

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 1 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Print out "Black Line Masters" and give pre-test to students. There will be a post-test as well. Have students take notes on film clips and start thinking about their magazine article that they will write based on topics in this video clip. Print out the teacher guide as well.

2. Word Wall

Introduce 5 important, useful words from today's reading

auction	plantation	Quakers	rations	enslavement
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

The Start of American slavery.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Have students compare this timeline to the one on page 5 in the “Black Line.”

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today’s reading with visual and oral language activities

Have students begin with their first article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday. Topic: Early slavery in the United States. Research articles on this topic and create your own article for your magazine.

Directions:

Magazine Layout materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

1. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
2. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
3. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

How did Slavery start?

Who was responsible for starting the slave trade?

How might have the typical 19th century slave owner justified his way of life?

Why were Africans chosen to become slaves?

How did the beginning of slavery affect the beginning of the US?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

Try to imagine how you would feel being captured, taken from your home, sold to slave traders, packed in a ship, a sold at an auction—becoming a stranger in a strange world. Write a description of what you think it would be like.

9. Close with a short summary

Extend the reading to the student's lives or to the world

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11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 1 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the difference of slavery in both the North and the South. What was the same and why was slavery different in the two regions? Why were North and South separate? Are North and South separate today? Why?

<http://www.slavenorth.com/>

2. Word Wall

Introduce 5 important, useful words from today's reading

sugar cane	spinning wheel	slave's collar	bondage	cotton gin
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Slavery between the Northern and Southern States.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Life of a slave in the Northern states or Life of a slave in the Southern states.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

How were the North and the South so different?
Where the slaves treated any better in the North?
Was America seen as one country at this time?
Why did the North consider slavery illegal?
Why did the South continue slavery?
How did the Quaker influence stop slavery in the North?
What other influences did the Quakers give to the North?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

If you were born during this time do you think you would be a plantation owner or a Quaker? Why?

9. Close with a short summary

Extend the reading to the student's lives or to the world

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Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 1 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at the triangular slave trade.

<http://africanhistory.about.com/library/weekly/aa080601a.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

bidder	overseer	branding	mansion	power loom
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Africans would capture people in war and sell them to Americans. Look at triangular sell of slaves.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Goods traded for slaves would start in Africa and end in Africa. Look at the people who sold the slaves or the items used for trade.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decided on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

Who was selling the African slaves in the first place?

Who was buying the slaves?

What were they using to buy slaves?

How could this act of selling humans go on for so long?

What is the Triangle? How is it relevant to the slave trade?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

Why were Americans buying slaves?

9. Close with a short summary

Extend the reading to the student's lives or to the world

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Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 1 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students look into Tobacco and how many slaves it required as well as the economic factor of tobacco.

2. Word Wall

Introduce 5 important, useful words from today's reading

monopoly	transgressor	unsuited	Muslim	colonizers
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Slaves started on tobacco plantations and as the demand of tobacco went up so did the number of slaves.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Types of plantations slaves worked on in the beginning.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story.
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
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1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

What type of plantations were slaves placed on in the beginning?

Why were more slaves imported for this crop?

Why was tobacco so important?

Why do people associate slave work with the cotton fields?

What other crops were slaves forced to pick?

Does any form of slavery exist today especially in the agricultural fields?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

What would it be like picking either sugar cane or tobacco for 8 hours a day 6 days a week and not get paid? Could you do it? Why or why not?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 1 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Students need to look at the importance of the cotton gin and how it changed the clothing industry.

<http://www.madehow.com/inventorbios/72/Eli-Whitney.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

constituent	contend	innovative	musket	headmaster
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Cotton gin changing the cloth business.

New inventions that were making cotton picking, faster and more efficient.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Inventions that made picking crops easier and using less manpower.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story.
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story?

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

How did new inventions of this time effect slavery?
How did this broaden the gap between the North and South?
What did the Cotton do for cotton plantation owners?
Who were some of the inventors of this time?
What other inventions were created during this time

EXTEND

8. Prompt every student to write a short product tied to today's viewing

How might have the typical 19th century slave owner justified his ownership of people?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography

Quarter 1- Responsibility Requires Action: Building an American Nation



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 2 Day 1

PREPARE

1. Background knowledge necessary for today's viewing

Brown uses archaeological research to understand the development of inequality and cultural pluralism within early English colonial societies of the New World. He has been studying African-American archaeology since the mid-1970s when he worked on the late eighteenth-century free Black site of Parting Ways in Plymouth, Massachusetts. Since 1982 Brown has been examining the rural and urban landscapes of slavery within Tidewater Virginia with emphasis on the problem of slave-master relations and the material lives of enslaved Africans and their descendants. In addition to research at the Atkinson site, Brown has directed fieldwork at four slave quarters in Virginia and in Bermuda and on two ante-bellum era slave houses in Williamsburg.

<http://www.pbs.org/saf/1301/hotline/hbrown.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

archaeological	ingenious	spatial	architecture	contemporary
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Plantation layouts.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Have students study different plantation layouts or create their own.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story.
2. You will have the cover and 5 pages to cover the story
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

4. Decide what the main idea will be for each page.
5. Remember that each page must relate directly back to the cover.
6. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

Why was the layout of the plantation relevant?

How would the owners impress people who visited the plantation?

Where would the slave be kept?

Where would the slaves be seen?

How much was a good slave worth?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

How would you set up your own plantation? What is the rationale? Is your set up contemporary or modern? Why?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 2 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Voices of slaves and how they lived.

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

2. Word Wall

Introduce 5 important, useful words from today's reading

house slave	field slave	meager	hardship	luxury
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

The life of a slave.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Choose a voice of one of the slaves and write an article on them.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

How was life different for slave's verses their owners?

What could slaves do to change their lives?

How were slaves treated?

Why were slaves denied an education?

How well educated were the plantation owners?

How did the law and society view slaves?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

Why is education so important for everyone? Why would someone deny other an education? What happens when people are educated?

9. Close with a short summary

Extend the reading to the student's lives or to the world.

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 2 Day 3

PREPARE

1. Research information on:

How a cotton boom produced a dependence on slavery in the South. Travel alongside runaway slaves and meet the people who helped them escape. Uncover how Harriet Beecher Stowe's novel foreshadowed the coming Civil War conflict. And experience life aboard the Amistad during the slave revolt.

2. Word Wall

Introduce 5 important, useful words from today's reading

slavery	revolt	voyages	context	ambivalence
---------	--------	---------	---------	-------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Life on a Southern Plantation

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Life on the plantation and what it looked like to be a slave on the plantation.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

How was life difficult for the enslaved African American?
Who fought for the Slave's rights?
How were people able to go to Africa and take their people?
Why was it so important for Plantation owners to continue slavery?
Did slavery start in the United States?
Could you see yourself working on a plantation?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

If you were transported back to this time, how would you be treated? What would you do to help others? How would you treat others based on your situation in that time?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 2 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students read and learn about the Underground Railroad. Print the Blackline masters.

http://www.unitedstreaming.com/videos/The%20Underground%20Railroad%20Escape%20From%20Slavery/856_BM.pdf

<http://www.nationalgeographic.com/railroad/>

2. Word Wall

Introduce 5 important, useful words from today's reading

trek	emblem	lantern	conscience	bloodhounds
------	--------	---------	------------	-------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

What was the Underground Railroad

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: have students pick one of the people involved with the Underground Railroad and give details on their life.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

Where would slaves end up after going through the railroad?

What country considered them free?

Why would slaves risk going to the railroad?

Would you be able to go through the railroad for freedom?

Who was General Tubman?

As a white family would you be willing to risk housing a run away slave? Why or why not?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

What would it be like being on the run knowing if you were caught you would be killed or tortured?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 2 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have student take a look at the routes of the underground railroads. Where did they go and why?

<http://www.pocanticohills.org/tubman/map.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

association	slave bill of 1850	property	abolitionist	broadside
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Why did the Underground Railroad exist?

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Why was there an underground railroad? Causes, Effects?

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading**Key Questions**

What created the need for the Underground Railroad?

Why were people willing to risk everything to be a part of the railroad?

Why did slaves go to Canada?

What was the slave bill of 1850?

How did Free Americans justify enslaving people?

How many people did the Underground Railroad help?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

If you were a part of the Underground Railroad, where would you go and why?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 3 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the destination of where slave would go. Why Canada?

2. Word Wall

Introduce 5 important, useful words from today's reading

smuggled	British Imperial act 1834	novices	safe houses	network
----------	---------------------------	---------	-------------	---------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Destinations for escaped slaves.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Slaves that revolted pick one and follow their life.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

7. Decide what the main idea will be for each page.
8. Remember that each page must relate directly back to the cover.
9. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

Was the Underground Railroad a real locomotive?
 What made slaves free in Canada?
 What did the slaves do once they were in Canada?
 What became of other slaves who escaped slavery?
 What was life like as a free slave?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

Imagine yourself in Canada as an escaped slave, what does your life hold for you now?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 3 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at the heroes of the Underground Railroad. Who were these people and what made them heroes?

<http://www.nationalgeographic.com/railroad/lp2.html#three>

2. Word Wall

Introduce 5 important, useful words from today's reading

principles	descendants	publicize	fugitive	hero
------------	-------------	-----------	----------	------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Heroes of the Underground Railroad: Harriet Tubman, Levi Coffin and others

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading**Key Questions**

What made people heroes that worked on the Underground Railroad?

What risk did these heroes take to be a hero?

How did slaves document their experience if they were unable to write?

What were Quaker principles, are they followed today?

How did Quakers assist in the Underground Railroad?

Who is the American Friends Service Committee? Are they active today?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

Put yourself in Harriet Tubman's shoes, would you make the same decisions?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 3 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students look at different slave narratives and have them pick one for their magazine article.

2. Word Wall

Introduce 5 important, useful words from today's reading

mainstay	redemption	autobiographical	narrative	conveying
----------	------------	------------------	-----------	-----------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Tale of Jesse

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: choose a narrative of an escaped slave describe in details what this person went through and what they risked.

