. bill? ▪ What was McCarthyism? <p><i>NY Times Upfront</i> Article: “A Decade of Fear,” March 15, 2010</p> <ul style="list-style-type: none"> ▪ How did TV play a role in ending the Vietnam War and the success of the Civil Rights Movement? ▪ What was the Civil Rights movement? How did Martin Luther King use nonviolence to effect change? What was the role of Malcolm X and the Black Power movement? <p>Website: Zinnedproject.org, MosDef reads two speeches by Malcolm X</p> <p><i>NY Times Upfront</i> articles: “Separate is Not Equal,” March 31, 2014 “The Little Rock Nine,” Sept. 3, 2012 “Freedom Fighters,” April 22, 2014</p> <ul style="list-style-type: none"> ▪ What was Johnson’s “Great Society” and which entitlement programs grew out of it? ▪ What was the Women’s Movement, causes and effects? <p><i>NY Times Upfront</i> “The Equal Rights Amendment,” November 19, 2012</p>

ECONOMICS: Suggested Topics/Texts/Websites	SUGGESTED WRITING PROMPTS	SUGGESTED LITERARY TEXTS
<ul style="list-style-type: none"> ▪ What changes took place on the homefront during World War II? ▪ How did World War II help end the Great Depression in the U.S.? ▪ How did World War II open up job opportunities for women and African Americans on the home front? ▪ Why did the U.S. help countries like Germany and Japan rebuild? 	<p>Pro/con essay: Should the U.S. have dropped the bomb on Japan?</p> <p>Source Text: “Was it necessary to drop the atom bomb on Japan?” <i>NY Times Upfront</i>, May 9, 2005</p> <ul style="list-style-type: none"> ▪ What are the lessons of the Holocaust? <p><i>NY Times Upfront: The Liberation of Auschwitz</i>”</p>	<p>Excerpts from “Night,” by Eli Wiesel “Survival in Auschwitz”, by Primo Levi <i>Diary of Anne Frank</i> <i>Maus</i>, by Art Spiegelman</p>
<ul style="list-style-type: none"> ▪ What are the differences between capitalism, socialism and communism? <p>EconEdLink.org lesson :“Comparative Economic Systems”</p> <ul style="list-style-type: none"> ▪ What is GDP? How did U.S. prosperity rise after World War II? ▪ What was the baby boom? How did production of oil and steel increase? ▪ How was this prosperity connected to the move to the suburbs and interstate highways? <p><i>NY Times Upfront: 1956: The Roads that Changed America</i></p>	<p>Pro/con essay: Have Johnson’s “War on Poverty” programs worked?</p> <p>Text: <i>NY Times Upfront</i>, “Does the U.S. Need a New War on Poverty?” Nov. 17, 2014</p> <p>Essay on feminism:</p> <p>Source text: <i>NY Times Upfront</i>, “Is Feminism Still Worth It?”</p> <p>Pro/Con essay on Vietnam:</p> <p>Source text: <i>NY Times</i> “Vietnam: the War that’s Still with Us”</p> <ul style="list-style-type: none"> ▪ The Civil Rights movement: 40 years later, how much progress has been made? 	<p>Literary connections, Civil Rights movement:</p> <p><i>I Have a Dream</i> speech and <i>Letters from a Birmingham Jail</i>, Martin Luther King, Jr. Excerpts from Autobiography of Malcolm X</p> <p>Short story: “Everyday Use,” by Alice Walker</p> <p>“Kiswana Browne,” from <i>Women of Brewster Place</i>, by Gloria Naylor</p>

“ Teaching is a creative act and each teacher will make different decisions about what and how to teach, and which instructional resources best suit their needs.”

HSE Social Studies Curriculum

Unit Descriptions

UNIT ONE: Colonialism and the Road to Revolution

Content Covered in Lesson Plan 1

The origins of the United States are often taught as a tale of heroics—oppressed colonists revolt against an unreasonable English king, somehow conceiving of noble ideals of freedom and equality all on their own. The lessons in this unit focus on economic factors and incentives for colonialism. They also seek to introduce students to Enlightenment figures and ideas so that students understand that the ideas made so famous by the Declaration of Independence—equality, freedom—had their origins in thinking quite prevalent in Europe at the time. In other words, Thomas Jefferson did not think this up all by himself.

Before diving into all of this content, students need to feel motivated and understand the rationale behind the approach. The very first activity, therefore, centers upon a text that discussed the “brain science” justification for learning content.

It’s best to find out what students know about major events in U.S. history before embarking on a series of lessons. In Lesson One, students brainstorm major events they know about and predict where each event belongs on a timeline. The class’s knowledge is pooled, and the teacher finds out what students already know. The timeline introduced in the first lesson will be returned to continually throughout the curriculum, so that students can situate the particular events they are learning about within a larger frame.

I try to use maps as often as possible so that students become familiar with the world and U.S. map and gain map-reading skills. The places that they are reading about may seem fairly abstract; locating them on a map helps them become more real. Map-work in Lesson One introduces students to the concept of colonialism. Students start by labeling the continents to get their bearings on a world map before diving into historical maps.

The lesson then guides students to consider the geography of the New England, Middle, and Southern colonies, and how physical features like climate, soil, navigable rivers, and ports shaped the economies of each region—New England focusing on the sea because of poor soil and proximity to the sea, while the Southern colonies were, from the

beginning, focused on cash crops due to a good growing climate and rich soil. The relationship between geography, settlement patterns, and economics is a foundational concept in social studies. This part of the lesson is also intended to set the stage for what comes later, when students look at cotton and slavery in the 19th century.

Content Covered in Lesson Plan 2

Students look at two features of colonial economics: mercantilism and triangular trade. Reading about mercantilism introduces students to two important terms, raw goods and finished or manufactured goods, that will be revisited later in the curriculum. It also sets the stage for understanding why the relationship between Great Britain and its colonists changed when Britain reversed the policy of salutary neglect after the French and Indian war.

In teaching history, I try to get students to think about not just the “what,” but the why. Why does the past matter? An ongoing source of conflict in our society is that of race relations, so one of the most obvious reasons the past matters is in the connection between slavery and racism. This is the discussion we have before reading “Since 1619,” a poem which takes a sweeping historical view of the legacy of slavery.

Because this is a history-focused curriculum, students are necessarily engaged in reading a lot of expository text. However, to be college-ready, students must also develop skill in reading more difficult texts, like poetry. In Lesson Two, students grapple with “Since 1619,” a challenging poem. This activity is supported by the teacher through discussions the form of poetry, the difficulties in comprehending poetry, and the strategies readers can draw upon.

 To see the classroom video, **Strategies for Understanding Poetry**, visit the CUNY HSE Curriculum Framework web site at <http://literacy.cuny.edu/hseframework>.

Content Covered in Lesson Plan 3

In Lesson Three, students consider the two Enlightenment thinkers Locke and Hobbes on government. How did each philosopher conceive of human nature? How did this view of human nature inform each man’s view of government? This provides a frame for understanding a basic division between forms of governments that are more autocratic and those that are based on distribution of powers among different sectors of a society.

It is also important for students to grasp natural rights philosophy—where do rights come from? What is “consent of the governed?” Students

read about the two philosophies, practice paraphrasing to better understand, and then look for Locke’s natural rights philosophy as it is expressed in the Declaration of Independence. Finally, students read about events that led up to the American Revolution and write summaries of each to be placed on the class timeline.

One “thread” in the fabric of the curriculum is that of aspiration—what will you do after you get your HSE diploma? Will you go to college? What career will you choose? How does school, connect to your future? Adult students tend to know very little about the world of work, the broad array of careers available in different fields, or ways to research careers. This lesson ends with a letter from a teacher who has decided to change careers and attend medical school in order to become a doctor. The letter explains the stages of her decisions in detail, and provides a model for students in terms of exploring interests, considering different aspects of a career, and also having the confidence to pursue their own interests. After reading, students write about their own future plans.

Yet another thread in the curriculum is an ongoing discussion about what makes writing “good.” To become better writers, students need to internalize an inner standard for writing and to understand that effective writing is more than “correctness,” but conveys an idea, mood, or emotion in a way that makes an impact on the reader. The letter from a teacher is used as a springboard for students to write about their own career plans, but is first discussed in terms of favorite lines and what it is about these lines that “speak” to them as readers. What, then, can we generally say about what makes a personal piece of writing effective?

UNIT TWO: The Constitution and the Structure of the U.S. Government

Content Covered in Lesson Plan 4

While the lessons in this curriculum focus on U.S. history, they are also intended to foster reading and writing skills. For both the TASC, TABE, and college placement exams, students need to build an understanding of genre, the reading strategies helpful for comprehending different text types and author’s purposes in writing them. It is also extremely important for students at this level to read a lot in order to learn new words and increase their reading speed. The “theme” of the first part of Lesson Four, therefore, is reading. Students write reflectively about themselves as readers, then look at graphs about time spent reading and reading achievement.

With the Common Core, there is a much greater emphasis on nonfiction texts, but some nonfiction, like memoir, requires practice with inference. Sherman Alexie’s essay “Superman and Me” provides ample opportunity to practice that skill. It is also an easy text for students to connect to, as Alexie talks about the low expectations that most teachers had for Native American children and their self-concept as learners. What I like most about it is that education is not just presented as a means to an end, but a deeply passionate pursuit. Students are asked to pick out their favorite lines; through class discussion these lines are “unpacked” for what Alexie is saying “between the lines.” Students then write in response.

After writing, students pick up where they left off with the ideas of Locke and Hobbes in order to return to a discussion of forms of government. They read about governments in different countries and discuss whether Locke or Hobbes would approve.

Content Covered in Lesson Plan 5

Lesson Five picks up where Lesson Four left off. Students once again review forms of government, finding countries on the world map, reading short descriptions of governance in those countries and applying definitions of different forms of government to those descriptions. It’s worth noting that while in textbooks we often read neat descriptions of different forms of government and the countries that operate within these frameworks, reality is more nuanced. A country may have one kind of government on paper and yet another in reality. Descriptions of a government’s structure don’t always fit neatly with a textbook definition. Nevertheless, students can get some ideas.

We’ve all learned about the three branches of the federal government and the function of each—to make laws; to execute laws; to interpret laws...but what does that really mean? Lesson Five is intended to help students connect these abstract concepts to current events. The teacher begins by asking them to name some of the most prominent politicians they know, using this as a starting point for creating separate categories on the board for local, state, and federal government. The first concept that is introduced is federalism. Next, students consider the three branches of the federal government, the members of each branch, and what they do.

I was surprised to find that my students needed to fill in a lot of gaps in their knowledge about the structure of the government. They could not all name the houses of Congress, nor did they understand that the President has a cabinet and that there are a huge array of federal agencies under the jurisdiction of the executive branch. It’s worth taking the time to have students read about each branch then make

connections between government entities they may have heard of (the FDA, Centers for Disease Control, CIA, Environmental Protection Agency, etc.). Equally important is having students read about the powers of each branch.

The concept of checks and balances is an easy concept to introduce in this day and age when there is so much conflict between the President and Congress, and therefore plenty of news items that illustrate the checks and balances between the branches. The articles here were drawn from the Internet and then adapted to be shorter and easier to read. Teachers may want to substitute other, more recent articles in their own classrooms.

An ongoing thread in the curriculum has been “what makes writing good?” In this lesson, students are introduced to the TASC scoring rubric and anchor papers so that they can begin to get a concrete grasp of what is expected of them in this context. Students should see that organization and elaboration of ideas, including examples, are as important as correctness.

Students then write a pro/con essay. The topic in Lesson Five is whether Supreme Court justices should have life tenure—the source text is from *New York Times Upfront*, published by Scholastic. This topic is a bit challenging, as most students don’t closely follow Supreme Court decisions and have probably never considered this as an issue. There are so many other government-related essay prompts that could be substituted here.

The final part of Lesson Five is devoted to career exploration. As Lessons Four and Five have focused on government, the career area explored here is Civil Service. This is a useful sector for students to be aware of, as civil service jobs can provide a steady income and good benefits, and do not always require a college degree. In this part of the lesson, students look at several websites in order to see the range of civil service jobs. They watch short videos to learn about various positions while taking notes in a graphic organizer, then read about civil service exams.

UNIT THREE: Westward Expansion

Content Covered in Lesson Plan 6

Lesson Six is adapted from a lesson on Econ Ed Link called “The Transportation Revolution.” It is one of several that sets the stage for understanding the far-reaching effects of industrialization. Much of the focus is on railroads and the incredible change wrought by this new technology. Embedded within it are both an economic mini-lesson

on supply and demand (how did railroads open up new markets?) and on different perspectives (Native Americans saw the railroads very differently from government agents and entrepreneurs).

Lesson Six begins with a return to map work. For homework, students have read about westward expansion as it occurred in stages. The first activity they engage in is filling out graphic organizers which organize the states according to how they were acquired by the U.S. Important to note here that students may need help understanding the differences between territories and states, and will need support with concepts like annexation. Map-work builds the necessary background knowledge needed to understand expansion and the impact of railroads.

Graphs are also important to this lesson. Towards the end of the lesson, graphs that show the dramatic decline of the buffalo in tandem with the huge losses of land Native Americans experienced as a result of westward expansion make the point that this was not “progress” for all involved.

It is not always easy for students to understand the impact of industrialization because they have never experienced human existence before machines changed our home and work lives so dramatically. For this reason, the lesson begins with a text on New York City in the early 1800s that graphically portrays the lack of sanitization and general squalor of pre-industrialized life. In 1800, what did the New York City look like? What did it smell like?

Students then view canal maps of the 1840s and early railroad maps. Why were tracks built as “corridors” between canals? How did canals make it possible to transport goods and people much greater distances faster and more cheaply? The same process is undergone when considering railroads and looking at railroads decade by decade in the 19th century.

Railroads opened up new markets across the U.S. Many people may not realize that it was difficult to get fresh farm products from rural to urban areas when horseback was the main means of transportation. Poor urban families, for instance, could not get good, fresh milk in New York City. To introduce the concept of supply and demand, students work in groups to play the role of rural families who have fresh milk to sell but no customers, urban families who are in need of fresh milk, rich urbanites who can afford to pay extra for fresh milk from the country, and railroad agents. How does the railroad allow the rural family to find buyers? How does the reduced price of transportation affect both consumer and seller?

The final part of this lesson introduces the idea that the story of the past is told very differently depending upon who is telling the story. The point is made first by graphs that show the results of expansion and the railroad for buffalo populations and Native Americans. While the railroad may have brought plenty of opportunities for European Americans, for Native Americans it meant the end of their way of life. Two texts from the American Social History Project (www.ashp.cuny.edu) show how Native Americans reacted to the railroads, and also how government agents consciously exterminated the buffalo herds.

 To see the classroom videos, **Fresh Milk for Breakfast: The Law of Supply and Demand, Reading Historical Maps in the HSE Classroom,** and **Graphs Tell a Story: Using Data to Understand the Past,** visit the CUNY HSE Curriculum Framework web site at <http://literacy.cuny.edu/hseframework>.

UNIT FOUR: Sectionalism and the Road to Civil War

It has been said that as Americans, we have two historical “parents.” One of these is slavery; the other is The Enlightenment. I like to use this polarity as a frame for introducing this period. Students have just finished a unit on the Constitution. As part of that unit, they have considered the concept of natural rights. They’ve also looked at the Bill of Rights. Did slaves have rights? Why or why not? Do they see a contradiction in the ideals espoused in the Declaration of Independence and the institution of slavery? Of course, the men who wrote the Declaration of Independence did not really mean “all men” when they wrote those words—they did not even mean “all white men.” But the words began to take on a life of their own.

COTTON. On the opposite pole of “freedom and justice for all,” we have the profit motive, embodied in the global cotton market. Students have now had a short introduction to the concept of supply and demand. One reason that some of the Framers who were against slavery allowed it to be part of the Constitution was that they believed it would die out. But it didn’t. Why?

Two pie charts show the percentage of U.S. exports that were made up of cotton. In 1820 cotton made up about a third of all U.S. exports; by 1860 it was almost half.

A good source for information about the role of cotton is a piece called “Cotton in a Global Economy” at this website: <http://mshistorynow.mdah.state.ms.us/articles/161/cotton-in-a-global-economy-mississippi-1800-1860>

The text shows how supply and demand worked at the outset of England’s Industrial Revolution, when textile manufacturing was growing by leaps and bounds and the demand for cotton grew. By reading and analyzing this piece, students will see how inventions like the power loom and spinning jenny led to growth of the textile industry, which then fueled the demand for cotton and with it the demand for slaves. A graphic organizer focused on cause and effect works well here as a frame for students to take notes in.

While many knew slavery was wrong, they nevertheless participated in an economy based on it and reaped the profits. This is a concept that students can understand in today’s context. From time to time we hear about products made overseas by exploited workers. These products may be quite cheap in the U.S. Do we buy them or not?

ABOLITION. An introduction to the Abolitionist argument can be had in Frederick Douglass’ famous speech “What, to a Slave, is the Fourth of July?” I recommend using just one paragraph or so, and providing footnotes to explain the difficult vocabulary. Students should have the chance to read the speech excerpt several times, and to paraphrase it for better understanding.

SLAVE STATES AND FREE STATES. Not everyone is aware of the deep connection between westward expansion and the slavery question. Each time a new territory applied to Congress for statehood, a political crisis was set into motion. Would the new state be a slave state or a free state? It’s a good idea to look at a historical map of slave states and free states. Reading about this issue also offers a kind of refresher on the structure of the U.S. government. The issue of slave states vs. free states was so contentious in part because each new state brought two new senators to Congress, possibly upsetting the balance between slave and free “interests” when this was a burning issue in American politics.

Students can then be asked to read a text which describes the various compromises that took place as Congress tried to reach a political solution to the slavery question—the Missouri Compromise; the Compromise of 1850, etc.—as well as John Brown’s raid, the effect of “Uncle Tom’s Cabin,” etc. Working in pairs, students can summarize each key event for the class timeline.

UNIT FIVE: The Civil War

History is not just a chronicle of events—it is the story of people with different perspectives on the times they are living through. For this unit, teachers can draw upon photographs, a new technology in the mid-19th century. There are many archives of these photographs available online, so that teachers can use the photos to help students see the war from the perspective of individuals. One way to use photos is to have students carefully observe a photo of a particular person, pair or family group to arrive at hypotheses about particular people shown in the photographs. Students can then read accounts, letters, and expository text about the group mentioned:

- Confederate soldiers
- Union soldiers
- Slaves, former slaves, African American soldiers
- Those on the home front in the South
- Those on the home front in the North

After reading, students can engage in point-of-view writing. Using information from the sources they have read, they will create historical identities for themselves, give themselves names, histories, concerns, wishes, doubts, then write from the perspective of, for instance, a Confederate wife; a newly freed slave; a Union soldier. These historically-based but imagined written monologues can be posted around the room next to the photograph of the person the student is pretending to be, creating a kind of gallery. When finished, students can walk the gallery, reading the monologues written by other students.

Suggested Literary Connection:

Excerpts from Stephen Crane's *Red Badge of Courage*.

UNIT SIX: Reconstruction

Many Americans are only dimly aware of this era and do not realize how pivotal it was. Because Reconstruction failed, roughly one hundred years would pass before African Americans gained status as first class citizens in their own country. This unit is extremely relevant to current events and issues today, when bias in the law enforcement and justice systems, police brutality that disproportionately affects the African American population, and racially motivated violence is a source of great concern.

The end of the war presented Americans with a host of problems. How would they physically rebuild their shattered country, especially the South where most of the fighting had taken place? How would they help all Americans, but especially newly freed slaves, who now needed to find ways to support themselves, feed, house and educate themselves? How would newly-freed African Americans be granted the full rights of citizenship? Larger questions also loomed: African Americans had been exploited as slaves for centuries, playing a huge role in building the economy without compensation. Should they be compensated? How?

A good source for reading about this era is Volume 6 of *A History of Us* by Joy Hakim, which in a clear but lively fashion describes the different stages in the effort to give newly freed full rights, and its ultimate failure.

Hakim frames the issue in terms of states' rights. After the war, some southern states wished to re-assert states' rights and established Black Codes, which severely restrict the liberties of African Americans. Radical Republicans in Congress fought against these efforts, introducing legislation such as the Civil Rights Act and the Fourteenth and Fifteenth Amendments. President Andrew Johnson (not to be confused with Lyndon B. Johnson) resisted these efforts and the Radical Republicans moved to impeach him. When this failed, the wind went out of the sails, so to speak, of Congressional Reconstruction. Here, students can be reminded about checks and balances between the three branches of the federal government. The attempt to impeach Johnson is a great example.

This unit should also focus on sharecropping in order to help students understand what became of so many newly freed slaves during this time period. While today it may be difficult to understand why so many African Americans, once denied their "forty acres and a mule," turned to sharecropping, it's helpful to understand that former slaves did not want to work for the same masters under the same conditions. As slaves they had worked under white overseers who used the lash, and

told them when to start and end the workday. Former slaves, when not granted their own land, turned to sharecropping as a way to avoid this consequence.

To help students understand the mindset of the formerly enslaved African Americans, I recommend having them write an essay about whether it is better to work at a salaried job or to own your own business. Afterwards, students can read primary sources such as Thaddeus Stevens and Frederick Douglass on the question of granting newly freed slaves their own land. A good source for helping students understand the sharecropping system is Chapter Four, “Farmers Without Land,” from a book entitled “Freedom’s Unfinished March” by Carol Drisko and Edgar Toppin.

Another important issue to explore in the context of Reconstruction is the vote. Many students will not know—in fact many Americans do not know—that sixteen African Americans were elected to Congress during the Reconstruction period, and that no African Americans served in Congress again until the late 1950s. A good way to illustrate African American representation in the government is a graph entitled “Black Elected Officials” at this link: www.pbs.org/fmc/book/10politics4.htm. Another site teachers may want to explore: www.umich.edu/~lawrace/votetour2.htm. This site shows voting patterns in the South from the Reconstruction era to the present through a series of colored maps with explanations.

It would be a good idea to start this discussion off by looking at graphs of general voter participation today, and by asking students to write or talk about whether they vote or not, and why. Why is the vote so important? This may even present the opportunity for an essay. The chapter entitled “A Bright Dream Vanishes” from “Freedom’s Unfinished March,” cited above, explains how whites set about controlling the African American vote in the South at this time. There is probably no better way to help students understand what African Americans in the South were up against than a scene in the movie *Selma* in which a character played by Oprah Winfrey attempts to vote. The movie *Selma* is also a great way of demonstrating to students why the African American right to vote in the South was so significant. This issue links to current debates about voter ID laws, and is a good way to help students understand the significance of this issue.

The failure of Reconstruction and the advent of Jim Crow laws brought dire consequences for African Americans in the South. A final suggestion for this unit is to focus on rule of law. This is an important concept regarding government and a key constitutional principle, but it can be slippery to grasp. The Center for Teaching the Rule of Law provides

examples of the way that rule of law was not observed in U.S. history, including the failure of Reconstruction. The passage of Jim Crow laws in defiance of the 14th amendment is a striking example. Even more striking is the impunity with which the Ku Klux Klan and lynch mobs terrorized African American citizens without repercussions from law enforcement or the judicial system. Sadly, current events offer example after example of unequal treatment of African Americans by law enforcement officials and the justice system. This would be a good entrance into discussion of movements such as Black Lives Matter.

A few suggestions for literary texts to include in this unit of study:

Fiction: *The Flowers* by Alice Walker is a short-short story, not more than two pages, that follows a young girl in the South taking a walk on a summer afternoon, and making a gruesome find. This is an excellent story for teaching inference. The background information that students have gained in the course of this unit will help them understand the author’s message.

Paired poems: Another suggestion for this unit is to introduce a pair of poems with information about the poets. Walt Whitman’s poem “I hear America Singing” paired with Langston Hughes “I, Too, Sing America” are a perfect way to look at the way that a poet’s life and times can impact his or her outlook. This pairing also provides students with an example of the way that writers continue to have a dialogue across time, carrying on conversations about important themes, with each writer putting his or her own “stamp” on the issue.

UNIT SEVEN: Industrialization

While it is not an “event” per se the Industrial Revolution has been a major force in our history, dramatically changing the way we live and work. It can be difficult for students to grasp the enormity of the change, as none of us have ever had to grow our own food or make our clothes from scratch.

For that reason, it’s a good idea to dramatize the difference. I recommend asking students to discuss what they would do if they needed a new item of clothing, for instance a shirt. Students can then brainstorm all the skills that go into making a shirt. Afterwards, they read an account of the way wool or flax was produced in pre-industrial times.

A good source for helping students understand the changes wrought in workers’ lives by the industrial revolution are excerpts from a book called “Bread and Roses” by Milton Meltzer. In this chapter, workers

talk about how life is different now that they have become factory workers. No worker works on the whole product from start to finish: instead each man just works on one little aspect of the task over and over again for hours. This has an effect on workers' morale as well as their ability to rise in the workplace and improve their skills. A possible writing assignment here is to ask students to write about a skill they have, something they do well, and how they developed it.

At this point, teachers may want to introduce the concept of the division of labor and the ideas of Adam Smith. It's helpful for students to understand the major concepts underlying capitalism and that Adam Smith is the economist known for articulating those concepts. For Smith, one key element in the success of a capitalist economy was the division of labor, which allowed manufacturers to reap profits by maximizing the efficiency of the labor force. A short excerpt from Adam Smith, especially his description of a pin factory, would work here.

Poem: *Mill-doors* by Carl Sandburg

Suggested essay topic: What are the pros and cons of technology? How has technology affected me personally?

Changing Occupations from Agriculture to Manufacturing; the Great Wave of Immigration; Big Bosses and Labor

Of course, there were many effects from rapid industrialization. One effect was a change in occupations: a larger percentage of the workforce moved from agriculture to manufacturing. Another effect was migration within the U.S.—there were more jobs in factories than on farms, and people moved to cities. A third effect was the great wave of immigration. Graphs can tell the story in all cases. It would be a good idea to read about “push” and “pull” factors for European immigrants at this time.

In the context of immigration, it would probably be a good idea to spend some time looking at anti-immigration movements. What was anti-immigration sentiment based on? How were immigrants competing for jobs with those already living here? How is this debate similar to/different from the immigration debate today?

Teachers can also explore with students the relationship between increased industrialization and capitalism. Most students have spent their lives in a capitalist economy and think that it's “just the way it is.” To understand that it is a certain way of organizing an economy, and not the only way to organize an economy, it would be a good idea here to review some basic economic terms, such as the factors of production: natural resources, human resources, capital goods and entrepreneurship. How do we see these four “factors” play out in the establishment of a factory or a manufacturing company? How

does the owner of such a factory obtain the funding (capital) to buy machinery, raw goods, and recruit workers he or she can afford? With manufacturing came a greater need for corporations that could raise the funding necessary for such enterprises, and with the rise of corporations came the system of stocks and dividends that form the backbone of our economy. This concept will be revisited in the unit on the Great Depression. Industrialization brought much prosperity to our society—a look at a graph showing GDP (and a mini-lesson on GDP) can establish this fact. But of course, there were down sides as well: in order to maximize profits, factory bosses paid their workers as little as possible, and workers had to endure poor and unsafe working conditions.

Teachers may want to use the Triangle Shirtwaist Factory fire as a case study for this period, as it encapsulates many of the issues of the period and there are plenty of sources. One site that I recommend is PBS' *The American Experience*, which has a rich collection of readings and lesson ideas. After reading about the Triangle Shirtwaist Factory Fire, students can read an article about factory fires in Bangladesh—I recommend *New York Times Upfront* as a source. Students can then compare the two tragedies. What was similar? Was anything different?

Possible essay prompts:

Informational essay:

What were the advantages and disadvantages of industrialization?

Pro/con essay:

What are the pros and cons of outsourcing? Do you believe that outsourcing is helpful or harmful to the U.S. economy?

Career focus:

Students look at graphs and read two short articles about the shift from a manufacturing to a services-driven economy. *What are the implications?* Students then explore careers in industries considered “services” and give presentations or write informational essays.

UNIT EIGHT: Imperialism and the Spanish American War

As America became prosperous through rapid industrialization, its power and international influence grew. The attitude of cultural superiority that had showed itself in the belief in the “manifest destiny” of European Americans to settle the west and “civilize” native peoples now recurred, but in an international context.

KEY QUESTIONS INCLUDE: What is imperialism? What is an empire? You may want to have students take a look at a map of the British empire. Why was there a saying “the sun never sets on the British Empire?”

Have students take a look at maps that show the territories that became part of the U.S. as a result of the Spanish American war. Ask why the U.S. has a naval base at Guantanamo Bay, when until recently there has been a travel ban to Cuba? Why is Puerto Rico considered a “territory” of the U.S. but not a state? These are both legacies of the Spanish American war. A good article to help students get the basic facts on this war is the article entitled “Remember the Maine!” from New York Times Upfront.

Literary Connection:

George Orwell’s short essay “Shooting an Elephant” is a vivid piece of writing that will make the experiences of colonial administrators and colonized people come alive for students.

It’s a great piece of writing that can serve as a model for students’ own work.

Another topic worth spending time on in this unit is that of yellow journalism. Until now, there has not been much consideration of the role of media in society, but now is a good time to start a discussion about it. Bias is very much present in newspaper accounts today. Why is it important to have accurate information, and to hear both sides of the story, especially in a society in which people vote for their leaders? How do we detect bias in newspaper articles? A link on the curriculum map allows students to compare headlines from different newspapers to detect bias. There is also a link to a lesson plan on detecting bias.

UNIT NINE: The First World War

Given limited time in an adult education classroom, I don’t teach much about the specific details of World War I. However, when teaching history, it is always a good idea to draw students’ attention to why a particular event or development matters now. World War I can be seen as a time of transition to the modern world we know today. An important underlying cause was tension between European nations over empire-building. Another significant aspect of the war was its brutality, a side effect of the industrial revolution and the invention of new, more destructive weapons. Machine guns prompted the use of trenches to protect whole regiments from being mowed down, while airplanes, U-boats and poison gas changed the face of war completely.

In the U.S., World War I brought about important domestic changes that were repeated in World War II. Women and African Americans were able to take factory jobs that formerly only white males could hold. In fact, new job opportunities in the North were one “pull factor” for African Americans who migrated from the South in the period called The Great Migration. Teachers who wish to study this phenomenon in more detail are advised to take a look at the Jacob Lawrence book entitled “The Great Migration,” as well as a book of the same title from the National Geographic Reading Expeditions “Seeds of Change” series which is also referenced below.

A suggested source that will provide an overview of World War I that is accessible to many levels is “America Enters World War I” by Carol Dombrowski, part of the National Geographic Reading Expeditions “Seeds of Change in American History” series. This booklet has many advantages: it is accessible, has lots of pictures and will not feel overwhelming to students to read.

Literary Connection: Poem, *Dulce Et Decorum Est*

This poem is full of imagery and helps students visually imagine the reality of trench warfare and the effects of poison gas. A link on the curriculum map will take teachers to a website with helpful explanations of some of the terms as well as a video of the poem being read. While the poem is a bit challenging, several re-readings while paraphrasing will help students come to understand the poem.

UNIT TEN: The Great Depression

Study of the Great Depression offers a wonderful opportunity to review some basic economic concepts and to teach a few new ones; to help students better understand interdependence in economics, and to focus on the role of government in the economy. There are also psychological effects of the Depression to take into account. One of the major effects of this era was to cause people to question capitalism itself. Was the American dream a real possibility, or just an illusion?

CAUSES. Students need to understand how the Depression started. In order to do so, they will need a basic understanding of the stock market. What are shares of stock? Why are they bought and sold? What causes stock to be overvalued? What is speculation? What is the business cycle? How does prosperity lead to overconfidence and overextension of credit, then to crashes when it is discovered that the stocks or products being bought and sold have been overvalued?

Most students will not have bought or sold on the stock market and this aspect of our economy may seem distant and unreal for them. Why a crash in the stock market should have brought down the entire economy is a very real question. Students need to be taught that economic collapse in one sector of the environment often spreads, because sectors of the economy are interdependent. When the stock market crashes and buyers cannot pay the broker for the loans they took out to buy overvalued stock, the broker cannot pay the bank back for that same loan. At some point, banks begin to run out of money. Businesses can no longer borrow money from the bank; moreover businesses that collapse because their stock has become worthless may go out of business, laying off workers, who now lack money to buy the consumer goods that would have gotten the economy going again. Businesses are also dependent on each other. A manufacturer who sells a product such as buttons will be adversely affected when clothing manufacturers or retailers go out of business. A good source for understanding this interdependence is the chapter on the Great Depression from the textbook “Life and Liberty” by Philip Roden. I recommend having students make flow charts or fill out some other type of graphic organizer so that they see the connections.

The Depression also offers a chance for students to think about economic indicators. What are some of the measures that are used to determine how an economy is doing? Graphs are also a good way to get the impact of the Depression. The curriculum map includes links to graphs that show unemployment rates, home foreclosures, and bank failures.

IMPACT. In addition to exploring the impact of the Great Depression through graphs, students can understand the era through photographs and oral histories. The photos of Dorothea Lange are a great source. Students can describe their photos in writing; read in order to write captions for the photos; play the role of the person in their photo and write a monologue of their experience, just as they did for the unit on the Civil War.

Oral histories from Studs Terkel’s *Hard Times* can be used, or *Dear Mrs. Roosevelt: Letters from Children of the Great Depression* written to Eleanor Roosevelt.

Literary Connections:

- A good piece that covers the spirit of disillusionment with the American Dream is a short essay by Jesus Colon entitled “Kipling and I.” Inspired by a poem by Kipling, the writer keeps his spirits up after day after day of disappointing job searches, only to rip up the poem at the end.

- Excerpts from Steinbeck’s *The Grapes of Wrath* can also convey the desperation of these times, the struggles of everyday people, and provide students with practice in reading “literarily.”
- Finally, the song “Brother, Can You Spare a Dime?” captures the disillusionment of many Americans. Its verses allude to past American successes and the song conveys the questions raised by the sudden failure of the American Way.

Of course, a major theme in a unit on The Great Depression must be the role of government in the economy. Students need to be introduced to the concept of laissez faire capitalism. Here, phenomena such as Hoovervilles may be contrasted with Roosevelt’s New Deal. This is a very significant concept for students to understand. Programs that are taken for granted now, such as social security or the FDIC, did not exist before Roosevelt. Students may not realize that before the Great Depression, banks could run out of money and people would simply lose their life savings. One of the major “lessons” learned from the Great Depression was in fact the need for governments to intervene when the economy seems ready to tank, as Congress and Obama did in 2008, bailing out businesses deemed “too big to fail.” Study of this period may help students understand why that was considered necessary.

Of course, the question of what government’s role should be—the debate over limited government—has been ongoing in this country and will continue to be debated through partisan fights over bailouts, government spending, and entitlement programs, regulations of business and the stock market, etc. Now that they have been educated on this point, students should be more equipped to join in the debate.

Another connection between the Depression and the current time period is the issue of income inequality. Links to graphs that draw parallels between the “roaring 20s” and the “roaring 2000s” can be found on the curriculum map, and this is a good place to discuss the “1%” vs. the “99%” What are the adverse effects of income inequality?

Possible essay topics:

- pro-con essay on the minimum wage
- pro-con essay on entitlement programs

GROWTH OF LABOR UNIONS. A final point to consider when studying the Great Depression is the growth of labor unions. Until the 1930s, the government had sided with big business in labor disputes. Roosevelt passed the Wagner Act, which made it legal for workers to unionize, and workers were able to fight for better wages and working conditions. The impact of labor union is a good historical lesson to note here. Present

day connections can be made to the rolling back of many of those gains by politicians like Scott Walker.

UNIT ELEVEN: World War II

It's difficult to imagine that students would not know a lot about World War II, as it has been so well documented both on film and in books. A good film is *The World at War*. The amount of information is overwhelming, with so many countries involved, and so many different conflicts involving every continent.

A good essential question to raise when studying this war is: Why was World War II such an important turning point?

Geography

The war changed the world map, and maps that show the world before and after the war, as well as maps that show occupied territories at different points in the war, will be helpful. The end of the war brought not only the iron curtain, but the end of Britain's colonial rule in India—major changes. Graphs that show numbers of war dead, civilian deaths, etc. will also tell a story about the sheer amount of destruction.

Totalitarianism

Students who have not experienced the effects of a state that is involved in every aspect of life will be able to understand the concept by reading about Nazi Germany. Students will need to understand Hitler's "Aryan race" theory. A good article on Jesse Owens at the "Nazi" Olympics can be found on *NY Times Upfront*. The Holocaust was of course a major turning point, and the world's failure to prevent genocide is the impetus behind current day awareness of this phenomenon around the globe. The concept of war crimes also is an important legacy of World War II. Another legacy is Israel.

Another very important change was the ability to harness nuclear power. Whether the U.S. should have dropped the atomic bomb on Japan is still debated today, and is a good topic for a pro/con essay.

Domestically, World War II was a time when African Americans and women were once again part of the workplace as they had not been before. After the War, neither group was willing to return to status as second class citizens.

UNIT TWELVE: The Cold War and Post-War America

This is a high-emphasis area for the HSE test and it's a good idea to spend some time on it. The post-war era is what has really shaped recent history. "Big ideas" that should be included in this unit are the differences between the three major economic systems: Capitalism, Socialism and Communism; the U.S. and Soviet Union as superpowers that emerged from the war; Cold War and the nuclear threat; and how wars like the Korean War and Vietnam War were linked to the Cold War. Connections should be made between World War II and domestic developments that came after:

- World War II brought the nuclear era and the Red Scare
- World War II brought more African Americans both into the army itself and into factories during the war; this eventually led to the demand for equal rights and the Civil Rights Movement
- World War II brought women into factories as workers, the first step towards the Women's Movement that came after

It's also a good idea to look at American prosperity after the war—the era of the so-called baby boomers—and its effects on lifestyles.

Three Economic Systems

In order to understand the ideological conflict between the two superpowers that shaped this era, students will need to build some rudimentary knowledge of the three economic systems. USHistory.org has an excellent reading which explains the three systems without oversimplifying too much. If students have not already learned about supply and demand, it should be taught (or reviewed) here with connections made to Smith's "invisible hand." Once students have understood the basic concepts, short quotes from Smith and Marx can be introduced for students to analyze—this will help them deepen their understanding.

