

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 1 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students read and learn about the Great Chicago Fire of 1871

<http://www.encyclopedia.com/doc/1G2-3406400154.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

pugnacious	malaria	plight	prosperous	muckrakers
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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 110-115 Chapter 20 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1871	Maria Harris Jones, in Chicago alone had a successful dress shop until the fire	110-111
	Mother Jones becomes an advocate for orphaned children	112-113
1871	The Great Chicago Fire	114-115

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)

- Maria Harris Jones a woman on her own making a life for herself after she loses her family to Malaria
- Mother Jones becomes an advocate for children
- Child labors laws begin
- The Great Chicago Fire

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 the Venn diagram have students compare labor laws of the 1800's to now. What is the same what is different?

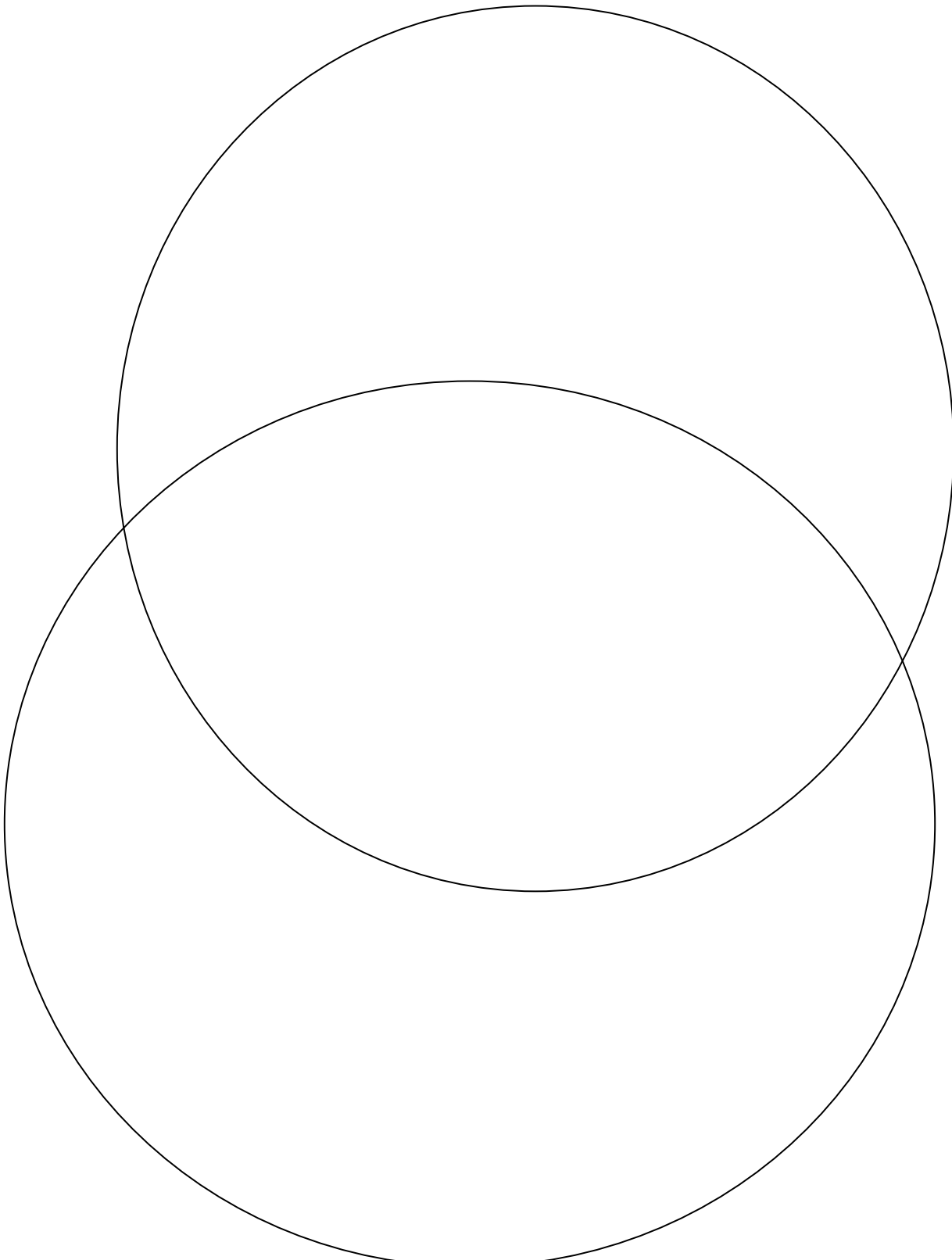
Directions: One circle on the outside should contain the laws of the 1800's for children. The other outside circle should contain the laws of today. Have students place in the connect part of the circle the things that are similar. Ask them if they would rather live with the laws then or now? Why?

<http://www.dol.gov/dol/topic/youthlabor/ParentsofYoung.htm>

Directions:**Fill out the Venn Diagram Box**

1. Decide on 2 characters, or settings, or events, or other variables you wish to analyze in the story, chapter or segment you have read. Label each of the 2 circles.
2. Where the 2 circles overlap, write the way these two are alike.
3. Where the circles are distinct, write down how each is different.

6g6 Venn Diagram Chart



7. Explore today's reading

Key Questions

Why is it important that a woman was able to become successful in business and then become the leader in child labor laws?

What was significant about the Chicago fire?

Why are child labor laws important?