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

Was Jesse unique?

Why was Jesse's trip so hard?

Could you make a 500 mile trip sleeping where ever you could?

Why is it important we look at the history of slaves and their fight for freedom?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

How are the narratives different? How are they the same? Did Jesse survive?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 3 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Escape routes of the Underground Railroads. Why were there so many?

2. Word Wall

Introduce 5 important, useful words from today's reading

escape	routes	refuge	fled	dissemination
--------	--------	--------	------	---------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Escape routes

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students add an article on Slavery for their magazine. Have them either draw or find a picture that represents their article. Students will add a new article everyday.

Topic: Create a Broadside

Directions:

Magazine Layout

materials:

- stiff paper 9x12 to 11x17 or butcher paper
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Imagine you are on the editorial team for *People* magazine.

1. You have been assigned to do the cover story
2. You will have the cover and 5 pages to cover the story.
3. Decide on your take on the story: what is it really about? What title will you give the overall story.

Step Two: Create the cover for the magazine.

1. Decide on the size of the pages and then lay out the cover in this size.
2. Decide what text, pictures or other images you will bring together to make sure the cover conveys your take, or central impression, or thesis about the story.
3. Create the cover.

Step Three: Decide what will be on each of the 5 pages.

1. Decide what the main idea will be for each page.
2. Remember that each page must relate directly back to the cover.
3. Use the first page to introduce the basic facts about the story [the setting and characters] and the last page to bring it to conclusion [the resolution of the plot].

Step Four: Make each of the pages and assemble the story.

1. Make each of the pages filling in the words, pictures and images.
2. Assemble the cover and pages like a magazine or in a wall display.

Variations for the Magazine

Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.

1. Instead of making the magazine, you could do a design for the magazine detailing which words and pictures should appear in each spot. This should be specific enough that a designer could make the magazine pages from your specifications.
2. Bind the cover and pages together to form a mini-book.

Variations for Writing

1. Because all of the pages connect back to the cover, you could turn this magazine article into an expository essay. The cover is your thesis. Each of the pages can be written as a paragraph. The first page is your introduction; the last page is your conclusion.
2. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph.

7. Explore today's reading

Key Questions

What did a broadside do?

Why were routes so different?

Where did most routes lead to?

Why is it hard to trace the escape routes?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

If you were unable to write, how would you document where you are and the route you traveled? Why is it important to document routes and things that happen to us?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence

Lesson Plan for Quarter 1 Week 3 Day 5

PREPARE

1. Background knowledge necessary for today's reading

The story of Box Brown.

http://www.essortment.com/all/henryhenry_rnls.htm

2. Word Wall

Introduce 5 important, useful words from today's reading

vigilance	wrath	assemblage	gimlet	peril
-----------	-------	------------	--------	-------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Box Brown

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.blackpast.org/?q=african-american-history-timeline-home-page>

6. Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

7. Explore today's reading with visual and oral language activities

Have students use their magazine and create a quiz. Have them use two separate sheets of paper, one for questions and one with answers. After they have created their quiz and they have the answers have them partner with one other person and exchange quizzes. Have students take quizzes and share out how well they did after the creator of the quiz corrects the answers. How well did students do. What did they have in their magazine that helped them answer the questions? Which questions were the same, which questions were either unanswered or very unique? Have students write a paragraph on how they feel about slavery and what new things they learned from creating their magazine.

8. Explore today's reading

Key Questions

- Why did Box Brown travel the way he did?
- What are other ways slaves traveled to escape?
- Why would Mr. Brown go to such an extreme?
- Was Mr. Brown's ride an easy one?
- Would you be able to travel in a small box?

EXTEND

9. Prompt every student to write a short product tied to today's viewing

How much would you risk and go through, for your freedom?

10. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 4 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students set out on an expedition to explore lands no one has ever seen before. Without any prior knowledge of area and a map has not been created, what problems do you see arising?

How would you prepare for this journey?

Who would you take with you? Why?

How would you eat?

How would you communicate with the indigenous people?

2. Word Wall

Introduce 5 important, useful words from today's reading

expedition	westward	navigable	discoveries	exploration
------------	----------	-----------	-------------	-------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment "Introduction" in the PBS film by Ken Burns; Lewis & Clark, The Journey of the Corps of Discovery; this is about 16 minutes long. Have students pay attention to the quotes used in this clip.

Dates	Events	Pages
1803	Expedition is proposed and the captains chosen	
	Expedition research begins	
1804	From St Louis the travels set out on their adventure	
1804	Louisiana officially turned over to the US from the French	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the Timeline

The captains are chosen for the journey

They prepare by research

They gather to leave

Lewis and Clark set out on an unknown journey

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Explain that the quotes used from the times and reflect understandings people had. This also includes racial bias, such as their perception of Native peoples as "savages." Explain that we often find things like this in documents, but are still not an acceptable term. Also get a map and mark the travels of Lewis and Clark with highlighter if you can.

7. Explore today's reading

Key Questions

Why would Jefferson spend all this money for men to go explore?

Why as a traveler would you take this job?

Who did these travels benefit?

How did this expedition affect the Native Americans?

How did the people in this expedition treat the Native Americans?

Key Paragraph

Chose a quote from Jefferson in the PBS Film

EXTEND

8. Prompt every student to write a short product tied to today's reading

Who would you want to be on this expedition? Why?

9. Close with a short summary:

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 4 Day 2

PREPARE

1. Background knowledge necessary for today's reading

How would your life be different, how would you cope if you were stuck pulling a boat through muddy waters in the heat with bugs everywhere?

2. Word Wall

Introduce 5 important, useful words from today's reading

navigator	troublesome	mosquito	depression	journal
-----------	-------------	----------	------------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment “*The Grandfather Spirit*” in the PBS film by Ken Burns; Lewis & Clark *The Journey of the Corps of Discovery*; this is about 16 minutes long

Dates	Events	Pages
1804, May 14	Expedition leaves from camp	
May 25	Expedition leaves last white camp	
Aug 20	First causality	
Aug 30	First friendly meeting with Yankton Sioux	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

http://www.pbs.org/lewisandclark/archive/idx_time.html

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students create a map of where they think Lewis and Clark went on their adventure and where it fits today in the United States. Where would students like to take an exhibition? Have them map an area or country they would like to explore and learn about. Have them write a paragraph telling what they would do and why those chose this place to explore?

7. Explore today's reading

Key Questions

What did the men have to get out of the boat to do?

What was a good day's progress up the river?

What was distributed each day with the daily food ration?

What bugs were the men complaining about?

What kinds of things were men court marshaled (punished) for?

What punishment did a man receive for sleeping on guard duty?

Key Paragraph

"What scene can you best describe as shocking?"

EXTEND

8. Prompt every student to write a short product tied to today's reading

How many doses did Lewis and Clark bring with them? Do you think it really helped?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 4 Day 3

PREPARE

1. Background knowledge necessary for today's reading

When and where have you seen landscapes or creatures that surprised you with their beauty, or power, or some other characteristics?

2. Word Wall

Introduce 5 important, useful words from today's reading

plains	grassland	species	burrow	habitat
--------	-----------	---------	--------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment *"The Garden of Eden"* in the PBS film by Ken Burns *Lewis & Clark, The Journey of the Corps of Discovery*; this is about 17 minutes long.

Dates	Events	Pages
1804, September 7	The expedition begins seeing animals unknown in the East: coyotes, antelope, mule deer, and others	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

http://www.pbs.org/lewisandclark/archive/idx_time.html

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Make a chart detailing the basic

Who?

What?

When?

Where?

Why?

Information about this journey detailed in this segment.

7. Explore today's reading

Key Questions

How were the land and plants different as they crossed the Great Plains?

What did the men take notes about?

How many buffalo could they see in a herd?

What did Lewis wrap a newborn baby in?

What had the men heard about the Teton Sioux?

What did the Sioux hold over their heads as they danced around the fire?

Key Paragraph

Investigate one of the key animals the expedition comes across and make a chart on the information found: species, family, etc...."

EXTEND

8. Prompt every student to write a short product tied to today's reading

Who do Lewis and Clark repeatedly refer to as children?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 4 Day 4

PREPARE

1. Background knowledge necessary for today's reading

If you were a member of this expedition and saw the signs of winter drawing near [list them], how would you feel and what would you do?

2. Word Wall

Introduce 5 important, useful words from today's reading

friends	tribes	empires	fort	earth lodges
---------	--------	---------	------	--------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment "Our Friends in the PBS film by Ken Burns *Lewis & Clark, The Journey of the Corps of Discovery*; this is about 12 minutes long.

Dates	Events	Pages
1804, Dec. 18	Clark notes a temperature of 45 degrees below zero – "colder"	
1805 Jan.	The Indians and explorers hunt buffalo together.	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students look up grasslands and forest. Using Venn diagram to compare the two.

<http://www.blueplanetbiomes.org/grasslands.htm>

<http://www.americanforests.org/>

<http://images.google.com/images?q=venn+diagram&hl=en&lr=&client=safari&rls=en&sa=N&tab=ii&oi=imagest>

7. Explore today's reading

Key Questions

How many Mandan lived in the village?

What did Lewis and Clark build across the stream from the Mandan?

What was the temperature on Dec. 17, 1804?

How did the Mandan treat York?

What happened two days after the Mandan held the buffalo dance ceremony?

What kinds of things did Lewis take care of as a doctor?

How old was the pregnant Indian girl, Sacagawea?

Key Paragraph

http://www.pbs.org/lewisandclark/inside/idx_corp.html

EXTEND

8. Prompt every student to write a short product tied to today's reading

Who were the men in the corps? Why did Lewis and Clark choose these men for this expedition? Are they the same ideas you had when you listed whom you would take?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 4 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have students become familiar with the relationships that were developed by the Native Americans and the explorers. How well did the Natives accept the explorers, how did they treat the white men? Also study how the beliefs of the Natives were different from the white man.