Iron Curtain and Cold War

With maps showing Europe before and after the establishment of NATO and the Warsaw Pact, students should read about the Soviet blockade of West Berlin and the Berlin airlift to understand the origins of the "iron curtain" and the Berlin Wall. It would be helpful to read an overview of World War II to provide context for students to understand post-war development in Europe—*Common Core Basics* is one possible source. "The Cold War" by Robert Brownwell is another good source. You may want to have students write entries for a timeline of events that took place at the end of World War II. There should also be a discussion of

why it was called a “cold war.” What would have happened if the U.S. and the Soviet Russia, both with nuclear weapon capability, went to war? Political cartoons of the era can make the point about “mutually assured destruction” as can pictures of schoolchildren hiding under their desks to “duck and cover.” The Korean War and later, the Bay of Pigs are two events that can be studied here.

McCarthyism and the Red Scare

The hysteria that developed in the U.S. over communism can be conveyed by pamphlets of the time—see the curriculum map for links. Joy Hakim’s *A History of Us* and *New York Times Upfront* are also a good source for readings on McCarthyism.

Domestic Changes

The postwar period was a time of high prosperity—this would be a good segue into the study of GDP if students are not already familiar with the concept. Students might also look at graphs that show changes in the ages of the general population; U.S. production of steel, oil, and manufactured goods; number of interstate highways; rise in suburban population. Chapter Ten from Joy Hakim’s *A History of Us, Volume 10* provides a good reading.

The Vietnam War

The Vietnam War was the U.S.’s first “failed” war, an important turning point. It was also a bitterly contested war that caused much domestic conflict, and the first fully televised war. Images of the war will help students understand the way it was seen by people at the time. A good source for texts is *New York Times Upfront*, which has several articles. A suggested activity: Have students read texts that provide reasons for and against the war, take notes, and write persuasive essays for or against the war.

The Civil Rights Movement

The Civil Rights Movement is certainly one of the most dramatic and significant phenomena in U.S. history. Many students will know at least something of it. There are plenty of connections to be made here between both the deep past and the present—in the past between the ideals of equality and liberty set out in the Declaration of Independence resonate. In the present, campaigns such as Black Lives Matter show that it’s an ongoing struggle. An essential question here is how broad-scale change can be brought about in a society. Why did Martin Luther King, Jr. choose nonviolence and why was it successful? How did the media play a role? What was the effect of Malcolm X’s movement? What was Black Power?

There are so many great sources for following this era. The movie *Selma* is also a great way for students to understand the tactics of civil rights activists and the need for change. For a literary connection, Alice Walker’s story “Everyday Use” is highly recommended, as is the chapter called “Kiswana Browne” in *Women of Brewster Place* by Gloria Naylor. In some ways this movement and those that followed—the women’s rights movement and Chavez’s work with migrant workers brings us full circle to The Enlightenment ideals on which the country was founded.

Lesson Plan 1

OBJECTIVES

- ✓ Students will be introduced to what a sentence is.
- ✓ Students will understand how learning U.S. history will help them reach their goals.
- ✓ Students will get an overview of U.S. history from colonization to the Civil War.
- ✓ Students will use maps to understand the process of colonization.
- ✓ Students will learn about the geography of each group of colonies and how geography affected their economies.
- ✓ Students will review two persuasive essays about the centrality of money in America and write responses.

MATERIALS FOR LESSON 1

Activity 1: Why Do We Have to Learn This?

- *Background Knowledge and Reading*, adapted from Daniel T. Willingham

Activity 3: World Colonization 1700

- Large World Write-On/Wipe-Off maps
- Historical world maps showing colonial possessions
- Blank U.S. map with state boundaries
- Map: Native American cultural groups
- Map: European claims in North America

Activity 4: Cultural Economies

- Climate map of U.S.
- Reading: *Regional Economies*
- Graphic organizer: Regional Economies

Activity 6: Short Response to Persuasive Text

- Reading: *Are Americans Too Obsessed with Money?*
- Reading: *Can We Agree that Money is Important?*

ACTIVITY 1 Why Do We Have to Learn This?

MATERIALS: *Background Knowledge and Reading*, adapted from *Why Don't Students Like School?* by Daniel T. Willingham

STEPS:

1 The purpose of the activity is to provide a rationale for learning U.S. history. Students often ask “Why are we learning this?” or “Will this be on the test?” The point made by Willingham in the reading is that background knowledge is always needed for reading—in other words, it is important to learn about history, a “school” subject, in order to understand a range of school-related texts.

- 1** Ask students to talk with a partner about the following question: *To be a good reader, is it more important to have skill as a reader (for instance, skill in sounding out words), or to know about a lot of different subjects? When you read a text, is all the information you need to understand the text in the text, or do you have to bring your own knowledge?*
- 2** Give students 3-4 minutes to discuss this question. Circulate as they are talking to get an idea of what their thoughts are. After 3-4 minutes, bring the class together and ask for a report back. Write some notes on students’ thoughts on the board.
- 3** Write this sentence on the board: “I’m not trying out my new barbecue the night the boss comes to dinner,” Mark yelled. Ask students: *Why doesn’t Mark want to try out his barbecue the night the boss comes to dinner?*
- 4** Follow up by asking: *How did you know this? Is the information in the text? Did the writer tell us why Mark didn’t want to try out his new barbecue the night his boss comes to dinner? If not, how did you know?*
- 5** Tell students that the knowledge they supplied, from their own heads, has a name among educators: it is called *background knowledge*. People have *background knowledge* about different subjects. You can have background knowledge about sports; about the subway system; about your neighborhood. Background knowledge is a very important part of reading, which is why, in this class, they will spend so much time learning about things—in this case—about history.
- 6** Hand out the reading. Ask students to read silently. When they are finished reading, tell students: *One question I get from students all the time is why do we have to learn all this history?* Ask them to discuss with a partner how the writer of this article would answer this question. You may want to draw a head on the board with a thought bubble “Why are we learning all this history?” This represents the student. Draw another head which represents the teacher and

write a speech bubble. What would the teacher say, based on the text they've just read?

- 7 As an alternative, or in addition, ask a student to do a brief role play with you. Play the part of a student who is fed up with learning all of this history. Ask a student to be the teacher and explain why they need to learn all of this “stuff,” based on the Willingham text.

ACTIVITY 2

What Do We Already Know About U.S. History?

MATERIALS: Blackboard/whiteboard and chalk

STEPS:

- 1 Tell students that they are going to be learning about U.S. history for the next 10-15 weeks. It will be helpful for them to think about what they already know, and also to become familiar with the use of a timeline. A timeline is helpful because it gives a picture or graphic that can help you remember major events.
- 2 Draw a timeline on the board. Ask students to call out major events of U.S. history that they remember. Write these events at the top of the board. Then begin at the beginning of the timeline and ask students what event came first, and whether they know a date or “ballpark date” for the event.
- 3 In the course of this activity, questions will come up. Students may know some events but have dates wildly wrong. Students may ask whether they need to memorize dates. I always tell them that it's good to have an idea of the order of major events, and also a ballpark date—for instance, I may not know exactly what year the Civil War started, but I know that it took place in the mid-1800s. I know that it came after the Revolution, and before World War I.
- 4 Ask students to copy the timeline into their notebooks as you write events on the board. Tell students that they will be returning to the timeline again and again.

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It's a good idea to start any history curriculum with a time line like this which will serve a few purposes:

- (1) it gives you, the teacher, an idea of what students already know about U.S. history and misconceptions that you may want to correct at some point.
- (2) it pools the class knowledge about U.S. history.
- (3) it provides a model of a time line, an important tool in understanding history that you want students to return to again and again.

ACTIVITY 3 World Colonization in 1700

MATERIALS: large write on/wipe off maps of the world • historical world map showing European empires and colonies • blank map of U.S. • map showing Native American culture groups • map showing European claims in North America

STEPS:

1

When using maps for the first time in class, always give students a chance to see either a blank world map or blank U.S. map. I always have students label the continents because it is fundamental knowledge every student should have. Once blank maps have been introduced and students have a general orientation to the map, historical maps can be introduced and students can notice the differences.

- 1 **Give out the large blank write-on/wipe off maps and have students work in small groups to label the continents.** For those who are having trouble, ask them to get help from those who are familiar with the map. Ask those who are familiar to explain how they know which continent is which.
- 2 **Tell students that it's a good idea to have a general idea of the world map.** Now they are going to look backward in time. Ask students to locate and label (or if you prefer, color in with different color markers): Spain, England, France, Holland. Tell students that these were major colonizing countries.
- 3 **Give out the historical map showing European empires.** Ask students to look at and briefly discuss as a whole class the amounts of territory different European powers “owned.” How does this explain why Portuguese is spoken in Brazil and English is spoken in the U.S.?
- 4 **Ask students “why colonize?”** What do you think European countries gained from colonizing other parts of the world? (in my class, students brainstormed the following list: wealth, power, money, land, products from the colony)
- 5 **Tell students that now they are going to “zoom in” on the U.S.** Give out the blank U.S. maps and have students label: New York, Florida, Texas, California. Tell students they don't need to know every state, but it's a good idea to know these easily recognizable states.
- 6 **Give out the map showing Native American cultural groups.** How is it different from the blank U.S. map?
- 7 **Give out the historical map showing European colonies in North America.** How is it different from the blank map? From the Native American map? What new information do we get from it? You may want to ask students to write statements about the similarities/differences between the maps.

- 8 Have students look back at the blank U.S. map. Ask them which they think were the 13 original colonies. Have them call out the colonies. Write the colonies on the board in three groups: New England, Middle, Southern.

ACTIVITY 4 Colonial Economies

MATERIALS: climate map of U.S. • reading: *Regional Economies* • graphic organizer

STEPS:

- 1 Tell students that one of the subjects they need for the HSE exam and that they will be studying along with U.S. history, is economics. A simple way of defining “economics” is how people make a living. Tell students, *“OK, now I want you to imagine you are colonists. You are just off the boat and here you are in a land with no cities and very few stores. What are you going to do? How do you think most people fed themselves / made a living at that time?”* Most students will say “farming.”
- 2 Ask students, *“so what do you need for a successful farm?”* Students will say things like *“good soil, sunshine, seeds.”* With students, discuss the role of the weather and climate. Give out a climate map of the U.S. and ask students to look at the climate map and tell which group of colonies, New England, Middle or Southern colonies, had a better climate for farming. Based on the map, students will predict that Southern colonies had the best conditions for farming.
- 3 Tell students that now they will be reading about each group of colonies and what their economies were based on. Ask students to read just the section on New England colonies. Write a guiding question on the board: how did the geography and natural resources of the New England colonies affect the way people made a living there? Have students underline parts of the text that answer this question as they read.
- 4 Bring the class together when students have finished the first section. Give out the graphic organizer. Lead students through the process of finding the information that would go into the various columns: what kind of terrain/physical features does this region have? What is its economy based on?
- 5 Once students have worked on this section as a class, divide the class in half. Have one half read “Middle Colonies,” and one half read

3

The relationship between the physical features of a region, settlement patterns and economic development is a key idea in social studies that can be transferred to other contexts.

6

Both the TABE, the TASC and college entrance exams emphasize student understanding of different genres, author's purpose, and text structures. The ability to see relationships between ideas is also very important, so it's a good idea to call students' attention to these features during the course of lessons.

"Southern colonies." Students in each half should work in pairs or small groups to fill in their graphic organizers for that section.

- 6 **Bring the class together.** Tell students: *In this class, while you learn content knowledge, you will also learn skills. One reading skill that is important is understanding text structure. If you know how a text is structured, it's easier for you to take notes and remember what you read.* Ask students, *"How do you think this text is structured? Is it more like description? Chronological? Cause and effect?"* If students don't know, point out that the text is mainly organized around cause and effect. Knowing this will help them write a summary of their section.
- 7 **Guide students to write** one sentence that summarizes the section on New England colonies using a cause and effect pattern. For instance, you might guide students to write "New England had rocky soil, so people only had small farms to feed themselves. They had access to water, so they made a living by fishing and shipbuilding."
- 8 When students understand the concept, have them return to their groups and **write a summarizing sentence for the section** they took notes on (either "Middle" or "Southern") using a cause and effect pattern. You may want to write a template for them: The _____ colonies had _____, so _____.
- 9 **Have each group post the summarizing sentences** they wrote and go over them. You may then want to discuss "general" vs. "specific" in terms of the main idea. For instance, I wrote the following sentences as sentences that could *precede* the sentences written by students:
 - a. The Middle colonies had good soil, so they produced a lot of crops.
 - b. The different colonies had different natural resources, which led to them relying on different kinds of products.
 - c. The location of a place and its natural resources can have a big effect on its economy.

We then discussed which of the three was more specific and which was more general, and the fact that general sentences usually come first in a paragraph.

ACTIVITY 5 What is a Sentence?

MATERIALS: blackboard; paper and pen

STEPS:

- 1 **Write the sentences on the board.** Write this question above them: *Which one of these are sentences?* Walk around as students discuss to hear what they are saying.
 - *Time always seemed too short.*
 - *I voted.*
 - *Jose and Lisette complained about the lady at the welfare office.*
 - *Sometimes governments collapse.*
 - *Democracy has been our form of government for over 200 years.*
 - *That morning, the senator voted against the proposal and went to lunch.*
 - *Taxes can really take a chunk out of your paycheck.*
- 2 It's very important to **walk around** and get a sense of what students understand and what puzzles them, so the conversation that follows can address some of their confusions. When I teach this lesson, students are usually puzzled by some of the choices. They are not sure that a sentence can be two words, for instance.
- 3 **Go through the sentences** one by one, stopping and asking what students thought—if they think it is a sentence, why. If they think it is not, why not? Questions come up, and this leads to establishing the points below.
- 4 **A sentence is a group of words that has a subject and a verb.** Or, more accurately, a sentence is a group of words with a sentence and a verb, a capital letter at the beginning, and a period at the end. I tell students that they may have learned that “a sentence is a complete thought” but that seems like a confusing definition to me, so I prefer this one.
- 5 **Verbs.** I say that if you want to figure out if a group of words is a sentence, first you need to find the verb. I ask students what a “verb” is. Students will often say it is an “action word.” I will say that’s true, but some verbs don’t sound very “action-y.” In the first sentence we see “seems.” That doesn’t seem like a very active word, does it? I tell students that they will often come across forms of the verb “to be”—am, was, were, is, have been, were going to, etc. These may not seem very “verby” but they are.

2

Sentence combining is an important skill for the HSE test and for college entrance exams. Before engaging in it, I find it is very important to have a discussion about what a sentence is and is not. This discussion needs to be ongoing throughout the semester. The question of what is/is not a sentence is fairly mysterious to a lot of students. Try to tailor discussions so that students only need a minimum of grammatical terms. If students can write sentences already then they do not need to learn a lot of grammatical rules and terms. I also try to target only the kinds of mistakes that students are actually making. As the lessons progress, and more student writing reveals the sentence-level errors students make, mini-lessons can be done to address those specific error types.

- 6 Verbs change with the time.** So how can you tell a word is the verb? It changes with the time. You can put it in past tense, present tense, future tense. Take “always” (which some students will say is the verb if you ask them). Can you “always-ed?”
- 7 A two-word sentence?** When we come to the second sentence, the question of whether a sentence can be two words comes up. There are usually some students who think that is not possible. I’ll ask them—is there a verb? Is there a subject that does the action of the verb? Then it’s a sentence.
- 8 Subjects.** Once you know the verb, you can look for the subject. Who or what does the action of the verb?
- I voted.
 - Who voted?

With sentence 3, we talk about how there can be two subjects that do one action. Jose and Lissette both complained.

- 9 Verbs can be more than one word.** We discuss this for sentence 5. The verb includes “has been.” There can be even more words in the verb: might have been, had been doing
- 10 Two separate actions with *and*.** That is what we have in sentence #6. You can have one subject who does two (or more) separate things.
- 11 Words between the two verbs.**

We discuss this for sentence 7—taxes can really take a chunk... really is not a verb, but there are words that can tell us more about the verb, and these can come between the two parts of the verb.

As we talk, I write some of these observations on the board and urge students to copy them down. I try to use as few grammatical terms as possible. I tell students that if they are confused not to worry, we’ll be doing this again and again and again.

ACTIVITY 6 Short Response to Persuasive Texts

MATERIALS: Reading: *Are Americans Too Obsessed with Money?* and *Can We Agree that Money is Important?*

STEPS:

- 1 **Tell students** that they have just been learning about economics. Yes, it's the economy of the past, but it's still economics. Tell students that for homework, they are going to write a short response to two essays on the subject of money. The question: Is money too important in American society?
- 2 **Write these two statements on the board side by side:** (1) *Americans are too obsessed with money;* and (2) *Money is important and it makes sense to care a lot about money.* Ask students to free-write for five minutes about which statement they agree with and why. When students are finished writing ask for some report backs on their opinions. You don't need to spend a lot of time on this—just to get a few ideas out.
- 3 **Give out the first text:** “Are Americans Too Obsessed with Money?” Ask students: *Who wrote this text? Where does it come from?* Tell students it's a good idea to always look at the source of a text. Briefly review what a “claim” is. Write a guiding question on the board: *What is the author's claim?* Have students read silently.
- 4 Students should easily be able to **identify the author's claim.** Explain to students that when you write persuasively, you can't just state your opinion—you have to provide some reasons or support to back up your opinion. You may want to go through some examples: A person makes the following claim: *if you read a book a week, you are guaranteed to pass the HSE text.* If a person made this claim to them, what evidence would they want to back it up?
- 5 **Ask students to look back at the texts** and find the reason for the author's claim and an example that backs up the claim. When students volunteer these, write them on the board under the claim.
- 6 **Have students look over the second text,** “Can We Agree that Money is Important?” Who wrote it? Just from the title, what guess can they make about the author's claim? Ask them to read to find (a) the reason and (b) an example. Bring the class back together to identify those two things.

1

This activity introduces students to two key concepts: claim and support in persuasive writing. I choose to use the term “support,” rather than “evidence.” In reality, I find that most persuasive writers use reasons and examples to support their claims. Students often have the erroneous belief that they “shouldn't tell a story” in an essay, but an example is just that, a little story that a person uses to back up a claim. Personal examples are also fine—indeed encouraged—as long as the example is logically connected to the reason and the claim.

5

Students need to identify claims and support in written models, rather than just learning definitions of these terms.

8

Students often benefit from the opportunity to briefly verbalize their ideas to a partner before writing. This is especially true for second language speakers. This helps build confidence that your thoughts are in fact worth putting on paper.

- 7 **Tell students,** *Now it's your turn. Decide which writer you agree with, then talk to your partner briefly. State your claim, give ONE reason for your claim and give an example.*
- 8 **Model** this by talking about your own claim, reason, and an example, then have students turn to each other and talk for 3 to 4 minutes, with each partner taking a turn.
- 9 **Tell students,** *OK, now it's time to write. You are going to write a paragraph in which you respond to the texts.* Have them look at the directions on the back of the handout, then write their paragraph. If time runs out, students can do this for homework.



HOMEWORK

The homework reading revisits the colonialism concept from two different perspectives. This is a broader understanding for students to understand as they learn history—there are different perspectives on historical events. The homework also introduces students to some vocabulary work.

- Complete the constructed response activity on money.
- Read HOMEWORK READING A and HOMEWORK READING B and write answers to the questions.

Why Students Don't Like School

Why do you have to *know* things to be a good thinker?

Adapted from “Why Students Don't Like School” by Daniel T. Willingham

Two words that you will hear a lot in a classroom are *skills* and *knowledge*. Both have to do with learning and education, but they are not the same.

A *skill* is an ability, something that you do well. Throwing a baseball is a skill. You may not do it well in the beginning, but with practice and a good coach, you can get better at it.

Knowledge is related, but not exactly the same. We might think of knowledge as being *facts* or *things that you know*. There are so many different types of knowledge: knowledge about history; about how to cook an egg; about how to get from 42nd Times Square to Chambers Street by subway; about how to fix a car or set up an experiment.

The people who make standardized tests like the TASC or the GED often say that they want to test *skills*. They may say that their test *tests reading skills* or *math skills*, and they might break these skills down even further. So you might learn that the TASC Reading test examines your ability to:

- Find the main idea and supporting detail
- Make inferences
- Determine the best definition of a word

If standardized tests test skills, you may wonder: what is the point of learning facts and acquiring knowledge?

That's a good question. Daniel T. Willingham, a cognitive scientist who wrote a book called *Why Don't Students Like School?* has a few ways to answer this question, but here's his basic answer: **Factual knowledge comes before skill.**

In other words, you can't really increase your skills until you know things. Or maybe it's more accurate to say, you increase your skills while you are acquiring knowledge. In other words, skills and knowledge go together. This is an important point because students in a class often ask *why do we have to know this? I just need to know how to read.*

But cognitive scientists know it doesn't really work that way. We don't learn skills in isolation. We acquire knowledge. We know more and more about

something. We then become more and more skilled at thinking about, reading about, writing about or solving problems about *that particular topic or subject*. As we read and learn more, we are able to *remember* more and use our knowledge in a variety of situations, then apply that knowledge to more and more topics and subjects.

So what are some ways that acquiring knowledge will help you gain skills?

Background Knowledge is Essential to Reading Comprehension

One way that factual knowledge can help you is when it comes to reading. When we read, we often draw on background knowledge—knowledge that we have about a topic—as we read. We may not even notice that we are doing this, but we are. Take the following example:

“I’m not trying out my new barbecue when the boss comes to dinner!,” Mark yelled.

This may seem like a very easy sentence to understand. If you can sound out the words on the page, all the information you need to understand the sentence is right there.

It may *seem* that way, but in fact, the information that you need to understand the sentence is *not* all in the text. You are using background knowledge to understand it. You are supplying information from your own experience to understand things that are *unstated*—things that are not said explicitly. For example, you are probably supplying the information that people often make mistakes the first time they cook on a new type of grill or barbecue. You are also supplying the information that Mark, like many of us, did not want to have a supervisor over for dinner, then serve food that tasted bad or was ruined while cooking.

Many texts are constructed this way. Why? When they write, writers leave gaps. They omit, or leave out, information that is needed to understand the logical flow of ideas. Writers expect readers to be able to fill in the information from their own memories. Writers can’t include all of the details. If they did, writing would become impossibly long and tedious.

Here’s an example:

“I’m not trying out my new barbecue when the boss comes to dinner!,” Mark yelled. Then he added, “Let me make clear that by boss I mean our immediate supervisor. Not the president of the company, nor any of the

other supervisors. And I'm not using the word *dinner* to mean “noontime meal,” as it is sometimes used in parts of the United States. And when I said *barbecue*, I was not being completely accurate, because I really meant *grill*, because *barbecue* generally means slower roasting, whereas I plan to cook over high heat.

If writers always wrote this way, it would be very boring. Writers depend on reader background knowledge—the more, the better.

Another interesting finding is that *background knowledge is often more important to comprehension than reading “skill.”* A number of studies have shown that people understand what they read much better if they already have some background knowledge about the topic they are reading about. For instance, read the following passage.

Ashburn hit a ground ball to Wirtz, the shortstop, who threw it to Dirk, the second baseman. Dirk stepped on the bag, forcing out Cremin, who was running from first, and threw it to Anderson, the first basemen. Ashburn failed to beat the throw.

If you don't know much about baseball, this passage might be hard to understand. But if you do know a lot about baseball, this paragraph describes a familiar pattern; a double play.

A clever study was conducted with middle school students. Half the students were good readers and half were poor readers, according to standardized reading tests. This meant that they had the ability to sound out words on the page, and knew more vocabulary words.

The researchers asked all the students—those who had high scores on reading tests and those who had low scores—to read a story that described half an inning of a baseball game. As they read, the students were periodically stopped and asked to show that they understood what was happening in the story by using a model of a baseball field and players.

The interesting thing about the study was that some of the students knew a lot about baseball, and some just a little. The dramatic finding was that *the students' knowledge of baseball determined how much they understood the story.* Whether they were “good readers” or “bad readers” according to a standardized reading test didn't matter nearly as much as what they knew about baseball.

Maps

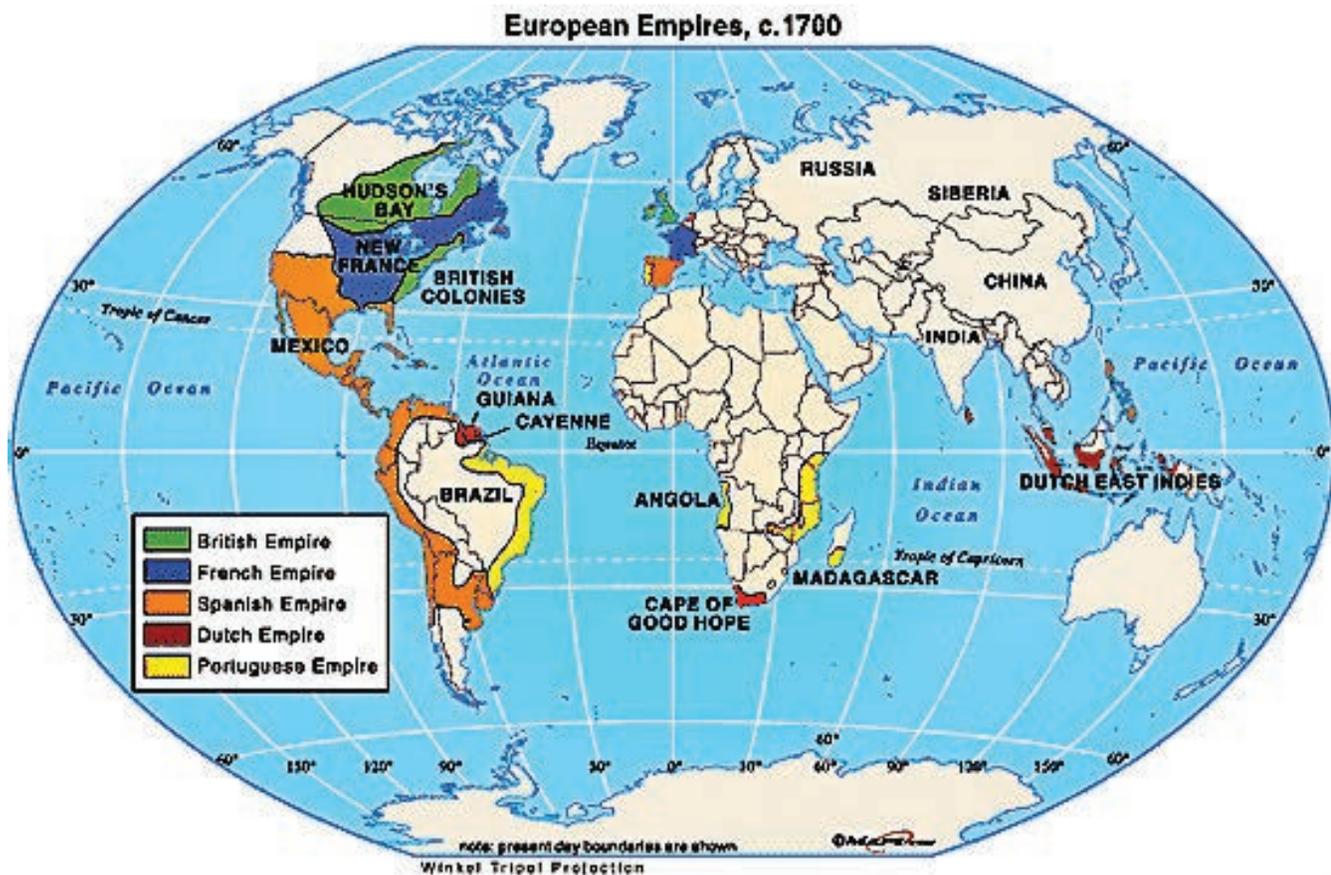
Map 1: Write-on/wipe-off world maps

Write-on/wipe-off world maps can be purchased online for about \$3.50.

Map 2: Colonial possessions

(Widely available online)

<http://media.maps.com/magellan/Images/euroempires.gif>

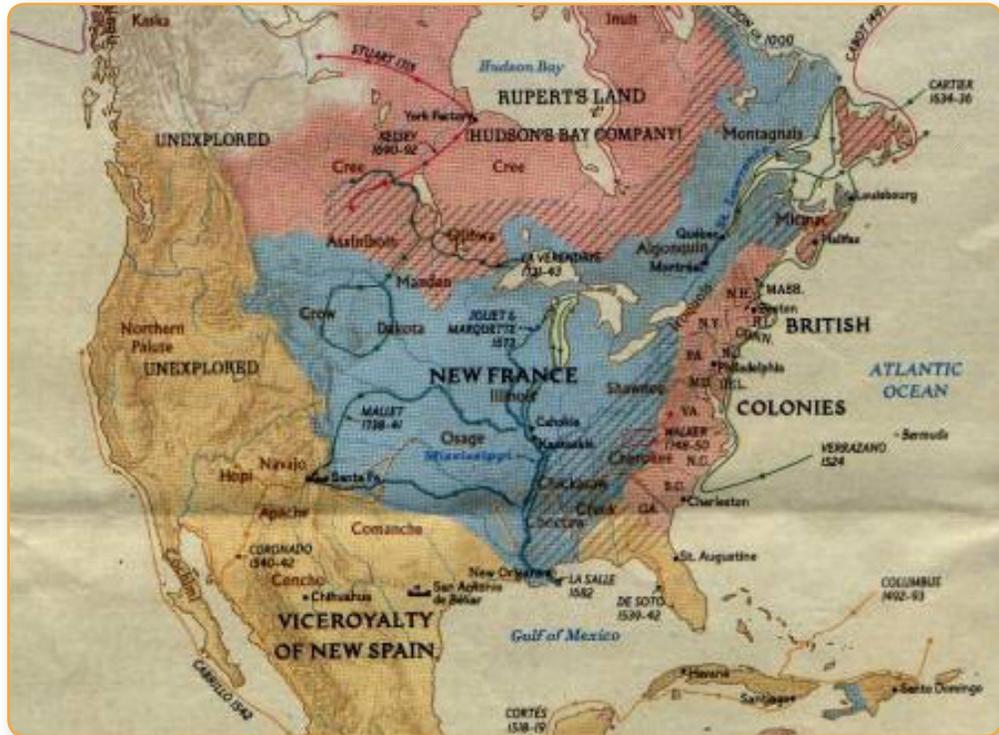


Map 3: Blank U.S. map with state outlines

(Widely available online)

Map 5: European claims in North America

<http://www.ssc.wisc.edu/~oliver/soc220/Lectures220/General/claims1750.jpg>



OR <http://homes.chass.utoronto.ca/~reak/hist/na17th1.gif>



Reading: Regional Economies

New England Colonies

In New England (Massachusetts, Connecticut, New Hampshire and Rhode Island), settlers mainly grew crops for their own use. The rocky soil and harsh winters limited agriculture in the North. Besides, New England's shortage of navigable rivers made exporting and importing goods difficult and expensive. Because of this need for independence, New Englanders became self-sufficient. They developed communities with common areas much like English farms. Instead of using additional farmland for cattle grazing, all could graze their cows on the common.

Instead of earning a living by exporting agricultural goods, colonists turned to the sea for their wealth. They also built their own ships. The New Englanders built a lucrative shipbuilding system. The shipbuilding industry did very well. Ships built in New England could be used for fishing, and many New Englanders made their livings as fishermen. These ships were also used for trade with England. Colonists throughout the thirteen colonies sold products to England. Through their shipbuilding industry, New Englanders began to profit mightily from trade with England.

The Middle Colonies

The middle colonies had a number of economic advantages. Because they were farther south than the New England colonies, they enjoyed a longer growing season with lots of sunlight and rain. The terrain was also flatter and less rocky than the terrain in New England colonies, so the soil was more fertile. In addition, there were many wide rivers, such as the Hudson and the Delaware, which allowed crops to be easily transported from one region to another. Finally, the location along the seaboard, with many seaports, favored trade with England.

Most colonists were farmers. Because of fertile soil and a good growing season, most farmers grew enough for their family and a surplus, which they could sell. They grew wheat grains, and many other things, and are often called the "breadbasket" of the thirteen colonies.

New York and Philadelphia were the Middle Colony's biggest cities. This was because of their harbors. Ships would dock from England bringing manufactured goods like glass, lead and tea. Farmers brought their surplus crops to load onto ships going to England or the Caribbean.

Southern Colonies

Southern colonies fell into two categories: the so-called Chesapeake colonies, Delaware, Maryland and Virginia, and the southernmost colonies—North and South Carolina and Georgia.

DELAWARE, MARYLAND AND VIRGINIA

While wheat was a staple product of the Middle Colonies, the main crop in the Chesapeake colonies (Delaware, Maryland and Virginia) was tobacco. Tobacco was a cash crop—in other words, it was a crop grown just to sell, unlike farms where food was grown to feed one's family, and the surplus food was grown. Most of the tobacco grown in the Chesapeake colonies was sold to England. Tobacco was a new and interesting product in Europe, and many Europeans enjoyed smoking or using snuff, which was inhaled through the nose. Until the mid-1700s, tobacco was the biggest export of the Chesapeake colonies.

NORTH CAROLINA, SOUTH CAROLINA, AND GEORGIA

In the southernmost colonies (North Carolina, South Carolina and Georgia), rice and indigo were popular cash crops. Indigo was a blue dye obtained from native plants, which was used in coloring fabric. A warm climate and seasonal variation made the production of both crops possible; rice was grown in one season, while indigo was grown in another.

The cultivation of rice is labor intensive. When Africans were brought as slaves to the Americas, they brought with them knowledge of how to cultivate rice. It was the slave system, along with the climate and fertile land, that allowed the southernmost colonies to produce so much. The slave system led to the successful export of rice and indigo in the southern colonies. This allowed for the production of multiple crops using the same labor force.

Readings

Are Americans Too Obsessed with Money?

In this society, we are forced to be somewhat money-centric in order to survive. At what cost?

Adapted from an article by Bruce E. Levine on AlterNet.org

March 18, 2012 /Photo Credit: Shutterstock

A preoccupation with money is nothing new in our culture, but have Americans become even more “money-centric?” Is this a problem?

A money-centric society is one in which money is at the center of virtually all thoughts, decisions and activities. In this country, most of us are totally dependent on money for our survival, so people tend to think and worry about money almost all the time. Even people who are not greedy will focus on money. They have to in order to survive. However, there are dangers in thinking and caring too much about money.



How Money-Centrism Weakens Our Morals

When one cares only about money, we may lose our sense of morals. We may do things that we know are wrong in order to get money. For instance, Wall Street brokers, who are already rich, may cheat in order to make more money.

One example is Bernard Madoff. Madoff tricked many people out of their life savings by using a Ponzi Scheme. A Ponzi Scheme is a way of cheating people out of their money by making your company look good on paper, while in reality it is not making any money at all. Many people who trusted Bernard Madoff and put their life savings in his hands ended up without any money at all.

Can We Agree That Money Is Important?

Adapted from an article by Vered Deleeuw on MoneyNing.com

Money is an Important Tool

Money is a tool that enables you to protect yourself, to build yourself and your family a better life, and to give back to your community.

Money is important because it enables you to have more control over your life, more freedom to carve out your own path and fewer constraints on your choices. How many of us are stuck in a career or in a job we hate, but cannot afford to lose, because losing our job would mean losing our house and our health insurance? My own mother, a brilliant young woman with a bright future and scholarships to the best universities, back in the sixties, had to give up her dreams, forget about college and start working as a clerk because her parents were so poor and needed her to support them. It's a sad story, and the only reason she did not realize her potential was that her parents were poor.

CONSTRUCTED RESPONSE

“Are Americans Too Obsessed with Money” and “Can We Agree that Money is Important?”

In (name of article), (author) writes that...

My own feeling about this is...

The reason I feel this way is...

For example...

Homework

■ **Read:**

- **Homework Reading A:** *Reasons People Came to England's American Colonies*
- **Homework Reading B:** *North America: The English Settlers of New England Start a Land-Grab that Spreads*

■ **Answer the vocabulary questions for Homework Reading A:** *Reasons People Came to England's American Colonies*

■ **Write a paragraph describing how Reading A and Reading B are different.**

Both cover the same time in history but they provide different perspectives. How does the author of the *Homework Reading B* view the English colonists of Massachusetts (the Puritans) differently from the author of *Homework Reading A*?

- In *Homework Reading B*, the author describes the colonial problem of getting labor in Jamestown. How does the author depict the white colonists in this reading?

HOMEWORK READING A

Reasons People Came to England's American Colonies

Adapted from an article by Kevin Wandrei, Demand Media

Settled primarily throughout the 1600s, England's American colonies were home to diverse groups of people. The Northern colonies were frequently settled by people escaping religious persecution in Europe. In the South, economic interests tended to prevail, with most colonies populated by profit seekers. Some people, like the millions of slaves who were brought from Africa, came unwillingly to America.

Religious Freedom

Colonies such as Massachusetts, Pennsylvania and Maryland were settled primarily by people seeking religious freedom. Pilgrim Separatists desired a break from the Church of England¹, and arrived in Massachusetts aboard the Mayflower in 1620. Later, a different religious sect², the Puritans, arrived in Massachusetts fleeing persecution in England. Colonies such as Maryland were founded³ as a refuge for other persecuted religious groups. English persecution—like a ban on a Catholic priest officiating a marriage of two Catholics—prompted many to come to Maryland. Lord Baltimore founded Maryland as a Catholic refuge in 1632.

Economic Gain

In the Southern colonies, economic incentives often trumped⁴ religious intentions. Cash crops⁵—and the profits they rendered—were a primary motive for early immigration to Virginia and the Carolinas. As early as 1613, John Rolfe planted tobacco in Virginia and began exporting⁶ it to Europe. Land and its crops were a huge incentive for early colonists in the South. In Jamestown, Virginia for example, a colonist would be given 50 acres plus an additional 50 more for each indentured servant he brought with him.

Enslavement

Not all early Americans came to English colonies willingly. Beginning with the first Dutch ship that brought 20 slaves to Jamestown in 1619, slavery rapidly expanded in colonial America. Though poor record-keeping limits what can be known about the number of slaves brought to America, estimates suggest that as many as 6 to 7 million Africans were brought to America in the 18th century alone. In the South especially, slaves often represented a significant proportion of the local population.

¹ The Church of England was the official church of England that was sponsored by the king and the English government.

² Sect—a religion sect is a particular group that believes in a particular way. For instance, both Jehovah's Witnesses and Christian Scientists are Christians, but they come from different "sects"

³ Founded—began or started. Usually used to refer to a country, town, or organization

⁴ trumped—was more important than

⁵ Cash crops—cash crops are crops that are grown in bulk in order to sell, rather than when a family farm grows just enough of a crop to feed themselves

⁶ Export—when a country sells products to buyers in another country

VOCABULARY

Please answer in complete sentences.

- 1** “In the South, economic interests tended to *prevail*, with most colonies populated by profit seekers.”

Write a sentence or two about a time you *prevailed* over obstacles in your life.

VOCABULARY**• Prevail •**

“Prevail” means “to be more powerful than other forces or reasons; to be victorious.”

- 2** “Colonies such as Maryland were founded as a refuge for other persecuted religious groups.” When a group is persecuted, it means that the government, or other groups of people, makes life hard for them in various ways—by killing them, imprisoning them, making laws that restrict their activities.

Can you think of a group that you think has been persecuted? Write two sentences below describing the situation—who was persecuted and why?

- 3** “English persecution—like a ban on a Catholic priest officiating the marriage of two Catholics—prompted many to come to Maryland.”

In this sentence, what example of persecution is given?

The terms *prompted* probably means:

- a) Caused b) Prevented c) Desired

What is the purpose of the dashes in the sentence?

HOMEWORK READING B

Taking Over North America

4 north america The English settlers of New England start a land-grab that spreads

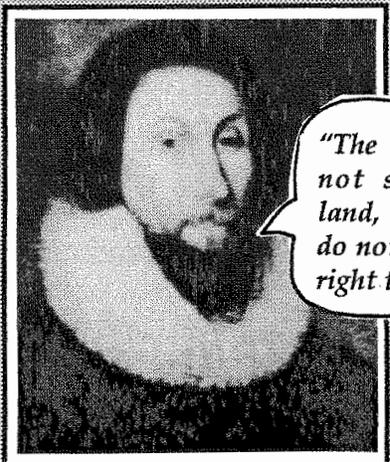
From "Colonialism in the Americas: A Critical Look," by Susan Gage
Downloadable at:
Zinnedproject.org

1607:
THE FIRST PERMANENT ENGLISH SETTLEMENT IN NORTH AMERICA IS ESTABLISHED AT JAMESTOWN, VIRGINIA

Colonial Problem 1: Getting Land

The Puritans of New England lived in an uneasy truce with the nearby Pequot people. But really, they wanted the Pequots out of the way—they wanted land. Then came the excuse. Captain Stone, a frequent kidnapper and harasser of Indians, was killed by the Pequot. The English attacked, raiding the Narraganset Indians on Block Island and Pequot villages along the coast, destroying crops as they went. War had begun.

1637: Captain John Mason and his British forces, with the help of some Mohegan and Narraganset Indians (there's that divide and rule tactic again!) attacked a Pequot village at Mystic, Connecticut. He set fire to the wigwams, and the five or six hundred people who tried to escape — men, women and children — were killed.



— John Winthrop, Governor of the Massachusetts Bay Colony

"The Indians have not subdued the land, and therefore do not have a civil right to it."

"Those that scaped the fire were slaine with the sword; some hewed to peeces, other rune throw with their rapiers, so as they were quickly dispatchte, and very few escaped. . . . It was a fearful sight to see them thus frying in the fyer . . ."

— William Bradford, a Plymouth settler writing about the Mystic Connecticut battle (his own spelling)

In 1672 there were 21 Pequot people left in Connecticut. And that was how it was — all over the U.S. The settlers wanted land; the native people didn't want their land taken. Sometimes treaties were made, sometimes not. Often treaties were broken.

HOMEWORK READING B

Colonial Problem 2: Getting Labour

1607: *You there, boy. Dig these fields!*

You've got to be kidding!



What's the matter with these Indians? We should get a few of them Spaniards here — show them a thing or two!



1611:
Sir Thomas Dale arrives to whip the new colony of Jamestown into shape.

Every man, woman or child will work in the fields or else!!!

The settlers finally get to work, planting the wonder crop — tobacco.

BUT *Mother, this sure is awful hard work. I still feel there must be an easier way!*

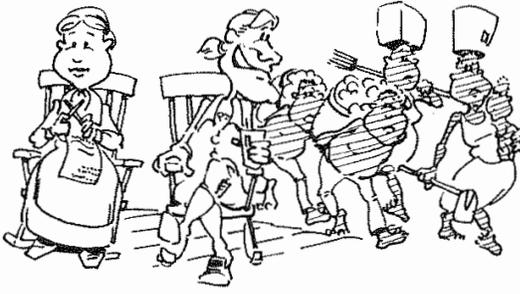


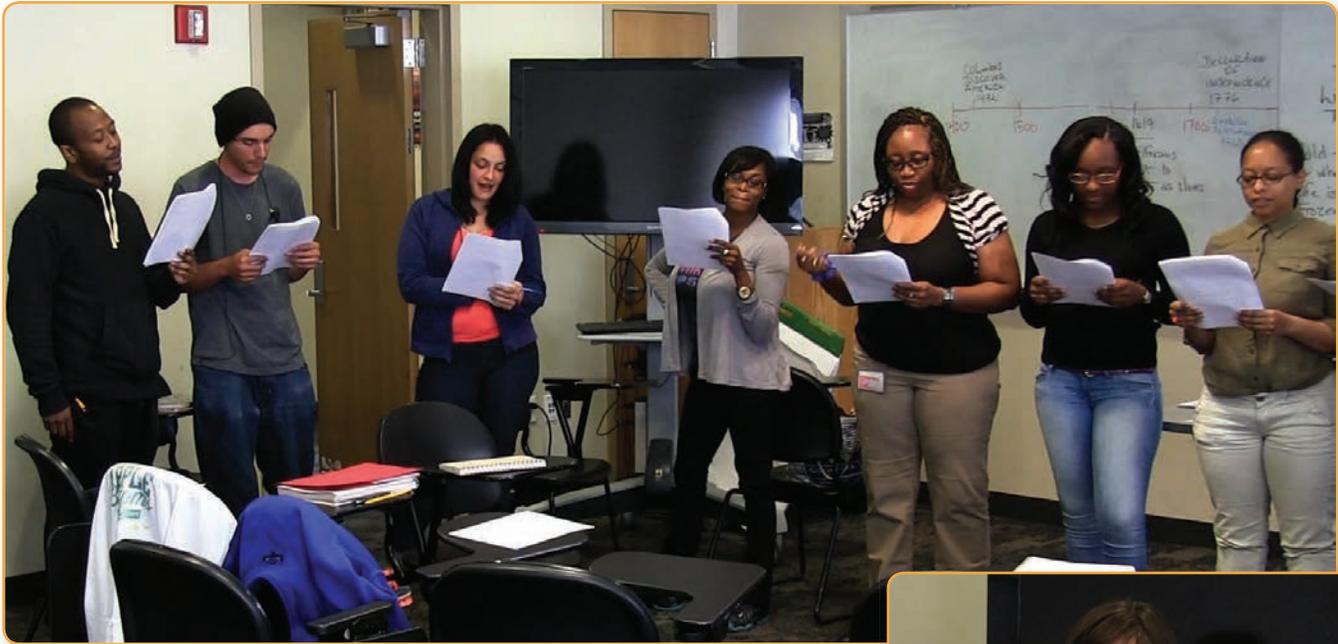
WILL THE JAMESTOWN COLONISTS FIND AN ANSWER? WE WON'T KNOW UNTIL THE EARLY 1700s!

1700: *Mother! Put your feet up. We're through with all this working!*

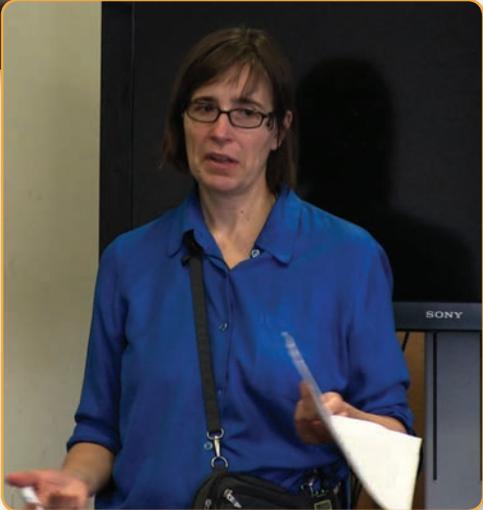


1765: Blacks outnumbered whites 2 to 1 in Virginia.





From Lesson Plan 2, Activity 4/5: Understanding Poetry



Kate Brandt leading class in poetry discussion

Lesson Plan 2

OBJECTIVES

- ✓ Students will review vocabulary, rules for sentences, and the U.S. timeline.
- ✓ Students will read about mercantilism and practice writing summary sentences.
- ✓ Students will use a diagram showing triangular trade to understand the economic relationships between England, its colonies and Africa.
- ✓ Students will learn and apply strategies for comprehending poetry.
- ✓ Students will read a letter from a teacher about aspirations and a career decision and write a response.

 To see the classroom video, **Strategies for Understanding Poetry**, visit the CUNY HSE Curriculum Framework web site at <http://literacy.cuny.edu/hseframework>.

MATERIALS FOR LESSON 2

Activity 1: Review Stations

- Review Stations packet

Activity 2: What's Mercantilism?

- Mercantilism diagram

Activity 3: Triangular Trade

- Triangular trade diagram

Activities 4 and 5: Understanding Poetry

- Poetry packet

Activity 6: Thinking About Aspirations and Careers

- Letter from a Teacher

Homework:

- Colonial Economies: Mercantilism

ACTIVITY 1 Review Stations

MATERIALS: Review Stations handout

STEPS:

- 1 **Before students arrive, draw a timeline on the board** for the timeline/map station and post pieces of flip chart paper with sentence starters for the vocabulary station. At the top of each piece of flip chart paper, write a sentence starter, such as, “One thing that prompted me to come to HSE class was...” “One thing I hope to prevail against in my life is...” “One group that I feel is unfairly persecuted is...”
- 2 **As students come in to class, ask them to pair up.** Give them each a copy of the packet. Have different groups begin on different stations. You can either have students rotate between stations, or have each pair focus on one station and prepare work they will present to the class.
- 3 **For the sentence-combining group, you will want to provide a brief demonstration of how to combine sentences using commas in a series.** A recommended method for doing this:

Take the first set of stem sentences on the handout. Talk about how when we combine sentences, one method we can use is to delete information that is repeated. Ask students what information is repeated in the three stem sentences. Have them dictate a sentence that deletes the repeated information. This can be their model sentence. Explain where commas should be placed and why.
- 4 **Circulate** as pairs or groups are working to provide support and guidance.
- 5 **Bring the class together and review the U.S. timeline,** sentence combinations and expansions, and the vocabulary sentence starters students have completed.
- 6 **Briefly mention the purpose of review;** each time students revisit a particular fact/skill/piece of knowledge, their brain connections actually get stronger.

2

A new challenge for teachers and students alike with the TASC is the need to learn content. What is essential in learning content is to review so that students retain information they have learned in class and can apply it to new reading and learning. I have begun to use Review Stations in class because it provides a chance to review what has been learned in a time-efficient way. Different groups can work on different stations, then present to the class.

ACTIVITY 2 What's Mercantilism?

MATERIALS: Mercantilism diagram, attached

STEPS:

- 1 Review with students the products produced by the colonies. What were they? If students don't remember, write them on the board: tobacco, rice, indigo, fish, wheat. Tell students you want to teach them two new economics terms: *raw goods* and *finished goods* or *manufactured goods*. Discuss with students what these terms mean. What would be an example of each?
- 2 Tell students: based on what you've learned about colonial products, would you say the colonies were producing raw goods or manufactured goods? Review with students the reasons that European countries wanted colonies. They wanted: wealth, land, resources. Tell students that in order to make sure that they got rich from the colonies they started, England introduced a system called "mercantilism."
- 3 Write the word on the board. Ask students what they do when they encounter a word they don't know. Students may say that they use a dictionary or google. Ask them what they will do if they don't have either of these tools. Students may say "break it down." Ask students how they might break "mercantilism" down. You may want to mention other "isms," like "capitalism, feminism, sexism, racism." What do these "ism" words have in common? Ask whether the "mercant" looks at all familiar. Some students may recognize "merchant." Confirm that mercantilism had to do with merchants and merchandise.
- 4 Ask students to look at the mercantilism diagram, read the text below, then verbally explain to each other what mercantilism was in their own words. After they have spoken an explanation, have them write a one or two word sentence about mercantilism. Circulate to provide encouragement and support. Ask one or two students to write their sentences on the board.

1

The purpose of this activity is two-fold: extend students' understandings of certain basic economic concepts in a historical setting—the concept of raw goods and manufactured goods is a fundamental concept—and give them preliminary practice with paraphrasing to better comprehend.

ACTIVITY 3 **Triangular Trade**

MATERIALS: diagram of triangular trade

STEPS:

- 1 Tell students, *We've been talking about economics. We've seen that the colonies produced a lot of raw goods to sell to England. Producing raw goods can be very labor intensive. Who did the work?* Refer students back to Homework Reading B. What does that tell us about who did the work?
- 2 So colonists used slaves to help produce their raw goods. Not only in the North American colonies, but also in the Caribbean colonies, slave labor was used to produce raw goods. In fact, this entire economic system would not have been possible without slave labor.
- 3 Give out the diagram that shows the voyages made by one ship from Newport Rhode Island to Africa's Gold Coast, to Barbados and then back to Newport. Have students look at the diagram in pairs and review, with you, the goods and products that the ship is carrying as cargo from one place to another. You may want to have students write a narrative for the diagram. "I am Captain..., the captain of the ship Sanderson in 1752. Here is how I make my living..."
- 4 Tell students, *In Lesson One, we talked about why we need to study history. We need background knowledge to help us understand what we read. But there are other reasons to study history as well. What are they?* As students make suggestions, write them on the board. Inevitably a student will mention that you can understand the present better if you understand the past. Confirm that as a reason to study history. Ask students whether they feel slavery has had a big impact on U.S. history. What have been some of the consequences of slavery? Write these on the board.
- 5 Remind students that they have already read a number of different kinds of texts in this class. They've looked at maps, diagrams, textbook excerpts, magazine excerpts. Now they are going to tackle a new text type: poetry. They are going to read a poem that refers to slavery. There is some poetry on the HSE test—not much—but because poetry can be tricky and difficult to understand at times, they will spend some time working on strategies for poetry. It helps them expand background knowledge and addresses students' different learning styles.

ACTIVITY 4

Understanding Poetry with
“Dreams” by Langston Hughes

MATERIALS: whiteboard and markers

STEPS:

- 1 Bring up the issue of poetry—how many students read poetry? Do any write poetry? Do they find poetry difficult? Once the whole-class discussion has got going, ask students to discuss, in pairs: 1) How do you know a group of words is a poem? And 2) What is difficult about comprehending poetry?
- 2 Circulate to hear students’ ideas, then ask some groups or individual students to go to the board and write their ideas. Students mentioned the following: you have to be in the situation the poet is in to understand it; grammar doesn’t always matter in a poem, which can make it more confusing; you have to read between the lines.
- 3 Discuss “inference”—a fancy word for “reading between the lines.” Tell students that actually, they make inferences all the time in their daily lives. For instance, throw your pen on the floor with an angry look on your face. Ask students how they think you are feeling. You may also want to talk about the way people are dressed. What are some inferences we might make if we see a man dressed in a very fancy spotless suit? Now that students have the idea, you can begin with a simple poem.
- 4 Write this simple Langston Hughes poem on the board:

Ask a student to read the poem out loud. Tell students that two really helpful strategies for understanding poetry are: 1) noticing images and the feelings and associations you have with them and 2) Asking yourself what the poet is trying to say and put it into your own words.

Give students a few moments to discuss these in pairs, then bring the class together. Lead a whole class discussion on these questions. In the CUNY demo class students had a lot of associations with the second image. They

*Hold fast to dreams
For when dreams die
Life is a broken winged bird
That cannot fly

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.*

1

There is not a lot of poetry on the TASC, but there is some and students often struggle with poetry, especially poetry from earlier time periods which may have unfamiliar words and conventions. I like to get started by giving them a chance to voice what they already know about poetry, and what they consider to be difficult about poetry.

4

Here students began to spontaneously draw upon their own knowledge and experience to make connections between the images in the poem and associations attached to those images. This kind of collaborative effort to make sense of a poem can work quite well in an adult ed classroom.

observed that “a barren field frozen with snow” connoted emptiness, death (it’s barren—nothing is growing there); emptiness (barren); a “bitter, cold world” and the idea that “your dreams are at a standstill.”

Tell students that this is exactly the right kind of strategy to be using to understand poetry. Tell them that the next poem will be harder, but now they know the strategies.

ACTIVITY 5

Understanding Poetry with “Since 1619” by Margaret Walker

MATERIALS: Poetry packet

STEPS:

- 1 Tell students that now they will read a harder poem. The poem they have just read was about Dreams. What do we mean when we talk about the American Dream? Is it true? Can anyone “make it” if they work hard enough? Refer back to the page from Homework Reading B about Jamestown. In this picture, who has a chance to realize their dreams? Who doesn’t? Tell students that the poem they are going to read next is about what happens when a group of people cannot reach their dreams because of persecution.
- 2 Give out the packet and call students’ attention to the strategies page. Tell students that you are going to do a think aloud with the first stanza—you will read it out loud and stop when you have a thought about it to talk about what you are noticing.
- 3 Begin by saying that one strategy that can really help to understand a poem is to know a bit about the poet. Have students read the biography of Margaret Walker. What do we know about her? She was an African American poet who lived in the 30s. What might have been some of the problems in the country at that time?
- 4 Tell students that another comprehension strategy for poetry is to pay close attention to the title. Ask whether anyone knows what happened in 1619. If no one knows, say that it is the year the first Africans were brought to the Americas as slaves.
- 5 Write the first stanza on the poem and read it out loud once, then begin the think aloud, writing annotations on the side in a marker of a different color.

6 You may want to comment on the word “Spirituals” and your associations with it. Other things to notice: both “hallelujah,” “spirituals,” and “heaven” have religious connotations. Every line is a question—is she asking someone this question or is she asking herself? Discuss the “speaker” of the poem—Margaret Walker is not really speaking as herself, because the poem begins “since 1619”—Margaret Walker wasn’t alive in 1619. She is probably speaking more on behalf of her people. What do we think “hated and haters” refers to? We know that Margaret Walker was African American and that the title refers to slavery. Could we be talking about discrimination? What do we think the poet may be saying? What feeling do we get? (students mentioned that the questions made the poet seem frustrated because she kept repeating “how long”)? Eventually we came up with the idea that perhaps the poet is getting frustrated with religion, which she thought would save her. Her people have been waiting too long. Maybe the last line, “how long have I been living in hell for heaven?” is about putting up with hellish conditions in the hope of going to heaven?

7 Write these phrases on the board:

death knell
Days of Wrath
paltry pittance
cold concessions
angry mongrel

Go through the images and find out what students know, then explain their meanings. Ask students what associations and feelings they get from these images—violent? Sad?

8 Return to the full poem and read it out loud twice so that students can hear you pronounce the words—especially more challenging words like “paltry pittance” and “cold concessions.”

9 Divide them into four groups. Each group will be responsible for “translating” and paraphrasing one stanza into simpler terms, and will then rehearse in order to “perform” the stanza in a class reading of the poem, complete with the feelings they think the poet intends for that stanza.

10 Circulate as students discuss their stanza to provide support, define unknown words, confirm ideas, guide discussions. After 5-10 minutes, each group should be able to paraphrase their stanza and what they think the poet is saying and also be ready to read in unison.

11

I have found “performing” a poem by having students, in groups, read stanzas or lines of poems, to be an effective way to bring the poem into the room and connect students to the dramatic and personal nature of poetry.

- 11 Bring the class together. Have groups stand in order of the stanzas in a large circle. Perform a class reading of the poem.
- 12 Ask each group to report back on their understanding/paraphrase of their stanza.

ACTIVITY 6

Thinking About Aspirations and Careers

MATERIALS: Teacher-written letter to students

STEPS:

1

The letter included here from Rebecca Leece, our science teacher, was highly effective precisely because students knew her. I highly recommend that teachers write their own letters to students about their own career explorations, changes, and decisions. It is much more engaging for students when teachers “let their hair down” a little in a personal piece by telling about their own mistakes, feelings, misgivings. I believe it makes students feel like “OK, this isn’t rocket science. I can do this, too.”

- 1 Tell students, *Now we’re going to change direction. We’ve just been reading about some very depressing history. Slavery, racism and persecution held African Americans back when it came to realizing their dreams. But we are all here now, in class, getting the education we need to improve our lives. We’re going to shift gears now and think about that.*
- 2 Tell students that they are going to read a letter written by an HSE teacher who decided to change careers. Provide a context by saying that in addition to studying for the HSE test, they are in this class to think about what they will do *after* they get an HSE diploma. What career might they like? What are their interests and strengths? During the course of the semester, they will be guided to think about these things. For now, they are going to hear about one teacher who decided to change careers and why.
- 3 Hand out the letter. Have students read silently. Ask them to look for sentences or sections they especially like and be ready to talk about why. When all students have finished reading, give those who are slower readers a chance to find one thing that they liked in the letter. Go around the room and have each student share what he or she liked. Write these on the board and talk about how this made the writing effective.
- 4 In the CUNY demo class, this letter served two purposes: (1) get students thinking about careers and (2) thinking about what makes personal essays “good.” As students shared their favorite sections of the letter, I jotted down some of their comments and we talked about how these were general features that made personal writing “good.” Some of the characteristics we came up with:

- The writer described a universal experience that I could “relate” to.
- The writer included details that made the writing vivid.
- The writer reveals her thoughts.
- The writer wanted other people to understand how she felt.

- 5 Summarize some of the points that have come up about what makes personal writing effective, then tell students: *It’s your turn. Now you are going to write about your aspirations.* Write these sentences on the board as a prompt:

What are your thoughts about your future? What do you hope to be doing five years from now? What career path are you leaning towards? Do you think you will go to college?

Have students write for 20-30 minutes then collect. Tell students they will be returning to this topic in the future.



HOMEWORK:

- **Read *Colonial Economics: Mercantilism*.** Write a paraphrase of the important idea and answer the vocabulary questions.
- **Suggested:** More poetry practice, perhaps with poems and questions from the old GED prep books.

Review Stations

What Are Review Stations?

Review stations are a way to review what we went over in class the week before, but you get to move around from station to station with a small group or partner. There are three stations for today:

SENTENCE STATION

At this station, you will:

- Take a **quiz** on sentences.
- Combine sentences using commas in a series.
- Expand a sentence stem.

MAP AND TIMELINE STATION

At this station you will:

- Label the continents on a blank map of the world.
- Label certain states that were original 13 colonies on a blank map of the U.S.
- Put the major wars of the U.S. in order on a timeline.

VOCABULARY STATION

At this station you will:

- Put up the examples of vocabulary words you wrote sentences about for homework.

Quiz on Sentences

Decide whether you think each statement is true or false.

	True	False
1 A sentence can be only two words.	_____	_____
2 Every sentence has a subject and a verb.	_____	_____
3 The subject is always the first word in a sentence.	_____	_____
4 The subject is the thing that does the action of the verb.	_____	_____
5 The verb can be one word or more than one word.	_____	_____
6 A word that ends with “ed” is probably a verb, but it might be an adjective.	_____	_____
7 “Were” and “seemed” are both verbs.	_____	_____

SENTENCE STATION

Directions:

- 1 Take the **quiz** on sentences.
- 2 **Sentence combining:** Combine each set of stem sentences using commas to separate items in a list. The first one is done for you as an example.

Set 1 (Example)

1. The New England colonies had rocky soil.
2. The New England colonies had harsh winters.
3. The New England colonies had a short growing season.

Sentences combined using commas in a series:

The New England colonies had rocky soil, harsh winters, and a short growing season.

Set 2

1. The middle colonies had a longer growing season.
2. The middle colonies had fertile soil.
3. The middle colonies had rivers which allowed farmers to get their crops to market.

Set 3

1. The southern colonies had a long growing season.
2. The southern colonies had very rich soil.
3. The southern colonies were near ports so crops could be shipped to England.

- 3 **Sentence expansion:** Expand the sentence stem any way you like:
Money is.

MAP AND TIMELINE STATION

Directions:

1 Label the continents on the blank map of the world. Draw a line from England to her North American colonies.

2 On the blank map of the United States, label the following:

New York	Virginia
New Jersey	Florida
Pennsylvania	Texas
Connecticut	California
Massachusetts	

Which of the above were part of the original 13 colonies?

3 On the timeline that has been drawn on the board, put the following events in order:

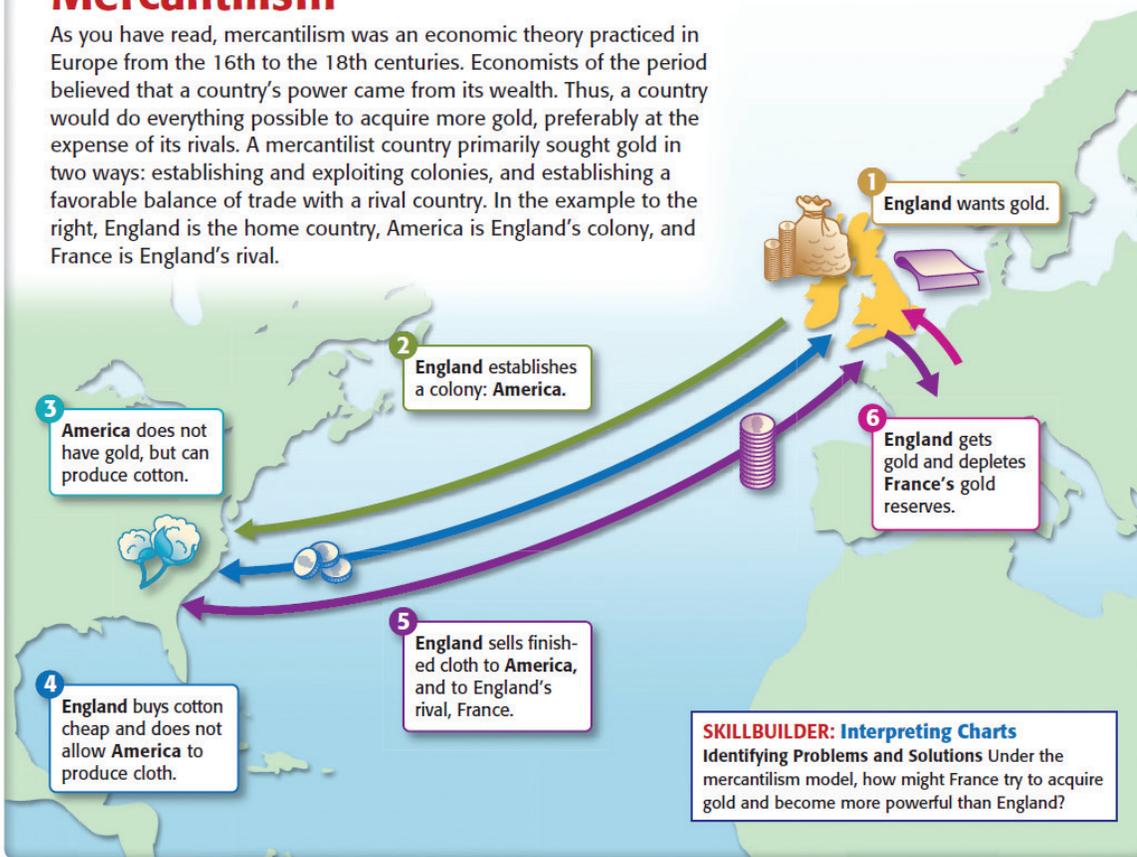
The Civil War	The Declaration of Independence
Columbus “finds” America	The Vietnam War
World War II	The Great Depression
9/11	The Korean War
World War I	

Mercantilism

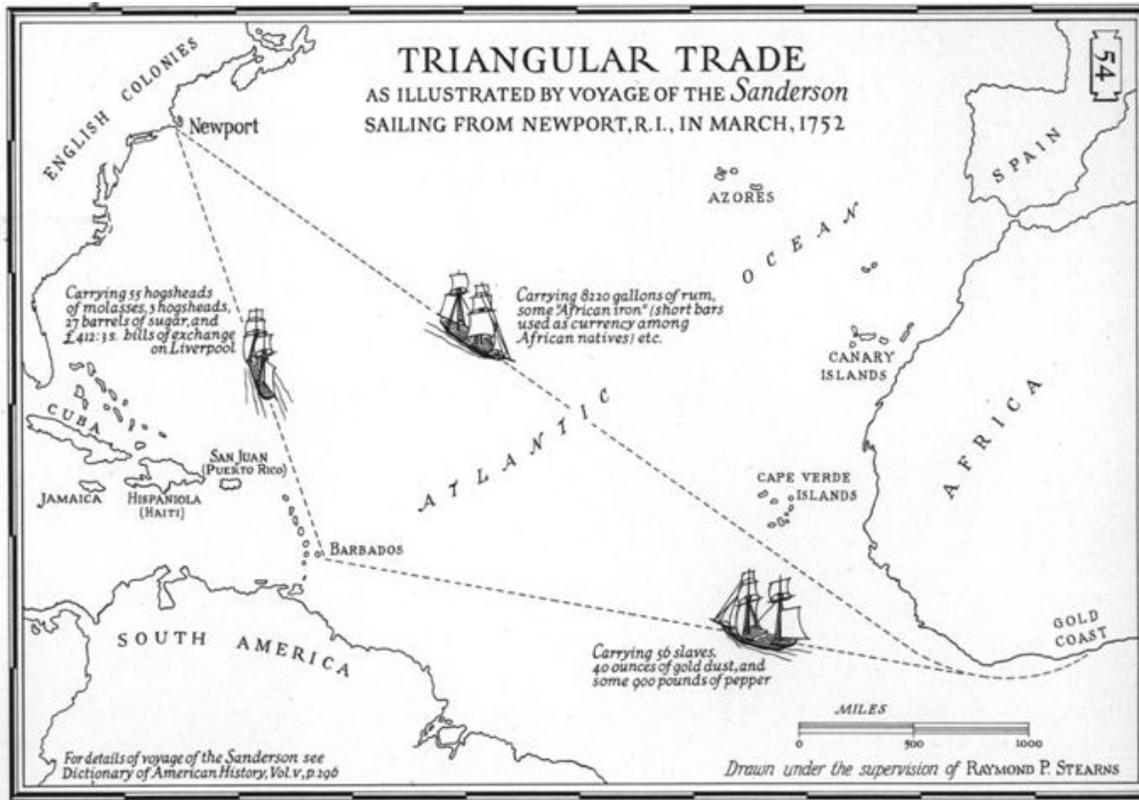
> Analyzing Key Concepts

Mercantilism

As you have read, mercantilism was an economic theory practiced in Europe from the 16th to the 18th centuries. Economists of the period believed that a country's power came from its wealth. Thus, a country would do everything possible to acquire more gold, preferably at the expense of its rivals. A mercantilist country primarily sought gold in two ways: establishing and exploiting colonies, and establishing a favorable balance of trade with a rival country. In the example to the right, England is the home country, America is England's colony, and France is England's rival.



Triangular Trade



Making Inferences

When we make an **inference**, we fill in information that is left out of the text with information that is in our heads, and we put it together with information in the text.

The fact is, that we make inferences in life all the time. For example:

Your child comes home from school and is very quiet and won't speak to you. When you get home she immediately goes up to her room and shuts the door and when you come in and ask her what's wrong, she won't answer you.

Your inference:

In literature, as in life, we are expected to make inferences. Consider the following:

We had a big fight that night and I left, crying and saying I might not come back. When I returned in the morning, I found that the entire house had been cleaned. He had picked up all his clothes, washed the dishes, and made breakfast. When I entered, he gave me a big hug.

Your inference:

INFERENCES IN POETRY

When reading poetry, we often have to work extra hard to understand what the poet is saying because poets require us to make a lot of inferences. Sometimes we have to be like detectives and use clues the poet has planted in order to try to figure out he or she means. One thing that can help is knowing a little bit about a poet and his or her life. Knowing the time that a person lives and the things that were going on in the world during that time can help, too.

STRATEGIES FOR UNDERSTANDING POETRY

- Think about what you know about the poet and the time he or she lived in
- Pay attention to the title
- Notice images or mental pictures the poet gives you: what feelings do you get from these images? Are they sad? Angry? Happy? Violent?
- Notice words—especially words you don’t know—and look them up
- Notice feeling
- Notice tone—is the tone serious? Light and playful?
- Notice repetition
- Notice grammar—is the poem made up of full sentences? Are there statements? Questions?
- Who is the “speaker” of the poem?
- Reread
- Annotate—write questions and observations in the margins
- Paraphrase—try to say what the poet is saying in your own words (you might want to take notes in the margin)
- Notice whether the poem is formal—does it have a regular rhythm and rhyme scheme? Are there stanzas?
- Is the style of the poem informal (the words go all over the page. There is no rhyming)?

BIOGRAPHY: Margaret Walker

Margaret Walker was an American poet and writer. She was part of the African-American literary movement in Chicago.

Biography: Walker was born in Birmingham, Alabama, to Sigismund C. Walker, a Methodist minister, and Marion Walker, who helped their daughter by teaching her philosophy and poetry as a child. Her family moved to New Orleans when Walker was a young girl. She attended school there, including several years of college, before she moved north to Chicago.

Literary writing: In 1942, Walker’s poetry collection *For My People* won the Yale Series of Younger Poets Competition, thus making her the first black woman to receive a national writing prize. Her *For My People* was considered the “most important collection of poetry written by a participant in the Black Chicago Renaissance before Gwendolyn Brooks’s *A Street in Bronzeville*.”

Walker was inducted into The Chicago Literary Hall of Fame in 2014.

Since 1619

By Margaret Walker

How many years since 1619 have I been singing Spirituals?
How long have I been praising God and singing hallelujah?
How long have I been hated and hating?
How long have I been living in hell for heaven?

When will I see my brother's face wearing another color?
When will I be ready to die in an honest fight?
When will I be conscious of the struggle—now to do or to die?
When will these scales fall away from my eyes?

What will I say when the days of wrath descend?
When the money-gods take my life away:
When the death knell sounds
And peace is a flag of far-flung blood and filth?

When will I understand the cheated and the cheaters?
Their paltry pittances and cold concessions to my pride?
When will I burst from my kennel an angry mongrel,
Lean and hungry and tired of my dry bones and years?

When will the scales fall away from my eyes?

Letter to Students

Dear Students,

I wanted to share a little bit about my career path with you. I went to college in the 90s in Ohio. I worked a lot of different jobs while I was in college. When I graduated from college, I didn't know what I wanted to do, but I needed a job right away. I told everyone I knew that I was looking for work. I had a lot of jobs while I was in college, including being a writing tutor and an assistant to an English professor.

One of my friends told me that there was an ESL program at City Tech that needed a teaching assistant. The job included making copies, grading papers, attending class and working with small groups, and doing other things to help the teachers. It sounded like something I could do so I applied right away. The director called me to come for an interview, and I remember that I didn't know what to wear. Should I dress like a teacher? Was I supposed to wear a suit? I didn't have a suit, so I wore nice pants and a button-down shirt.

I got hired and started working with four teachers. They each had me do different things. It was interesting to see how different they all were. One was very quiet in class, and the students were always busy but quiet also. Another talked a lot more, and had a jolly booming voice. I did whatever they asked me to do, and I enjoyed talking with the students, who were all immigrants to the United States and had come from all over the world.

About seven months later, I was starting to look around for other jobs because I didn't get enough hours as a teaching assistant to support myself. One day, the director called me at home. One of the four teachers had fallen and shattered her anklebone. She was going to be out for the rest of the semester. He wanted to know if I could take over and teach the rest of the class. My first instinct was, "No way! I have no idea how to teach a class, I'm just a helper." But he tried to convince me to do it. Also, it was a full time job, and I would make enough money to support myself. So after thinking it over for a day, I agreed to give it a try. I ended up teaching at this school for many years.

My students were amazing. Many of them had moved to New York as adults, knowing almost no English. Most of them worked 40 hours a week or more, and also came to class 25 hours a week. Many of them were my age and were totally reinventing themselves, in a new country, a new language, and a new career. While I loved the students, I was getting a little bored with teaching. One problem with teaching is that you end up teaching the same content over and over and over. I had taught the past tense, the present tense, the present continuous tense so many times. And

I didn't really care that much about verb tenses. So when I noticed that I was getting irritable in class because I just didn't want to talk about introductions and conclusions and verbs any more, I started thinking about making a change.

It took me many more years to decide what I wanted to do. I talked to a lot of people about it. It was more helpful to talk to older people, because they had longer careers and could give advice. I was in my early 30s at this time. I knew I would have to work until I was 65 at least, if not longer. So I had almost 35 more years of work ahead of me!

One topic I had always been interested in was sickness and health. My mother was a nurse for 49 years, and my father died of cancer when I was 12 years old, so it was a constant presence in my life when I was growing up. I always enjoyed reading articles about health in the newspaper. But I knew that I didn't want to be a nurse. I knew too much about it from my mom. It had never occurred to me to be a doctor—I knew that you had to be really, really smart to be a doctor, and I hadn't really taken any science in school. I found science interesting, but I didn't have a strong background in it. I also didn't know anyone who had been a doctor.

Right around this time, my mother had surgery because she had skin cancer. I went to be with her, and then I went to the doctor's appointments with her after the surgery. I was surprised to see that the surgeon was about my age, or only a year or two older. The surgeon just seemed like a regular guy—not necessarily some genius. He especially seemed like a regular guy when he started flirting with me during my mother's appointment! After he checked my mom's stitches and the appointment was over, he kept hanging around, asking me questions about what I did and where I lived. I was not interested in him at all because I already had a boyfriend. But this was an important interaction for me anyway, because I realized that doctors were not gods—they were just regular people, and weren't even necessarily that much smarter than me.