2. Word Wall

Introduce 5 important, useful words from today's reading

climate	cohesive	maps	reports	artifacts
---------	----------	------	---------	-----------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment "The real unknown" in the PBS Film by Ken Burns Lewis and Clark, The Journey of the Corps of Discovery, this is about 21 minutes long.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

http://www.pbs.org/lewisandclark/archive/idx_time.html

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Using colorful yarn or highlighters update your map of their travels, today's movement from Fort Mandan 46 degrees N and 100 degrees W to the Great Falls Portage, (Montana) 47 degrees 30' N and 111 degrees 18' W by boat and canoe.

7. Explore today's reading

Key Questions

How did the Corp of Discovery change from their departure through to June 1805?

How had they become more responsible and more cohesive?

How did the climate begin to change?

How did the climate change affect the travelers?

How hard was it to kill the Grizzle Bear?

What did chiefs warn them was ahead on the river?

EXTEND

8. Prompt every student to write a short product tied to today's reading

What did the expedition come to at the end of May 1805? Why was this important?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography

Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 5 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Brainstorm as many forms of weather as you can think of. List what each kind of weather might do to an exploring party.

<http://www.nws.noaa.gov/>

2. Word Wall

Introduce 5 important, useful words from today's reading

fatigue	hail	fortitude	perish	plateau
---------	------	-----------	--------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment "The Portage" in the PBS film by Ken Burns *Lewis & Clark, The Journey of the Corps of Discovery*; this is about 13 minutes long.

Dates	Events	Pages
	If you wish to read the journal entries for today's segment [June 21 1805-August 11, 1805], see pages 147-184 in <i>The Journals of Lewis and Clark</i> edited by Bernard DeVoto [Mariner Books]	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.lewis-clark.org/>

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Go back to your weather list and check each kind that the Corps of Discovery faced in this episode. What impact did each weather change have on the party?

7. Explore today's reading

Key Questions

What did they have to do with their equipment when they came to the waterfalls?

How large were the hailstones that fell on the expedition?

Around July 3, 1805, what was happening to Sacagawea?

Originally, Lewis and Clark believed the portage around the falls would take them half a day.

How long did the portage actually take them? How many parts did the Missouri River fork into?

Key Paragraph

<http://www.nativetech.org/clothing/moccasin/moctext.html>

EXTEND

8. Prompt every student to write a short product tied to today's reading

How did the members of the Corps made moccasins?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 5 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Discuss how explorers, starting with Columbus, have dreamed for 300 years of a Northwest Passage, an easy water route from the Missouri River to the Columbia River for a [mostly] continuous water route all across North America from the Atlantic Ocean all the way to the Pacific Ocean. What do you think Lewis and Clark thought it would look when they found it?

2. Word Wall

Introduce 5 important, useful words from today's reading

exult	source	divide	reality	hope
-------	--------	--------	---------	------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment "The Northwest Passage" in the PBS film by Ken Burns *Lewis & Clark, The Journey of the Corps of Discovery*; this is about 7 minutes long.

Dates	Events	Pages
	If you wish to read the journal entries for today's segment [August 11, 1805-August 12, 1805], see pages 185-189 in <i>The Journals of Lewis and Clark</i> edited by Bernard DeVoto [Mariner Books]	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

List the basic who?

What?

When?

Where?

Why? Information in this segment

7. Explore today's reading

Key Questions

What did Thomas Jefferson do with the elk antlers that the Corps of Discovery had sent back to him?

How did rivers flow beyond the Continental Divide?

Once Lewis reached the crest of the first mountain, he expected to see rivers flowing to the ocean. What did he see instead?

What did they need to find to cross the mountains before winter?

EXTEND

8. Prompt every student to write a short product tied to today's reading

How would you deliver news to others far away in a time without telephones or any other types of communications?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 5 Day 3

PREPARE

1. Background knowledge necessary for today's reading

How did this expedition benefit humanity? How did it also hurt humanity?

Discuss how sometimes in what we think is helping people also hurts others. Where do we draw the line? What gives us the right to decide who can be sacrificed for the good of the nation?

2. Word Wall

Introduce 5 important, useful words from today's reading

precarious	coincidence	negotiations	crucial	reluctantly
------------	-------------	--------------	---------	-------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment “The Introduction [Part II]” in the PBS film by Ken Burns Lewis & Clark, The Journey of the Corps of Discovery; this is about 14 minutes long.

Dates	Events	Pages
	If you wish to read the journal entries for today's segment [August 12, 1805-August 31, 1805], see pages 189-231 in <i>The Journals of Lewis and Clark</i> edited by Bernard DeVoto [Mariner Books]	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Make a T chart of reasons why the Shoshones might or might not sell horses to the expedition.

Write a news account of Sacagawea recognizing that Chief Cameahwait is her brother. Is this the coincidence of the century?

7. Explore today's reading

Key Questions

Who did Lewis see on August 13, 1805?

How many mounted Shoshone warriors rode up on Lewis and his party? What message was sent to native tribes by having Sacagawea and her baby in the lead?

Who did Sacagawea recognize the Shoshone chief to be?

What did the Shoshone agree to trade?

What birthday did Lewis celebrate?

Key Paragraph

"They leave Lehmi Pass, encounter the Shoshoni, gather the entire Corps of Discovery, negotiate for horses, Sacagawea recognizes her brother, buy horses, Lewis turns 31. And get ready to cross the Bitterroot Mountains."

EXTEND

8. Prompt every student to write a short product tied to today's reading

The third paragraph on page 206 of the *Journals of Lewis and Clark* [DeVoto] ends with Lewis's resolve: "I dash from me the gloomy thought, and resolved in future, to redouble my efforts and at least endeavor to promote those two primary objects of human existence, by giving them the aid of that portion of talents which nature and fortune had bestowed on me: or in future, to live for *mankind*, as I have heretofore lived for *myself*."

Read the journal entry and write your reaction

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 5 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Imagine you were forced to travel by horse through steep, Rocky Mountains, and needed to get through them before winter begins. You are also out of food, and there is little or none around to be caught. What could you do to help yourself get through this?

2. Word Wall

Introduce 5 important, useful words from today's reading

rugged	mended	passage	ordeal	starvation
--------	--------	---------	--------	------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Watch the segment “The Most Terrible Mountains” in the PBS film by Ken Burns *Lewis & Clark, The Journey of the Corps of Discovery*; this is about 9 minutes long.

Dates	Events	Pages
	If you wish to read the journal entries for today's segment [August 31, 1805-September 22, 1805], see pages 232-240 in <i>The Journals of Lewis and Clark</i> edited by Bernard DeVoto [Mariner Books]	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Other activities to accompany this selection:

- Create a journal entry for a day in this segment; you will probably focus on the lack of food.
- Sketch the horses trying to get over the steep, rocky mountainsides

7. Explore today's reading

Key Questions

The Shoshone guide claimed that to the North, through mountains, a great river could be reached in ___ days and the ocean could be reached in ___ days

Lewis and Clark discovered that by following the Missouri River to its source, they had missed a shortcut. They had spent 53 days traveling what they could have covered in ___ days.

What did Lewis and Clark awaken to on the morning of Sept. 16, 1805?

The men were described as "cold, wet, and _____"?

What did the men eat because they were so hungry?

What did the men see 11 days after entering the mountains?

Key Paragraph

EXTEND

8. Prompt every student to write a short product tied to today's reading

The hardships the Corps of Discovery encountered crossing the Bitterroot Mountains were severe, but they all made it through. How do you think they did it? How did they take responsibility for each other? Why?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 5 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Students will need to gather their notes and organize them. If students have missed days then they should ask a partner to help with what they missed and copy their notes. There will be a quiz to check for understanding along with a short essay to end the Lewis and Clark expedition.

2. Word Wall

Introduce 5 important, useful words from today's reading

indigenous	compromise	wilderness	stagger	Nez Perce
------------	------------	------------	---------	-----------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

4. Review all of Lewis and Clark notes and use a history book as well. (Quiz on last page of lesson plans)

Dates	Events	Pages
	Getting approved to go on expedition	
	Gathering of men to go	
	Ways of survival	
	Who did they encounter on the way and how did they deal with those people	
	How did the journey end	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

Have students study the time lines and journals

Leave charts on the wall for quiz

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have student study the maps presented in the lesson.

7. Explore today's reading

Key Questions

See last page for quiz, this will be open book and open notes.

Key Paragraph

EXTEND

8. Prompt every student to write a short product tied to today's reading

Students need to create a complete journal of the travels of Lewis and Clark. They are welcome to use any resources available to them. It must have a beginning, middle and an end. Also have students write a paragraph on how these travels benefit or affect us today.

9. Close with a short summary

Extend the reading to the student's lives or to the world

Quiz for Lewis and Clark

Who approved the money for this expedition?

Who did Lewis and Clark take on this expedition?

What was their goal?

Who did this expedition benefit?

Who did it hurt?

How did this effect our up and coming constitution?

How were the indigenous people affected by this expedition?

Would you do the same thing they did? Why or why not?

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 6 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Study Columbia river gourds area, climate and terrain do activity (6). Study how the area would affect the expedition. Why do they compare to a rain forest?

http://vulcan.wr.usgs.gov/Volcanoes/Washington/ColumbiaRiver/description_columbia_river.html

2. Word Wall

Introduce 5 important, useful words from today's reading

gourds	climate	terrain	sea otter pelts	tide movement
--------	---------	---------	-----------------	---------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Watch today's History selection "O joy" on PBS Lewis and Clark "The Journey of the Corps of Discovery," by Ken Burns.

Dates	Events	Pages
	http://www.corpsofdiscovery.org/	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/lewisandclark/index.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

After studying the climate of the area have student draw a map that shows the different types of weather they men kept running into. One side is like a rain forest where the other is like a desert and they are stuck in the weather, what would cause this?