After that experience, I started to wonder what it would be like to be a doctor. I read some books written by doctors. It reminded me a little bit of teaching—you get to work individually with people and try to help them. But unlike verbs, I was very interested in illness and how to help people have better health. I researched what classes I would need to take to go to medical school. It was a lot of classes—biology 1 and 2, general chemistry 1 and 2, physics 1 and 2, organic chemistry 1 and 2, and calculus. I had taken calculus in college and gotten a C-, which was definitely not good enough for medical school.

I was pretty open about this idea with my friends, and a lot of friends encouraged me to try it out. But not everyone did. One of my oldest friends said to me that I should think about why teaching wasn't "good enough"

and questioned why I would want to make such a drastic change. I had a hard time explaining why, but it just felt like the right thing to do. I did not tell my mother that I was considering this. I knew that she would not be very supportive and would have a lot of questions and try to convince me to stay at my current job.

Meanwhile, I met a few doctors and talked to them about it. Most of them were very encouraging, but not everyone. It split down gender lines—the women doctors were so excited for me and often told me that going to medical school was the best decision they had ever made. But a few of the male doctors, especially the ones who had gone right into medical school directly from college, warned me against it.

I started classes at Hunter College in February 2012. After being a teacher for a long time, it was really fun to be a student, but it was difficult, too. I disagreed with how some of the teachers were teaching. I had a hard time understanding some of the science. I was still working, and I had to spend a lot of time on the weekends studying. But I felt excited to be going in a new direction.

When I finally told my mother what I was doing, she reacted just like I expected. She said, “Doctors are not very nice people, so why would you want to be a doctor?” She said, “Medical school is very competitive, do you think you will get in?” I was annoyed since it seemed like she didn’t think I was smart enough. She then suggested that I become a nurse or maybe a pharmacist instead. After talking to her, I went for a long run in the park to burn off some anger.

In 2014, I applied to medical school, and I got interviews at four schools. I was accepted at one school, rejected from one school, and put on the wait list at two schools. I will go to the school where I was accepted, which is in Cleveland, Ohio, which is where I am from, and where my mother lives.

I will be moving to Cleveland on June 12th to start school, so I will not be able to finish this class. I’m really sad not to be working with this class anymore. I’ve been so impressed with your thoughtfulness, your ideas, your participation, and your excellent questions.

What I’ve learned on my journey is that we only have this one life, so you’ve got to make it into the life you want. I think you all probably agree with me since you are here right now, doing the same thing. If you have people in your life who are not supportive of what you are doing, their lack of support is a reflection of who they are, not who you are. I respect you all and support you totally.

Rebecca

The Colonial Economy: Mercantilism

Adapted from Sparknotes.com

Mercantilism was a system of trading goods between nations that was based on the following idea: to build economic strength, a nation must export more than it imports. To achieve this favorable balance of trade, the English passed laws exclusively benefiting the British economy. These laws created a trade system whereby Americans provided raw goods to Britain, and Britain used the raw goods to produce manufactured goods that were sold in European markets and back to the colonies. As suppliers of raw goods only, the colonies could not compete with Britain in manufacturing. English ships and merchants were always favored, excluding other countries from sharing in the British Empire’s wealth.

Between 1651 and 1673, the English Parliament passed four Navigation Acts meant to ensure a trade balance that would benefit England. The acts declared the following:

- Only English or English colonial ships could carry cargo between ports in England and the English colonies.
- Certain goods, including tobacco, rice, and furs, could not be shipped to foreign nations except through England or Scotland.
- The English Parliament would pay “bounties” to Americans who produced certain raw goods, while raising protectionist tariffs¹ on the same goods produced in other nations.
- Americans could not compete with English manufacturers in large-scale manufacturing.

The Navigation Acts severely restricted colonial trade, to the benefit of England.

The colonists complained about these restrictions on trade. In New England in particular, many colonists evaded² the restrictions of the Navigation Acts by smuggling. But although relations between England and the colonies were often full of friction³, the two sides never came to any real conflict. Instead, England developed a policy of salutary neglect⁴ toward the colonies, which meant that the trade laws that most hurt the colonial economy were not enforced.

Threatened by the presence of the French in North America, British officials knew that at some point they would have to clash with the French over the domination of the continent, and they needed the colonists to support them when that time came. The British did not

¹ **Protectionist tariffs**—a tariff is a tax that must be paid by a company or merchant who brings goods from one country to another to be sold. “Protectionist” means that the country is protecting the businesses of its own citizens, because only people selling goods from other countries must pay the tariff.

² **Evaded**—to avoid something; to get around it. *When my husband starts an argument about my son’s habits, I usually try to evade the discussion.* You may have heard the word evade on the subway—someone can be a fare evader.

³ **Friction**—friction can mean when two things rub against each other. Here it means that there is some anger and source of disagreement between two parties.

⁴ **Neglect** is a verb that means to ignore or forget something you were supposed to do. It almost always has a negative connotation. *You have neglected to take the garbage out.* In this case it means that England has neglected to enforce some of the laws it made so that there wouldn’t be too much conflict between their own country and the colonies.

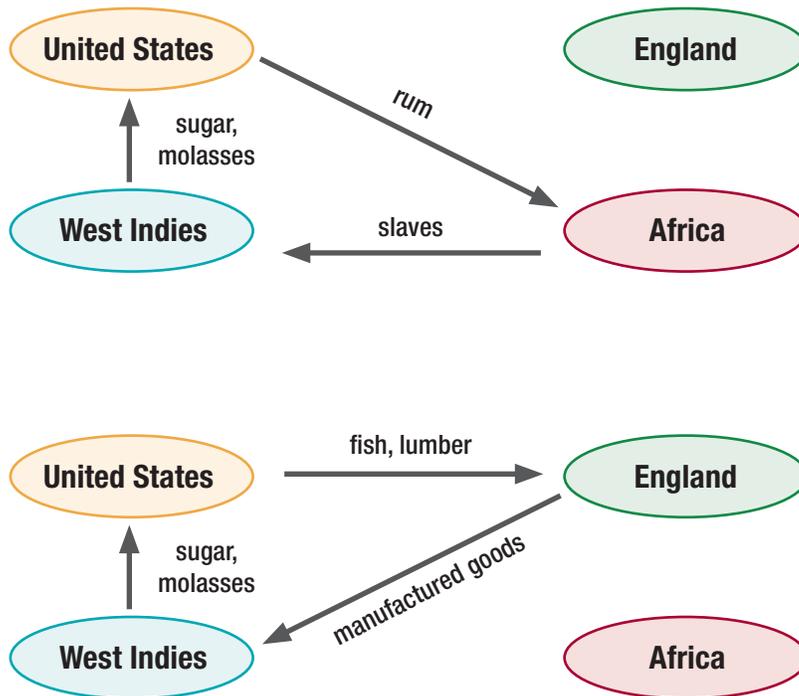
want to alienate⁵ their much-needed allies⁶ through aggressive trade restrictions.

With the prospect⁷ of war against the French looming⁸, the British employed salutary neglect to maintain⁹ the colonists' loyalty.

The Triangular Trade

The mercantilist policies of Britain created trade routes that came to be called *triangular trade*. Trade routes linked the American Colonies, West Indies, Africa, and England. Each port provided shippers with a payoff and a new cargo. New England rum was shipped to Africa and traded for slaves, which were brought to the West Indies and traded for sugar and molasses, which went back to New England. Other raw goods were shipped from the colonies to England, where they were swapped for a cargo of manufactured goods.

Mercantilism and the triangular trade proved quite profitable for New England tradesmen and ship builders. But in the Southern Colonies, where the Navigation Acts vastly lowered tobacco prices, economies suffered. The triangular trade also spurred¹⁰ a rise in the slave population and increased the merchant population, forming a class of wealthy elites¹¹ that dominated trade and politics throughout the colonies.



⁵ **Alienate**—You know what “alien” means. An alien is “not one of us.” Alienate is a verb that is used when you are talking about making someone angry or uncomfortable with you. It often means that you need someone and don’t want them to dislike you. *I didn’t want to alienate my husband by talking about the fact that he had neglected to take the garbage out, because I was going to ask him to write a big check.*

⁶ **Allies**—an ally is a friend; a person who will help you when you are in need. We can have an ally in the personal sense—*My mother has always been my ally in life, helping me figure out what to do about my problems*—or between countries. *In the 20th century, England and the U.S. have always been allies and fought side by side in wars.*

⁷ **Prospect**—prospect is a word that has to do with future events. *What are the prospects that you will become rich in the next ten years?*

⁸ **Looming**—When something looms over you, it is something that may happen in the future, and it probably negative. *The prospect of failing the TASC loomed over me and made me depressed.*

⁹ **Maintain**—We have all heard of maintenance men, who keep up the building and make sure everything works. Maintain generally means “to keep something going,” but we can also use it to mean something like “argue,” “say,” or “claim.” *He maintains that he was never at the crime scene.*

¹⁰ **Spurred**—spurred means started. Originally it comes from horseback riding. A spur is a sharp metal object that is pushed into the side of the horse by the rider to let the horse know the rider wants the horse to go. We often hear the term “spurred into action.”

¹¹ **Elites**—the elite are the people who are on the top. They have a privileged place in society.



HOMEWORK ASSIGNMENT FOR THE COLONIAL ECONOMY

- Read the article.
- Write a paragraph in which you explain what **mercantilism** was in your own words. Explain what **salutary neglect** was. Explain why England followed the policy of salutary neglect.
- Answer the vocabulary questions below.

VOCABULARY QUESTIONS

- 1 **Evade**—What is one way you try to evade arguments at home?

- 2 **Neglect**—What is one thing in your life you try never to neglect?

- 3 **Alienated**—Describe a time you felt alienated.

- 4 **Ally**—Who is a person who has been an ally in your life? How has this person helped you?

- 5 **Maintain**—What is one way you try to maintain your happiness?

- 6 **Elites**—what is an example of a person in our society who you would consider to be an elite?

Vocabulary Words

Alienate—You know what “alien” means. An alien is “not one of us.” Alienate is a verb that is used when you are talking about making someone angry or uncomfortable with you. It often means that you need someone and don’t want them to dislike you. I didn’t want to alienate my husband by talking about the fact that he had neglected to take the garbage out, because I was going to ask him to write a big check.

Allies—An ally is a friend; a person who will help you when you are in need. We can have an ally in the personal sense—My mother has always been my ally in life, helping me figure out what to do about my problems—or between countries. In the 20th century, England and the U.S. have always been allies and fought side by side in wars.

Elites—The elite are the people who are on the top. They have a privileged place in society.

Evaded—To avoid something; to get around it. When my husband starts an argument about my son’s habits, I usually try to evade the discussion. You may have heard the word evade on the subway—someone can be a fare evader.

Friction—This can mean when two things rub against each other. Here it means that there is some anger and source of disagreement between two parties.

Looming—When something looms over you, it is something that may happen in the future, and it probably negative. The prospect of failing the TASC loomed over me and made me depressed.

Maintain—We have all heard of maintenance men, who keep up the building and make sure everything works. Maintain generally means “to keep something going,” but we can also use it to mean something like “argue,” “say,” or “claim.” He maintains that he was never at the crime scene.

Neglect—This a verb that means to ignore or forget something you were supposed to do. It almost always has a negative connotation. You have neglected to take the garbage out. In this case it means that England has neglected to enforce some of the laws it made so that there wouldn’t be too much conflict between their own country and the colonies.

Prospect—This a word that has to do with future events. What are the prospects that you will become rich in the next ten years?

Protectionist tariffs—A tariff is a tax that must be paid by a company or merchant who brings goods from one country to another to be sold. “Protectionist” means that the country is protecting the businesses of its own citizens, because only people selling goods from other countries must pay the tariff.

Spurred—This means started. Originally it comes from horseback riding. A spur is a sharp metal object that is pushed into the side of the horse by the rider to let the horse know the rider wants the horse to go. We often hear the term “spurred into action.”



By learning to use evidence to support claims about both the past and the present, students empower themselves to speak up for themselves and be heard.

Lesson Plan 3

OBJECTIVES

- ✓ Students will learn about FANBOYS as one method to combine sentences.
- ✓ Students will review mercantilism.
- ✓ Students will consider ideas about government.
- ✓ Students will learn about Enlightenment ideas about government.
- ✓ Students will summarize events leading up to the American Revolution.
- ✓ Students will understand Locke's natural rights philosophy as it applies to the Declaration of Independence.

MATERIALS FOR LESSON 3

Activity 1: Review Stations

- Review stations packet

Activity 2: Combining Sentences with FANBOYS

- Sentence Combining Sheet using “And,” “But,” and “So”

Activity 4: The Enlightenment

- Reading: *The Enlightenment in Europe*
- What's a Paraphrase?

Activity 5: Events Leading Up to the American Revolution

- Reading: *The Road to Revolution*

Activity 6: The Declaration of Independence

- The Opening to the Declaration of Independence and paraphrase

ACTIVITY 1 Review Stations

MATERIALS: Review Stations packet

STEPS:

- 1 Give out the review packets as students come in. Pair students up and have them take a station, making sure it's a different station from one they may have had recently.
- 2 Once students are finished, go around the room with each pair presenting.

ACTIVITY 2 Combining Sentences with FANBOYS

MATERIALS: Stem sentences sheet

STEPS:

- 1 Write the following stem sentences on the board (it works best if you use the name of an actual student in the class):

Renee was tired.

Renee was hungry.

Renee was bored.

Ask students to help you combine the sentence using commas.

- 2 Tell students that you are going to teach them a new way to combine sentences today. They will learn to use FANBOYS. Write FANBOYS on the board vertically and see which of the FANBOYS students know, if any. Fill in the word each letter in the acronym stands for. Tell students that another word for these is “connectors.” They might also see them called “coordinating conjunctions.” These words allow you to join two independent clauses. Keep the sentence have combined above on the board, then add another sentence:

She wanted to go home.

Ask students: *“How can I combine these two sentences using “and”?* Students will help you write the following:

Renee was tired, hungry and bored, and she wanted to go home.

2

I focus on “and” “but” and “so” because the others are not used very much, and students get very confused by “nor.” As students get into more complicated constructions, it’s important to point out, with “so” that this FANBOY shows causality between two things, so the cause needs to come before the effect.

Point out to students that when two independent clauses are joined with a FANBOY, there needs to be a comma before the FANBOY.

- 3 Continue the process using other students in the class:

Asbury was exhausted.

He came to school anyway.

AND

Eileen had no food in the house.

She went to the store.

- 4 Ask every student in the class to write a sentence about his or her partner using two independent clauses and either “and”, “but”, or “so” as a connector. Ask students to come up and put these on the board.
- 5 Give out the SENTENCE COMBINING SHEET and have each pair of students combine a sentence using a FANBOY and put it up on the board. Provide support and guidance as needed.
- 6 When the sentences are up, discuss whether the right FANBOY was used. What is the relationship between the two original sentences? Does one cause the other? Is one in addition to the other? Is one in contrast to the other? Explain that it’s important to notice these relationships.

ACTIVITY 3

Quickwrite: What Should Your Country Do for You?

MATERIALS: pencil and paper

STEPS:

- 1 Tell students that they have been learning a lot in the last two classes about history and economics. Now they are going to begin to consider government. To begin, they are going to do a quick-write or free-write to get their ideas out—their *background knowledge*.
- 2 Write this quote on the board:

*“Ask not what your country can do for you,
but what you can do for your country.”*

Tell students that John F. Kennedy, a famous President, said this during the 60s. It’s something a lot of us don’t really think about much, consciously—what should our government do for us? Now

1

If possible, build some writing into every lesson. Even if students aren’t writing a full essay, it’s a good idea for them to write so that they become more used to writing “on command.”

you want them to write their thoughts about this. This is a free-write, so you will not be collecting it and they should not worry about making mistakes. If students have trouble getting started, you may want to start with a class brainstorm, then send students off to write.

- 3 When students have finished writing, you can have them exchange papers, then bring the class together and lead a general, brief discussion—what are things that we believe our government should do for us? Write notes on the board based on student ideas.
- 4 Tell students that during the time period of the English colonies, there were new ideas about government that were being discussed in society. Remind students that general societal ideas about what is right and wrong, change. For instance, in colonial times, there was a saying “spare the rod and spoil the child.” Review with students what that means. Ask students if that is still an idea that most people believe in today.
- 5 It is the same with government. During the 1800s, people’s ideas about government changed quite a bit. Ask students what form of government they think was in England at the time. Who was in charge? Someone will most likely say a king. Tell students that there were also kings in other European countries: France, Spain. Review what a government with a king is called: monarchy.

ACTIVITY 4 The Enlightenment

MATERIALS: Text: *The Enlightenment in Europe*

STEPS:

- 1 Tell students they are going to read a text called “The Enlightenment in Europe.” What does “enlightenment” mean? A person might say “can you enlighten me on that topic?” In this case, “enlightenment” means getting smarter and more knowledgeable. This was also called “The Age of Reason.” People began to rely on their own minds to figure problems out, whereas earlier, people had relied more on religion.
- 2 Give out the text and ask students to read silently. They should then reread and write down any notes or questions they have.
- 3 Bring the class together and ask whether there are questions; then lead a brief discussion if students need help with comprehension.

- 4 Tell students that one way to know if you’ve really understood something is to *paraphrase*. Elicit the meaning of paraphrase—it’s a fancy way of saying “put it into your own words.” This is an important skill for college and writing. Fundamentally, it’s also a very important skill for checking in with yourself to make sure you understand something. You may want to bring up the example of a colleague, a fellow teacher learning science, who said, “I know I don’t understand it unless I can explain it to my mother, who isn’t a science teacher.”
- 5 We are going to practice paraphrasing now. Give out the sheet on paraphrasing. Based on the criteria laid out for paraphrasing, ask students to choose, which is the best paraphrase of the first paragraph of the text? Why?
- 6 Divide the class in half. Half will paraphrase Locke; half will paraphrase Hobbes. Have students work in groups of two or three. Advise them to read a few lines, then stop and say it to their partner(s) in their own words. Then they can write down what they just said. Divide the board in half, one half for Locke and one for Hobbes. Have students come up to the board in their groups and write their paraphrases. Bring the class together to look at student paraphrases and evaluate them.

ACTIVITY 5**Events Leading Up to the American Revolution**

MATERIALS: Maps showing the colonies before and after the French and Indian War • **Text:** *The Road to Revolution*

STEPS:

- 1 Tell students, *Successful, educated colonists would have known all about the ideas of John Locke, and these would be very important when it came to deciding whether to get into a war with England or not. Now we’re going to look at some of the events that led up to the Revolution, and how people in the colonies reacted.*
- 2 Remind students that we’ve spoken about salutary neglect. “Salutary” means health. England made laws for the colonies, but for the “health” of their relationship, they neglected to enforce them. In other words, England “looked the other way” when colonists smuggled because they knew they would need their help to fight the French.

1

This activity offers a chance to return to both historical maps and the timeline. Students write short summaries for the timeline so that the timeline becomes “class owned.” I take a picture with my cell phone, type up the student summaries, and give it out the next day as a reminder.

- 3 Well, now the war has come. France and England are fighting over territories in the colonies, and England expects its colonists to help them. This war was between England and the colonists on one side and French and some Indian tribes on the other. Give out the maps that show the continent before and after the French and Indian war. What do students notice? Who won? What did they gain? Tell students: there was only one problem with the war. It cost a LOT of money. When the war was over, England was broke. So where did they turn for money? That's right, the colonies. England started to tax the colonies.
- 4 Tell students that now they are going to read about the events that led up to the American Revolution. When they are finished, they will work in groups to summarize the different events for the timeline. Explain that, working together, they can learn more than one or two people working alone. This will also give them a chance to practice writing summaries.
- 5 Give out the text and have students read silently. While students are reading, you may want to write some of the key terms on the board, because students can get confused about who was who. You may want to write terms like Parliament, King George, Stamp Act Congress, colonists, Redcoats, Sons of Liberty, etc. When students have finished reading, review these terms—who was on which side?
- 6 Lead the class in a brief review of what should be in a summary. If you wanted a quick review of 9/11, what would you include? You may want to write down who, where, what, when, why on the board as a guide.
- 7 Once you've reviewed what a summary is, have the class help you to write an entry for the French and Indian War. Now that students have a model, they can work in pairs or groups of three. Assign each pair/group one section of the text to summarize for the class timeline. Walk around to provide assistance as students are working. Allow 10-15 minutes for the groups to write their summaries on the board, then have the whole class come up to the board and do a read-through.

ACTIVITY 6 The Declaration of Independence

MATERIALS: *Declaration of Independence*, beginning section, and paraphrase

STEPS:

- 1 Tell students that the Declaration of Independence is a document that they should be somewhat familiar with because it will appear on the TASC and they will encounter it again and again in their school lives.
- 2 Write the first few lines on the board, or if you wish, give a printed version:

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator are certain inalienable rights; that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

- 3 As a class, work through these sentences, dividing the board into two columns. Remind students that when something is difficult to understand, paraphrasing is a good strategy.

On the left is the original text. On the right is the text in students' own words. Point out that this is a good way to make the text more comprehensible. Take the text phrase by phrase, asking students what they think each phrase means and eliciting their help in writing a more plainspoken version.

- 4 When you have finished, ask students where in the text they see the ideas of John Locke. If they don't see any similarities, point out the phrase "consent of the governed." What does that mean?

**HOMEWORK**

- Do the practice Regents Test questions.
- Write an expanded version of the free-write done at the beginning of class: What are three things that you believe a government should do for its people? Write a paragraph about each.

These test questions are freely available on the web—they are practice Regents test questions. They provide students with an opportunity to review and consolidate what they learned, as well as practice with multiple choice questions.

Review Stations

Timeline Station:

Using your notes, draw a timeline of U.S. history and place major events on the timeline where they belong.

Triangular Trade station:

Draw the route of triangular trade on the world write-on wipe-off map. Label the cargo that traveled along the route in each directions

Mercantilism Station:

Write an explanation of mercantilism in your own words:

Analyze the political cartoon.

What is it saying about mercantilism? Who are the “characters” in this cartoon? What do their labels tell you? What is the point of view of the cartoonist? Does he think mercantilism is a fair system or not? What makes you say so?



Vocabulary station: Finish the sentences using examples you wrote about for homework.

Sentence starters:

A way that I try to evade arguments...

I try never to neglect...

I try to maintain my happiness by...

I feel alienated when...

One of my biggest allies is...

A person I consider to be an elite is...

Stem Sentences for Sentence Combining with FANBOYS “and,” “but,” and “so.”

DIRECTIONS: Combine each set using “and,” “but,” or “so.”

Set 1

The Southern colonies had fertile soil and a long growing season.

Southern farmers were able to grow two kinds of crops during the year.

Set 2

The English government used raw materials from the colonies to manufacture items.

It sold the manufactured goods back to the colonies.

Set 3

The Navigation Acts were started to make sure the colonies would only trade with England.

Colonial merchants wanted to evade the rules.

Set 4

Colonial merchants took to smuggling to avoid the regulations set forth in the Navigation Acts.

The English government did not like this.

Set 5

England knew a war with France was coming.

It would need the colonies to help it fight in the war.

The English looked the other way when colonists broke the rules.

This was called salutary neglect.

Which is the *best* paraphrase of the original paragraph?

ORIGINAL:

The 1600s were a time of great change in Europe. An entire New World had recently been discovered. People had new ideas about all subjects. In the 1600s in Europe, scholars and philosophers began to reevaluate old notions about society. They questioned some of their earlier underlying beliefs regarding government, religion, economics, and education. Their efforts spurred the Enlightenment, a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. Known also as the Age of Reason, the movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

PARAPHRASE A:

A lot changed in Europe in the 1600s. People had new ideas about society and started to question the old ways. They had new ideas about government, religion, economics and education and eventually this brought a lot of change to the whole world.

PARAPHRASE B:

The 1600s were a time of great change. In the 1600s, in Europe, scholars and philosophers began to reevaluate old notions about society. They questioned some of their earlier underlying beliefs regarding government, religion, economics and education.

PARAPHRASE C:

People changed their minds about a lot of things during the 1600s. People became more intellectual and it was the Age of Reason.

The Enlightenment in Europe

The 1600s were a time of great change in Europe. An entire New World had recently been discovered. People had new ideas about all subjects. In the 1600s in Europe, scholars and philosophers began to reevaluate old notions about society. They questioned some of their earlier underlying beliefs regarding government, religion, economics, and education. Their efforts spurred the Enlightenment, a new intellectual movement that stressed reason and thought and the power of individuals to solve problems. Known also as the Age of Reason, the movement reached its height in the mid-1700s and brought great change to many aspects of Western civilization.

Two Views of Government

The Enlightenment started from some key ideas put forth by two English political thinkers of the 1600s, Thomas Hobbes and John Locke. Both men had experienced the English Civil War. This was a violent war in England between those who supported the King and those who did not. It brought a lot of change and turmoil to England. Locke and Hobbes were both very influenced by their experiences in the English Civil War. However, they came to very different conclusions about government and human nature.

Thomas Hobbes: Thomas Hobbes expressed his views in a book called *Leviathan* (1651). The horrors of the English Civil War convinced him that all humans were naturally selfish and wicked. Without governments to keep order, Hobbes said, there would be “war... of every man against every man,” and life would be “solitary, poor, nasty, brutish, and short.”

Hobbes argued that to escape such a bleak life, people had to hand over their rights to a strong ruler. In exchange, they gained law and order. Because people only acted in their own self-interest and not for the good of the group, Hobbes said, the ruler needed total power to keep citizens under control. The best government was one that had the awesome power of a leviathan (sea monster). In Hobbes’s view, such a government was an absolute monarchy, which could impose order and demand obedience.

Locke’s Natural Rights: The philosopher John Locke held a different, more positive, view of human nature. He believed that people could learn from experience and improve themselves. As reasonable beings, they had the natural ability to govern their own affairs and to look after the welfare of society. Locke criticized absolute monarchy and favored the idea of self-government.

According to Locke, all people are born free and equal, with three natural rights—life, liberty, and property. The purpose of government, said Locke, is to protect these rights. If a government fails to do so, citizens have a right to overthrow it. Locke’s theory had a deep influence on modern political thinking. His belief that a government’s power comes from the consent of the people is the foundation of modern democracy. The ideas of government by popular consent and the right to rebel against unjust rulers helped inspire struggles for liberty in Europe and the Americas.

The Road to Revolution

Adapted from Sparknotes.com

Before and during the French and Indian War, from about 1650 to 1763, Britain left its American colonies to run themselves in an age of salutary neglect. Given relative freedom to do as they pleased, the North American settlers began to establish their own governments. They established representative legislatures and democratic town meetings. They also enjoyed such rights as trials by jury. American shipping, although theoretically¹ regulated by the Navigation Act, functioned apart from the mighty British fleet for more than a hundred years.

The French and Indian War

In Europe it was called the **Seven Years' War**, but in North America it was known as the **French and Indian War**. It was fought between Britain and France from 1754 to 1763 for colonial dominance² in North America. British officials received only halfhearted support throughout the colonies. Nevertheless, American colonists dutifully fought alongside British soldiers, while the French allied themselves with several Native American tribes (hence³ the name “French and Indian War”). This war ended after the British captured most of France’s major cities and forts in Canada and the Ohio Valley.

The End of Salutary Neglect

The French and Indian War motivated Parliament to end the age of **salutary neglect**⁴. Prime Minister **George Grenville** began enforcing the **Navigation Acts** in 1764, and passed the **Sugar Act** to tax sugar. A year later, he passed the **Stamp Act**, which placed a tax on printed materials.

The Stamp Act

The Stamp Tax was passed in 1765. Legal papers would have to be written on paper that already had a watermarked stamp. The cost of the stamp [the tax] depended on the type of printed material on which it would be placed. Newspapers, playing cards, and documents like a will or a business contract were all taxed. The amount of taxes each person would have to pay was small, but so many things were taxed that most people would eventually have to pay it.

Americans immediately protested the Stamp Act. This tax was not like a sales tax, a tax on an item. This was a tax paid directly to the government [an internal tax]. Americans said only their local governments had the right to tax them directly.

¹ **Theoretically**—in theory, or idea, but not in reality

² **Dominate**—to control or have influence over

³ **Hence**—therefore

⁴ **Salutary neglect**—looking the other way when laws are broken

A group called the Sons of Liberty was formed. Led by Sam Adams, the Sons of Liberty, organized boycotts and intimidated tax collectors. They tarred and feathered some tax collectors. They pulled down the house of another. By the time the stamps arrived on a ship from Britain, there was often nobody who would pass them out.

Colonists sent representatives to the Stamp Act Congress. They wanted a united response to this tax. This was an important step, because Americans were uniting against the British government. The Stamp Act Congress sent letters of protest to the British Parliament and the King. They also said that businesses should boycott British goods.

The Sons of Liberty organized the Non-Importation Agreements. In these agreements, businessmen said that they would not buy British goods. This is called an *economic boycott*. The idea is if businessmen in Britain were losing money, because Americans were not buying their goods, then they would put pressure on the government to get rid of the tax. This is exactly what happened! In 1766, Parliament bowed to public pressure and repealed the Stamp Act⁵.

The Boston Massacre

There was a lot of anger among colonists about England's new taxes. Those who collected taxes for England often faced mob violence. That was why Thomas Hutchinson, the governor of Boston, requested that the English government send British soldiers to enforce the taxes and keep order. In 1768, four thousand redcoats landed in the city to help maintain order. Tensions grew between the British soldiers and the colonists. On March 5, 1770, an angry mob clashed with several British troops. British soldiers shot into the crowd. Five colonists died, and news of the **Boston Massacre** quickly spread throughout the colonies.

The Boston Tea Party

In 1773, Parliament passed the **Tea Act**, granting the financially troubled **British East India Company** a trade monopoly⁶ on the tea exported to the American colonies. In many American cities, tea agents resigned or canceled orders, and merchants refused consignments in response to the unpopular act. Governor Hutchinson of Massachusetts, determined to uphold the law, ordered that three ships arriving in Boston harbor should be allowed to deposit their cargoes and that appropriate payments should be made for the goods. On the night of December 16, 1773, while the ships lingered⁷ in the harbor, sixty men boarded the ships, disguised as Native Americans, and dumped the entire shipment of tea into the harbor. That event is now famously known as the **Boston Tea Party**.

⁵ **Repeal**—when you repeal a law, you take it back—it's not a law anymore

⁶ **Monopoly**—a monopoly exists in business or trade when there is no competition and people can only buy from one company, or one company is able to sell goods so cheaply that they dominate the market

⁷ **Lingered**—when you linger you stay in one place for awhile

The Intolerable Acts

In January 1774, Parliament passed the **Intolerable Acts**, which shut down Boston Harbor until the British East India Company had been fully reimbursed for the tea destroyed in the Boston Tea Party. Shutting down the harbor brought much hardship to Boston. Most Bostonians made their living from either fishing or trade via ships. Shutting down Boston Harbor effectively shut down the economy of Boston. Trade stopped; food could not be shipped in to New England. Americans throughout the colonies sent food and supplies to Boston via land to prevent death from hunger and cold in the bitter New England winter.

The First Continental Congress and Boycott

To protest the Intolerable Acts, important colonists gathered in Philadelphia at the **First Continental Congress** in autumn of 1774. They once again petitioned Parliament, King George III, and the British people to repeal the acts and restore friendly relations. For additional motivation, they also decided to begin a **boycott**, or ban, of all British goods in the colonies.

Lexington, Concord, and the Second Continental Congress

On April 19, 1775, part of the British occupation force in Boston marched to the nearby town of **Concord**, Massachusetts, to seize a store of weapons kept by colonial militiamen⁸. Militiamen of Lexington and Concord attacked, and forced the British soldiers to retreat to Boston.

In the meantime, leaders convened the **Second Continental Congress** to discuss options. In one final attempt for peaceful reconciliation, the **Olive Branch Petition**, they declared their love and loyalty to King George III and begged him to address their grievances⁹. The king rejected the petition and formally declared that the colonies were in a state of rebellion.

The Declaration of Independence

The Second Continental Congress chose **George Washington**, a southerner, to command the militiamen in Boston. They also appropriated money for a small navy. Encouraged by a strong colonial campaign in which the British scored only narrow victories (such as at **Bunker Hill**), many colonists began to believe that total independence was the best option. The next year, the congressmen voted on July 2, 1776, to declare their independence. **Thomas Jefferson**, a young lawyer from Virginia, drafted¹⁰ the **Declaration of Independence**. The United States was born.

⁸ **Militia**—a group of people who are not professional soldiers but have had military training and can act as an army

⁹ **Grievances** are complaints, but usually more formal—you can file a formal grievance with your union for example

¹⁰ **Drafted**—wrote. Often a draft is one version of a written document and there may be others

The Declaration of Independence

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.

–That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

–That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

Paraphrase

We think certain truths can't be contradicted:

- All men are created equal
- God gives them certain rights that can't be taken away from them
- These rights include life, liberty and the pursuit of happiness.
- To ensure that people keep these rights, people set up governments, which get their powers from the people, who consent to this government being in existence.
- When a government stops people from keeping their rights, the people can change or end it.
- They can set up a new government, based on principles that they think will be likely to make them happy and secure.

Where in this document do you hear the ideas of John Locke?

Practice Regents Test Questions

Colonial Economies and the Declaration of Independence

- 1** In which area did good harbors, abundant forests, rocky soil, and a short growing season most influence the colonial economy?
 - a. Southern colonies
 - b. Middle Atlantic region
 - c. Northwest Territory
 - d. New England colonies
- 2** The British benefited from their mercantilist relationship with the American colonies primarily by
 - a. supporting the growth of colonial industries
 - b. prohibiting colonists from fishing and fur trading
 - c. taking large amounts of gold and silver from the southern colonies
 - d. buying raw materials from the colonies and selling them finished products
- 3** During the colonial period, the British Parliament used the policy of mercantilism to
 - a. limit manufacturing in America
 - b. prevent criticism of royal policies
 - c. deny representation to the colonists
 - d. force colonists to worship in the Anglican Church
- 4** In its economic relationship with its North American colonies, Great Britain followed the principles of 18th-century mercantilism by
 - a. outlawing the African slave trade
 - b. limiting the colonies' trade with other nations
 - c. encouraging the development of manufacturing in the colonies
 - d. establishing laws against business monopolies
- 5** The British system of mercantilism was opposed by many American colonists because it
 - a. placed quotas on immigration
 - b. discouraged the export of raw materials to England
 - c. placed restrictions on trading
 - d. encouraged colonial manufacturing
- 6** According to the Declaration of Independence, the people have the right to alter or abolish a government if that government
 - a. is a limited monarchy
 - b. violates natural rights
 - c. becomes involved in entangling alliances
 - d. favors one religion over another
- 7** In the Colonial Era, developments such as the New England town meetings and the establishment of the Virginia House of Burgesses represented
 - a. colonial attempts to build a strong national government
 - b. efforts by the British to strengthen their control over the colonies
 - c. steps in the growth of representative democracy
 - d. early social reform movements

- 8** Which fundamental political idea is expressed in the Declaration of Independence?
- The government should guarantee every citizen economic security.
 - The central government and state governments should have equal power.
 - If the government denies its people certain basic rights, that government can be overthrown.
 - Rulers derive their right to govern from God and are therefore bound to govern in the nation's best interest.

- 9** “The only representatives of the people of these colonies are persons chosen therein by themselves; and that no taxes ever have been, or can be constitutionally imposed on them but by their respective legislatures.”
—*Statement by the Stamp Act Congress, 1765*

What is a valid conclusion that can be drawn from this quotation?

- The colonial legislatures should be appointed by the English King with the consent of Parliament.
- Only the colonists' elected representatives should have the power to levy taxes.
- The English King should have the right to tax the colonists.
- The colonists should be opposed to all taxation.

- 10** One of the principles stated in the Declaration of Independence is that government should
- guarantee economic equality among citizens
 - have unlimited power to rule the people
 - be based upon the consent of the governed
 - be led by educated citizens

- 11** The Declaration of Independence (1776) has had a major influence on peoples throughout the world because it
- guarantees universal suffrage
 - establishes a basic set of laws for every nation
 - provides justification for revolting against unjust governments
 - describes the importance of a strong central government

- 12** “...I challenge the warmest advocate [supporter] for reconciliation, to shew [show], a single advantage that this continent can reap [gain], by being connected with Great Britain. I repeat the challenge, not a single advantage is derived [acquired]. Our corn will fetch its price in any market in Europe, and our imported goods must be paid for, buy them where we will....”
—*Thomas Paine, Common Sense, 1776*

This speaker is most likely opposed to

- capitalism
- mercantilism
- direct democracy
- representative government

“ Instruction in reading and writing that matches student skill levels and draws from the content, should be interwoven. ”

UNIT 2

The Constitution and the Structure of the U.S. Government

Lesson Plan 4

OBJECTIVES

- ✓ Students will write about themselves as readers.
- ✓ Students will practice reading graphs.
- ✓ Students will think about different genres and the reading strategies typically used with each type.
- ✓ Students will read a personal essay by Sherman Alexie on reading and use this as a springboard for writing.
- ✓ Students will apply the ideas of Locke and Hobbes to forms of government that exist in the world today.
- ✓ Students will consider the role that different politicians play in the government and read about federalism.
- ✓ Students will review the three branches of the federal government and the powers granted to each.

MATERIALS FOR LESSON 4

Activity 1: Review

- Handout: Sentence Combining

Activity 3: Reading Charts and Graphs

- Graphs on Reading, Native American College Degrees, Children Living In Poverty by Ethnicity

Activity 4: Text Types and Genres

- Reading: *Superman and Me*, by Sherman Alexie
- Chart: Governments Around the World
- Discussion questions

Activity 6: Locke, Hobbes and Forms of Government

- 8½ x 11 pictures of Locke and Hobbes

- Reading: *Forms of Government*

- Chart: Governments Around the World

Activity 7: The U.S. Government: The Federal System

- Handout with pictures of Obama, Cuomo, de Blasio and John Boehner
- Handout: “The Powers that Be”

Activity 8: Three Branches

- Reading excerpts from *Life and Liberty*, “Principles of the Constitution” (page 106-107) and (page 108-109)

ACTIVITY 1 **Review**

MATERIALS: Test Questions given for homework

STEPS:

- 1 Have students work in pairs to compare their answers to the multiple choice questions given for homework, then review as a whole class.
- 2 Combine the sentences using “and,” “but” or “so.” Ask each pair of students to put one combined sentence up on the board.

ACTIVITY 2 **Quickwrite on Reading**

MATERIALS: pen and paper

STEPS:

- 1 **Write the following on the board:**
*How do you feel about reading? Why read? What do you like to read?
In your opinion, what makes a book “good”?*
- 2 **Have students write for 10 minutes or so**, then bring the class back together. As they finish, walk around and read over shoulders so you have a sense of what students’ ideas are about this topic. You may want to ask students to exchange papers if they are willing.
- 3 **Ask for a report back and write students’ ideas on the board as they say them.** My students gave the following reasons:
 - Some books are uplifting.
 - Reading helps you find meaning in life.
 - You can learn things.
 - Spiritual writing can be comforting and uplifting.
 - You can read faster, comprehend better.
 - To be entertained.
 - I speak and write more properly and learn new words.
 - I like poetry—it answers questions for me. It brings wisdom.
- 4 **Tell students that they are going to be spending the morning thinking more about reading.** Ask students what kinds of things they like to read and write down some of the genres. Introduce the

concept of “genre.” List out whatever genre students can think of on the board. You may want to mention that texts generally have one of three purposes: to entertain, inform, persuade, and it is helpful to think about the purpose of a text when reading. Also, point out that we use different strategies with different kinds of texts, and remind students about the poetry they read in Lesson Two. What strategies did they use? How are these strategies different from the strategies they would use to read an article? A math problem?

ACTIVITY 3 Reading Charts and Graphs

MATERIALS: Graph on reading, Native American educational levels, and Children Living in Poverty

STEPS:

- 1 Pass out the chart on reading.** Ask students to look it over in pairs. What do they think this graph is trying to tell them? What questions do they have? One question that came up for my students with this graph was the meaning of “percentile” in the first column. I asked them to look at other information in the chart to try to make guesses about what this column was telling them. What did they notice about the other columns? What do the other columns communicate? What correlations do they see between amount of time reading and new words learned? If more time reading means more words learned, what prediction can they make about who will do better on reading tests? Point out to students that they didn’t necessarily have to understand “percentiles” to get the gist of the chart. Ask students what the “main idea” of the graph was. What main question did it answer? What strategies did they use to understand this chart?
- 2 Pass out the two remaining charts and divide the class in half.** Tell students that the piece they are going to read is by Sherman Alexie, who is a Native American. This piece is all about how important reading is to him. We’re going to look at two graphs to help us think about the context that Alexie is writing from. How is life for most Native Americans in this country now?
- 3 Each half of the class will “teach” their graph to the other half.** Draw the graphs in larger versions on the board or prepare beforehand by drawing large versions on flip chart paper that you can post.

- 4 **Pass out the graphs and divide the class in half**—one group to each graph. With a big class, you will probably want to subdivide into groups of four. Each graph has a set of questions to start students going. Try to move back and forth between groups to lend assistance where necessary as to how to read these graphs and what they mean.
- 5 **Have each group “teach” their graph to the other group.** They should say what the main idea of the graph is and “teach” the other group how to read it. By the end of this exercise you want to have three main ideas on the board, one for each graph.
- 6 **Bring it back to Sherman Alexie.** Sherman Alexie is a Native American who writes fiction. This essay is about reading and his own education. From looking at these graphs, what guesses can you make about the lives of most Native Americans? As we read his essay, we’re going to think about how his background has influenced his ideas about education.

ACTIVITY 4**Text Types and Genre/
*Superman and Me***

MATERIALS: *Superman and Me* by Sherman Alexie

STEPS:

- 1 **Tell students** that we started out talking about reading, and students talked about what kinds of texts or books they liked to read. Graphs, also, can be thought of as a kind of text. When we read different kinds of texts, we use different strategies. When we read poetry, we need to do a lot of inferencing. We are now going to read an essay/memoir piece. What do students know about memoir/personal essay? Discuss fiction and nonfiction. You may want to tell students that memoir is nonfiction, but it has a lot of characteristics of fiction—there can be characters and dialogue and the writing can evoke a mood.
- 2 **Give out the piece and have students read silently.** It’s a very engaging piece and my students all read it through without stopping. When students are finished reading, ask them to go through once again and chose one or two places that they really like.
- 3 Unless your class is very large, you will be able to **go around the room and ask students to say what they liked**, using these as a

springboard to ask questions and start brief discussions about the piece. Students naturally gravitate to the juicy and mysterious lines, and these are the places where a teacher can ask probing questions to get students to understand the piece more deeply and get students making personal connections as well as “reading between the lines.” A DISCUSSION QUESTION handout is attached. You can give this out to students or simply pose the questions as the class discussion unfolds.

ACTIVITY 5**Writing in Response to Sherman Alexie**

MATERIALS: Pen and paper

STEPS:

- 1** There have now been plenty of ideas generated about reading, between students’ earlier free-writes and the Sherman Alexie piece. I gave my students a choice of three assignments:
 - A.** Why Read? Write three paragraphs. Each paragraph should be about ONE reason to read. Give reasons and examples to support your claim, OR
 - B.** Write a letter to Sherman Alexie telling him what you thought of his essay, OR
 - C.** What are the ways you try to save your own life?
- 2** As students write, walk around to provide guidance and support. One of the main issues with student writing tends to be organization and elaboration. Those who choose to work on the first assignment may have a tendency to just list reasons to read, one after another. Here you will want to guide them to use examples to elaborate their ideas.
- 3** **Collect the papers.** One thing I like to do when students have done writing like this is type up a “highlight sheet” of best lines/sections of students’ writing with names. The next class I will give out the “highlight sheet” and students can appreciate each others’ words and ideas.

ACTIVITY 6

Locke, Hobbes and Forms of Government

MATERIALS:

- 8½ x 11 pictures of Locke and Hobbes
- Reading: *Forms of Government*
- Governments Around the World chart

STEPS:

- 1** Post the pictures of Locke and Hobbes on the board. Draw speech bubbles coming out of their mouths. Divide the class in half. Half are Locke; half are Hobbes. Students are to reread the texts on both men. The Hobbes group should paraphrase his ideas on government and write their version in the speech bubble coming out of his mouth. The Locke group should do the same. Review the basic difference in their views. Discuss kings and the idea of absolute power. Tell students, *Government is all about who has the power.*
- 2** Give out the “Forms of Government” reading. Have students go through it and decide, for each country, who would approve of this type of government—Locke or Hobbes? Review as a class. Make sure students justify their answers.
- 3** Give out the chart on forms of government. Have students look it over and review some of the words they may not know—oligarchy, totalitarian, etc. Have students come up with questions and answer them for 5-10 minutes, then ask students to study the chart for homework. There will be a quiz.

ACTIVITY 7

The U.S. Government:
a Federal System

MATERIALS:

- Handout: “Who Has the Power?”
- Pages from Life and Liberty

STEPS:

- 1** Tell students, *So now we’re going to look at the government the Founders set up and how they distributed power.* Ask students to name some politicians or “people in government” they know of. Students will likely know Obama, Cuomo and de Blasio. Some may

know the Speaker of the House. As you elicit these names, write them in three different areas of the board: federal, state and local.

- 2 Hand out the sheet with pictures of politicians:** Ask them who they think has the most power. We always say we are a government “by the people.” So do they, ordinary citizens, have more power? Does Obama have more power?
- 3 Give out the sheet that lists powers held by state and federal governments.** Ask students to predict who has which power. On the board, write two columns, *Federal* and *State*. As students say which power goes under which column, write it there. Then, hand out the reading on the federal system. Ask students to read to find out (1) whether their predictions were correct and (2) to answer the question: what is a federal system?
- 4** Once students have read, ask them to **help you correct the powers that are written on the board** based on the information they got from the text. Also, ask one student to come up and do a brief role play with you. You play the role of a student who is doing homework for school. You ask another student to play the role of the mother. Child asks mother, “Mom, what is a federal system?” Mother has to answer in simple language. Class, who is watching, can comment on whether this was an accurate explanation or not.

ACTIVITY 8 Three Branches

MATERIALS:

- Reading: Excerpt from *Life and Liberty*
- Handout: Powers of the Branches

STEPS:

- 1** Return to the part of the board where you have written Obama’s name. Ask which branch of government he is head of. Is he the only one in government? Does he run the whole country singlehandedly? From this you can elicit what students know about their politicians. Between student knowledge and questions, you should be able to get to a place where you have the three branches up on the board and some basic information about them—who is in each branch, the main function of the branch, etc.
- 2** Have students look at the “Branches and Powers” sheet. This time, write three columns on the board for the three branches and have students tell you which branch each power belongs to.

- 3 Give out the text excerpt from *Life and Liberty* and have students read. Once they have read, they can make corrections about their predictions on branches/powers.

**HOMEWORK:**

Read pages 18-37 from *Common Core Basics: Social Studies*.

Sentence-Combining Sheet

DIRECTIONS: For each set of sentences below, try to combine the original sentences so that you have fewer sentences that say the same thing. You can use “and,” “but” or “so,” but you can also use terms like “which,” or “who.” Remember that there is not one right way to combine sentences, but you need to be grammatically correct and succinct (short and to the point).

Below is an example:

Set 1

The English and French fought over territory.
The territory was in North America.
Both sides wanted land.
Both sides wanted to control the fur trade.
Different Indian tribes were also involved.
Some tribes were allies of the English.
Some tribes were allies of the French.
This was called the French and Indian war.

Combined sentence:

In a war called the French and Indian War, the English and French fought over territory in North America. Both sides wanted land and control of the fur trade, and had Indian tribes as allies.

or

The English and French fought over territory in North America because both sides wanted land and control of the fur trade. The war was called the French and Indian war because both sides had different Indian tribes as allies.

or

The French and Indian War in North America was fought over land and control of the fur trade between England and France, with Indian tribes as allies on both sides.

With a partner, try to combine one of the sets below:

Set 2 (Hint: using “and,” “but” and “so” would work well for this set)

England won the French and Indian War.
The war used all of England’s money.
England taxed the colonies.
It wanted the taxes to replace the money it had lost in the war.
The colonists did not like this.
The colonists protested.

Set 3

In the 18th century there were new ideas about human nature and society.
This period was called The Enlightenment.
Locke and Hobbes were two philosophers.
They had ideas about government.
Hobbes thought people needed a strong ruler.
The ruler should have absolute power.
Locke thought people could govern themselves.

Set 4

American colonists were influenced.
They were influenced by the work of Locke.
They did not have representation in English Parliament.
They did not think they should be taxed.
They protested the stamp tax.
They protested by boycotting English goods.
The English reacted.
They reacted by repealing the Stamp Act.

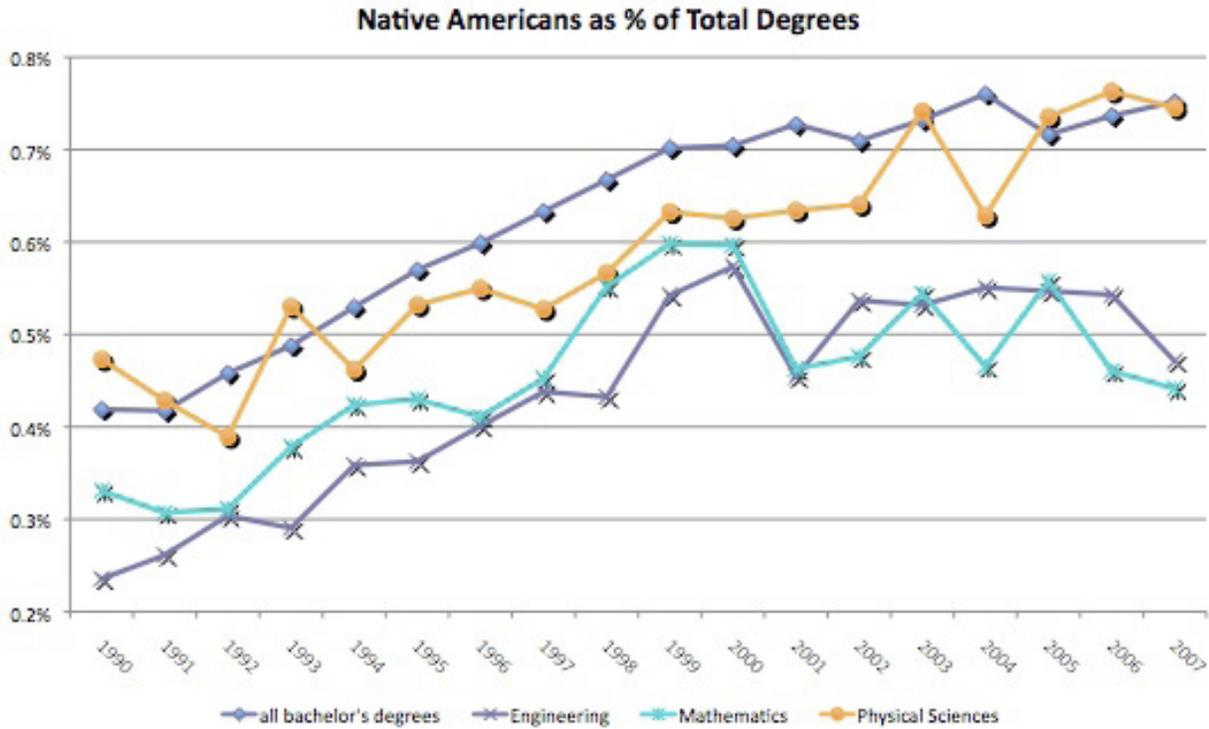
Graph on Independent Reading

Independent Reading and Test Scores on Standardized Reading Tests		
Percentile Rank on Standardized Reading Test	Minutes of Independent Reading Per Day	New Words Learned Per Year
98th	67.3	4,733,000
90th	33.4	2,355,000
70th	16.9	1,168,000
50th	9.2	601,000
30th	4.3	251,000
10th	1.0	51,000

Take a look at the graph. What questions do you have?

What is the author of this graph trying to tell you?

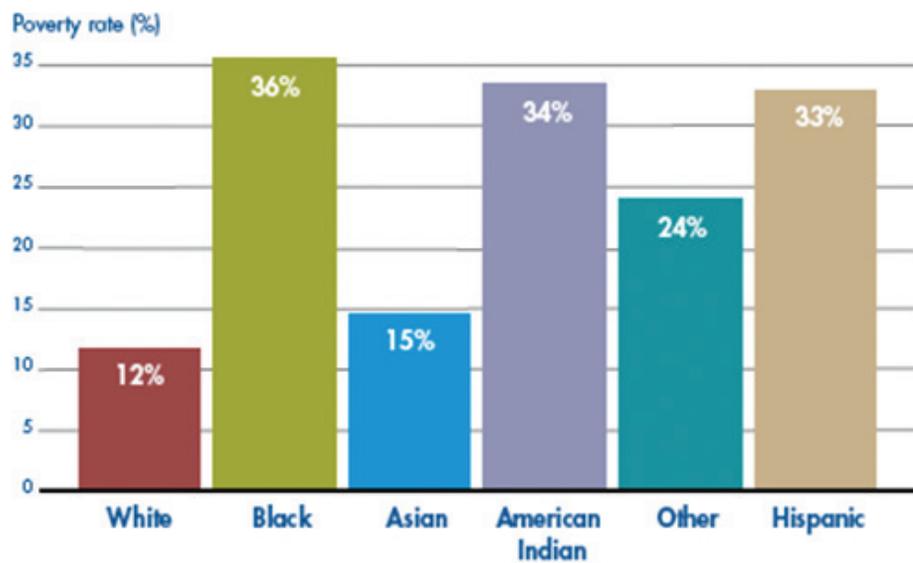
How would you explain to someone who did not understand this graph how to read it? What directions would you give them?



Graph: Native American College Degrees

https://www.maa.org/external_archive/columns/launchings/oct097.jpeg

Child poverty rates by race/ethnicity, 2009



© National Center for Children in Poverty (www.nccp.org)
Who Are America's Poor Children? The Official Story

Graph: Children Living in Poverty by Ethnic Group:

<http://nortonbooks.typepad.com/.a/6a00d83534ac5b69e2014e5ff53530970c-pi>

 *Discussion Questions*

“Superman and Me?”

- 1** Paragraph 6: What do you think Sherman Alexie is saying when he writes “We were Indian children who were expected to be stupid. Most lived up to those expectations inside the classroom but subverted them on the outside.”
 - In this quote, *who* do you think *expected* Indian children to be stupid? How did you come to that conclusion?
 - How can examples later in Paragraph 6 help you understand what “subverted” means here?

- 2** At the end of Paragraph 6, Alexie writes this sentence: “Those who failed were ceremonially accepted by other Indians and appropriately pitied by non-Indians.”
 - What do you think he is trying to tell us with this quote?
 - At the beginning of the next paragraph, Paragraph 7, Alexie writes “I refused to fail. I was smart. I was arrogant. I was lucky.”
 - What do you think he calls himself “arrogant” and “lucky”?

- 3** At the end of Paragraph 7, Alexie writes “I read with equal parts joy and desperation. I loved those books, but I also knew that love had only one purpose. I was trying to save my life.”
 - Does it make sense to you that reading could save a person’s life? How?

- 4** At the beginning of Paragraph 8, Alexie tells us that he is a writer.
 - Why do you think this is important information in understanding this essay? Make an inference.
 - How do you think reading and writing have saved Alexie’s life?

Reading “Superman and Me?”

Superman and Me

By Sherman Alexie

I learned to read with a Superman comic book. Simple enough, I suppose. I cannot recall which particular Superman comic book I read, nor can I remember which villain he fought in that issue. I cannot remember the plot, nor the means by which I obtained the comic book. What I can remember is this: I was 3 years old, a Spokane Indian boy living with his family on the Spokane Indian Reservation in eastern Washington State. We were poor by most standards, but one of my parents usually managed to find some minimum-wage job or another, which made us middle-class by reservation standards. I had a brother and three sisters. We lived on a combination of irregular paychecks, hope, fear, and government surplus food.

My father, who is one of the few Indians who went to Catholic school on purpose, was an avid reader of westerns, spy thrillers, murder mysteries, gangster epics, basketball player biographies, and anything else he could find. He bought his books by the pound at Dutch’s Pawn Shop, Goodwill, Salvation Army, and Value Village. When he had extra money, he bought new novels at supermarkets, convenience stores, and hospital gift shops. Our house was filled with books. They were stacked in crazy piles in the bath room, bedrooms, and living room. In a fit of unemployment inspired creative energy, my father built a set of bookshelves and soon filled them with a random assortment of books about the Kennedy assassination, Watergate, the Vietnam War, and the entire 23-book series of the Apache westerns. My father loved books, and since I loved my father with an aching devotion, I decided to love books as well.

I can remember picking up my father’s books before I could read. The words themselves were mostly foreign, but I still remembers the exact moment when I first understood, with a sudden clarity, the purpose of a paragraph. I didn’t have the vocabulary to say “paragraph “, but I realized that a paragraph was a fence that held words. The words inside a paragraph worked together for a common purpose. They had some specific reason for being inside the same fence. This knowledge delighted me. I began to think of everything in terms of paragraphs. Our reservation was a small paragraph

within the United States. My family's house was a paragraph; distinct from the other paragraphs of the LeBrets to the north, the Fords to our South, and the Tribal School to the west. Inside our house, each family member existed as a separate paragraph but still had genetics and common experiences to link us. Now, using this logic, I can see my changed family as an essay of seven paragraphs: mother, father, older brother, the deceased sister, my younger twin sisters, and our adopted little brother.

At the same time I was seeing the world in paragraphs, I also picked up that Superman comic book. Each panel, complete with picture, dialogue, and narrative was a three-dimensional paragraph. In one panel, Superman breaks through a door. His suit is red, blue, and yellow. The brown door shatters into many pieces. I look at the narrative above the picture. I cannot read the words, but I assume it tells me that "Superman is breaking down the door." Aloud, I pretend to read the words and say, "Superman is breaking down the door." Words, dialogue, also float out of Superman's mouth. Because he is breaking down the door, I assume he says, "I am breaking down the door." Once again, I pretend to read the words and say aloud, "I am breaking down the door." In this way, I learned to read.

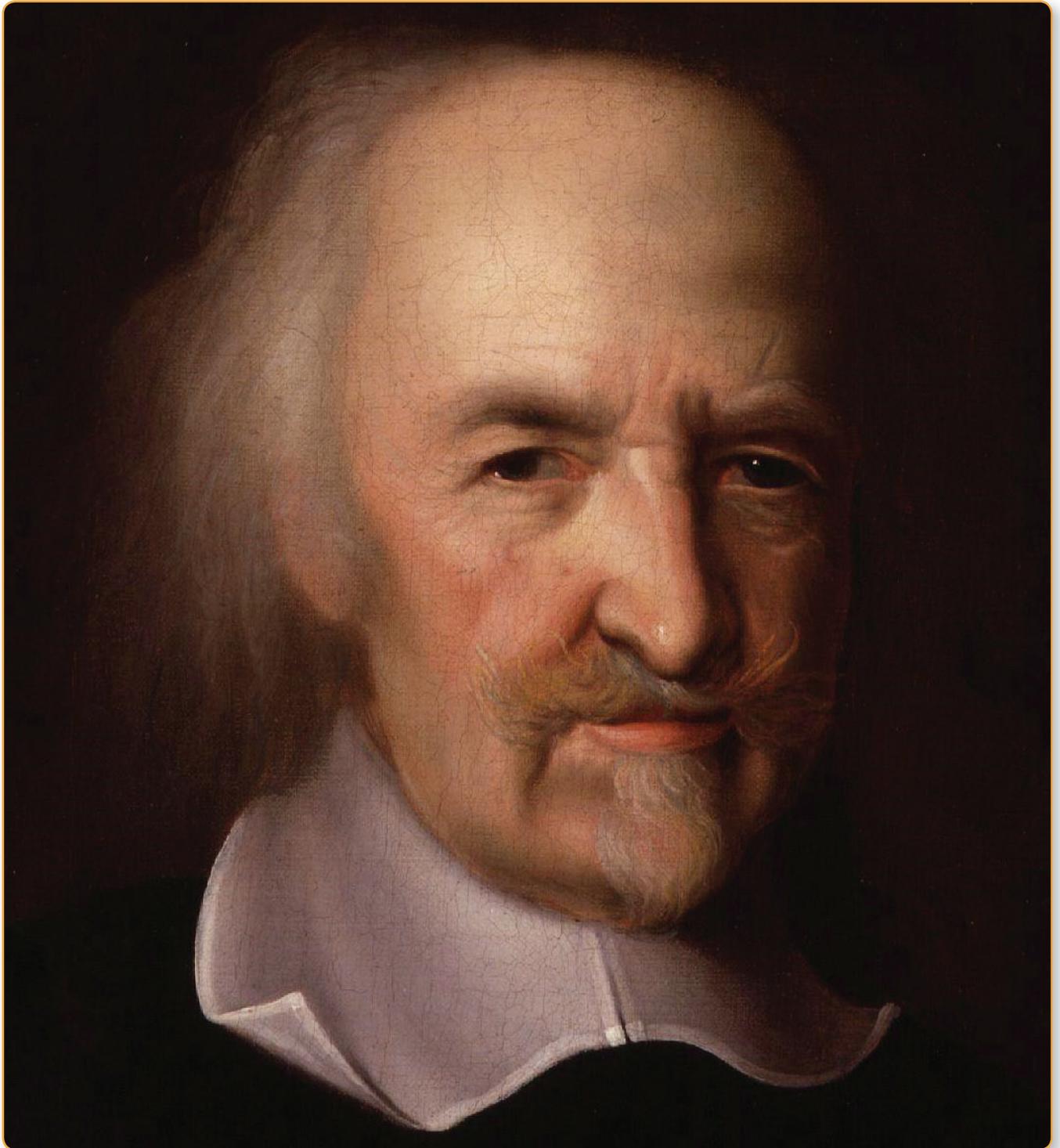
This might be an interesting story all by itself. A little Indian boy teaches himself to read at an early age and advances quickly. He reads "Grapes of Wrath" in kindergarten when other children are struggling through "Dick and Jane." If he'd been anything but an Indian boy living on the reservation, he might have been called a prodigy. But he is an Indian boy living on the reservation and is simply an oddity. He grows into a man who often speaks of his childhood in the third person, as if it will somehow dull the pain and make him sound more modest about his talents.

A smart Indian is a dangerous person, widely feared and ridiculed by Indians and non-Indians alike. I fought with my classmates on a daily basis. They wanted me to stay quiet when the non-Indian teacher asked for answers, for volunteers, for help. We were Indian children who were expected to be stupid. Most lived up to those expectations inside the classroom but subverted them on the outside. They struggled with basic reading in school but could remember how to sing a few dozen powwow songs. They were monosyllabic in front of their non-Indian teachers but could tell complicated stories and jokes at the dinner table. They submissively ducked their heads when confronted by a non-Indian

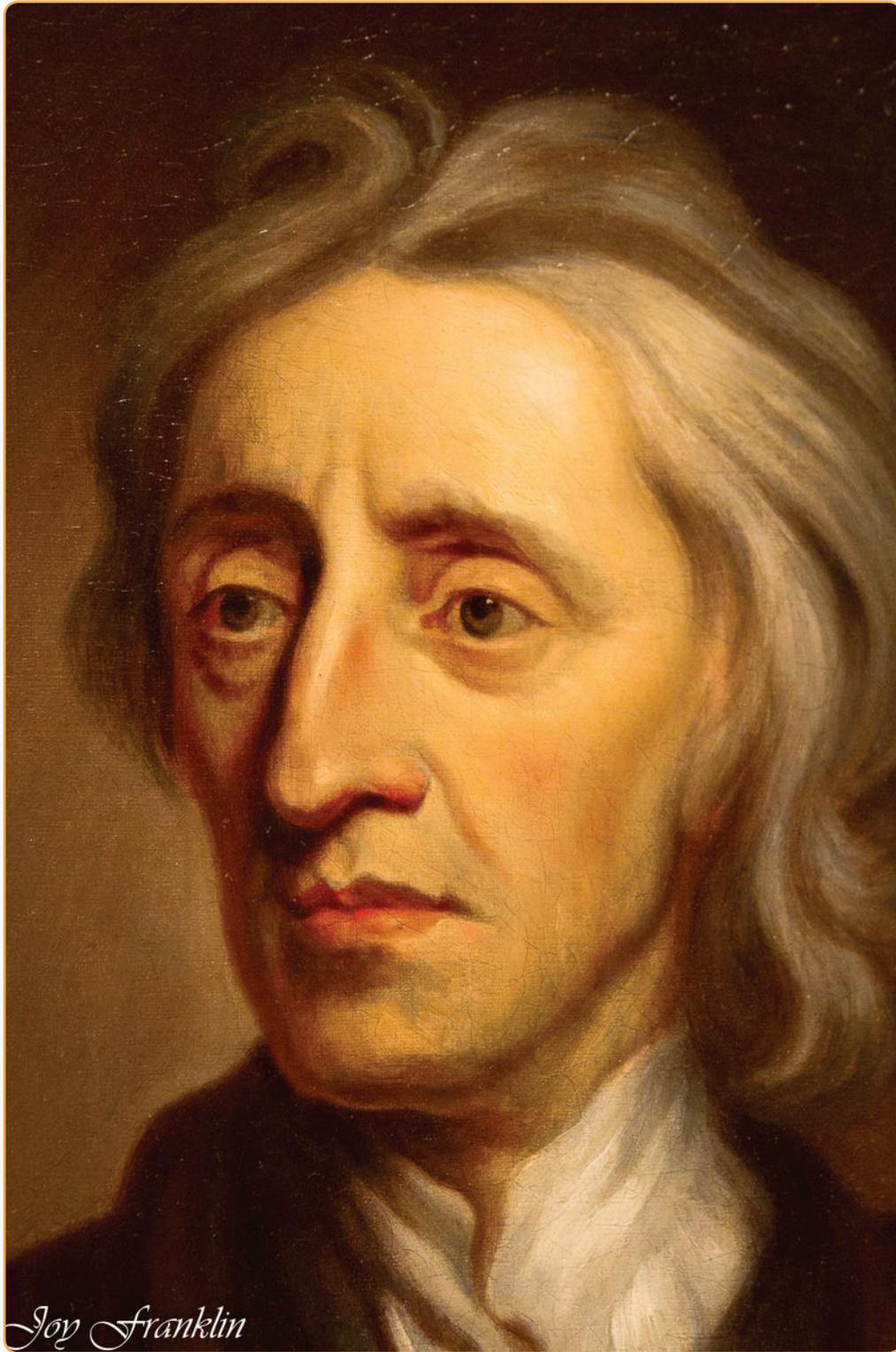
adult but would slug it out with the Indian bully who was 10 years older. As Indian children; we were expected to fail in the non-Indian world. Those who failed were ceremonially accepted by other Indians and appropriately pitied by non-Indians.

I refused to fail. I was smart. I was arrogant. I was lucky. I read books late into the night, until I could barely keep my eyes open. I read books at recess, then during lunch, and in the few minutes left after I had finished my classroom assignments. I read books in the car when my family traveled to powwows or basketball games. In shopping malls, I ran to the bookstores and read bits and pieces of as many books as I could. I read the books my father brought home from the pawnshops and secondhand. I read the books I borrowed from the library. I read the hacks of cereal boxes. I read the newspaper. I read the bulletins posted on the walls of the school, the clinic, the tribal offices, and the post office. I read junk mail. I read auto-repair manuals. I read magazines. I read anything that had words and paragraphs. I read with equal parts joy and desperation. I loved those books, but I also knew that love had only one purpose. I was trying to save my life.

Despite all the books I read, I am still surprised I became a writer. I was going to be a pediatrician. These days, I write novels, short stories, and poems. I visit schools and teach creative writing to Indian kids. In all my years in the reservation school system, I was never taught how to write poetry, short stories, or novels. I was certainly never taught that Indians wrote poetry, short stories, and novels. Writing was something beyond Indians. I cannot recall a single time that a guest teacher visited the reservation. There must have been visiting teachers. Who were they? Where are they now? Do they exist? I visit the schools as often as possible. The Indian kids crowd the classroom. Many are writing their own poems, short stories, and novels. They have read my books. They have read many other books. They look at me with bright eyes and arrogant wonder. They are trying to save their lives. Then there are the sullen and already defeated Indian kids who sit in the back rows and ignore me with theatrical precision. The pages of their notebooks are empty. They carry neither pencil nor pen. They stare out the window. They refuse and resist. “Books,” I say to them. “Books,” I say. I throw my weight against their locked doors. The door holds. I am smart. I am arrogant. I am lucky. I am trying to save our lives.



Hobbes



Locke

Forms of Government: Who Would Approve Locke or Hobbes?

North Korea

Only one family has governed North Korea for its existence.

Installed by Soviet leader Joseph Stalin in 1948, Kim Il-Sung remained in office until his death in 1994. During his nearly 50-year reign, a powerful cult of personality emerged around him. North Koreans referred to him as Great Leader, Heavenly Leader and even the “Sun.” A new calendar was introduced, which used 1912—the year of Kim Il-Sung’s birth—as year one. Every elementary school in the country was equipped with a special training room where young children were indoctrinated in the regime’s teachings. And the cult lives on: In 1998, North Korea’s constitution was amended to proclaim him the Eternal President of the Republic, and the anniversaries of both his birth and death are considered national holidays. His son, Kim Jong-Il, was himself at the center of a similar cult, with some North Koreans convinced he was even powerful enough to control the weather. The deaths of both men were met by an outpouring of emotion from the populace, and both received massive state funerals. Hundreds of memorial statues dedicated to the Kims dot the countryside, and despite a series of devastating famines and systemic poverty, a massive mausoleum was built on the outskirts of Pyongyang to house the embalmed bodies of Kim Il-Sung and Kim Jong-Il, now permanently on display like many autocratic leaders before them.

North Korea is a Communist state that is a one-man dictatorship. It has an authoritarian form of government, in which state authority is imposed on many aspects of citizen’s lives. The state plans and controls the economy and a single party holds power; state controls are imposed with the elimination of private ownership of property or capital.

Saudi Arabia

Saudi Arabia is a monarchy based on Islam. The government is headed by the King, who is also the commander in chief of the military.

The King appoints a Crown Prince to help him with his duties. The Crown Prince is second in line to the throne. The King governs with

the help of the Council of Ministers, also called the Cabinet. There are 22 government ministries that are part of the Cabinet. Each ministry specializes in a different part of the government, such as foreign affairs, education and finance.

The King is also advised by a legislative body called the Consultative Council (Majlis Al-Shura). The Council proposes new laws and amends existing ones. It consists of 150 members who are appointed by the King for four-year terms that can be renewed.

The country is divided into 13 provinces, with a governor and deputy governor in each one. Each province has its own council that advises the governor and deals with the development of the province.

Because Saudi Arabia is an Islamic state, its judicial system is based on Islamic law (Shari'ah). The King is at the top of the legal system. He acts as the final court of appeal and can issue pardons. There are also courts in the Kingdom. The largest are the Shari'ah Courts, which hear most cases in the Saudi legal system.

United Kingdom

Parliamentary democracy

The UK is a parliamentary democracy. This means that:

- Members of the government are also members of one of the two Houses of Parliament (the House of Commons and the House of Lords) although there are rare exceptions to this rule.
- Government is directly accountable to Parliament not only on a day-to-day basis (through parliamentary questions and debates on policy) but also because it owes its existence to Parliament: the governing party is only in power because it holds a majority in the House of Commons, and at any time the government can be dismissed by the Commons through a vote of no confidence.
- Parliament: House of Commons and Lords.

Parliamentary sovereignty

The UK Parliament is a sovereign parliament. This means that the legislative body has absolute sovereignty. In other words it is supreme to all other government institutions, including any executive or judicial bodies.

The United Kingdom has a Queen and a royal family, but the Queen has no real power.

Australia

A Federation of States

Australia is a federation of six states, each of which was until 1901 a separate British colony. The states—New South Wales, Victoria, Queensland, Western Australia, South Australia and Tasmania—each have their own governments, which in most respects are very similar to those of the federal government. Each state has a Governor. Each state also has a two-chambered Parliament.

A Constitutional Monarchy

Australia is an independent nation, but considers the Queen of England the official head of the country, although she has no real power. Many Australians would like to separate from England completely and become a republic, but in 1999 the voters of Australia rejected that proposal.

A Parliamentary Democracy

Parliament is the basis of Australia's government. In addition to making laws, Parliament holds ministers and the government accountable for their actions. Ministers must be members of the Commonwealth Parliament and regularly answer questions asked by other members.

The Senate

The Senate is the 'upper house' and represents the six Australian states. All states elect twelve senators.

The House of Representatives

Each state elects a certain number of representatives to this body based on its population.

Governments Around the World

DESCRIPTIONS OF GOVERNMENTS CAN BE BASED ON:

1 ECONOMY: What provides the goods and services that are bought, sold, and used?

CAPITALISM (Russia)	SOCIALISM (Norway)	COMMUNISM (Cuba)
In a capitalist or free-market economy, people own their own businesses and property and must buy services for private use, such as healthcare.	Socialist governments own many of the larger industries and provide education, health and welfare services while allowing citizens some economic choices.	In a communist country, the government owns all businesses and farms and provides its people's healthcare, education and welfare.

2 POLITICS: How is the government run?

DICTATORSHIP (North Korea)	TOTALITARIAN (China)	THEOCRACY (Iran)
Rule by a single leader who has not been elected and may use force to keep control. In a military dictatorship, the army is in control. Usually, there is little or no attention to public opinion or individual rights.	Rule by a single political party. People are forced to do what the government tells them and may also be prevented from leaving the country.	A form of government where the rulers claim to be ruling on behalf of a set of religious ideas, or as direct agents of a deity.
MONARCHY (Saudi Arabia)	PARLIAMENTARY (Israel)	REPUBLIC (USA)
A monarchy has a king or queen, who sometimes has absolute power. Power is passed along through the family.	A parliamentary system is led by representatives of the people. Each is chosen as a member of a political party and remains in power as long as his or her party does.	A republic is led by representatives of the voters. Each is individually chosen for a set period of time.

3 AUTHORITY: Who picks the government?

REVOLUTIONARY (USA, France, USSR, etc.)	TOTALITARIAN (North Korea)	OLIGARCHY/ PLUTOCRACY (Pakistan)	DEMOCRACY (India)
<p>The existing structure is overthrown by a completely new group. The new group can be very small—such as the military—or very large—as in a popular revolution. After a period of time, this ‘becomes’ one of the other type of government (unless there is another coup or uprising).</p>	<p>Rule by a single political party. Votes for alternative candidates and parties are simply not allowed. Citizens are allowed and ‘encouraged’ to vote, but only for the government’s chosen candidates.</p>	<p>A form of government which consists of rule by an elite group who rule in their own interests, especially the accumulation of wealth and privilege. Only certain members of society have a valid voice in the government. This can reflect (but is not limited to) economic interests, a particular religious tradition (theocracy), or familial rule (monarchy).</p>	<p>In a democracy, the government is elected by the people. Everyone who is eligible to vote—which is a majority of the population—has a chance to have their say over who runs the country.</p>

Adapted from <http://www.stutzfamily.com/mrstutz/WorldAffairs/typesofgovt.html>

Who Has More Power?



The Powers That Be

Federal Government

Look at the powers below. Make a prediction about whether this power belongs to the Legislative, Executive or Judicial branch. Then draw a line from the power to the branch you think it belongs to.

EXECUTIVE
BRANCH

LEGISLATIVE
BRANCH

JUDICIAL
BRANCH

Powers

- Make laws about taxes
- Make laws
- Approve treaties
- Suggest budgets
- Appoint judges and cabinet members
- Approve budgets
- Decide what laws mean
- Decide whether a law or presidential action is constitutional or not

State Governments and Federal Government

Look at the powers below. Make a prediction about whether this power belongs to the Federal government or state government. Then draw a line from the power to either “state” or “federal” government, based on your prediction about where it belongs.