<http://www.earlyamerica.com/earlyamerica/maps/louisianapurchase/colormap.htm>
<http://xroads.virginia.edu/~MAP/TERRITORY/1810map.html>

7. Explore today's reading

Key Questions

How many feet of rain falls each year along the Columbia Gorge?

What did Indians do to their children for beauty?

What English words/phrases did the Indians know?

How did the men know that they were getting near the sea?

What did they believe they had reached on Nov. 7, 1805?

What happened on Nov. 18, 1805?

What did search parties look for?

How far had they traveled according to their estimates?

How did the Captains decide to handle making the decision about where to spend the winter?

Which side of the Columbia did they decide to spend the winter?

Where did the men record their names?

Why was Thomas Jefferson worried about the expedition?

Key Paragraph

EXTEND

8. Prompt every student to write a short product tied to today's reading

Did they allow York (the slave) and Sacagawea (Woman and Indian) to vote?
When were women allowed to vote?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 6 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students study the area of Astoria Oregon and Fort Clatsop. Have students add to their map of the trip the expedition has taken so far.

<http://www.portofastoria.com/>

2. Word Wall

Introduce 5 important, useful words from today's reading

fort	remembrance	esteem	elk	continent
------	-------------	--------	-----	-----------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Watch today's History selection "Rainy and Wet" PBS film Lewis and Clark "The Journey of the Corps of Discovery" by Ken Burns.

Dates	Events	Pages
1805	Year of discovery	
	http://www.pbs.org/lewisandclark/index.html	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/lewisandclark/index.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students identify the areas the expedition has stopped and made camp, have them look at a current US map and approximate how far each trip taken was in miles. How close did you get to their estimation? Why do you think there is a difference? How did they know how far they traveled?

<http://www.lewis-clark.org/content/content-article.asp?ArticleID=1133>

7. Explore today's reading

Key Questions

- What did Lewis and Clark give the men for Christmas of 1805?
 How close to accurate was Clark's estimate that they had traveled 4162 miles?
 The expedition had recorded _____ species of new animals and _____ plants never before recorded.
 What did the men use as a substitute for tobacco?
 What supplies did the expedition NEVER run out of?
 Why did they want to see a trading ship?
 What were Indians doing to the men as they set forward up the river?
 What did the Indians steal that enraged Lewis?
 What did Lewis steal from the Indians?
 What game did the men teach the Nez Perce?
 How much snow did the men travel over in late June of 1806?
 Why did the group separate?
 What did Clark do on July 25, 1806?
 What was Lewis awoken to on July 26, 1806?
 Who was killed?
 What did Lewis leave around the necks of the dead? Why?

Key Paragraph

EXTEND

8. Prompt every student to write a short product tied to today's reading

What is the expedition doing to make the lives of others better?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 6 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students study the different tribes the Corps came across during the expedition. Have students work on activity 6. Students should understand who the Native Americans were and where they are now.

<http://www.pbs.org/lewisandclark/native/index.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

raiding	plains	diplomacy	sovereignty	recognition
---------	--------	-----------	-------------	-------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Have students read "How did Lewis and Clark deal with the Indians they encountered?"

Dates	Events	Pages
	http://www.pbs.org/lewisandclark/living/idx_6.html	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have student study the various Native Americans the expedition came across; have them create a map labeling where they met Native Americans. Have them then draw something that represents the tribe, or some type of ritual the tribe had when the expedition met them. Have students also map out where these tribes are today. Why are there so few Native American tribes today and where did they go?

7. Explore today's reading

Key Questions

What did Clark offer to do for Sacagawea and Charbonneau?

What did Clark do as they passed a Sioux chief on the riverbank?

What was Sgt. Floyd the only member of the expedition to do?

What did the Corps of Discovery trade in exchange for whiskey and supplies?

Key Paragraph

“You could call their Indian diplomacy the great traveling medicine show because they really did have a pattern, a pattern that they had inherited from generations of Indian policy that began in the Northeast woodlands and then went out into the West. The traveling medicine show worked like this, first there was a parade in which European style technology was shown off. You wanted to show Indians uniforms and guns and the objects of the industrial revolution to impress them and then you wanted to show Indians trade goods and so the great country store was wheeled out.”

EXTEND

8. Prompt every student to write a short product tied to today's reading

Did Lewis and Clark always show responsibility in their actions towards the Native Americans? Were the Native Americans impressed with the goods that Lewis and Clark presented them? Why or why not?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 6 Day 4

PREPARE

1. Background knowledge necessary for today's reading

The ending of the expedition, where did they go and how were their lives changed due to the expedition? How are our lives changed from the action?

2. Word Wall

Introduce 5 important, useful words from today's reading

disbandment	awarded	obscurity	Mountain men	Yellow stone park
-------------	---------	-----------	--------------	-------------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Watch today's History selection "Done for Prosperity" PBS film Lewis and Clark "The Journey of the Corps of Discovery" by Ken Burns.

Dates	Events	Pages
	Disbandment of the corps	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/lewisandclark/archive/index.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students look at what the members of the corps did after the journey. Did anyone remain friends?

Why do you think they went their separate ways?

Do you think these men always did the right thing on this expedition? Why or why not?

7. Explore today's reading

Key Questions

What did the men do after the Corps of Discovery disbanded?
 How many of the men were killed by Blackfeet?
 What did Coulter describe at Yellowstone?
 What did York continue to do?
 What rewards was York awarded?
 How many more years was York kept in slavery?
 What happened to York after gaining his freedom?
 What happened to Sacagawea in 1812?
 What did Clark do for Sacagawea?
 How old was Clark when he died?
 What office was Lewis appointed to?
 What kinds of problems did Lewis have?
 What city did Lewis head off to in 1809?
 What did Lewis do at an inn outside of Nashville, Tennessee on Oct. 10, 1809?
 How many generations did Thomas Jefferson estimate it would take Americans to settle the Louisiana Territory?
 How many generations did it actually take?

Key Paragraph

EXTEND

8. Prompt every student to write a short product tied to today's reading

The movie ends with a quote from? What does this quote mean to Americans then and now?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 6 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have students gather all the information they have recorded on Lewis and Clark including their previous quiz. Review all the historical data from the film and allow students to use books on final as well.

2. Word Wall

Introduce 5 important, useful words from today's reading

responsibility	actions taken	new world	courage	persistence
----------------	---------------	-----------	---------	-------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read notes and previous responses to questions asked.

Dates	Events	Pages
	Prepare for final paper	

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/lewisandclark/archive/index.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Go through steps of writing an essay. Using the Pre-write, rough draft, edit, peer edit and final draft method. This essay should have an introduction, a 3-paragraph body answering the questions below and a conclusion.

7. Explore today's reading

Key Questions

Did we do right by the indigenous people of North America?
What lessons did we fail to learn that Lewis and Clark understood?

Key Paragraph

EXTEND

8. Prompt every student to write a short product tied to today's reading

Have students write an Essay using all the materials they have gathered, on how Lewis and Clark for the intro of their essay have them define responsibility. The second paragraph should answer: How did Lewis and Clark show responsibility? For the third paragraph have them answer: How did their actions prove they were responsible? Have students answer: How has the expedition's responsibility and actions improved your life for the forth paragraph? Have student write their own conclusion about the expedition and how these men that helped establish our nation showed responsible actions.

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 7 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students look at how rivers and passages created transportation and growth of the new America.

2. Word Wall

Introduce 5 important, useful words from today's reading

region	heritage	comprised	puritans	colony
--------	----------	-----------	----------	--------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

America's Roots

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.infoplease.com/ipa/A0902417.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Directions: Have students create their own colony. Who would they have living there and what would it look like. What laws would they create? Would they wanted to be connected to other colonies? Why or why not? Who would the choose as a leader? Who would run the colony?

Advertisement for Future Dream Property or Colony

materials:

- stiff paper 9x12 to 11x17
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Make a list of the details of the property

1. Read pages that the advertisement will cover.
2. Make a list of the details in the reading such as whether location, people, houses etc.

Step Two: Write an ad with a clear illustration

1. Write an appealing ad in 1 or 2 paragraphs detailing all of the information and making it sound interesting.
2. Illustrate the ad with a picture that would sell the property.

Variations for the Ad

1. Write the ad if it were used in the future or in the past.
2. Prepare the ad as a magazine ad with an emphasis on visuals.
Or do it as a billboard, TV ad, radio ad, etc.
3. This process can be used for detailing any solution to a defined problem, and is a great pre-writing activity for a problem-solution essay.

7. Explore today's reading

Key Questions

How did religion effect the creation of a colony?

How did Renaissance ideas influence America's upcoming government?

How were slaves utilized during the creation of the colonies?

How did people buy things during this time?

How were the indigenous people of North America effecteded by the creation of the new colonies?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

Would you create your government the same way as the creators of this country?
Why or why not?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 7 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the documents back during this time of creating America and its government.

http://avalon.law.yale.edu/subject_menus/18th.asp

2. Word Wall

Introduce 5 important, useful words from today's reading

repealing	amity	alien	sedition	capitulation
-----------	-------	-------	----------	--------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

European Influences

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://pinzler.com/ushistory/cctimeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students create questions for the cube that they have about the beginning of America. Have them hold on to the cube and answer the questions on it as they learn more.

Directions:

Fill out the six squares by writing about the topic in each square.

1. Six of the squares will have a question or topic listed inside the square. Six of the squares are information squares and the others are flaps that will help the cube hold together when you assemble the cube. Fill out only the information squares: the ones that have something already printed in them.
2. In regard to your overall subject, answer the question in each box or write about the topic in each square. For example, if you are writing about an event, like a news story, you would use the 4c12 Cubing Who, What, When, Where, Why form. In the *Who* square write about who the story is about; in the *What* square write about what happened; in the *When* box write about when it happened; in the *Where* box, write about where it happened; in the *Why* box, write about why you think it happened.
3. In each square write the basic, important information you know about this question or topic. Depending on the size of the box, this might be anywhere from 1 to 5 sentences.

Step Three: Cut out the cube and assemble it following the directions on 2c12.

1. Cut out the cube along all dotted lines on the form; this will sometimes mean cutting between squares. One of these might be an information square and one might be a flap.
2. Fold the cube form on all lines to make it easier to assemble. Fold the form back – all the folds should be behind, instead of above, the printed side.
3. Use a glue stick or paste to apply the adhesive to every shaded square. In you can't make out the shading, use the glue stick on every flap. None of the information squares should have glue or paste on them.
4. Fold the cube carefully following the directions on 2c12.

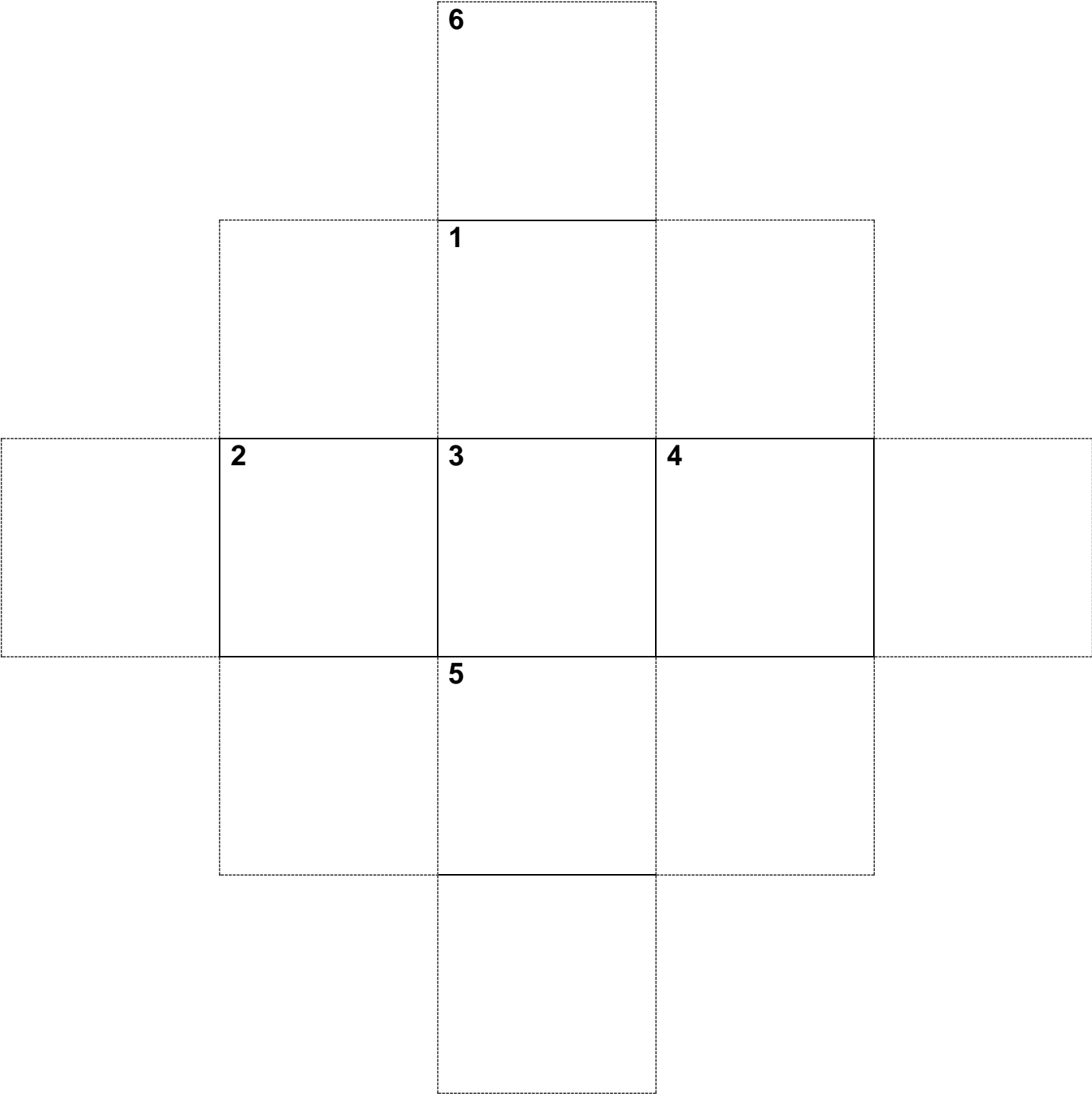
Variations for Cubing

1. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
2. You can put together many cubes you have done over a period of time, or combine yours with cubes that other people have done. You could create a wall of cubes, connect the cubes together in a mobile, or make an archway above a door.
3. You could put something in the middle of the cube to give it more weight and stability. You could stuff it with tissue paper or construction paper, for example.

Variations for Writing

1. In order to create a research or term paper, the cube can be used as an outline. Each side of the cube can be turned into one or more paragraphs by expanding and further explaining what is written on the cube, gathering more information and finding quotes and primary sources to back up your information.
2. Any side of the cube can be used to write a paragraph

3c12 Cubing 6 Questions About Anything



7. Explore today's reading

Key Questions

What is the Enlightenment period?

In Europe how were people viewing the Catholic Church?

How were views changing in Europe?

Do the Puritans views still exist today?

How did European government influence the creation of American government?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

Why is it important to look at the source of documentation? What is the difference between a first source and a secondary source?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 7 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the original 13 colonies. How were they formed and who ran them?

<http://www.timepage.org/spl/13colony.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

patent	settlers	encampment	profit	cultivate
--------	----------	------------	--------	-----------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

American Colonies take hold.

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.historyplace.com/unitedstates/revolution/rev-early.htm>

New information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students map the original 13 colonies, as colonies are added have students add them to their maps as well.

Directions:

Map

materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

Variations for the Map

1. If you are reading a book from a certain geographical location, you will want to have a map available.
2. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
3. Use a different kind of map like a smaller map or a topographic map.
4. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

4. Write a description of the setting using the map as a guide.

7. Explore today's reading

Key Questions

Where are the original colonies located?
 How is location significant?
 How were the colonies established?
 Who lived in each of the colonies?
 Who ruled the colonies?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

If you were to choose one of the 13 colonies to live, which one would it be and why?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 7 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Dutch colonization in America

2. Word Wall

Introduce 5 important, useful words from today's reading

settlements	abandoned	tract	fortified	autonomy
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

English and Dutch Colonies

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.historyplace.com/unitedstates/revolution/rev-early.htm>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Create an open mind portrait of a colonist from one of the these 3 areas: England, France, Dutch or one of an indigenous person of North America.

Directions:

Open Mind Portrait: Create an Open Mind Portrait of a Character

materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

Variations of this Open Mind Portrait

1. You can use this process for any character in the story
2. You can use bubbles for what the character says, says to himself or herself, or does. You could make each of these different colors if you wish.
3. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
4. You could use different colors for the beginning, middle and end of the story. Remember in the beginning you are introduced to the setting, the characters and the problems they have. In the middle you learn about the roadblocks to the characters solving their problems, and conflicts occur. In the end of the story those conflicts reach a peak and then resolve with a resolution of the character's problems.
5. You could use different colors for the phases you see in a story or the development of a particular character.
6. Instead of using bubbles you could write the bubble contents on the back of the portrait. You could use any of the variations above with color or print, or create columns or boxes for different categories or phases.
7. You could literally open the head like a hinge and list the contents [as though they were escaping from the space] using any of these variations.
8. You could make an Open Mind Portrait of yourself using any of the above variations.

Variations for Writing

1. You could use the OMP to help write a character sketch, or to help decide what a character might do in a story.

7. Explore today's reading

Key Questions

How were the colonies from different parts of Europe established?

How well did they get along with each other?

Did all the colonies share the same beliefs?

How did the colonists treat the indigenous people?

Where did the colonists get their food?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

If you were one of the indigenous people of North America how would you feel about others coming to your land?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 7 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at Spanish colonization of North America

2. Word Wall

Introduce 5 important, useful words from today's reading

administrator	sphere	axes	conquest	resistance
---------------	--------	------	----------	------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Spanish Colonies

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.learner.org/amerpass/unit01/timeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students pack a suitcase of everything they would take to the new world. They are leaving their homeland and culture to explore the unknown. Have them pack what they would take and give reasons why. Have students share out in groups the things they have chosen.

Suitcase Bookmark

materials:

- pieces of stiff paper [like oak tag] 6-10 inches wide and 5-10 inches long
- some combination of pencil, pen, crayon, or marker
- construction paper, scissors and glue sticks if desired

Step One: Make a list of things you would take with you if you in a suitcase.

1. Imagine that you are moving around from place to place for the next few years. What are the most important things you have? What are the things you would always want to have with you? Everything you take has to fit in one suitcase.
2. Make a list of the things you would take.

Comment: This suitcase is filled with things you actually have and that are important to you. Of course, because you are a responsible person it does not include any weapons, drugs, alcohol, or anything illegal.

Step Two: Make a bookmark like a suitcase full of things you would take.

1. Make a bookmark about 6-10 inches wide and 5-10 inches long, and then fold in half.
2. Make the items on your list out of construction paper and glue them inside the suitcase. Make the outside of the suitcase look like a suitcase.

Variations for Writing

1. Write a paragraph describing yourself packing a suitcase and deciding what to bring and why, on the road.
Pick one important item in your suitcase and write a paragraph explaining why it is important to you.

7. Explore today's reading

Key Questions

How did Native Americans document their stories?

How did the Spanish coming to America infect the indigenous population?

Did Christopher Columbus ever land in North America?

What were the Spaniards committed to once they got to America?

After conquering an area what did the colonists do with the Native people?

Where all slaves African?

EXTEND

8. Prompt every student to write a short product tied to today's viewing

How were the Native Americans treated in comparison to the Africans? What was the difference between the two cultures?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 8 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Go over the Missouri compromise and the relationship to slavery.