STATE
GOVERNMENTS

FEDERAL
GOVERNMENT

Powers

- Provide army and navy
- Collect taxes
- Set up and run schools
- Declare war
- Carry on relations with other countries
- Hold elections
- Pass laws about marriage and divorce
- Coin money
- Carry on relations with other countries

Glossary terms

republic
monarchy
direct democracy
federal system
delegated powers
reserved powers
concurrent powers
legislative branch
executive branch
judicial branch
separation of powers
checks and balances

SECTION 2 Principles of the Constitution

The writers of the Constitution based the document on ideas that were popular when they wrote it. The main idea behind the Constitution is that government should have limited power so that Americans are always free. This Section considers how the writers limited government.

A Republic

The Constitution states that the United States government is a **republic**. That is, the people elect their rulers. The government is not a **monarchy**, a government run by a king or queen. Nor is it a **direct democracy**, in which each person votes on laws and decides what the government should do.

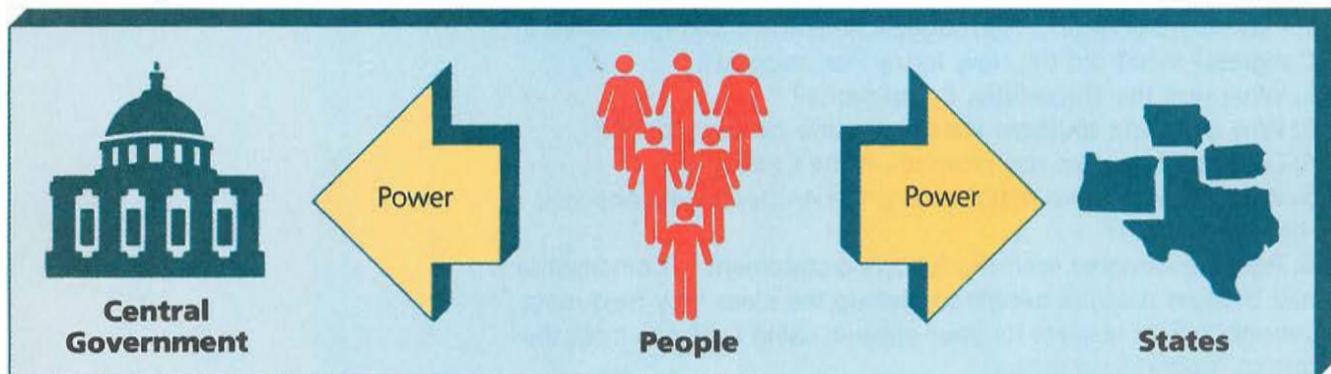
Americans had seen how a monarchy works when the English king ruled them. Although the writers of the Constitution could see some advantages to a monarchy, they believed that its biggest disadvantage was the amount of power it gave one person.

However, most American leaders also feared a democracy. Americans of the 1780s had little education, and many leaders thought that the people did not know how to make wise decisions. Only one small part of the Constitution allowed the common people to influence the central government. This part provided that the people would elect the members of the House of Representatives.

A Federal System

A **federal system** is one in which power is shared between a central government and state governments. Both central and state governments receive power from the people.

Federal System

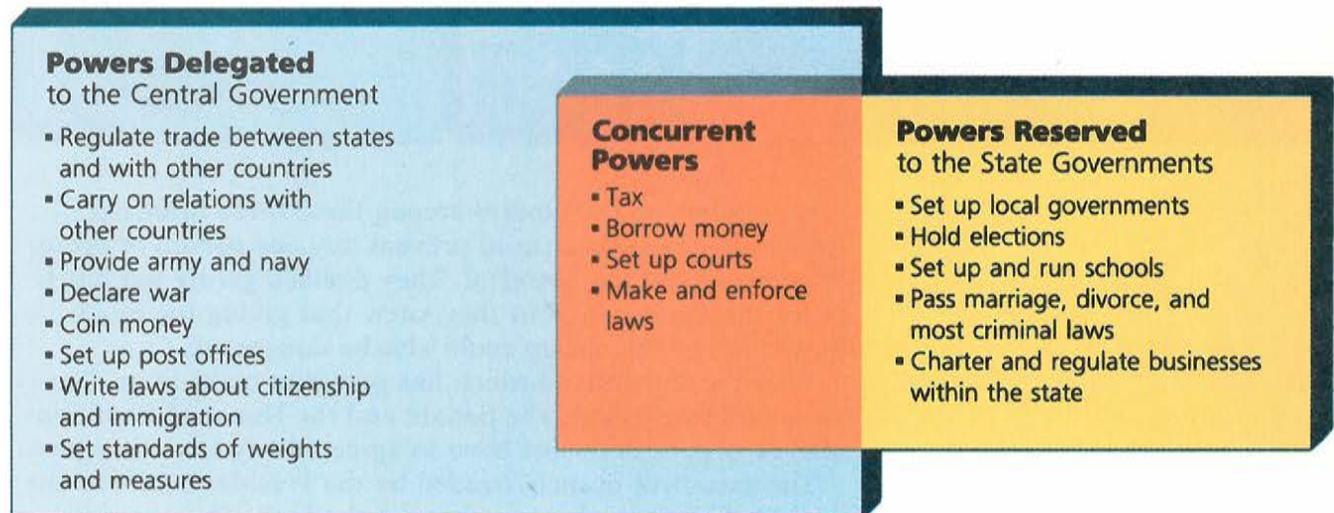


From *Life and Liberty* by Philip Roden, pgs 106-108.

Many Americans feared a strong central government because of their experiences under English rule. Under the American federal system, or federalism, they gave the central government limited powers.

Under the federal system, there are three sets of powers—delegated, reserved, and concurrent. **Delegated powers** are those the Constitution gives to the central government. For the most part, these powers allow the central government to handle issues that involve the whole nation. Dealing with foreign countries or with trade between states are examples. **Reserved powers** are those kept by the states. Most of them deal with everyday life—marriage, divorce, education, and so forth. **Concurrent powers** are those shared by the central government and state governments. A good example is the power to tax.

Delegated, Concurrent, and Reserved Powers



Most of the United States Constitution deals with the powers and organization of the central government. It does describe how the states and the central government are supposed to get along. It also requires the states to preserve a few rights—trial by jury, for example. But the writers of the Constitution realized that the central government could not take over all the powers of the states. Individual state constitutions describe the powers and organization of the state governments.

Reading Skills

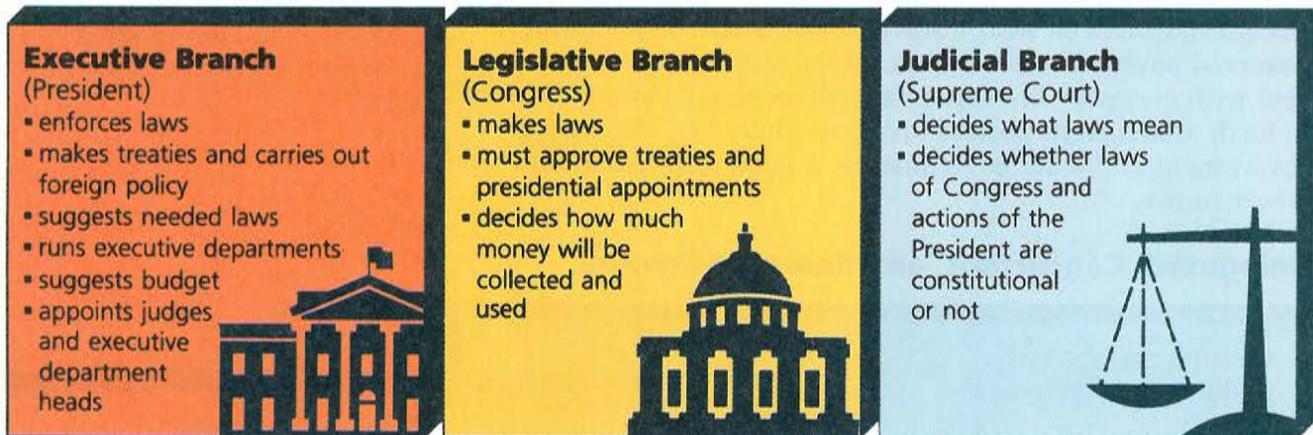
Study the diagram on page 106 labeled “Federal System” to answer these questions:

- a. Why is the group of people in the middle?
- b. Why do the arrows point outward from the group of people to the states and central government?
- c. Which of the three things pictured has the greatest amount of power?

Separation of Powers

The Constitution set up a central government divided into three branches—legislative, executive, and judicial. The **legislative branch**, or Congress, has power to make laws. The **executive branch**, or President, carries out or enforces the laws. The **judicial branch**, or court system, interprets or decides the meaning of the laws.

Separation of Powers



By **separating the powers** among these three branches, leaders believed they could prevent any one person or group from becoming too powerful. They disliked giving too much power to one person, but they knew that giving too much power to any one group could also be dangerous.

Only the legislative branch has power to make laws. Congress has two houses, the Senate and the House of Representatives, and both houses have to agree on any laws they pass.

The executive branch, headed by the President, follows the wishes of Congress by carrying out the laws. The executive branch directs most of the hired workers of the central government. These hired workers do the day-to-day chores needed to enforce the laws.

The judicial branch interprets the laws. Judges decide what laws mean and which laws apply in specific cases. The only part of the judicial branch specifically set up by the Constitution is the Supreme Court, headed by the Chief Justice of the United States. However, the Constitution gives Congress power to set up lower courts as needed. The Constitution describes which kinds of court cases must be decided by the United States courts.

UNIT 2

The Constitution and the Structure of the U.S. Government

Lesson Plan 5

OBJECTIVES

- ✓ Students will review FANBOYS and be introduced to dependent clauses.
- ✓ Students will review the world map and locate certain countries.
- ✓ Students will review forms of government and apply terms to descriptions of actual governments of selected countries.
- ✓ Students will review the powers of each branch of the federal government.
- ✓ Students will read short news articles that depict checks and balances in action, write summaries, and identify the check.
- ✓ Students will review and apply the scoring criteria for the TASC essay.
- ✓ Students will write a persuasive essay on the tenure of Supreme Court judges.
- ✓ Students will look at a graph showing government/civil service jobs.
- ✓ Students will learn about various civil service positions and the procedure for applying and testing for civil service jobs.

MATERIALS FOR LESSON 5

Activity 1: Introduction of Dependent Clauses

- Stem sentences

Activity 2: Countries and Forms of Government—Review

- Write-on/wipe-off maps
- Handout: Forms of Government

Activity 3: Branches, Checks and Balances—Review

- A checks and balances chart from the Internet
- Articles on checks and balances

Activity 4: Test Practice

- Pages 9 and 10 from *Common Core Basics* (not included)

Activity 5: Examining Scoring for TASC Essay

- TASC essay anchor papers

Activity 6: Writing a Practice TASC Essay

- *NY Times Upfront* article “Should Supreme Court Justices Continue to Have Life Tenure?”

Activity 7: A Government Job

- Graph: Civil Service Employees
- Reading: *Why Work for NYC?*

Activity 8: Viewing Occupational Videos

- Internet access and computers for every two students
- Occupational Videos worksheet

Activity 9: How Do You Get a Civil Service Job?

- Fact Sheet on Civil Service

ACTIVITY 1

Introduction of
Dependent Clauses

MATERIALS: Stem sentences, attached

STEPS:

- 1 Briefly review the use of FANBOYS to combine sentences by writing sentences about students on the board, for instance:

Carlo had worked all night and was exhausted.

He came to class anyway.

Ask students which FANBOY, “and,” “so” or “but,” would fit there. With students, combine the sentences, drawing attention to the placement of the comma and writing the rule about commas and coordinating conjunctions on the board.

- 2 Do a few more examples, with “and,” and “so,”
For instance, Eileen studied hard.
She passed the test.
- 3 When you feel students have the hang of it, ask each student to write a sentence about their partner using “and” “so” or “but” and go around the room reading them (this can be fun as students can make fun of each other).
- 4 Introduce dependent clauses. Say that FANBOYS are one way to combine sentences but there are other ways, too. One way is dependent clauses.
- 5 Write “*Although Carlo had worked all night and was exhausted*” on the board. Ask students, *Is this a sentence?* Students will likely answer that it is not. Ask students what it needs to be a sentence.
- 6 Explain that this is a dependent clause. It cannot stand alone. How do you know if you have a dependent clause? It begins with a dependent clause word. (You may want to stick with just “although” and “because” for this introduction). Write “He came to class anyway.” Ask students “Is this a sentence?”
- 7 Show that the dependent clause can come at the beginning or the end. Write the sentence both ways. Tell students that if the dependent clause comes at the beginning, there has to be a comma at the end of it.

- 8 Repeat the procedure with “because.” Write “Because Eileen studied hard.” Is it a sentence? Ask students to help you finish the sentence. Then show how the “because” phrase can come at the beginning or the end.
- 9 When you feel students understand the concept, hand out the sheet of stem sentences. Have students work in pairs to combine a set of sentences and put it up on the board. Review as a whole class.

ACTIVITY 2**Countries and Forms of Government Review**

MATERIALS: Write-on/wipe-off world maps • Countries-and-forms-of-government handout, attached

STEPS:

- 1 Have students work in pairs. Write the names of the countries that are featured in the handout on the board. Ask students to (1) find and label the countries (2) Read the descriptions of forms of government and (3) decide which form of government each country has.
- 2 Make each group/pair of students responsible for reporting back to the whole class on 1-2 countries, depending upon how many students you have in the class. Review as a whole class.

ACTIVITY 3**Branches, Checks and Balances Review**

MATERIALS: Reading on three branches given for homework
• Handout on checks and balances with short articles

STEPS:

- 1 Divide the class into three groups—one for each branch of the federal government. Give each group one section of the board. Ask students, in their groups, to summarize the important points about each branch, using these guiding questions:
 - What does this branch consist of (who is in it)?
 - What is this branch responsible for?
 - How can this branch check other branches?
 - What are some important things to know about this branch?

Have students write a summary of their branch on the board. You will have to pay particular attention to the executive branch. Students often don't realize that the entire cabinet as well as many agencies like the FDA, FDIC, etc. are all part of the executive branch.

- 2 Have each group present their branch to the rest of the class. The other class members can ask questions. At the end of their presentation, each group should say how their branch can “check” the other branches.
- 3 Tell students that now they are going to see the checking and balancing in action, with contemporary events. Give out the article packet. Assign each group an article to read. The group must write a short summary (you may want to write a guide on the board using the 5W questions), then say which branch is checking which other branch, and how.

ACTIVITY 4 Test Practice

MATERIALS: Pages 9 and 10 from the *Common Core Achieve TASC Exercise Book, Social Studies*

STEPS:

- 1 Give out the questions. Have students work on them in pairs. Walk around as students are working to get a sense of what they might be struggling with.
- 2 Review as a whole class.

ACTIVITY 5 Examining the Scoring Criteria for the TASC essay

MATERIALS: TASC anchor papers

STEPS:

- 1 Tell students that they have now written a few persuasive essays and it is time to take a good look at what will be asked of them on the TASC. Brainstorm with students the characteristics of an effective persuasive essay. What does a persuasive essay have to include to be considered persuasive? As students make suggestions,

probe their thinking and keep notes on the board so that you have a running list of characteristics to look for in an essay.

2 Write these criteria on the board. The TASC essay should:

- *Introduce a claim.*
- *Support the claim with logical reasoning and relevant evidence from the passages.*
- *Acknowledge and address alternate or opposing claims.*
- *Organize the reasons and evidence logically.*
- *Use words, phrases, and clauses to connect ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.*
- *Establish and maintain a formal style.*
- *Provide a concluding statement or section that follows from and supports the argument presented.*

3 Give out the handout with the three anchor papers and directions. Have students work in pairs or threes to decide which essay should receive a 2, 3 or 4. It is not enough to decide on a score, though; they must be able to give reasons for their answer, based on the scoring criteria above. Walk around as students discuss the essays. In particular, see if students can identify the claim and the reasons/examples that support the claim. You may also want to draw attention to whether the writer has referred to the two source articles. Are they organized? How? Which essay is the strongest and why? Which is the weakest and why?

4 Bring the class together. Ask which essay students thought was the best and why. You may run into some misconceptions about (1) what a good essay should be and (2) what the TASC essay is asking for. This is a good time to get a sense of what ideas students have about this and correct misconceptions. Unfortunately, the highest scoring essay, C, employs overly formal language, like “most parents failing to ever discuss with their children sound economic foundations.” It’s good to point out to students that using fancy language isn’t the key here.

ACTIVITY 6 Writing a Practice TASC Essay

MATERIALS: *New York Times Upfront* article: Should Supreme Court judges have life tenure?

STEPS:

- 1 Ask students, *Would you ever want to have a job for your entire life? Supreme Court judges are appointed for their entire lives. There has been some debate about whether that is a bad thing or a good thing. What do you think? What could be some problems with it? What would be some benefits?*
- 2 Have students brainstorm ideas. As they cite reasons, place them in a chart you write on the board with “Pro” on one column and “Con” in the other. When you have enough ideas, have students work in groups to discuss a little further. Walk around as students are talking to see if other ideas pop up. If they do, put them on the chart on the board.
- 3 Give out the reading SHOULD SUPREME COURT JUSTICES CONTINUE TO HAVE LIFE TENURE? Have students read the “yes” piece first. Ask them to find at least 3 *different* reasons why the writer, Neil Richards, thinks that supreme court justices should have life tenure.
- 4 In pairs, ask the students to discuss: of these reasons, which do you think is the best reason?
- 5 Ask how many students are leaning toward “yes.” Tell them to look at the board and at what they have just read. What TWO reasons will they use in their argument?
- 6 Repeat the procedure with “No.” Make sure that all students have made a final decision now about “yes” or “no.”
- 7 Ask students to look at the third paragraph of the “yes” piece. What is the main idea of that paragraph? What are the supporting details?
- 8 Have them look at the third paragraph of the “no” piece and repeat the process. Make the point that each paragraph is about one main idea. When they write their essays, they too, should make sure that each paragraph is about *one main idea*.
- 9 Write a simple template on the board:

Paragraph 1: Introduction

Introduce the topic – why does it matter

State your opinion

Paragraph 2: One reason I believe... is...

Further explanation

Specific example(s)

Paragraph 3: Another reason I believe is....

Further explanation

Specific example(s)

Conclusion

- 10 Have students write their essay while you circulate and provide guidance and support.

ACTIVITY 7 A Government Job

MATERIALS: Graph, Civil Service Employees • Text from www.nyc.job/gov
Why Work for NYC?

STEPS:

- 1 Tell students that from time to time they will be exploring jobs and postsecondary pathways in this class. In Lesson Three, they wrote about their aspirations. Now they are going to start the process of exploring various career options as a way to get started on creating a career pathway for themselves. They've been studying government for the past two lessons, so now they are going to do some exploring on government jobs, also called civil service jobs.
- 2 Give out the graph entitled "Civil Service Employees." Ask them to take a look at the graph and tell you what it shows. Does it show change over time? Percentages of a whole? Once it is established that it is a line graph and shows change over time, ask students "what process does this graph show?" Continue to ask probing questions until you get to the idea that jobs for civil service workers have been increasing. Ask students to look at the color-coded lines to tell you which sectors would be most promising for a job seeker. What does "local" (the pink line) probably mean?

- 3 “So, government jobs are increasing.” Ask students whether they’ve ever considered a government job or know anyone who has a government job. Then ask students to brainstorm with you what types of jobs could be considered civil service jobs. Lead students to think about all kinds of public services—transportation; services for different groups (the mentally ill; the aging; preschoolers; low-income families); corrections; courts; government offices. You might also give them a list of agencies in a particular town or city. For NYC, for instance, you might want to write some of the following agencies on the board: Parks Department, HRA, Department of Education, Board of Elections, Libraries. For New York State, you might want to include some of these agencies: DMV; Department of Transportation; Corrections; New York State Department of Education; Office of Alcoholism and Substance Abuse. Brainstorm with students what kinds of jobs might exist in some of these departments.
- 4 Ask students to speak with a partner about: *Do you or does anyone you know have a government job? What is the job? What is it like? What are some of the pros and cons of a government job?*
- 5 Bring the class together and ask for a report back. Hand out WHY WORK FOR NYC? and ask students to *skim* the text. What would be some of the benefits? Have students call them out and write some on the board.

ACTIVITY 8 Viewing Occupational Videos

MATERIALS: Graphic organizer for watching videos • Access to the Internet, one computer for each pair of students, and this link: Jobs4jersey.com (click on “Toolkit” and then “Video Library” for access to the videos)

STEPS:

- 1 Ask students to choose a partner and two occupations from the list. Give out the graphic organizer. You may want to watch one video as a whole class to model the process for students. Once they know what they are listening for, show students that (1) there are captions and (2) they can pause the video at any time to stop and record information.

- 2 Have students work in pairs to watch two videos and fill in the graphic organizer. When they are finished, have students decide which job sounded more interesting/enticing and tell one other pair about it, then switch and hear about a job the other pair watched.
- 3 Bring the class together. Ask for those most enthusiastic to speak about the video they watched.

ACTIVITY 9**How Do You Get a Civil Service Job?**

MATERIALS: Fact Sheet on Civil Service, attached

STEPS:

- 1 Ask students what they know about the process of getting a Civil Service job. Any ideas about the process? When you have had a short discussion, give out the reading. Ask students to read silently.
- 2 Ask students who finish early to list out the steps as if a friend were asking and needed to know very quickly about the process. What is the essential information?
- 3 Go over this with students as a whole class, and perhaps write a flow chart on the board which shows the steps in sequence.



HOMEWORK:

Read “Expansion of the United States” and the attached map

Review

Sentence Combining with FANBOYS

Combine these sentences using “and,” “but” or “so.”

Set 1

The legislative branch of the government has the power to make laws.
The judicial branch has the power to declare those laws unconstitutional.

Set 2

Hobbes was a philosopher who believed that people are only out for themselves.
He thought governments needed to have strong rulers who could keep order.

Set 3

Locke believed people were naturally reasonable.
He believed people could govern themselves.

Set 4

The executive branch has the power to appoint judges and cabinet members.
The legislative branch can approve or reject these appointments.

Set 5

The legislative branch has the power to make laws.
The president has the power to veto those laws.

Sentence Combining Using Dependent Clauses

Combine the sentences above using “although” or “because.” Set 2 is done for you as an example.

Example: Set 2

Hobbes was a philosopher who believed that people are only out for themselves.
He thought governments needed to have strong rulers who could keep order.

Hobbes thought governments needed to have strong rulers to keep order, because people are only out for themselves.

Because he believed people were only out for themselves, Hobbes thought governments needed strong rulers to keep order.

Countries and Forms of Government Around the World

Find the country on the map. Read the summary of the country's government. Which underlined words below would you use to describe this government and why?

Country A: Bhutan

Bhutan has a king. In September 2001, the King convened a 39-member special committee to draft a constitution. The state religion of Bhutan is Buddhism. In Bhutan, power is shared by the monarchy, the Council of Ministers, the National Assembly and the Head of Bhutan's 3000-4000 Buddhist monks.

Country B: Israel

The three branches of the government of Israel are described below:

The legislative authority: The Knesset, Israel's Parliament, includes 120 members elected for a term of four years in nationwide elections.

The executive authority: The government is headed by the Prime Minister. The Prime Minister is elected in nationwide elections for a period of four years. All recent governments were formed by a coalition of parties. The Ministers that head the government ministries are appointed by the Prime Minister generally from among the ranks of the parties in the coalition.

Judicial system and courts

Country C: Sudan

Sudan is ruled by Omar al-Bashir, who came to power in Sudan after a coup d'état in 1989. A coup d'état is when a member of the military takes over the government.

Sudan is a country with continuous civil conflict (a "civil" conflict involves two groups in the same country fighting with each other). 10,000 people is the official death toll from this conflict according to the Sudanese government but other sources put the true death toll at 200,000 to 400,000 people.

When he took power, Bashir started implementing Sharia law in the north of Sudan. He also issued purges (a “purge” is when people are killed because their political beliefs don’t agree with the beliefs of those in power) and executions, and banned political parties and press freedom of speech. In 1993, the U.S. declared Sudan a nation that fosters terrorism, and this is confirmed by an invitation to Osama Bin Laden to operate out of Sudan.

During the civil conflict in Sudan, the Bashir regime regularly killed people to suppress information about what was going on. (“Suppress” means “keep under”—to keep something from being heard or known) Journalists were hassled to prevent information about the conflict from bleeding out of Sudan.

Country D: Thailand

Thailand has a king who is considered sacred. The monarch is the head of the armed forces and the upholder of every religion. His sovereign power comes from the people, and as head of state, he exercises his legislative power through parliament, executive power through the cabinet, and judicial power through the courts. The monarch is empowered with the right to be consulted, the right to encourage and the right to warn the government when it appears not to administer the state affairs for the good of the people.

Thailand’s legislative branch has two houses or chambers (a two-chambered legislature is called bicameral). The 500 members of the House of Representatives are elected popularly.

Originally, members of the Senate (the Upper House) were appointed by the King on the recommendation of the Council of Ministers. But, under the 1997 Constitution, Thailand’s senators were directly elected for the first time on 2 March 2000.

Country E: France

France has a Constitution, and three branches of government:

The executive branch: The head of state and head of the executive is the President, elected by universal suffrage. Since May 2012, France’s president is François Hollande.

The President, who is also supreme commander of the military, determines policy with the aid of his Council of Ministers. The President appoints a prime minister (currently—2015—Manuel Valls), who forms a government. Usually the Prime Minister and the President are of the same political party, and work together to form a government. The President must approve the appointment of government ministers. The cabinet meets on a weekly basis, and is presided over by the president. Ministers determine policy and put new legislation before Parliament in the form of bills.

The legislative branch: The French parliament is made up of two houses or chambers. The lower and principal house of parliament is the Assemblée Nationale, or national assembly; the second chamber is the Sénat or Senate. Members of Parliament, are elected by in general elections that take place every five years.

The judicial branch: While the Minister of Justice has powers over the running of the justice system and public prosecutors, the judiciary is strongly independent of the executive and legislative branches.

FORMS OF GOVERNMENT

Monarchy: A monarchy has a king or queen who sometimes has absolute power, and sometimes has only partial power or hardly any power. Power is passed along through the family

Theocracy: Theocracy is a form of government in which the rulers claim to be ruling on behalf of a set of religious ideas, or as direct agents of a god.

Dictatorship: Rule by a single leader who has not been elected and may use force to keep control. Usually there is little attention to public opinion or individual rights.

Parliamentary: A parliamentary system is led by representatives of the people. Each is chosen as a member of a political party and remains in power as long as his or her party does.

Totalitarian: Rule by a single party. People are forced to do what the government tells them and may also be prevented from leaving the country.

Republic: a republic is led by representatives of the voters. Each is individually chosen for a set period of time.

Senate Republicans are stalling confirmation for cabinet and court nominees.

Adapted from *U.S. News and World Report*

Senate Republicans are stalling¹ several key Obama nominees², withholding³ confirmation of both cabinet members and judges.

Republicans have dragged their feet⁴ on confirming Gina McCarthy as Environmental Protection Agency head, Tom Perez as Labor Secretary and Richard Cordray as head of the Consumer Financial Protection Bureau. Cordray has been awaiting confirmation since 2011, but has yet to be confirmed because many Republicans want the agency to be led by a committee rather than one person. They are also holding up the president's ability to fill three vacancies on the United States Court of Appeals for the District of Columbia Circuit.

Democrats complain that Senate Republicans are purposefully delaying the process by asking nominees hundreds of questions during committee hearings and delaying floor votes when nominees eventually make it to that stage. Last week Majority Leader Harry Reid spoke on the Senate floor:

Not only have they failed to work with us to schedule votes on nominees in a timely manner, they are doing everything in their power to deny the President his team and undermine⁵ his presidency.

...

Republican obstruction⁶ has slowed down nearly every nominee that President Obama has submitted. Even Cabinet Secretaries have faced unparalleled procedural hurdles⁷ and Republicans are threatening to block many of them altogether.

¹ **Stalling**—to slow something down to the point of almost stopping it.

² **nominees**—a person who has been nominated to something, in this case to be a federal judge or to serve on the President's cabinet

³ **withholding**—refusing to give somebody something.

⁴ **dragging their feet**—an expression which means that a person is taking a long time to do something because he or she doesn't want to do it.

⁵ **undermine**—this is a verb which means to work against someone, usually in a somewhat sneaky manner (that is why “under” is at the beginning of the word—it includes the idea of doing something in an invisible manner.

⁶ **obstruction**—an obstruction is something that blocks or gets in the way of something.

⁷ **Unparalleled procedural hurdles**—“unparalleled” means different from anything that has happened before—extreme. “Procedural” has to do with rules about getting things done. And a “hurdle” is something that you have to jump over to get where you want to go.

Obama Vetoes Bill Pushing Pipeline Approval

Adapted from *New York Times*, Feb 24, 2015

WASHINGTON—President Obama on Tuesday rejected an attempt by lawmakers to force his hand⁸ on the Keystone XL oil pipeline, using his veto pen to sweep aside one of the first major challenges to his authority by the new Republican Congress.

With no fanfare⁹ and a 104-word letter to the Senate, Mr. Obama vetoed legislation to authorize construction of a 1,179-mile pipeline that would carry 800,000 barrels of heavy petroleum a day from the oil sands of Alberta to ports and refineries on the Gulf Coast.

The House speaker, John A. Boehner of Ohio, called the president's veto "a national embarrassment" and accused Mr. Obama of being "too close to environmental extremists" and "too invested in left-fringe politics¹⁰."

Environmentalists quickly hailed¹¹ the decision, which they said clearly indicated Mr. Obama's intention to reject the pipeline's construction. The White House has said the president will decide whether to allow the pipeline when all of the environmental reviews are completed in the coming weeks.

⁸ **Force his hand**—to push him to do something that he doesn't want to do—to make it impossible for him not to do it.

⁹ **fanfare**—a lot of noise and attention

¹⁰ **left-fringe**—people who are politically conservative are said to be "on the right" and people who are liberal are said to be "on the left." "Fringe" here means way over to the left, out of the mainstream."

¹¹ **Hailed**—to hail something is to loudly be happy about it

High Court Hears Affordable Care Act Case

Adapted from *New York Times in Plain English*, March 8, 2015

The words in the Affordable Care Act (also called Obamacare) say people are eligible for tax credits if they purchase their health insurance from exchanges "*established by the state.*"

Thirty-seven states did *not* establish exchanges. Instead, the federal government built the federal exchange. This is the one that ran into so much trouble when it started in October 2013. More than 9 million people signed up for insurance through the federal exchange.

Now a case has been brought before the Supreme Court. The plaintiffs (the people who brought the court case) claim that it is illegal for people to buy their health insurance from an exchange established by the federal government. They base their case on
(continued next page)

the exact words in the law: *established by the state*. If the Supreme Court rules in the favor of the plaintiffs, then millions will lose coverage.

The case is called *King v. Burwell*. Sylvia Burwell is the secretary of the Department of Health and Human Services.

From the start, conservatives and liberals viewed the Act differently. Those on the right saw the Act as a takeover of the health care system. Those on the left saw it as creating a right to health insurance.

Opponents¹² vowed¹³ never to stop trying to cripple¹⁴ the Act. They found the language in the Act that they thought would do just that. In the past, the court has said that the intent is very important. In other words, the intention behind the words is more important than the words themselves. If the Supreme Court follows precedent, then they will rule that the intention of those who wrote the law is most important. Those who wrote the law say that their intention was never to say that people could not buy health insurance from an exchange established by the federal government.

The argument took place in the Supreme Court on Wednesday, March 4th. It is believed that two justices hold the key to the decision. They are Chief Justice John Roberts and Justice Anthony Kennedy.

There was another case against the Affordable Care Act brought before the Supreme Court. In that case, the plaintiffs claimed that Congress had no right to levy a penalty against people if they did not buy health insurance. Justice Roberts was the decider in the first case brought before the court. He said that making people get health insurance or pay a penalty is a “tax” and that Congress has the right to levy taxes. Based on his decision, the Affordable Care Act was able to stay a law.

From their questions, it looked like the court would side with supporters of the Act. However, there is an old saying that you can never predict the outcome of a case from the questions. A great deal—perhaps the health care act itself—is riding on the Court’s decision.

¹² **Opponents**—those who are opposed to, or against something

¹³ **vowed**—promised

¹⁴ **cripple**—in this case, “cripple” means to handicap someone or something

Obama is Criticized for Libyan Air Strikes

Adapted from *New York Times in Plain English*, March 21, 2011

WASHINGTON—President Obama is facing criticism from both Democrats and Republicans for not seeking Congressional authorization before ordering the American military to join in attacks of Libyan air defenses and government forces.

Some Democratic lawmakers complained in a House conference call that Mr. Obama had exceeded his constitutional authority¹⁵ by authorizing the attack without Congressional permission.

That sentiment was echoed¹⁶ by several Republican lawmakers.

On Monday, Mr. Obama sent Congress a two-page letter saying that as commander in chief, he had constitutional authority to authorize the strikes, which were undertaken with French, British and other allies. But members of Congress disagreed. “When there is no imminent¹⁷ threat to our country, he cannot launch strikes without authorization from the American people, through our elected representatives in Congress,” wrote Representative Justin Amash, a freshman Republican of Michigan, on his Facebook page. “The president cannot circumvent¹⁸ the Constitution.”

Most legal scholars agree that the nation’s founders intended to separate the power to decide to initiate¹⁹ a war from the power to carry it out. But ever since the Korean War, presidents of both parties have ordered military action without Congressional authorization.

The divergence²⁰ between presidential practice for the past 60 years and the text and history of the Constitution makes it hard to say whether such action is lawful, scholars say. “There’s no more dramatic example of the ‘living Constitution’ than in this area,” said David Golove, a New York University law professor.

¹⁵ **exceeded his constitutional authority**—to “exceed” means to go past the limit. His constitutional authority is the authority the Constitution gives him as president

¹⁶ **“The sentiment was echoed”**—the feeling was repeated

¹⁷ **imminent**—something that is imminent is about to happen very soon

¹⁸ **circumvent**—to go around

¹⁹ **initiate**—to start something (verb)

²⁰ **divergence**—when two things diverge, they go in opposite directions

Sample TASC Essays*

The essays below were scored as either a 2, 3, or 4.
Which score do you think each essay got and why?

Scorers look for the following:

- Does the essay introduce an opinion or claim?
- Use logical, relevant reasoning and evidence to support?
- Is it organized?
- Does it show precise word choice
- Does it show relationships between ideas?
- Is there a conclusion?
- Are there many spelling and grammatical errors?

THE QUESTION:

Should a class on personal finance be mandatory in high school?

Essay A

I think that taking a personal finance class in high school should be mandatory. In high school, a student should learn the basics of balancing a check book, banking, etc. If they think they should know more, then it's the parent's job to inform them about it.

The main reason I think high schools should teach personal finance because students will need to know how to do it right after they graduate. Most students also want to know how to budget their money and not make financial mistakes in the real world. They should also be taught about loans, especially colleges and mortgages. They should also know why its important to save money and how to pay back loans. They should also be taught to understand credit cards and the interest that is added on to it. These lessons must be taught to young people in school.

The amount of people that don't understand to manage money in America is already high. There are a lot of people in debt and getting their homes foreclosed. Teaching them the basics of how to manage money in high school could help these people significantly. This is why they should be taught about how loans and credit cards work.

*Adapted from *TASC Readiness Assessment Manual*

Essay B

I believe that personal finance should be a required class in order for a high school student to graduate. It is a class that students will actually use throughout their entire life. Also, many parents will not take the time to teach their kids personal finance, and kids must know these skills in order to make it in the real world. Some people may say that it doesn't matter because you will need to know finance in college? Fact is yes, students will need to know how to handle finances in order to just survive! Personal finance is a class that needs to be taught in our public school systems, because it is one of the main things students will use in life.

Essay C

In recent years, a debate has arisen over whether or not to require high school curricula to include a personal finance class. After all, with the recession looming over the nation and well-paying jobs tough to come by, it stands to reason that the vast majority of students coming out of high school are likely to suffer economically for at least the first few years of their real world exposure.

According to the article *Personal Finance in the Public Schools*, 84 percent of high school students want more financial education. Since the 2008 financial collapse of the United States, students have watched their families struggle, making them very much aware of the difficulty that lies with making ends meet monetarily. With most parents failing to ever discuss with their children sound economic foundations, many high schoolers are left just years away from entering a state of independency, while feeling unprepared for taking on the task.

As the article *The U.S Government Leads the Way to Financial Literacy* points out, there are a myriad of free programs aimed at teaching personal finance—so it is not as if the methods are not out there. Besides, laying the groundwork for young people's financial success stretches beyond happy lives for themselves. It would lead to a sturdier economic framework for the whole country if its people uniformly had educated grasps on financial smarts. With the recession still holding a firm clutch over the nation, many coming straight out of school are naturally suffering in the fiercely competitive job market. With so little funds to get by, people need a deep understanding of personal finance to be economically independent. This would not only lead to happier citizens, but a smarter, more comfortable and wealthier nation.

Adapted from *TASC Readiness Assessment Manual*

Debate

Should Supreme Court Justices Continue to Have Life Tenure?



The nine justices of the Supreme Court

Four of the nine justices are 75 or older, prompting questions about how long they should be able to serve

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YES Stripping life tenure from Supreme Court justices would “fix” a nonexistent problem and threaten America’s independent judiciary.

The Constitution gives Supreme Court justices and most federal judges the right to hold their offices until they die or retire. Many of our greatest justices, including Oliver Wendell Holmes and William Brennan, have served honorably on the Court well into old age. The argument that old people make bad judges smacks of age discrimination.

An independent judiciary is one of the most important guarantees in the Constitution. Life tenure is what allows judges to interpret the law free from the day-to-day political pressures

Life tenure lets judges interpret the law free from day-to-day political pressures.

that the executive and legislative branches of government face. Those pressures mean that Congress and the president sometimes fail to see (or choose to ignore) the bigger, longer-term picture in issues ranging from civil rights to presidential authority.

Furthermore, abolishing life tenure for Supreme Court justices would require a constitutional amendment.

This would be a time-consuming and

costly process and it would distract us from the many real problems facing our society.

In addition, such an amendment would set a dangerous precedent for other parts of our independent judiciary, such as giving state and local judges shorter terms of office or making it easier for politicians to fire them.

When it comes to the life tenure of Supreme Court justices, our Constitution is working just fine, and it would be foolish to tamper with it. •

—NEIL RICHARDS

Professor of Law, Washington University, St. Louis

NO We often say that Supreme Court justices have “life tenure.” But that’s just how we’ve interpreted the Constitution, which actually says justices can hold their offices as long as they maintain “good behavior.” This language suggests justices should retire when they’re no longer fit to work full-time.

Supreme Court justices have more influence on our society than almost anyone else. Virtually all other judges in the world are subject to term limits or age limits. I question the wisdom of letting justices in their 70s and 80s continue to exercise such great power.

Some justices who were seriously unfit held onto their power far too long. Former Chief Justice William Rehnquist continued deciding key cases in 2005 as he was in the hospital dying of cancer; Thurgood Marshall was 82 and in very poor health when he retired in 1991.

Justice Antonin Scalia, who is 77, has declared that he will not retire as long as there’s a president he expects would nominate a more liberal justice as his replacement.

Two factors have enabled justices to remain on the bench longer: an increased reliance on young law clerks and a smaller caseload. Since 1925, Congress has allowed justices to choose which cases they will hear. The Court once accepted close to 300 cases a year; now it hears about 65.

It’s time to address this problem. We already have a judicial process by which aged and disabled federal judges can be placed on “senior status,” a form of retirement. Congress should extend that procedure to Supreme Court justices. •

—PAUL CARRINGTON

Professor of Law, Duke University, Durham, N.C.

Some justices who were seriously unfit held onto their power far too long.

THE SLOAN/PICGETTY IMAGES

Why Work for NYC?

Adapted from nyc.gov/jobs

New York is the best place in the world to start or grow a career, and City government is filled with opportunities for talented individuals looking to improve their communities and make an important difference in the lives of their fellow New Yorkers. Every day, the City's more than 300,000 employees serve residents and visitors alike, improving infrastructure, providing vital social services, protecting health and safety and so much more.

The City of New York offers its employees: Competitive salary and benefits. Compensation packages include a competitive salary, health benefits, various pension plans, employee assistance programs, and individual retirement accounts. To learn more, visit the Office of Labor Relations website. Additional programs, such as money management options and the Commuter Benefit Program, are available through the Office of Payroll Administration.

Diverse career opportunities. As the largest local government in the United States with around 40 agencies, the City of New York offers a wide range of opportunities for applicants with all kinds of interests and backgrounds.

Professional development and career advancement. City employees can participate in training classes, professional development courses and degree programs to develop and hone skills that will enable them to advance their careers and earn promotions.

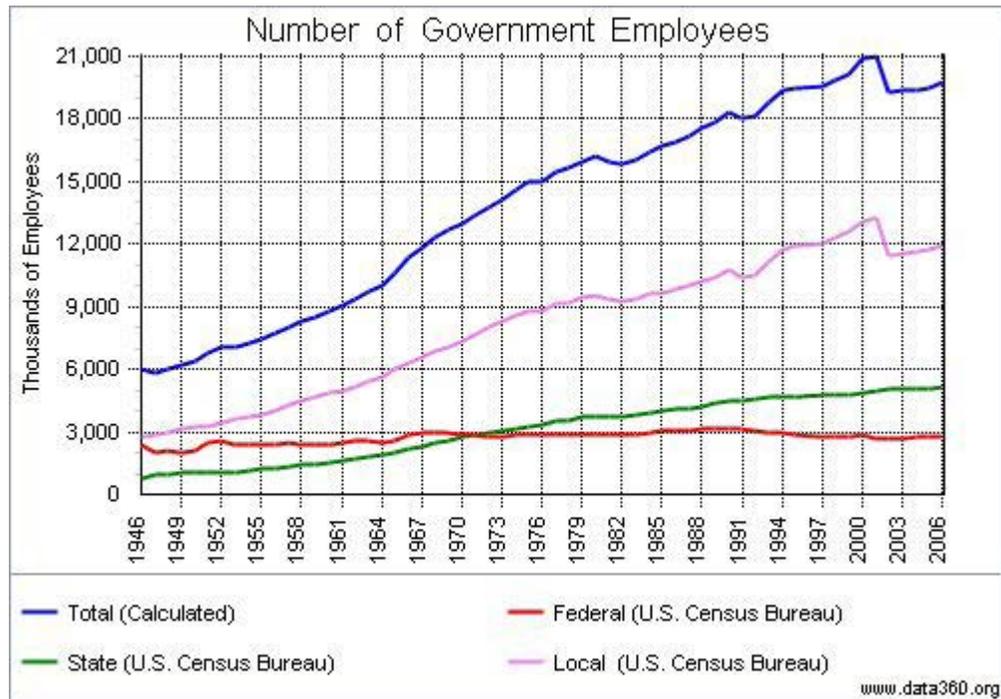
Job security. Employees appointed to permanent civil service positions enjoy stable, long-term employment with the City.

Equal Employment Opportunities. The City of New York employs fair and non-discriminatory hiring practices and provides employment opportunities to all qualified applicants. Career satisfaction. As a City employee, you will have the chance to improve quality of life for your family, neighbors and fellow residents throughout the five boroughs. Why Work for NYC? The City of New York offers its employees excellent opportunities to pursue rewarding careers. NYC City internship and fellowship programs introduce students and recent graduates to public service.

See more at:

<http://www1.nyc.gov/jobs/why-work-for-nyc.page#sthash.lMyrVIXn.dpuf>

Number of Government Employees



Occupational Videos Worksheet

With your partner, choose **TWO** of the following to watch:

- Postal Mail Carrier
- Municipal Clerk
- Eligibility Interviewers
- Residential Advisers
- Occupational Assistant therapy and Aides
- Preschool Educators
- Nonfarm animal caretakers
- Nursery and Greenhouse Managers
- Court Clerk
- Police and Fire Emergency Dispatchers
- Bus drivers, transit and intercity
- Paramedic

As you listen, fill out one graphic organizer for each video. You are listening to find out:

- Why is this job important?
- What strengths/or interests should you have to do this job?
- What would you be doing on a daily basis?
- What credentials, training, or experience is needed for this job?

Job Title:	
Why is this job important?	
What strengths, interests and abilities should a person have to do this job?	
What would you be doing on a daily basis in this job?	
What education, training, experience, or credentials do you need to do this job?	

Civil Service Examination Fact Sheet

- 1 What is a civil service examination?** The City of New York fills *many* (*not all*) of its positions through the Civil Service Process. The City uses civil service examinations to measure a candidate’s “merit” and “fitness” for a particular position. Taking an examination is the start of the hiring process that may lead to getting a job with New York City.
- 2 Who may take a civil service examination?** Generally, there are two types of examinations: *open-competitive* and *promotional*. Anyone can take an *open-competitive* examination, as long as they meet the basic qualifications of the position. *Promotional examinations* are restricted to individuals already employed in specific New York City job titles.
- 3 What should I expect when taking a civil service examination?** Civil service examinations may be given in one of several forms. *Written* examinations may be given in either a multiple-choice or essay format. *Oral* examinations usually take the form of a panel interview. *Education and Experience* examinations are often given to rate a candidate’s qualifications for a “professional” position, such as Electrical Engineer. *Practical / Physical* examinations measure a candidate’s skill or competence in performing specific tasks.
- 4 How do I find out about scheduled civil service examinations?** You can do this in one of several ways: accessing the website (<http://www.nyc.gov/html/dcas/html/home/home.shtml>) of the Department of Citywide Administrative Services (DCAS); visiting the DCAS Applications Center at 2 Lafayette Street in lower Manhattan, or 210 Joralemon Street in Brooklyn, between 9:00 a.m. and 5:00 p.m.; or calling the DCAS Automated Phone System at 212-669-1357. You may also check the *Chief-Leader*, a weekly news publication. The *Chief-Leader* is available at many New York City newsstands.
- 5 How do I apply for a civil service examination?** Once you have decided that you are interested in a particular civil service examination, you should obtain and review the application packet for that position. The application packet will contain a *Notice of Examination*, which outlines the salary, general job responsibilities, and minimum qualifications for the position, as well as the date of the examination. If you qualify, you must then *file* (register) to take that examination.
Filing for an examination means completing required application forms, paying a filing fee (which is waived under certain conditions) by money order or credit card, and submitting these items to DCAS during the filing period for the examination. The *filing period* is

usually a 20-day period during which DCAS accepts applications for a specific examination.

- 6 How much does it cost to file for the examination?** Filing fees vary. You should expect to pay anywhere from \$30.00 to \$101.00 to take a civil service examination.
- 7 When will the civil service examination I applied for be held?** Civil service tests are sometimes offered as walk-in examinations at one of the DCAS Testing Centers. Other tests are held two to three months after their filing period occurs. The exam schedule, as well as the Notice of Examination, advises you of the date for the examination.
- 8 Where will the civil service examination I applied for be held?** The City of New York usually holds examinations on Saturdays in area public schools. You should expect to receive an admissions card 4-10 days before the examination. (This does not apply to walk-in examinations.)
Those individuals who claim special circumstances (for religious observances, for special accommodations for disabilities, etc.) should complete and submit a *Special Circumstances Form* at the time they apply for an examination.
- 9 Why do I need an admission card to take a civil service examination?** An admission card allows you to be seated for an examination. It also lets you know when and where an exam will be held, how long an exam will be, and what you are allowed to bring with you to the examination.
- 10 What happens if I do not receive my admission card?** If you do not receive your admission card five (5) business days before an examination, you should contact the DCAS Examining Service Section at 1 Centre Street, 14th Floor, New York, NY 10007.
- 11 What is a civil service list?** Once an examination has been scored, an *Eligible List* is created, in rank order by passing score. Examination candidates are notified of their test score and rank on the list. This *Eligible List* is used by New York City agencies to hire employees. Generally, the *Eligible List* will last for about four years.
- 12 What is the difference between a provisional and a permanent employee?** A provisional employee is an employee who has been hired by New York City and who has not taken a civil service examination for that position. A permanent employee is one who has taken and passed a civil service examination for a specific job title and (who) has been certified with civil service status for that job title.

How Did the U.S. Get So Big?

That’s a good question. The U.S. didn’t start out in its current shape and size. Compared to the entire continent, it was quite small. But once the United States became a nation, in 1783, it began to grow. It grew in a variety of ways:

War. Sometimes the territory that the United States acquired was through war. This was true of the territory that now makes up California, Nevada, Utah, Arizona, New Mexico, and Texas. All of that territory—most of America’s southwest—was acquired after a war with Mexico.

Cession—On a map of U.S. expansion, you will quite often see the word “cession.” To “cede” territory is to give territory to another country. Usually that happens through a treaty made between two countries. The treaty may have been agreed upon after a war—part of the deal for ending the war was that one country had to “cede” territory to the U.S.—or there may have been some other “bargain” made between the countries.

Purchase—The biggest amount of land that the U.S. acquired by buying it is the Louisiana Purchase. Remember that the U.S. purchased the Louisiana territory, not the *state* of Louisiana. The Louisiana *territory* was much, much bigger than the state of Louisiana is today. Through this purchase, the U.S. acquired the land that eventually became the following states: Louisiana, Oklahoma, Missouri, Kansas, Iowa, Nebraska, Minnesota, North Dakota and South Dakota, Wyoming and Colorado.

State or Territory—What’s the Difference?

Just because settlers from the U.S. explored and settled new land, and just because the U.S. government acquired new land, did not mean new land immediately became a state. A certain process has to be followed. Typically the process went like this:

- The territory held a referendum vote to determine the people’s desire for or against statehood.
- If most people in the state voted to become a state, the territory petitioned Congress for statehood.
- The territory, if it has not already done so, is required to adopt a form of government and constitution that are in compliance with the U.S. Constitution.

- The U.S. Congress—both House and Senate—pass, by a simple majority vote, a joint resolution accepting the territory as a state.
- The President of the United States signs the joint resolution and the territory is acknowledged as a U.S. state.

The U.S. Spread Westward in Stages

Westward expansion did not happen all at once—it happened over a period of about 100 years, although the fastest expansion happened in the mid 1800s, the 19th century. Let's take a look at how it took place: In 1776, the year the colonies declared independence from England, there were only thirteen small colonies clustered close to the Atlantic Ocean: Then the U.S. colonies won the war, and gained quite a bit of territory: But the small, newly independent United States was still surrounded by big European powers: Spain controlled Florida to the south and west. So the United States was eager to expand. How did it happen?

CHAPTER ONE • THE LOUISIANA PURCHASE

How the U.S Doubled its Size with One Good Deal

The Louisiana Territory—the land west of the Mississippi River to the Rocky Mountains (excluding the American southwest)—was owned by France at the outbreak of the French and Indian War in 1756. But, after it became obvious that France was going to lose that war to Britain it promised to hand over the land to its long time ally, Spain.

Fast forward to 1804, and a military genius by name of Napoleon Bonaparte is emperor of France. Napoleon wants to rule the world. He invades many European countries. Originally, he wanted to have an empire in the New World (North America and the Caribbean, too. Remember, France at that time “owned” Haiti which produced a lot of sugar and brought in a lot of revenue for France.)

When Napoleon takes over the Louisiana Territory again, he tells the U.S. that he might be cutting off access to New Orleans and the Mississippi River. This would be very bad news for the U.S., because the Mississippi River is one of its main transport routes, and the port of New Orleans is where a lot of the U.S. importing and exporting goes on, including a very profitable slave trade.

Thomas Jefferson is president at the time and totally freaks out upon hearing this news—A French Empire in America could only mean trouble for the United States.

Adapted from
www.GoUShistoryGo.com

Jefferson quickly gathers a diplomatic team and sends them off to Paris with a letter asking to buy the port city of New Orleans that would keep the Mississippi River open to American trade. However, negotiations dragged on throughout 1802 and into 1803.

So why did Napoleon finally change his mind and sell the Louisiana Territory to the United States? Two reasons: (1) In Haiti, there was a slave rebellion, and it looked as if France was going to lose the colony of Haiti, which brought in a lot of money. Without Haiti, there was no need to hold on to the port of New Orleans. (2) The wars that Napoleon was fighting in Europe were costing him a lot of money. He decided to sell, and the United States got a lot bigger.

CHAPTER TWO • THE REPUBLIC OF FLORIDA? REALLY?

While many know that Texas was a republic unto itself before coming into the United States, few realize that parts of Louisiana, Mississippi and Alabama and potentially Florida were as well. Yes, that's right, both territories became their own independent countries for a short time.

Adapted from
www.exploresouthernhistory.com

Following the Louisiana Purchase of 1803, a diplomatic dispute grew over ownership of the region just west of current day Florida. The Spanish claimed the territory was theirs, while the U.S. claimed it was part of the Louisiana Purchase.

When the Louisiana Purchase was finalized in 1803, France had no control or legal title to West Florida. Spain still occupied the region and Spanish troops held posts at Mobile, Baton Rouge and elsewhere. The growing United States coveted the region, but had no legitimate claim to it.

Many of the citizens of West Florida in 1803 were former Americans who had migrated down into the area to gain rich farmland in the Florida Parishes. Disappointed at finding themselves still under Spanish rule, they staged an unsuccessful revolution in 1804 but were put down by the Spanish military.

In June of 1810, many of these people began a series of secret meetings (and three public ones) to plan another revolt. They quietly armed themselves, organized a military and prepared for action.

The long-awaited revolution began on September 23, 1810, when an armed force led by Philemon Thomas attacked and captured the Spanish fort at Baton Rouge. Two Spanish soldiers were killed and three wounded in the attack, but when the smoke cleared the flag of the new Republic of West Florida was raised over the fort.

Best known today as the “Bonnie Blue Flag” of Southern Independence, the flag was made by Melissa Johnson, the wife of Major Isaac Johnson

of the West Florida Dragoons. Consisting of a rectangular blue field with a single blue star (representing the new republic), it first flew as the national flag of the Republic of West Florida.

On September 26, 1810, the people of the new republic declared their independence from Spain. An offer was immediately made to Governor David Holmes of the Mississippi Territory and Governor W.C.C. Claiborne of the Orleans Territory (Louisiana) to take possession of the territory on behalf of the United States. On October 27, 1810, President James Madison issued a proclamation claiming the territory for the United States. The Republic of West Florida became parts of the states of Louisiana, Mississippi and Alabama.

The Bonnie Blue Flag of the Republic was not forgotten and flew again when Southern states declared their independence from the Union in 1861 at the beginning of the Civil War (or War Between the States).

CHAPTER THREE • THE MEXICAN AMERICAN WAR

Adapted from
NY Times Upfront

When Mexico won its independence from Spain in 1821 after 300 years of colonial rule, it stretched from the southern border of Oregon in the Northwest to the far reaches of Central America. Independence created a new country, but it was weak and poorly governed. Most Mexicans didn't dare move into the distant northern territories, where the new government did little to provide essential services or protection from hostile Indians. So, Mexico invited English-speaking settlers into the sparsely populated territory of Texas. Within a few years, though, the newcomers outnumbered the natives and began agitating for independence. The English speaking settlers fought with Mexico, and eventually became an independent country, the Republic of Texas. Within a decade, the new Republic of Texas agreed to be annexed to the U.S.

Then President Polk was elected. He had made campaign promises, saying that he would acquire both the Oregon territory and the Mexican territory for the U.S.

Polk was able to acquire the Oregon territory fairly easily, but when it came to Mexico, he misread that country's resolve. After losing Texas, Mexico understood that the U.S. appetite for land would be greater than ever. It decided to draw a line at the Nueces River, about 200 miles east of the Rio Grande, which Texas had claimed as its border but which Mexico contested. Amid rising tensions, Polk sent American troops into the disputed territory. Mexico answered by moving a large body of troops north.

On April 25, 1846, a group of American scouts clashed with the Mexican army on the contested land east of the Rio Grande. When Polk learned that 11 Americans had been killed in the skirmish, he asked Congress to declare war on Mexico. “Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood upon the American soil,” Polk said in his address to Congress in May. War was necessary, he argued, to vindicate the Americans who had died.

Proud for You, Humiliating for Us’

In the end, Mexican troops were no match for America’s better-equipped soldiers, led by seasoned generals. But the price of victory for the U.S. was high. Almost 14,000 Americans died, most from tropical diseases they contracted during the fighting. The war cost more than \$100 million, the equivalent of \$2.9 billion today.

For Mexico, the cost was far greater—more than 25,000 dead and the loss of a third of its territory, 525,000 square miles that included all of the current states of California, Nevada, Utah, and New Mexico; most of Arizona and Colorado; and parts of Texas, Oklahoma, Kansas, and Wyoming. In exchange, the U.S. paid \$15 million. (While Polk is often ignored in history books, his war with Mexico ended up adding nearly as much territory to the U.S. as Thomas Jefferson’s Louisiana Purchase in 1803.)

The peace treaty that ended the war was signed on February 2, 1848, in Guadalupe Hidalgo, a small town north of Mexico City. During the ceremony, a Mexican official, Bernardo Couto, leaned over to the American delegate and sighed: “This must be a proud moment for you; no less proud for you than humiliating for us.”

CHAPTER FOUR • THE OREGON TERRITORY

The Territory of Oregon existed from August 1848 until February 1859. That period ended when Oregon became an American State on February 14, 1859. The Territory of Oregon encompassed parts of present-day Idaho, Oregon, Washington, Wyoming and Montana

Adapted from Wikipedia

The population of the Oregon Territory consisted mainly of Native Americans. The Europeans first explored the territory from the sea. The region became known for its fur-trade and the British Hudson’s Bay Company dominated the market. Since the fur-trade that developed in the region was extremely lucrative, many countries wanted to claim the land for themselves. The territorial claims often caused conflicts between the European colonists and the United States.

In the late 1830s, trappers began to settle down on the land and more and more settlers and missionaries started to arrive to the territory.

There was no organized government in those parts at the time. A group of settlers in the Willamette Valley discussed organizing a government in the region on their regular meetings and they created the Provisional Government of Oregon in 1841. In 1846 the Oregon Treaty was signed between the U.S. and Britain to settle the boundary dispute. The British gained the land north of the 49th parallel, including the Vancouver Island and the United States received the territory south of the parallel.

CHAPTER FIVE • THE GADSDEN PURCHASE

The **Gadsden Purchase** is a 29,640-square-mile region of present-day southern Arizona and southwestern New Mexico that was purchased by the United States in a treaty signed on December 30, 1853 by James Gadsden who was the American ambassador to Mexico at that time. The purchase was the last territorial acquisition in the contiguous United States to add a large area to the country.

It was mainly purchased so that the U.S.A. could construct a transcontinental railroad along a deep southern route.

CHAPTER SIX • MANIFEST DESTINY

So why did Americans go west, anyway?

Here are some of the reasons:

Land. The desire for more land brought aspiring homesteaders to the frontier. As the population of the original 13 Colonies grew and the U.S. economy developed, the desire and attempts to expand into new land increased. For many colonists, land represented potential income, wealth, self-sufficiency and freedom. Expansion into the western frontiers offered opportunities or self-advancement. Frontier land was inexpensive or, in some cases, free. Expansion into frontier areas also opened opportunities for new commerce and individual self-advancement. Land ownership was associated with wealth and tied to self-sufficiency, political power and independent “self-rule.”

Gold. The spark that ignited the gold rush occurred in May 1848 when Sam Brannan, a storekeeper in Sutter’s Creek, brandished a bottle filled with gold dust around San Francisco shouting ‘Gold! Gold! Gold from American River!’ With this discovery, the stampede to the gold fields was on.

San Francisco’s harbor was soon cluttered with derelict ships deserted by their crews. Workers abandoned their jobs—San Francisco’s two newspapers were forced to close their doors as their staffs were struck by gold fever. The populations of many of the coastal towns were depleted as prospective prospectors headed to the gold fields.

Adapted from www.pbs.org and
eyewitnesstohistory.com

The *New York Herald* printed news of the discovery in August 1848 and the rush for gold accelerated into a stampede. Gold seekers traveled overland across the mountains to California or took the round-about sea routes to San Francisco. A census of San Francisco (then called Yerba Buena) in April 1847 reported the town consisted of 79 buildings including shanties, frame houses and adobes. By December 1849 the population had mushroomed to an estimated 100,000. The massive influx of fortune seekers Americanized the once Mexican province and assured its inclusion as a state in the union.

So what is “Manifest Destiny, anyway?”

No nation ever existed without some sense of national destiny or purpose.

Manifest Destiny—a phrase used by leaders and politicians in the 1840s to explain continental expansion by the United States—revitalized a sense of “mission” or national destiny for Americans. Manifest Destiny is a term that showed an attitude that was common in America at the time. This attitude was that the United States not only could, but was destined to, stretch from coast to coast. By saying that they had a destiny to move in all areas of the continental U.S., Americans justified western settlement, Native American removal and war with Mexico.

The people of the United States felt it was their mission to extend the “boundaries of freedom” to others by imparting their idealism and belief in democratic institutions to those who were capable of self-government. It excluded those people who were perceived as being incapable of self-government, such as Native American people and those of non-European origin.

Westward Expansion: http://www.ilibrarian.net/history/westward_expansion_map_lg.jpg



UNIT 3

Westward Expansion

Lesson Plan 6

NOTE TO TEACHER

Please note that parts of this lesson were adapted from EconEdlink’s lesson “They Say We had a Revolution” and a lesson entitled “Iron Horse vs Buffalo” from the CUNY Social History Project.

OBJECTIVES

- ✓ Students will learn what life was like in pre-industrialized North America, in particular NYC.
- ✓ Students will gain use maps and text to gain an understanding of U.S. westward expansion.
- ✓ Students will learn how innovations in transportation in the early 19th century led to westward expansion and economic development.
- ✓ Students will begin to understand supply and demand and engage in a historical role play on supply and demand in the 1800s.
- ✓ Students will read a bar graph and a pictograph in order to understand the negative impact of the railroad on buffalo and Native Americans; they will understand that historical events have more than one point of view.

MATERIALS FOR LESSON 6

Activity 1: Homework Review

- Map: Westward Expansion
- Map: The United States in 1783
- Text: *How Did the U.S. Get So Big?* (Homework Text, Lesson 5)
- Graphic organizer for “How Did the U.S. Get So Big?”

Activity 2: Life in Pre-Industrialized New York City

- Text: *New York in the 1800s*

Activity 3: Canals and Railroads

- 1840s canal map
- Text on canals and railroads

Activity 4: Supply, Demand and the Erie Railway

- Scenarios (included in this document)
- The Law of Supply and Demand: What is It? (included in this document)

Activity 5: Railroad, Native Americans and Buffalo

- Railroad map 1880s
- Native American lands pictograph
- Graph on Buffalo
- Text: Iron Horse vs. Buffalo

 To see the classroom videos, **Fresh Milk for Breakfast: The Law of Supply and Demand, Reading Historical Maps in the HSE Classroom, and Graphs Tell a Story: Using Data to Understand the Past**, visit the CUNY HSE Curriculum Framework web site at <http://literacy.cuny.edu/hseframework>.

ACTIVITY 1 Homework Review

MATERIALS: Map: The United States in 1783 • Map and reading assignment on Westward Expansion given for homework in previous session

STEPS:

- 1 Tell students that today they are going to be learning about how the U.S. map got to look the way it looks today. They have done some reading for homework. What were some of the reasons people went west? Have students call out what they remember, and also look back at the text, and write their responses on the board so that you have a list of reasons Americans wanted to expand westward. Tell students that these are the topics they will be talking about today.
- 2 Give out the map entitled “The United States in 1783.” Ask students to look it over. How many times do they see the word “claimed”? Why do they think they are seeing this word so much? What does it imply about what is going on during this time period? Ask students to find the geographic feature (mountains? Body of water?) that form the western boundary of the United States in 1783. Ask students what it is. Why would a large river like the Mississippi River be important to the colonists? Why would they want to make sure they have control of that river? Ask students who controls the land that borders the U.S. at this time? Explain that Spain and Britain were large empires at this time. The colonies had just won a war with Britain—barely—but they were probably worried about having these great powers surrounding them.
- 3 Tell students that they are going to work in groups to summarize the stages in U.S. westward expansion. Divide the class into four groups. Each group will be responsible for one part of the graphic organizer.
- 4 Give out the graphic organizer and model for students how to fill out the first section, with their help. By looking at the map, students should be able to see that the states east of the Mississippi River were included in the Treaty of 1783. Review with students what this treaty was and how the U.S. “won” this territory. Have students help you write a short summary of colonization to nationhood.
- 5 Tell students, *OK, now you are going to do the same. Fill out the graphic organizer by first writing a short explanation or label for*

the way that the U.S. acquired the territory. Then write a short summary of that event. While students are working, draw a large timeline on the board. Write key events like *Columbus discovers America* and *Declaration of Independence*. Leave plenty of space for the mid-1800s. Then, walk around to lend guidance and support as students are working on their graphic organizers.

- 6 As students finish, have them go up in groups to the timeline and write their summaries on the timeline. Students from other groups can copy the summaries into their own graphic organizers. Take a picture of the timeline to be typed up later and distributed to students for studying purposes.
- 7 Give out the map entitled “Native American Tribes: 1783.” Ask students to look it over. What new information do they get from this map? What do they think is going to happen to the Indian tribes shown on this map? That is something they will be talking about at the end of the lesson.
- 8 Tell students that for the rest of the lesson, they will also be thinking about transportation—how did so many people get out west?

ACTIVITY 2

Life in Pre-Industrialized New York City

MATERIALS: Text: *New York City in the 1800s*

STEPS:

- 1 Tell students that today they will be looking at the way the U.S. expanded westward after the colonies won the American Revolution. They will be considering the role played by transportation during that time period. You want to begin by asking them to think about what they know about how people lived in 1800. How was life different then? In particular, how did people get around?
- 2 Students will brainstorm ideas. They may include things like: no electricity, no stoves or TVs, no trains or cars—people had to walk or ride a horse, people had to make their own clothing, mostly farms. Once you have a good list on the board, give out the piece entitled **NEW YORK CITY IN THE 1800s**. Ask students to read and underline “juicy facts” that stand out to them.

- 3 When students have read the piece, ask them to speak with a partner about the “juicy fact” they chose. Go around the room and ask people to report on their “juicy facts.” They may express amazement at a whole range of things: disease, lack of sanitation, etc.
- 4 Have students add any new things they learned from the article about how life was different in 1800.

ACTIVITY 3 Canals and Railroads

MATERIALS: Map showing roads, canals and railroads, 1840 • canal map
 • Text: *Canals and Railroads*

STEPS:

- 1 Tell students that in 1800, it took approximately 2 weeks to travel from New York City to Buffalo. *How might that have affected people’s abilities to move around? How might it have reflected business, buying and selling?* Before the Revolution, the colonies existed mainly to provide England with raw materials. When the U.S. became independent, Americans wanted to trade with each other. *What were their options?*
- 2 Give out the reading on canals and have students read silently. Write a guiding question on the board: *How did canals change the amount of time travel took and the cost of moving goods?*
- 3 When students have finished reading, ask them to report back on this. Start a table on the board:

New York City to Buffalo	Before canal	After canal
Travel Time	3 weeks	8 days
Cost to move goods	\$90-125 per ton	\$4 per ton

- 4 If you wish you can ask students to fill in part of the table. You can also ask students to calculate the percent difference in travel time and costs. How did canals change life? How do you think it affected business and economic development? You may want to say that canals were like the computers of their time—they changed everything. Suddenly you could have whole new lines of business

because of the things that could be bought and sold from place to place.

- 5 Give out the CANAL MAP showing all of the canals built during the “canal boom.” Once students have looked it over, give out the map showing roads, canals and railroads circa 1840. Ask students to notice the beginning and ending points of canals. (You want them to notice that some canals ended at the ocean or at the Great Lakes—why? You may want to ask students to make “trips” using both of the maps they’ve received as reference—the map given in the activity above that shows place names and the map showing canals, roads and railroads. You want to go from Lake Erie to New York City. How would you do it? Is there more than one way?)
- 6 Ask students to make observations about the railroads. *Where do they start and end? Why do we sometimes see just a tiny patch of tracks between two canals or bodies of water? Why were those tracks probably built?*
- 7 When you are finished with the maps, ask students to consider the “cons” of canals. *Do they have limitations? What could be some problems with them?* (Some students will inevitably say “weather”—canals freeze in winter time. Ask for other reasons.) After a brief discussion, ask students to read the text on railroads. What more do they learn about (a) the advantages of railroads over canals and b) travel times/costs of railroads.
- 8 Write the following chart on the board:

1815	Kind of Transportation	1860
30 cents	Road	15 cents or more
	Railroad	2 cents or more
	Canal	1 cent or more

Here are some questions you can ask students about this table:

- *How many ways were there to transport goods in 1815? How do you know this from reading the table? If you had a business in 1815 and needed to move 100 tons of goods, how much would it have cost?*

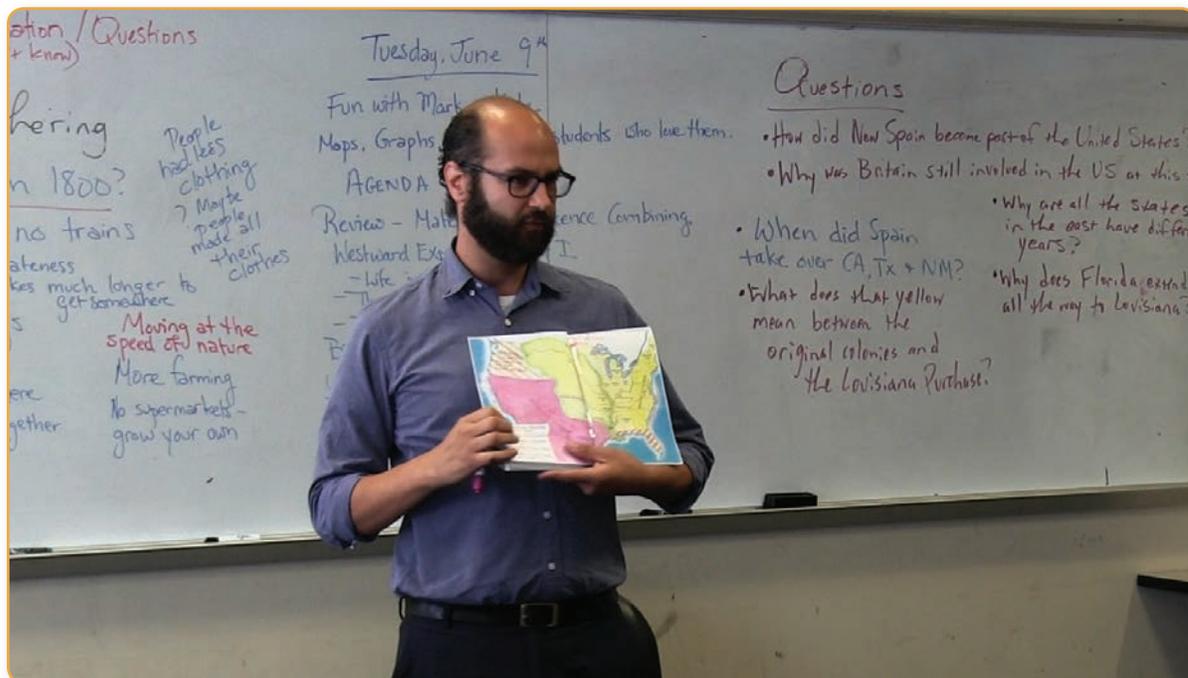
- *How many ways were there to transport goods in 1860? How do you know this from reading the table? What was the cheapest method? If you were moving 100 tons of goods in 1860, how much would the cheapest method have cost?*
- *How would you compare the cost of road, railroad and canal transportation in 1860?*

You might provide fill-in-the-blank sentences to provide supports for students:

In 1860, _____ transportation was 1/2 as expensive as _____ transportation.

In 1860, _____ transportation was 15 times as expensive as _____ transportation.

Transportation in 1815 was _____ times as expensive as the cheapest form of transportation in 1860.



ACTIVITY 4**Supply, Demand and the Erie Railway**

MATERIALS: Scenarios packet • Worksheet: The Law of Supply and Demand—What Is It?

STEPS:

- 1** Tell students that now we are going to take a look at the way that this “transportation revolution” affected business. Remind students of the reading they did on New York City in the 1800s. Tell them that they are going to do a historical role play—they will imagine themselves in the role of people who lived in New York City in the 1840s. Divide the class into four groups. One group—group B—can be as small as one person if need be, but 3-4 people in the other groups is a plus. Each group will be either “A,” “B,” “C” or “D.” Tell students to read their scenario, then as a class build out their historical identity. What is their name? Who are their family members? Where do they live exactly? What are their houses like? Etc.
- 2** Give students some time to work on building their historical identities, then ask each group to report to the entire class in that role. For instance, Group A should present themselves as a shoemaker family, say where they live, how many children in their family, their concerns, etc.
- 3** Let each group present. When all have presented themselves, lead a discussion by asking the students questions like, “So what was the economic problem of Group A? What was the economic problem of Group C? What was the role of Group D? How did the railroad make a difference?”
- 4** In this way, you can begin to introduce the concept of supply and demand. Group A could not buy good, fresh milk because the price was too high. Group C could not sell their milk because there was too much of it in their immediate “market”—everyone around was also a farmer so the price was very low due to a lot of competition. The product was wanted in New York City by the shoemaker family. Group D saw a role for itself. Now this family has a new occupation! They are “middlemen” in the trade between Orange County farmers and New York City consumers.

- 5 At some point read the last paragraph of the text on “Fresh Milk and Swill Milk,” so that students know what actually happened—when fresh milk was brought on the Erie Railway, people lined up for blocks to buy fresh milk “right off the train.” This affected health and nutrition throughout the City!
- 6 Introduce the concept of “The Law of Supply and Demand.” It’s not a law that Congress voted in. It’s something that economists feel is mostly true—in other words—this is the way things work in economics. So, if there is a high demand for something (like fresh milk in New York City) and a low supply, the price will be high. If there is a high supply of something (like milk in a farming community in Orange County), and not much demand (because everyone already has their own milk), the price will be low.
- 7 Explore the concept by asking questions like: *What will happen if someone comes to New York City from another country looking for a job or a business opportunity, realizes that picking up milk from the railroad depot and selling it in a store and starts a business? How will this affect the price of the milk? What costs are being added to the farmer’s cost in producing the milk?*
- 8 It would be a good idea to put the following chart on the board:

Bottles of Milk Produced	Price per Bottle	Bottles of Milk Sold	Income
100	5 cents	100	\$5.00
80	10 cents	60	\$6.00
40	50 cents	4	\$2.00

- 9 When you feel students are ready, ask them to work in pairs to fill out the last page on supply and demand. They may work on this in pairs or you may want to guide them through it.

ACTIVITY 5

Railroad, Native Americans and Buffalo

MATERIALS: Graph on Native American land, buffalo population, railroad construction maps attached • **Text:** *The Iron Horse vs. The Buffalo*

STEPS:

- 1 Tell students that they have just been doing what historians do. Historians think about economics. They think about incentives that drive people to do things. While circumstances may change from time period to time period, some patterns still emerge. One pattern is that most often, people will try to make a profit.
- 2 Historians also look at different perspectives. For every event that happens, there are at least two different points of view. For students in New York City, a good analogy is gentrification. Remind students that when an area of the City starts to get gentrified, there can be benefits for some. The people who move into a new neighborhood for the low rents may also bring better stores with them and the opportunity to buy new kinds of goods. But there is another perspective—the perspective of the people who are already living in that neighborhood. Students from New York City will instantly understand this comparison.
- 3 So, they've learned about railroads and westward expansion. Was this a good thing for the different families in the scenarios we looked at? Did people benefit?