<http://www.pbs.org/wgbh/aia/part3/3h511.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

Manufactured goods	petitioned	stipulating	skirmish	inadequately
--------------------	------------	-------------	----------	--------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

Research information on:

America's Era of Expansion and Reform, 1817-1860: America Under James Polk, Zachary Taylor, and Millard Fillmore, 1845-1852: The Mexican War, The Oregon Treaty of 1846, and the Compromise of 1850

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.civilwar.com/overview/timeline/147398-timeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students take sides on the Mexican VS US war. Who had rights to Texas and California? What gave one side more right to the land than the other? Why was important to the North and South at this time that we acquire these two states? What other issues were involved?

<http://www.dmwv.org/mexwar/mexwar1.htm>

7. Explore today's reading

Key Questions

Why did the southerners feel threatened with the changes of slave states versus the non slave states?

How did the compromises keep balance?

What did the Mexican war mean for the South? North? Mexico?

Are the North and South still separated today on issues of race?

Where would you want to live back in this time? Why?

Key Paragraph

"I wish to speak today, not as a Massachusetts man, nor as a northern man, but as an American....I speak today for the preservation of the Union. Hear me for my cause."

Daniel Webster, March 7, 1850

EXTEND

8. Prompt every student to write a short product tied to today's reading

Why was preservation of the Union so important?

9 Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 8 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Black Soldiers fighting in the Civil war for the North. Why would you not allow the blacks to fight in a war that would free them? Are they truly going to be freed?

http://americancivilwar.com/colored/colored_troops.html

2. Word Wall

Introduce 5 important, useful words from today's reading

secession	confederates	undaunted	heroism	counterattacked
-----------	--------------	-----------	---------	-----------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Discord, Clash and Conflict

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.civilwar.com/overview/timeline/147398-timeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students compare the map on page 93 to the maps on page 90. What is different what is the same? Take a look at the voter maps of the election of 2000, how do these states look today in comparison to the ones on page 90, and 93? What are the political beliefs of these states today versus the same states of 1820-1861?

7. Explore today's reading

Key Questions

What was the expectation on both sides, for this war?
 Why did war break out? Was it only over slavery?
 Who are the confederates and who is the Union?
 Why is this not a clear-cut case of sides?

Key Paragraph

"It was the greatest war in American history.
 3 million fought - 600,000 died.
 It was the only war fought on American soil by Americans, and for that reason we have always been fascinated with The Civil War."

<http://www.civilwar.com/>

EXTEND

8. Prompt every student to write a short product tied to today's reading

Is this war worth all the lives it cost human kind? Is war really necessary? Did this war stop slavery? Who won?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 8 Day 3

PREPARE

1. Background knowledge necessary for today's reading

The battles of Gettysburg and Vicksburg, have students have a clear understanding of what happened and how many lives were taken. Ask how many students have been to Gettysburg? (this is part of an 8th grade trip to Washington DC) If they're any students who have been their have them explain what it is like to be where this battled happened.

<http://www.gettysbg.com/battle.shtml>

2. Word Wall

Introduce 5 important, useful words from today's reading

wholesale	Quaker	jubilation	processions	frigate
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

North VS South

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.civilwar.com/overview/timeline/147398-timeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students map out the major battles of the Civil war. Where were most of the battles held and why?

<http://americancivilwar.com/statepic/>

Click state battle maps

Battle statistics

Directions:

Map

materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

2. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

3. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
4. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

3. Decide if any of the places in today's reading are important for this story.
4. Either add these places to the map or mark them.

Variations for the Map

5. If you are reading a book from a certain geographical location, you will want to have a map available.
6. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
7. Use a different kind of map like a smaller map or a topographic map.
8. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

7. Explore today's reading**Key Questions**

What happens when either side of a war underestimates their battle?

What was the significance of "The First Battle of Bull Run?"

What was significant with the "Battle of Shiloh and Antietam? Who are these people?

What happened when the confederates tried again to invade the north in Gettysburg and Vicksburg?

What was the war at sea?

Key Paragraph

"Neither the Union nor the Confederacy imagined that the war would last as long as it did, or that it would exact such a terrible cost in lives and property throughout the nation. During four years of war, hundreds of thousands of Americans were killed in battle and property damage was enormous."

EXTEND

8. Prompt every student to write a short product tied to today's reading

Have there been any more wars that have experienced the casualties the Civil war experienced? If you compare our more recent wars with the Civil war are the issues as important as Slavery? Why or why not?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 8 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students study Emancipation Proclamation. How does this affect Slavery? Are Blacks truly free after this proclamation and constitutional amendment?

<http://memory.loc.gov/ammem/alhtml/almintr.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

plagued	emancipate	confiscate	evaded	lynching
---------	------------	------------	--------	----------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

The Plots Against the President

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.civilwar.com/overview/timeline/147398-timeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students create a story prop based on the south and how people lived. Also include how women were treated.

Story Prop materials:

- Construction paper, or other stiff paper
- Pencils, pens, Crayons, Markers
- Scissors, Glue sticks if desired

Step One: Identify an important woman and her story.

1. If you were acting out her story, what objects in the story would you want on stage for people to see?
2. Pick one object to make.

Step Two: Make a colorful 9 x 12 inch version of the object.

Step Three: Put the prop you make up with others on the wall.

Variations for the Prop

1. make a 3 dimensional or life size version of the prop
2. create a bulletin board with cut outs or drawings of each prop
3. put a label with the name of each object underneath the prop
4. Using a smaller piece of paper {binder paper size}, make a mini-wall with small drawings of 10 important objects in the story.

<http://www.civilwarhome.com/civilwarnurses.htm>

http://womenshistory.about.com/library/pic/bl_p_civil_war.htm

7. Explore today's reading

Key Questions

How did women's responsibilities change during war time in comparison to peace time?
 How did Lincoln know that there would never be a union as long as slavery existed?
 How was Lincoln a risk taker?
 Were slaves treated as equals after the war ended?
 What is the "Scorched Earth Policy?"
 Did the war end the debate of slavery?
 Who would pay for all the damage the war caused?

Key Paragraph

"With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan....."

Abraham Lincoln
 Second inaugural Address, March 1865

EXTEND

8. Prompt every student to write a short product tied to today's reading

What is Lincoln's intent with this inaugural address? Who is he speaking to when he uses the pronoun "us?"

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 8 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Discuss "Black Codes," with students. Address the word freedom and how that looked for Black Americans. How are things different then and now? What needs to happen for more change?

2. Word Wall

Introduce 5 important, useful words from today's reading

exodusters/exodus	inducements	reconstruction	military occupation	radical
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Reconstruction

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.civilwar.com/overview/timeline/147398-timeline.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Check for understanding: Give students open, note and book quiz.

Why was there a civil war?

Why were so many lives lost in this war?

What was the reconstruction?

How did the North get the South to give up their slaves?

Why is the Civil war important to you?

7. Explore today's reading

Key Questions

How did blacks benefit from the legislation that passed from 1866 through 1870 during the reconstruction?

What was the impeachment effort?

What were the limits on freedom? Who was limited?

Who were the radical republicans?

What was the Supreme Court's role during this time?

What is an Ex Parte?

Key Paragraph

“Bills have passed both houses of Congress which repudiate and destroy the present civil government of the lately seceded states and substitute in their place a military government. Most of the whites are disenfranchised {deprived of the right to vote} and ineligible for office, whilst the negroes are invested with the right of voting.”

EXTEND**8. Prompt every student to write a short product tied to today’s reading**

What does the above quote mean? Black men are now allowed to vote but do they truly have the freedom to vote for whom they want? What other rights are limited with this new freedom?

9. Close with a short summary

Extend the reading to the student’s lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 9 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students read about and study W.E. B. Dubois

<http://www.lucidcafe.com/library/96feb/dubois.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

immunities	bureau	charitable	illiteracy	sharecropping
------------	--------	------------	------------	---------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Reconstruction

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/wgbh/amex/reconstruction/>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students debate Gerrymandering. Have students read about it and make sure they understand its meaning. Break the room in three areas. Have student who strongly agree with gerrymandering stand on one side the ones in the middle, those who can see both sides, have them stand in middle of the area created. Have students who are totally against it stand on the opposite side from those who support it. Make sure students have a reason that supports their stance. Ask students from each area why they are standing there. After they have listened to other students and their reasoning, would they change their place in the room? If they do chose to move ask them why?

Questions

Should politicians be able to change district lines to reduce or increase vote count?

Will voter turnout be likely to be adversely affected as the chance of influencing electoral results?

Almost all political scientists feel that high turnout is desirable in a democracy. Do you agree or disagree?

If you were a politician attempting to be elected would you try and use Gerrymandering to be elected?

7. Explore today's reading

Key Questions

What legislation passed during Reconstruction aided African Americans?

What was the overall effect of Reconstruction in the South?

What was the overall effect on African Americans from either side?

Why did northern politicians stop focusing on protecting the rights of African Americans after Grant was elected?

What role did Freedmen's Bureau play in the fight for equality?

Did forming groups help African American's back then? How about now?

Key Paragraph

"When the soldiers marched in to tell us that we were free.... I remember one woman. She jumped on a barrel and she shouted. She jumped off and shouted. She jumped back on again and shouted some more. She kept that up for along time, just jumping on a barrel and back off again."

Anna Woods, From a Federal Writers' project interview, 1930's

EXTEND

8. Prompt every student to write a short product tied to today's reading

Does this statement represent the up and down of the freedom of blacks?
Where they really free?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 9 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the people of this time that invented all the modern conveniences we enjoy today.

<http://www.pbs.org/wgbh/amex/telephone/sfeature/>

2. Word Wall

Introduce 5 important, useful words from today's reading

electoral commission	jeopardized	discriminate	ingenuity	extravagant
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

Inventions and Industry

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

http://www.pbs.org/wgbh/amex/reconstruction/states/sf_timeline.html

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

On average, the South's bi-racial Republican state governments lasted just four-and-a-half years. During the 1870s, internal divisions within the Republican Party, white terror, and northern apathy allowed southern white Democrats to returned to power.

Retirement and death removed the more outspoken advocates of civil rights, such as Thaddeus Stevens, who died in 1868, from Congress. Corruption in the Grant administration divided the Republican Party and helped the Democrats win control of the House of Representatives in 1874. Corruption in the South's Republican government also undercut support for Reconstruction. Northern outrage over southern intransigence gave way to helpless resignation or indifference.

Did the reconstruction accomplish anything? Who did help? Give examples and have students do some research on the reconstruction. Did they accomplish what they set out to fix?

Have students pick a voice from the left hand column of page below. Have them tell the story through the voice of the person they choose. How is it different from what we read in our History books?

7. Explore today's reading

Key Questions

Who did Alexander Bell originally build the phone for? Why?

<http://www.pbs.org/wgbh/amex/telephone/peopleevents/pande01.html>

Have students list the inventions of this year (page 110-111)

Ask them what would be different today if these things were not invented?

Key Paragraph

“In the south sharecropping system cheated many African American farmers out of landowning. White landowners, that suffered devastating losses during these economic hard times, accused free blacks of causing their economic troubles.”

EXTEND

8. Prompt every student to write a short product tied to today's reading

What is this a sign of? What can the blacks do to fight against white landowners?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 9 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the history of the Brooklyn Bridge and the significance of the timing of the building of it.

http://www.greatbuildings.com/buildings/Brooklyn_Bridge.html

2. Word Wall

Introduce 5 important, useful words from today's reading

marred	homestead	enticed	reigned	vaqueros
--------	-----------	---------	---------	----------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Research information on:

The Building of New York City

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

Page 142-143

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students study cowboys of the west in the 1800's. How are the real cowboys of this time different from the movies and the historical representation of cowboys. Who were the real cowboys and who created rodeos? Were they white?

http://news.nationalgeographic.com/news/2003/08/0814_030815_cowboys.html

7. Explore today's reading

Key Questions

How does New York City reflect the history of the people who built it?

Why are Cities important?

Where did Wall Street get its name?

What is the physical layout of your hometown?

How did building cities benefit America's economy?

How did the city benefit its inhabitants?

Key Paragraph

“On [June 15, 1904](#) over 1,000 people, mostly German Immigrants, were killed when the steamship [General Slocum](#) caught fire and burned on [North Brother Island](#), in the [East River](#); and on [March 25, 1911](#) the [Triangle Shirtwaist Factory fire](#) in [Greenwich Village](#) took the lives of 146 female garment workers, which would eventually lead to great advancements in the city's fire department, building codes, and workplace regulations.”

http://en.wikipedia.org/wiki/History_of_New_York_City

EXTEND

8. Prompt every student to write a short product tied to today's reading

Why were these building codes on in force before the 146 lives were taken?
What do you think caused these women's deaths?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus:

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 9 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students study the Chinese Immigration.

<http://library.thinkquest.org/20619/Chinese.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

transcontinental	mule skimmers	bushwhackers	inhabited	decreed
------------------	---------------	--------------	-----------	---------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

American Industrial Revolution

Dates	Events	Pages
<p>In the decades following the Civil War, America was transformed from a rural republic to an urban state. Frontiers vanished in the face of westward expansion. Floods of immigrants streamed through the great eastern seaports, fueling the need for industrial labor. And transcontinental railroad lines linked the country together like never before. The American Industrial Revolution leads you through this dynamic time in America's history. Also examined are the people behind the changes, the birth of organized labor, The Homestead Act of 1862, and the birth of the environmental movement.</p>		

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/weta/thewest/events/>

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students map out the railroads on a map of the US. Discuss how hard it must have been with limited technology of the time to take make transportation transcontinental. How does this affect the economy? How does this effect communication and travel?

<http://www.pbs.org/weta/thewest/resources/archives/five/railact.htm>

Directions:**Map****Materials:**

- Stiff paper 11x17 or bigger to make a map
- Or a printed map of the area
- Push pins or something else to mark the map
- Pencils, pens, crayons, markers
- Construction paper, scissors, glue sticks if desired

Steps One: Find or make a map of the setting in the story.

3. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

5. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
6. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

5. Decide if any of the places in today's reading are important for this story.
6. Either add these places to the map or mark them.

Variations for the Map

9. If you are reading a book from a certain geographical location, you will want to have a map available.
10. Use a big map and a little map for specific places that are important in the story, like a particular place or property or smaller area.
11. Use a different kind of map like a smaller map or a topographic map.
12. Make up the map as you learn details in the story. This works well when the characters don't actually know where they are.

Variations for Writing

1. Write a description of the setting using the map as a guide.

7. Explore today's reading

Key Questions

How did homesteaders legally acquire the land they settled?
What aspects of American cowboy culture reflect Spanish heritage?
What were some of the resources farmers found on their acquired land?
Whose land was it before the homesteaders came to claim it?
How did the federal government promote the building of a transcontinental railroad?
How did the Native Americans view the westward movement?

Key Paragraph

“Not everyone benefited from the expansion of the railroads, however. Red Cloud, a Sioux chief laminated in 1870, “When we first had all this land we were strong; now we are all melting like snow on the hillside, while you are growing like spring grass.”

EXTEND**8. Prompt every student to write a short product tied to today’s reading**

Why did America at this time need immigrants? Why was American not turning these people away? What was happening to the Native Americans as America started to expand?

9. Close with a short summary

Extend the reading to the student’s lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus

11.1.4, 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 9 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Industrialism: Growth, economy, heavy industry, technology boom, national markets

http://www.socialstudieshelp.com/USRA_Industrial_Philosophy.htm

2. Word Wall

Introduce 5 important, useful words from today's reading

painstakingly	ingenious	incandescent	toiled	national market
---------------	-----------	--------------	--------	-----------------

- Show, say, explain, expand, explode or buzz about the word briefly
- Show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- Time and place where the events are taking place
- Point to each timeline item as you quickly review it

Native American: Expansion

Dates	Events	Pages
<p>The early expansion of the new United States of America dramatically changes where and how Native Americans lived. In this video, students learn the effects of this expansion on Native Americans. Students learn about the claims of Spain, France and Great Britain on North America; the effects of the Louisiana Purchase, the Lewis and Clark Expedition, how the U.S. government dealt with Native Americans and the spread of white settlers over the Oregon Trail. The video blends historical images and live-action video. Native Americans and historians tell how expansion affected the United states we know today.</p>		

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- Discuss the story to *fix the facts*: who, what, when, where, why
- Decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

1643

The first federation of American colonies was formed.

1776

The members of the Continental Congress sign the Declaration of Independence. The United States of America is established.

1783

The Revolutionary War ends when the U.S. and Britain sign the Treaty of Paris.

1784

Congress adopts Thomas Jefferson's plan to admit western regions to the Union as organized territories.

1787

Delegates from twelve of the thirteen states draft the U.S. Constitution.

Congress passes the Northwest Ordinance. It calls for the Northwest Territory (land between the Mississippi and Ohio

Rivers) to eventually become three to five states and also prohibits slavery in the region.

1789

George Washington becomes the first president of the United States.

1791

The Bill of Rights is added to the Constitution. Vermont is the 14th state admitted to the Union.

1792

American sea trader Robert Gray discovers the mouth of the Columbia River and gives the United States a claim to Oregon country.

1791

Kentucky is the 15th state admitted to the Union.

1795

The U.S. and Spain sign the treaty of San Lorenzo. It allows Americans to trade on the lower Mississippi River.

1796

Congress passes the Land Act, which sets a minimum price for the sale of government land to settlers. Tennessee becomes

The 16th state. It is the first western state created out of federal land.

1800

Washington D.C. becomes the federal capital.

1801

Thomas Jefferson is inaugurated as the third president in the first presidential inauguration held in Washington, D.C.

1803

President Thomas Jefferson purchases Louisiana Territory from France, thereby doubling the size of the United States.

Congress grants funds for Meriwether Lewis and William Clark to lead an exploration expedition to the upper reaches of

The Missouri River and westward to the Pacific Ocean. Ohio is the 17th state admitted to the Union.

Add new information to ongoing whole class projects posted on the wall.

- Information can be added to an Open Mind Portrait
- An answer can be added to a question from the KWL Chart
- A new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

No activity today.

7. Explore today's video

Key Questions

1. Why did Europeans feel they could claim North American land and resources?
2. What did Europeans want to do with the land they claimed, i.e., develop trade, expand empires with colonies, settle, and extract resources?
3. How did Europeans make land deals in North America without any consideration for the Native American's rights to the land?
4. Why would the British and Native Americans form an alliance and fight the War of 1812?
5. What were American settlers' views of land ownership?
6. How was Native American traditional land use affected each time settler's claimed new land?
7. Where did the Native Americans go when their land was taken away?

Key Paragraph

"Innovation, ambition, and organizational skill made Carnegie hugely wealthy by the time he was 40 years old. Saying that hard work brought success, he also believed that those who acquired great wealth had a responsibility to return a portion of their profits to society. "The man who dies rich dies disgraced," the self made Scottish immigrant avowed."

EXTEND

8. Prompt every student to write a short product tied to today's reading

Is this still true today? Why or why not? What gets in the way of people who are unable to live the American Capitalistic dream? How can these obstacles change?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :
11.1.4 , 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 10 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Go over Social Darwinism and discuss it from the perspective of today and back in the 1800's.

<http://library.thinkquest.org/C004367/eh4.shtml>

2. Word Wall

Introduce 5 important, useful words from today's reading

merger	jungle like	horizontal integration	vertical integration	capitalism
Nouveau riche	debutante	gilded age	social Darwinism	disinherited

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 124-127 in Nash, Gary B. *American Odyssey*

(Glenco, ISBN: 0-02-822722-0)

Dates	Events	Pages
1885	Expansion of railroad and big business	124-125
1800's	"Gilded Age"	125-126
1882	Social Darwinism	126

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/wqbh/amex/carnegie/timeline/timeline2.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Go over page 127, have students do the “practicing the skill” of reading statistical tables.