Yes, but let's look at a different perspective.
- 4 Give students the railroad maps that show railroad lines in 1860, 70 and 80. What do they notice? What's different from the other maps? Students will get to the fact that by 1880 there is a transcontinental railroad. What were the benefits?
- 5 Hand out the map showing Native American lands. What do they notice? (This is a rather obvious pictograph.) You may want to ask some guiding questions, such as: By how much was Native American land reduced? What probably happened between 1830 and 1890?

- 6 Tell students that now they will look at a graph that shows the buffalo population of the U.S. Review with students what the buffalo is—students may not know and may well confuse the animal with the city of Buffalo.
- 7 Students may well be confused by this graph because it shows a different scale for the top and bottom halves. As much as possible, draw their own thinking out of them. It may help to ask them to tell you the numbers of buffalo for specific years and draw a simple diagram on the board:

1800	30 million buffalo
1870	15 million buffalo
1889	541 buffalo

- 8 Ask students what they think might be the reason for such an enormous drop in numbers. Students may speculate that people hunted them for their pelts or for food. Allow for some speculation. When you think they have built up enough curiosity, give the handout from the American Social History Project “Native Americans on the Railroad” (from herb.ashp.cuny.edu).

Ask a student to read one of the quotes out loud. Ask students, *How do Native Americans see the railroad? What is the problem for them? What is their relationship with the buffalo? How is it different for the settlers?*

- 9 The question will arise as to how the U.S. government played a role in the railroads and the conflicts with Native Americans that grew up around it. Give out the handout HOW DID THE U.S. GOVERNMENT RESPOND TO NATIVE AMERICANS WHO FOUGHT AGAINST THE RAILROAD? Have students read separate quotes and discuss their meaning. What was the role of the U.S. government in all of this?

The United States in 1783

<https://s-media-cache-ak0.pinning.com/originals/70/84/b5/7084b591a9287cd5caa336b97865b729.jpg>



Native American Tribes: 1783
<http://www.reocities.com/s.words/maps/1783.jpg>

States that eventually came from the territory	Event and date—how territory was acquired	Summary explanation of Event
13 original colonies; Wisconsin; Michigan; Illinois; Indiana; Ohio; Kentucky; West Virginia; Tennessee; Mississippi; Alabama	Treaty of 1783	Britain began to form colonies in North America in the 1600s. In the 1750s, Britain gained dominance in North America by winning the French and Indian War; but the war was costly and when Britain began to tax the colonies they revolted and eventually won the war with Britain, which gained them all the territory east of the Mississippi River.
	Louisiana Purchase 1803	
	West Florida—1810	
	Texas Annexation 1845	
	Mexican Cession 1848	
	Oregon Territory 1848	
	Gadsden Purchase 1853	

New York in the 1800s

Maybe you thought New Yorkers of the 1800s were proper and clean, dressed in long dresses and white gloves. If that was your picture, you would be wrong. If you visited the U.S. in 1800, you would have thought you were in a foreign country. Here's a picture of what it would have been like to live in New York City in the 1800s.

WHAT WAS LIFE REALLY LIKE?

In 1800, the population of New York was 30,000 people. Almost all of them lived below 57th Street in Manhattan. People were very crowded together. There were epidemics of diseases like cholera, typhoid, yellow fever and New York's death rate soared.

Horses

One reason for all the diseases was the presence of horses that carried infectious diseases. Between 100,000 and 200,000 horses lived in the city at any given time. Each one of those horses gave off 24 pounds of manure and several quarts of urine a day.

Big teams of workhorses powered the city's horse-driven street trolley system. These trolleys could not go very far, which was one reason everyone lived below 57th Street. Horses get tired, hungry and thirsty. They would also drop dead. The average life span of a horse in New York City in the 1860s and '70s was two and a half years. They were literally worked to death.

Workhorses were poorly kept and lived in big garages within New York's "horse districts," such as in the Twenties on the East Side. Large granaries (buildings where grain is stored) existed alongside horse garages, attracting rats. As an added danger, rotting food within the granaries would occasionally explode, burning down the granary and perhaps the neighborhood.

In fact, New York City in the 1800s was built around supporting not only human beings but animals as well. Horses, pigs, sheep and cattle were all part of everyday city life. Pigs regularly roamed through the city in herds.

Stoops, carcasses and manure blocks

Despite the presence of animals, the city had no systematic street-cleaning. During winter, neighborhoods sometimes rose between two and six feet in height because of the piling up of waste and snow. The middle-class brownstones of the 1880s provided a stoop leading to a second-floor entrance so that the residents would rise above manure.

Horses posed another problem. A horse carcass can easily weigh 1,200 pounds, far beyond the strength of a person to lift them. When a horse died, its carcass would be left to rot until it had disintegrated enough for someone to pick up the pieces. Children would play with dead horses lying on the streets.

Night soil

In addition to lacking street cleaning, the city also had no sewage system and no flush toilets. Garbage—which included both human and animal waste—was basically thrown out windows and onto city streets. Today, antique stores on Columbus Avenue in New York sell chamber pots for \$300. People would use chamber pots, essentially basins, as a toilet in the middle of the night, to make a deposit of what was called “night soil.” Between the hours of 5 a.m. and 7 a.m., you were supposed to bring down your night soil and deposit it in your outdoor privy, usually an overflowing heap. More often, however, what people actually did was throw it out into the middle of the street from the window of your four-story walk-up

This practice led to all sorts of etiquette problems. Etiquette books told young ladies to wear parasols during the day not just to keep off the sun or the rain but also to protect them in case something was to fall from the sky. Men were supposed to wear wide-brimmed hats and walk on the outside of the curb, so that they might get splattered instead of the young lady.



Bettman/Corbin
Horse Drawn Streetcar
New York City

Canals and Railroads

CANALS

Travelling over land in the 1800s was difficult and slow. One way that Americans began to deal with this problem was by using canals. In the U.S., canals were often little more than shallow ditches filled with water funded through private and public investments. Canal barges were towed by horses walking along the side of the canal on a towpath. The water bore most of the weight of the load, which enabled each horse to pull far more than it could pull while traveling on land. One horse could pull less than a ton over roads but it could pull up to 30 tons of cargo loaded in a canal barge

The Erie Canal was one of the earliest and most successful canal projects in the U.S. It stretched 363 miles across New York State from the Hudson River in the east to Lake Erie in the west. It was 12 times longer than any previously built canal. The Erie Canal connected the old Northwest to New York Harbor and the Atlantic Ocean. Started in 1817, it turned a profit long before it was finished in 1825. It sparked a canal boom as others tried to copy its success linking eastern cities to the Great Lakes and western rivers.

Before the Erie Canal was built, it took 3 weeks to haul one ton of goods from New York City to Buffalo. The financial cost was \$95 to \$125 per ton. The canal reduced the time required for the journey to 8 days and the dollar cost to just \$4 within ten years of completion.

The Erie Canal helped make New York City the largest and richest city in the nation. Some say it is the reason New York, not Baltimore, became the most important city on the East Coast.

The success of the Erie Canal caused a canal-building frenzy with states borrowing millions of dollars (primarily from Europe). By 1850 there were about 3,800 miles of canals. The cost to ship one ton of freight for one mile via canal was as little as one penny per ton, 1/15 the lowest cost of transporting one ton for one mile via horse and wagon. These maps show the boom in canal building that lasted until the Civil War. Did you notice that the waterways on the 1860 map include all of the Great Lakes?

RAILROADS

One problem with canals was that travel depended on the location and condition of waterways. Although it made sense for a canal to be connected to a larger body of water like a river or one of the Great Lakes, this also means that traveling by water was not always the quickest distance between two points, because water travel had to follow the rivers or lakes. Also, canals and rivers were useless in the winter when the water froze.

But railroads didn't depend on the location and condition of waterways. More direct routes from place to place were possible. They could carry people and freight anywhere engineers could set rail. They also offered year-round service.

The first railroads and tracks were financed by local governments and private investors in towns and cities along waterways. They were often built to provide links where a canal was impractical. These short-distance lines helped communities tap potential markets in the surrounding countryside. Extension and connection of these lines soon provided uninterrupted transportation over longer distances.

Until the coming of the railroad many people in the vast and undeveloped United States lived a week, even two weeks away from a major city. For people of modest means a visit to a big city might well be a once-in-a-lifetime event. Even the affluent were often trapped by walls of time and distance. A daughter-in-law wrote to her father that "they talk most seriously of being able to go from Buffalo to New York in twenty-four hours. You may smile at this, but I assure you, it's all true."

Because railroads could carry passengers cheaply and quickly, they created traffic where none or little had existed earlier. The Charleston and Hamburg Railroad in South Carolina is an example. It began operations in 1830. One of the first in the country, it was on its completion the longest railroad in the world under one management, at 136 miles, and it almost immediately revolutionized travel patterns in the area. Travelers between the two South Carolina cities had previously relied on one stagecoach making three trips a week. Only five years later the railroad conveyed 15,959 passengers in six months, a fiftyfold increase.

Railroads quickly transformed the areas they reached, for they brought not only a great increase in personal mobility but also an equally vast increase in freight traffic. And it was the products of the Industrial Revolution that, more and more, were carried in their freight cars. As railroads widened the potential markets for factory goods, they helped lower the price of those goods, and that, of course, further stimulated demand.

CONSIDER THE FOLLOWING EXAMPLE

From Swill Milk to Fresh Milk

In most cities, it was impossible to get good, fresh milk unless you were rich. If you were rich, you might also own a horse or two and you could keep your cow in the same stable where you kept your horse. Or, maybe if you were lucky you could buy from a nearby farmer. If you were willing to pay the cost of transporting the milk as well, the farmer might be willing to sell you good milk.

But if you were poor, it was a different story. The poorer folks had to drink what was called *swill milk*. Swill milk was the milk produced by cows that were kept near breweries, where beer was made. To make beer, a mash is created from hops, a kind of grain. The mash is fermented. After the mash was fermented and most of its nutrients were gone, it was fed to the brewery cows. This milk was not good. It was thin, bluish, and often had dangerous bacteria in it that caused diseases like tuberculosis. The barns where these cows were kept smelled terrible.

But then came the railroad. Railroads created markets where none had existed before. Until quick transport was available, fresh milk from rural areas could not be carried to the fast-growing cities.

Then, in 1843, an agent for the Erie Railway had the idea of transporting milk from upstate Orange County to New York City. The idea caught on immediately. As soon as people realized that it was possible to buy fresh milk from upstate, everyone wanted some. Lines a block long formed at the Erie terminal to buy all the milk offered for sale. Soon wholesome country milk was widely available for about two-thirds of the cost of swill milk. The improvement in child care, public health, and quality of urban life was considerable.

Map: U.S. Canals



U.S. Canal Map 1840s

<http://www.latinamericanstudies.org/19-century/us-canals.jpg>

The Law of Supply and Demand: What Is It?

The Law of Supply and Demand is an idea that economists have come up with to explain how the market works. Here, “market” does not mean a physical place like the supermarket. “Market” means any situation in which people buy and sell to each other. Economists use the term “supply” to refer to people who produce goods or services. They use the word “demand” to talk about the “consumer” side. “Demand” means a lot of people really want that good or service. We can say, for instance that “there was a high demand for the iPhone 6 when it came out.”

People are willing to pay a certain amount for something they really want, but when the price reaches a certain point that is too high, people are no longer willing to buy.

So the “law of demand” is that when the price of something increases to a certain point, fewer and fewer people will be able to buy that product.

The price of a product can increase for a number of reasons. One reason can be that it costs more to produce or transport that product to market.



Think About It: How was the law of demand demonstrated by the situation of the New York City shoemaker?

The law of supply says this:

When products are profitable, businesses are willing to produce more of them.



Think About It: How does the “law of supply” apply to the farmer in Orange County?

How did the railroad affect the price of his milk in New York City? And how did this change in price affect demand and his ability to sell his milk before and after the railroad came?

Scenarios

A. You are a shoemaker in New York City. You make enough for you and your family to get by, but barely. You would prefer it if you could give your family fresh milk, fruit and vegetables, but actually these things aren't easy to get, especially milk, because milk goes bad so fast. There is some fresh milk for sale in New York City, but the price is so high, you just can't afford it.

All your family can afford is swill milk. Swill milk is the milk produced by cows that are kept near breweries, where beer is made. To make beer, a mash is created from hops, a kind of grain. The mash is fermented. After the mash is fermented and most of its nutrients are gone, it is fed to the brewery cows. The milk is not good. It is thin, bluish, and often has dangerous bacteria in it that cause diseases like tuberculosis.

B. You are a rich merchant who lives in New York City. You and your family can live well because you inherited a really good shipping business from your father. You have a horse which takes you to business meetings down at the wharf. Since you have the horse, that means you also have a stable. Since you are paying for the stable anyway, you might as well have a cow so your family can have fresh milk. Your family is lucky. The fresh milk keeps your children very healthy.

C. You are a farmer who lives in Orange County, about 60 miles upstate from New York City. You have great pastures for raising cows and because of that your farm produces a lot of milk. The problem is, everyone else around you is also a farmer, and that means there is a lot of competition to sell your milk, because other farmers don't need your milk—they produce their own.

It's great to live off the land, but you also need money because it's too hard to produce everything your family needs at home—clothing, food, etc. So you wish there was a place to sell your milk, but the cost of transporting it somewhere where people would buy is just too much. So you and your family continue to just barely make a good living from the farm.

D. You are an agent for the Erie Railway. The Erie Railway is a new railway that has just been built to transport goods from the Erie Canal to New York and other towns downstate. You want the railroad to be profitable because that is how you make your living—by working for the railroad. One time when your train stops in New York City, you hear someone complaining about that disgusting swill milk. You strike up a conversation to find out more. Suddenly it occurs to you—maybe you could start a business by transporting milk from upstate to the City. Now, with the railroad, the milk could get to the City within one day. And the cost would be low.

How Did Native Americans React to the Railroad?

Native American warriors in the 19th century attacked the various people and institutions that threatened their way of life on the Great Plains. In these speeches to federal agents during the Indian Wars of the 1860s, Indian leaders attempt to explain the sources of conflict.

The Great Father has made [railroads] stretching east and west. Those roads are the cause of all our troubles... The country where we live is overrun with whites. All our game is gone. This is the cause of the great trouble. I have been a friend of the whites and am now... If you stop your roads we can get our game... My friends, help us; take pity on us.

–Spotted Tail, chief spokesman of the Brule Tetons at a conference with U.S. Indian Commissioners, 1867

We will not have the wagons [steam locomotives] which make a noise in the hunting grounds of the buffalo. If the palefaces come farther into our land, there will be scalps of your brethren in the wigwams of the Cheyennes. I have spoken.

–Roman Nose, chief who led his fellow Cheyenne against homesteaders and railroad workers on what he considered traditional Native American lands in Kansas, 1866

Fathers, your young men have devastated the country and killed my animals, the elk, the deer, the antelope, my buffalo. They do not kill them to eat them; they leave them to rot where they fall. Fathers, if I went into your country to kill your animals, what would you say? Should I not be wrong, and would you not make war on me?

–Bear Tooth, a Crow chief, 1867

You said that you wanted to put us on a reservation, to build us houses and make us medicine lodges. I do not want them. I was born upon the prairie where the wind blew free and there was nothing to break the light of the sun. I was born where there were no enclosures and where everything drew a free breath. I want to die there and not within walls.

–Ten Bears, a Comanche warrior chief, 1871

How Did the U.S. Government Respond to Native Americans Who Fought Against the Railroad?

Native American warriors in the 19th century attacked the various people and institutions that threatened their way of life on the Great Plains. As these reports from various federal agents, including the Commissioner of Indian Affairs and General Custer, show, white leaders agreed with Native Americans on two points: the railroads would destroy Native American communities and Plains Indians could not survive independently without buffalo.

The progress of two years more, if not another summer, on the Northern Pacific Railroad will of itself completely solve the great Sioux problem, and leave ninety thousand Indians ranging between two transcontinental lines as incapable of resisting the Government as are the Indians of New York or Massachusetts. Columns [of soldiers] moving north from the Union Pacific and south from the Northern Pacific, would crush the Sioux and their confederates as between the upper and nether millstone.

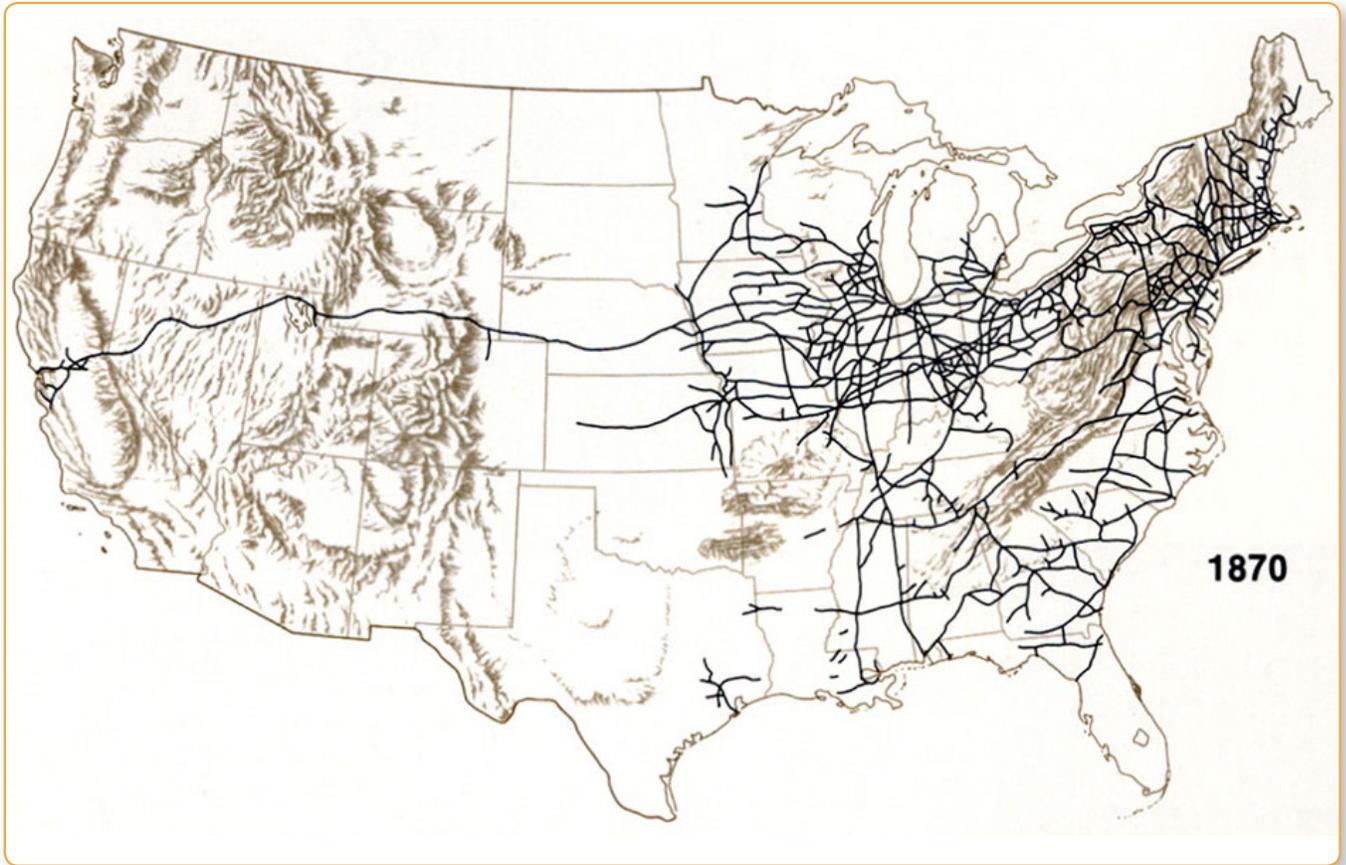
–Francis A. Walker, Commissioner of Indian Affairs, 1872

The experience of the past, particularly that of recent years, shows that no one measure so quickly and effectually frees a country from the horrors and devastations of Indian wars and Indian depredations generally as the building and successful operation of a railroad through the region overrun... So earnest is my belief in [its] civilizing and peace giving influence... [A] railroad established and kept in operation [in Indian Country] would have forever preserved peace with the vast majority of tribes infesting [the Great Plains].

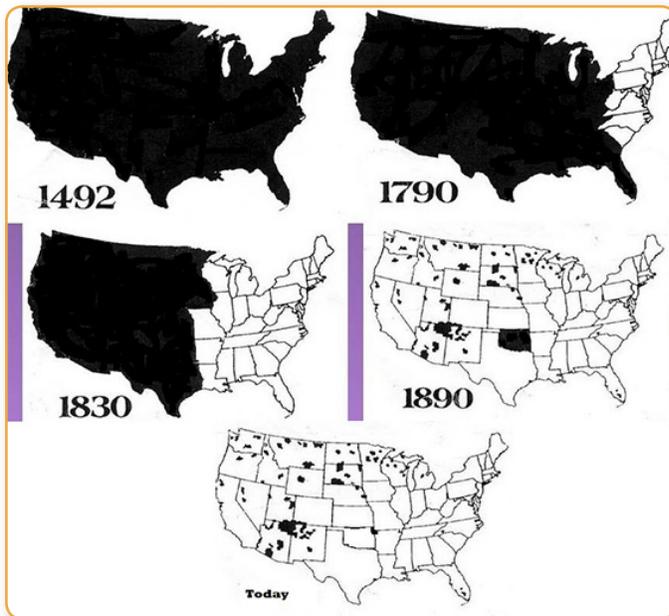
–General George Custer, shortly before the Battle of Little Big Horn, 1876

The buffalo are disappearing rapidly, but not faster than I desire. I regard the destruction of such game...as facilitating the policy of the government, of destroying [the Indians'] hunting habits, coercing them on reservations, and compelling them to adopt the habits of civilization.

–Columbus Delano, President Grant's Secretary of the Interior, 1874

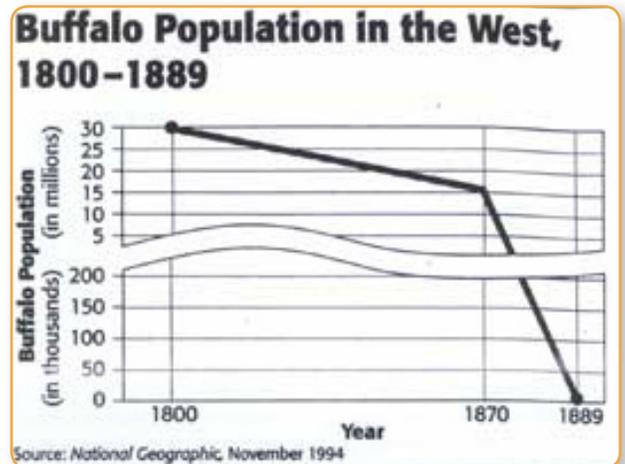


Graph, Railroads in 1870: <http://www.latinamericanstudies.org/19-century/railroads-1870.jpg>



Native American Lands:

<http://d1jrw5jterzxwu.cloudfront.net/sites/default/files/default/files/uploads/map-shrinking-indian-land.jpg>



Buffalo Graph:

http://www.smithsoniansource.org/assets/images/westernexpansion/fullsize/buffalo_population_graph.jpg

Resources for HSE Social Studies

Electronic Resources

A NOTE ABOUT THIS LIST: This list contains links to some general electronic resources teachers can refer to when teaching HSE Social Studies. There are also resources tied specifically to the suggested links on the curriculum map, as well as a few supplementary links.

GENERAL RESOURCES

PBS: A History of Us

Freedom: A History of Us by Joy Hakim is a 10-volume book set published by Oxford University Press that is geared toward middle school level readers. The books were turned into a series by PBS and webisodes can be viewed online. In addition there are teacher resources for each book. Click on “Teacher Resources,” then “Teaching Guides.”

USHistory.org

This site features an online textbook, organized by period, that is very helpful for teachers who want to learn more about particular eras. Some sections may also be excerpted for classroom use with students.

Shmoop

Shmoop has helpful, intelligent, lively three-to-four page narratives on various periods in U.S. history. These make for extremely helpful background reading for teachers, but some sections could also be excerpted for use in the classroom. A feature teachers may appreciate is called “What Does it Matter?” As this is a question we sometimes get from students, it’s helpful to get this perspective.

HERB: Social History for Every Classroom

herb.ashp.cuny.edu

Historians played a key role in developing this set of engaging, intelligently-designed lessons on U.S.

history that teach history through primary sources and provocative issues.

EconEdLink.org

This is probably the best go-to site for teachers who wish to introduce economics topics into their teaching. Many of the lessons go into more detail than teachers will want to take on; however there are many helpful texts available here that teach economics concepts in a clear way, and teachers may find themselves adapting some of the lessons to make them simpler and more accessible.

Zinnedproject.org

Resources for those teachers who wish to teach history from a more provocative angle. The site includes a free, downloadable graphic book about U.S. imperialism, as well as print books on colonialism. There are also short speeches from reformers read by well-known actors. This is a great way to bring historical documents such as speeches into the classroom in such a way that students will feel the power and drama of the words.

For Lower Level Students:

U.S. History for English Language Learners

http://photos.state.gov/libraries/amgov/30145/publications-english/learner_english.pdf

Teachinghistory.org

Many pictures and very little text make this an engaging introduction to U.S. history for ESOL learners.

COLONIALISM

Colonial Williamsburg

This site is a lively and comprehensive look at what life was really like in a colonial town. One of its

Electronic Resources

best features is a set of short biographies of real people from different races and classes who lived in the town. This would be an excellent site for students to look at on their own, or that teachers could use as the basis of an exercise in taking on a historical point of view.

Africans in America

The country's colonial beginnings were also the beginnings of the slave trade. PBS' Africans in America site has an exhaustive set of resources for studying this period, including interviews with historians that can help teachers better understand the phenomenon.

U.S. GOVERNMENT AND CONSTITUTION

C-Span Classroom

C-Span Classroom is a good site with websites and teaching activities that allow students to explore constitutional issues through current debates such as Guantanamo Bay detainees.

Annenberg Classroom

This site for civics education has a vast array of resources.

INDUSTRIALIZATION AND THE GREAT WAVE OF IMMIGRATION

Graph: GDP per capita growth from 1870

<http://visualeconsite.s3.amazonaws.com/wp-content/uploads/RealGDPperCapita-650x450.png>

Graph: U.S. in World Manufacturing

https://upload.wikimedia.org/wikipedia/commons/c/ce/Graph_rel_share_world_manuf_1750_1900_02.png

U.S. steel production:

http://www.fasttrackteaching.com/ftap/Steel&Price_300g15.gif

Graph Rural and Urban Populations:

http://www.phschool.com/curriculum_support/taks/images/PWU2ques16.gif

Graph: Changes in the Labor Force

<http://www.gedboard.com/wp-content/uploads/2015/04/ss-pic-19.jpg>

Graph: Richest people in the 1900s and Today:

<http://i.imgur.com/2iY1K.png>

Graph: Immigration to the U.S. by Continent

<http://goo.gl/lqBP9T>

Website: Immigrant Life

<http://immigrants1900.weebly.com/living-conditions.html>

Past and Present

The U.S. was a manufacturing-based economy, but that is changing.

Short article:

<http://www.forbes.com/sites/ciocentral/2012/04/19/services-not-manufacturing-will-revive-the-u-s-workforce/>

Short article about change from a manufacturing-based economy:

<http://www.washingtonpost.com/blogs/govbeat/wp/2014/09/03/watch-the-u-s-transition-from-a-manufacturing-economy-to-a-service-economy-in-one-gif/>

IMPERIALISM

Zinnedproject.org

For an "alternative" retelling of American imperialism, this site has a downloadable graphic

Electronic Resources

book on the topic as well as free print books for teachers.

Map: Colonial Possession, 1900:

Map images are widely available online.

Map: U.S. possessions after Spanish American War:

http://www.binghamtonschools.org/Downloads/US_Possessions_in_19172.jpg

Map: U.S. Activities in Latin America

<http://media.maps101.com/SUB/HGIFS/USAH020-H.gif>

Link: Text: Is Puerto Rico a State?

<http://gopuertorico.about.com/od/introductiontopuertorico/f/Statehood.htm>

Yellow Journalism and Bias in the News:

Buzzfeed: Fox News Headlines vs. Actual Headlines

<http://www.buzzfeed.com/mjs538/actual-news-headlines-vs-fox-news-headlines#.qvG4GEyGq>

Website: Yellow Journalism Past and Present

<http://www.americanhistoryusa.com/yellow-journalism-present-and-past/>

Media Bias Lesson Plan:

http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Bias_News_Sources.pdf

WORLD WAR I

Easy to understand weebly on World War I:

<http://jarredjoly0.tripod.com/id3.html>

Weapons of World War I:

<http://www.history.co.uk/shows/the-world-wars/articles/5-technological-innovations-from-ww1>

Poem: *Dulce et Decorum Est*:

<http://www.warpoetry.co.uk/owen1.html>

WORLD WAR II

Lessons on World War II from National Geographic:

<http://education.nationalgeographic.com/archive/expeditions/lessons/13/g68/involved.html>

Lessons on World War II from BBC Online:

<http://www.bbc.co.uk/history/worldwars/wwtwo/>

Lessons on World War II from Awesome Stories:

<https://www.awesomestories.com/collections/detail/World-War-II>

POST-WAR AMERICA

Capitalism and Communism

Comparing Economic Systems: Capitalism and Communism

<http://www.ushistory.org/gov/13b.asp>

Lesson: Comparative Economic Systems from EconEdLink:

<http://www.econedlink.org/lessons/index.php?lid=322&type=student>

Lesson: Nothing to Buy from EconEdLink:

<http://www.econedlink.org/lessons/index.php?lid=177&type=educator>

Print Resources

GENERAL RESOURCES/TEXTBOOKS:

***A History of Us* by Joy Hakim,
Oxford University Press**

This series, written for middle school readers, is engaging and lively. In addition to the books themselves, teaching guides are available online at PBS.org. Books in the series:

- Book One: The First Americans*
- Book Two: Making Thirteen Colonies*
- Book Three: From Colonies to Country*
- Book Four: The New Nation*
- Book Five: Liberty for All?*
- Book Six: War, Terrible War*
- Book Seven: Reconstructing America*
- Book Eight: An Age of Extremes*
- Book Nine: War, Peace and All that Jazzz*
- Book Ten: All the People*

National Geographic Reading Expeditions Seeds of Change in American History Series:

This series is ideal for the adult classroom. Books are short and engaging—more like magazines than books—with lots of pictures and interesting details, but also help students learn the most important information related to each topic/era. Reading level is approximately grade 5 and up. Books in the series:

- *Two Cultures Meet* by Ann Rossi
- *The Industrial Revolution*
by Susan Washburn Buckley
- *Building the Transcontinental Railroad*
by Monica Halpern
- *The Anti-Slavery Movement* by Ann Rossi
- *The Progressives* by Monica Halpern
- *America Enters World War I*
by Carol Dombrowski
- *The Great Migration* by Monica Halpern
- *Votes for Women* by Ann Rossi
- *The Home Front During World War II*
by Monica Halpern
- *The Struggle for Equality* by Ann Rossi

National Geographic Documents of Freedom Series. In the series:

- The Mayflower Compact
- The Declaration of Independence
- The Constitution
- The Bill of Rights
- The Emancipation Proclamation

Decades of American History series published by Facts on File

With one volume on each of the decades in 20th century American history, these books are too long for students to read in class, but excerpts can be very useful for teaching about each time period. Reading level is grade 7 and up.

TRADE BOOKS AND HISTORICAL FICTION BY ERA

While textbooks can help students build background knowledge in a particular era, historical fiction, trade books, and biographies really help history come alive. Books in these genres are listed below by era. Please note that only titles of books in each era will be included on this list. To see full descriptions and excerpts of the books, go to cunyhistoryclub.wordpress.com and click on the desired category.

Within each era, books at lower levels will be listed first, followed by books for students who read at higher levels.

Another good source of books for adult education teachers is Townsend Press, which offers a number of historical titles at a middle school reading level for only \$2 each.

COLONIAL/REVOLUTION

***April Morning* by Howard Fast**

A historical novel about the American Revolution, 5th grade level.

***My Brother Sam is Dead* by James Lincoln Collier and Christopher Collier**

Print Resources

A historical novel about the American Revolution, high school reading level.

***Chains* by Laurie Halse Anderson**

An enslaved girl in New York City tries to save her sister at the time of the American Revolution.

***A Break with Charity* by Ann Rinaldi**

A novel of the Salem witch trials.

WESTWARD EXPANSION

***The West, an Illustrated History*, by Geoffrey Ward, Steven Ives and Ken Burns**

Based on the PBS series by Ken Burns.

SLAVERY AND THE CIVIL WAR

***Harriet Tubman* by Anna Petry**

A biography written at a middle school level

***Get on Board: The Story of the Underground Railroad* by Jim Haskins**

Tells the stories of “conductors” and runaway slaves. Very engaging. Fifth grade reading level.

***Amistad* by Joyce Annette Barnes**

This is the junior novel, and is accessible to pre-HSE and HSE students.

***Anthony Burns: the Defeat and Triumph of a Runaway Slave* by Virginia Hamilton**

An exciting read

***Bull Run* by Paul Fleishman**

A novel told in the voices of different characters during the Civil War. Accessible but students must first build background knowledge about the war.

***The Last Silk Dress* by Ann Rinaldi**

A high school reading level. Tells the story of the Civil War from a Confederate perspective.

INDUSTRIAL REVOLUTION AND THE LABOR MOVEMENT

***The Triangle Shirtwaist Factory Fire* by Katie Marisco**

Excellent trade book about the fire.

***Mother Jones* by Betsy Harvey Kraft**

This biography of Mother Jones also comes as a graphic novel.

***Lyddie* by Katherine Paterson**

Historical fiction about a Lowell Mill girl

THE GREAT DEPRESSION

***The Great Depression* by Elaine Landau**

Accessible to pre-HSE, engaging and informative

***Dear Mrs. Roosevelt, Letters from Children during the Great Depression*, edited by Robert Cohen**

A wonderful book to take excerpts from when teaching this period.

***Restless Spirit, the Life and Work of Dorothea Lange* by Elizabeth Partridge**

Dorothea Lange’s photographs did much to goad the government into action during the Depression.

***Hard Times* by Studs Terkel**

Oral histories from people of all classes in all walks of life.

WORLD WAR II

***The Story of Blima, a Holocaust Survivor* by Shirley Russak Wachtel**

Students have been very affecting by this book which is an easy read.

***I Had Seen Castles* by Cynthia Rylant**

Beautifully written novel of regret from the point of view of a soldier who misses pre-war life.

***The Year of Impossible Goodbyes* by Sook Nyul Choi**

The Japanese occupation of Korea

***Code Talker* by Joseph Bruchac**

A historical novel about the important role of Navajo code talkers during the War.

Recommended Books on Teaching for Social Studies and ELA Teachers

ON LEARNING

***How People Learn*, edited by Committee on Developments in the Science of Learning, published by National Academy Press**

Important insights for teachers on the nature of learning, and why studying content deeply is so important.

***Why Don't Students Like School?* by Daniel T. Willingham, published Jossey-Bass**

Written for teachers, this book illuminates the cognitive science behind learning and explains the scientific basis behind learning content, extensive practice, ways to help students remember what they have learned.

***Background Knowledge: the Missing Piece of the Comprehension Puzzle* by Douglas Fisher and Nancy Frey, published Heinemann**

This book provides a solid rationale for teaching content and helping students build and activate background knowledge in order to succeed in school, along with many helpful suggestions and sample activities.

***Better Learning Through Structured Teaching* by Douglas Fisher and Nancy Frey published Association for Supervision and Curriculum Development**

This book provides an excellent guide to planning and delivering lessons that help students gradually take on responsibility for learning and become engaged, self-directed learners.

ON READING

***Effective Practices for Developing Reading Comprehension* by Nell K Duke and P. David Pearson**

This article is freely available on the web and provides a thorough summary of recent research in reading development and best practices.

***When Students Can't Read What Teachers Can Do* by Kylene Beers, published Heinemann**

Beers puts assessment of reading behaviors front and foremost, with helpful lists on behaviors of what she terms “dependent” and “independent” readers. Grounded in classroom work and observations, this is a must-have for literacy teachers.

***Strategic Reading* by Jeffery D. Wilhelm, published Boynton Cook**

Wilhelm emphasizes the “how” of teaching and learning, not just the “what.” This book is extremely helpful not just for the teaching of reading, but for an understanding of how to build lessons built on inquiry, open-ended questions, and before, during and after reading activities.

***You Gotta BE the Book* by Jeffrey Wilhelm**

This book is especially helpful for teachers of teen-aged or reluctant readers. It focuses on role play and drama as a way to make books come alive for readers.

ON LITERACY IN THE SOCIAL STUDIES CLASSROOM

***Building Literacy in Social Studies* by Donna Ogle, Ron Klemp and Bill McBride, published Association for Supervision and Curriculum Development**

A wide variety of helpful graphic organizers and sample lesson plans for teaching social studies skills like reading and understanding maps, graphs, textbook chapters, primary sources and political cartoons.

Recommended Books on Teaching for Social Studies and ELA Teachers

ON VOCABULARY

***Bringing Words to Life* by Isabel Beck, Margaret McKeown, and Linda Kucan, published Guilford**

Based on an extensive review and synthesis of the research on vocabulary learning, this book provides a sound basis for teachers who wish to bring effective vocabulary instruction in to the classroom.

***Inside Words: Tools for Teaching Academic Vocabulary Grades 4–12* by Janet Allen, published Stenhouse**

While Beck and McKeown's book emphasizes all-purpose academic vocabulary ("tier two" words), this book is an invaluable tool for teachers who want to teach content-related words.

Oxford Advanced Learners Dictionary

This dictionary was designed for English language learners but it is indispensable for all adult learners because of its clear, plain-language definitions and comprehensive examples.

ON WRITING

***Learning to Write/Writing to Learn* by John Mayher, Nancy Lester and Gordon Pradl, published Heinemann**

This is THE book on writing-across-the-curriculum, emphasizing the apprenticeship model and writing as a thinking process.

***They Say/I Say* by Gerald Graff and Cathy Birkenstein, published Norton**

An invaluable guide for teachers wishing to help their students learn how to write in the academic context.