<http://www.statcan.gc.ca/pub/11-533-x/2005001/using-utiliser/4072242-eng.htm>

7. Explore today's reading

Key Questions

Did growth in big business benefit everyone?

Did growth in big business cause the class system in America?

What did Mark Twain mean by the “Gilded Age?”

Who were the Rockefellers and Carnegie and do these people still exist?

What does Social Darwinism have to do with new immigrants?

How do we use statistical tables?

Where do these statistics come from? Are all of them valid? Why or why not?

How did manufacturing change after the civil war?

Why did business mergers decrease competition in the U.S. marketplace?

Key Paragraph

“These individual efforts had their limitations, however. As Jane Addams, a reformer of this time commented concerning her native city of Chicago “Private beneficence (charity) is totally inadequate to deal with vast numbers of the city’s disinherited Americans would have to learn new ways to cope with and solve enormous problems created by population growth and industrialization in the United States between the Civil War and the end of the nineteenth century.”

EXTEND**8. Prompt every student to write a short product tied to today’s reading**

Who is Jane Addams referring to in her comment about charity? How does this affect us today?

9. Close with a short summary

Extend the reading to the student’s lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :

11.1.4 , 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 10 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Discuss the populist party was this destined to fail?

<http://projects.vassar.edu/1896/populists.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

Coalition	orator	immigration	rural	beleaguered
-----------	--------	-------------	-------	-------------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 128-131 in Nash, Gary B. *American Odyssey*

(Glenco, ISBN: 0-02-822722-0)

Dates	Events	Pages
1892	Populist party first convention	128
1867	Farmers band together	128-129
1890	Populist party grows in strength and numbers	130
1890	Farmers in the south have created the Southern Alliance	130-131

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Assign one of these web sites areas to a group of students. These are all pieces of the populist party. Have students create head shots of the main men in each of the areas. Have them post these next to the union posters where they fit. Open Mind Portrait: Create an Open Mind Portrait of a Character

materials:

- large piece of stiff paper for each character, like 11x17 oak tag
- paper for bubbles with scissors and glue sticks
- markers, crayons, pens, pencils, or paint
- construction or tissue paper, scissors and glue sticks if desired

Step One: create a large head shot of the character

1. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
2. Decide how much of the character you wish to show: Just the head and face? From the shoulders up? From the waist up? The whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.
3. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

Step Two: place cartoon bubbles of character thoughts around the portrait

1. Cut cartoon bubbles out.
2. Write things the character thinks, or says to himself, on each bubble.
3. Put the bubbles up around the portrait.

Step Three: add bubbles as you learn new things about the character

1. Read the story further and identify new things you have learned about the character, or ways the character has changed.
2. Follow step 2 to create and place additional bubbles.

<http://projects.vassar.edu/1896/depression.html>

<http://projects.vassar.edu/1896/labor.html>

<http://projects.vassar.edu/1896/trusts.html>

<http://projects.vassar.edu/1896/populists.html>

7. Explore today's reading**Key Questions**

What is the populist crusade?

Was the Populist party a success?

How did the south feel about the industrialization era?

Who benefited from the farmers uniting?

What were the financial problems the farmers faced in the late 1800's?

What was causing the financial issues the farmers were experiencing?

Who led the revolt against president Cleveland?

What happened to the Populist party? Are they around today?

Key Paragraph

"We have witnessed for more than a quarter of a century the struggles of the two great political parties for power and plunder, while grievous wrongs have been inflicted upon the suffering people... Assembled on the anniversary of the birthday of the nation ... we seek to restore the government of the Republic to the hands of "the plain people."

Omaha Platform

July 1892

EXTEND

8. Prompt every student to write a short product tied to today's reading

Who are the plain people? Is this true today?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :

11.1.4 , 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 10 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Go over the beginnings of Unions in the US during the industrial time.

<http://www.pbs.org/wnet/historyofus/web09/segment6.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

union	boycotts	catechized	injunction	strike
-------	----------	------------	------------	--------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 131-133 in Nash, Gary B. *American Odyssey*

(Glenco, ISBN: 0-02-822722-0)

Dates	Events	Pages
1810	Start of local unions	131-132
1897	The Pullman strike	132-133
1882	Chinese exclusion act	133

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/wnet/historyofus/web09/segment6.html>

Hit Timelines

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Unions: What is a union; do they work the same today as in the 1800's? Who is running the unions? Who belongs to the unions?

Is it better to belong to a union today or better not to? Where do your union dues go?

Is your union properly representing you in? Does your vote count?

http://muse.jhu.edu/journals/labor_studies_journal/toc/lab28.1.html

http://www.questia.com/library/sociology-and-anthropology/labor-and-work/organized-labor/labor-unions.jsp?CRID=labor_unions&OFFID=se1&KEY=labor_unions&LID=14583387

Have students look at either these websites or make copies of different articles and have them in groups answer the above questions in a poster. Have students place posters around the room and give them time to look at each others posters.

7. Explore today's reading

Key Questions

What were some of the obstacles the unions encountered?

What made unions stronger?

What did the "Knights of Labor," represent?

How was the Knights of Labor different from the rest of the unions?

Who does a "strike," hurt?

Why was the Pullman strike so important?

Why were people against the unions?

How did race and immigrants fit into the union organizations?

Key Paragraph

"In the South the great majority of African American workers could join only a separate, all-black workers and knew that many bosses would pay less."

EXTEND

8. Prompt every student to write a short product tied to today's reading

Did the blacks have the same rights after the Civil War as the whites? What changed? Is it the same today as it was back then?

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :
11.1.4 , 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 10 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Discuss the "Rough Riders," and who did these people represent? Why did Theodore Roosevelt create this army?

<http://www.loc.gov/rr/hispanic/1898/roughriders.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

manifest destiny	pronouncement	expansionism	diplomatic	annexed
------------------	---------------	--------------	------------	---------

- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 136-139 in Nash, Gary B. *American Odyssey*

(Glenco, ISBN: 0-02-822722-0)

Dates	Events	Pages
1898	Rough riders	136
1823	Monroe Doctrine	136-137
1844	New president Polk supported expansionism	137
1854	Opening trade with Japan	138
1878	US acquired rights to base in Samoa	138-139

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.pbs.org/wnet/historyofus/web09/segment6.html>

Hit timelines

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Break class in two opposing sides. Have one group of students be representatives of the US and the other side represents Britain. Who should be able to colonize in the US? Is this Doctrine fair? How does this affect us today?

7. Explore today's reading

Key Questions

Who was most adversely effected by the expansionist period?

Who were the rough riders? Who was their leader?

Who supported Manifest Destiny?

Who gave the US the power to take over other countries?

What right did Polk have to make an order that did not allow European colonies to occupy the North American Continent?

Why did American seek new markets after the Civil War?

When did Hawaii enter the union? Why?

Key Paragraph

“The president relying on this information, decided to seize the moment and chart U.S. foreign policy with his strong words. This was a bold move, to volunteer to be the “police force,” protecting emerging nations in the entire hemisphere.”

EXTEND

8. Prompt every student to write a short product tied to today's reading

What is this police force called today? Is it effective? (then and now?)

9. Close with a short summary

Extend the reading to the student's lives or to the world

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :

11.1.4 , 11.2.1-9, 11.1.1-3

Lesson Plan for Quarter 1 Week 10 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have students learn about the Spanish American war.

<http://www.loc.gov/rr/hispanic/1898/intro.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

formidable	proclaimed	ceded	deported	dishonorable
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- show, say, explain, expand, explode or buzz about the word briefly
- show, say and define the word quickly and add to the word wall

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

- time and place where the events are taking place
- point to each timeline item as you quickly review it

4. Read today's History selection pages 139-141 in Nash, Gary B. *American Odyssey*

(Glenco, ISBN: 0-02-822722-0)

Dates	Events	Pages
1898	War with Spain	139-140
August 12, 1898	US is victorious	140-141

RESPOND

5. Add to the Timeline

Discuss the reading and add 3-5 events to the timeline

- discuss the story to *fix the facts*: who, what, when, where, why
- decide on the 3-5 most important events and add these to the timeline

Students might mention (pieces for timeline)

<http://www.loc.gov/rr/hispanic/1898/chronology.html>

Add new information to ongoing whole class projects posted on the wall.

- information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

EXPLORE

6. Explore today's reading with visual and oral language activities

Have students create a map of the Spanish American war. How are the areas relevant to America and its people? Who has rights to the land and why? Was it worth the bloodshed? What did American win?

Map

materials:

- stiff paper 11x17 or bigger to make a map
- or a printed map of the area
- push pins or something else to mark the map
- pencils, pens, crayons, markers
- construction paper, scissors, glue sticks if desired

Step One: Find or make a map of the setting in the story.

1. Make sure key places are located on the map. Remember this map needs to be big enough to mark many things on.

Step Two: After today's reading, place a mark where the story left off.

1. Decide where the story leaves off [or ends] today – this is usually the location of the main character.
2. Put a pin or other marker at this spot.

Step Three: Add or mark important places in the story on the map.

1. Decide if any of the places in today's reading are important for this story.
2. Either add these places to the map or mark them.

7. Explore today's reading

Key Questions

What was the Spanish American war over?
 Did America win?
 How are American relations with Cuba today? Why?
 Why was it important for Americans to expand?
 Why did McKinley try to avoid war?
 What did Americans accuse the Spanish of doing?
 What does it mean when they say "industrial muscle?"
 Who supported Cuba?

Key Paragraph

"By 1899 America had expanded its dominion to include Puerto Rico, Hawaii and many Pacific islands, including the newly acquired Philippines. Both the nation and the world recognized the new international role of the US. The consequences of this economic and political expansion would shape the course of the US future well into the next century."

EXTEND

8. Prompt every student to write a short product tied to today's reading

How has this expansion affected the US in the 21st century?

9. Close with a short summary

Extend the reading to the student's lives or to the world