Who was involved with the Chicago fire?

Why are Muckrakers important to our societies well being?

What was Malaria and how many people did it kill?

What happened to the people of Chicago after the fire?

Key Paragraph

"Some people don't want to learn about unpleasant things. The police called Mother Jones a public nuisance. They arrested her. When the judge asked who gave her a permit to speak on the streets, she said, "Patrick Henry, Thomas Jefferson and John Adams!" Mother Jones was sent to more than once.

EXTEND

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

What is Mother Jones talking about giving her the right to speak out on the streets?

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:

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 1 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Students will become familiar with "Wobblies"

2. Word Wall

Introduce 5 important, useful words from today's reading

rebellions	decent	capitalism	picketed	anarchy
socialism	militia	adopt	persecuting	bayonets

- 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 116-121 chapter 21 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1905	Creation of the unorganized group called "Wobblies"	116-121
1912	25,000 mill workers walked off the job	119-120

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)

1905 starting of the Wobblies for fair labor laws

1912 workers walk out on strike

February of 1912 Police under orders of City Marshal attacked the both women and children

One child was killed and was not involved with strikers

Communication at this time has picked up and media is reporting these incidents to all of its readers

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 an open mind portrait of Gurley Flynn
Why was she so important to us today?

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 did the Wobblies change the labor laws today?
 Who are the people involved with the change?
 Was this change for the betterment of our society?
 What did it take for this change to completely change?
 What were the sacrifices made during this time of change?
 Were the Wobblies successful even though they are no longer?

Key Paragraph

“They cannot weave cloth with Bayonets,” said Joe Ettor, “By all means make the strike as peaceful as possible.”

EXTEND

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

What is the message from Joe Ettor? What event is this connected?

9. Close with a short summary

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

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Standards Focus :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 1 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students study amendment 1 of the US constitution on freedom of speech and press. Is this always a good thing? What is good? What can work against US citizens with this right?

<http://www.usconstitution.net/const.html#Am1>

2. Word Wall

Introduce 5 important, useful words from today's reading

contrive	abridge	grievances	media	exasperated
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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 122-124 chapter 22 in
Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8
ISBN: 0-19-512773-0**

Dates	Events	Pages
1787	Thomas Jefferson claims there is a 4 th branch in our government	122-123
	Free press for the good?	124
1890	Nellie Bly around the world in 80 days	124

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)

Constitutional amendment 1 freedom of speech

The media is the 4th branch of government a large part of our checks and balances

Irresponsible press libel laws prevent people from lying

Nellie Bly around the world in 80 days

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 break up in groups no bigger than 3 have then choose from a list of current topics. Give them two sources that tell both sides of the story. Have them figure out which one is more credible and why it is more factual. Is all free press good? When is it not good? Have each group give examples when press is damaging to our society. Have students come up with examples of when free press is necessary to give out important news to our society. Have each group present their findings using a poster or some type of visual representation i.e. PowerPoint, video, pictures....

7. Explore today's reading

Key Questions

How has free press helped our society?
 How does free press regulate our representatives in the government?
 What is investigative journalism?
 How is media different from back then to today?
 How do we know what is the truth in media?
 What is a primary source?
 Who is the most reliable reporters of news?
 How does the media cut down on corruption in our government?

Key Paragraph

“Congress shall make no law respecting an establishment of religion or prohibiting the free exercise of there of; or abridging the freedom of speech or of the press; or the right of the people to peaceably to assemble, and to petition the government for redress of grievances.”

EXTEND

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

What does this amendment mean to us today? What did it mean to Mama Jones?

9. Close with a short summary

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

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Standards Focus :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 1 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students study about Muckrakers

2. Word Wall

Introduce 5 important, useful words from today's reading

idiosyncrasies	indispensable	wheelman	syndicate	collaboration
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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 125-127 chapter 23 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
	Ida Tarbell	125
1906	Upton Sinclair	126
	Syndicate for writers	127
1892	McClure's starts a magazine that will change journalism	127

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.wsu.edu/~campbelld/amlit/1900.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

Have student compare two Muckrakers of this time. Upton Sinclair and IDA M. TARBELL. Have student Cube both authors. Then have them compare and contrast the two. How are they similar? How are they different? What impact did they have on society? Did everyone agree with what they wrote? Why or why not? Are they an example of beneficial free press?

<http://www.history.rochester.edu/fuels/tarbell/PREFACE.HTM>

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.

4c12 Cubing Who, What, When, Where, Why

		Name		
		Who		
	What	When	Where	
		Why		

7. Explore today's reading

Key Questions

Why are muckrakers important?

Who was Sam McClure?

What is a writers Syndicate?

Why is a writer's syndicate important?

What impact did Ida Tarbell's history of standard oil have on our society?

What impact did it have for Rockefeller?

How did muckrakers affect food-inspection laws?

Key Paragraph

"I had looked forward for eight years to graduating and I had always thought that when I graduated I would be tall, that I would know a great deal and that I would have all the plans made for my life. Here I was no taller, no wiser and with no plans at all. The future was an absolute blank ahead of me."

EXTEND

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

Can you relate to this student? Are things much different now as they were 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 1 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have students study and learn about the Mexican revolution.

<http://www.mexonline.com/revolution.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

vernacular	literate	competitors	ethics	advocacy
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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 128-131 Chapter 24 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
	McClure is running a very successful magazine	128-129
	Lincoln Steffens writes stories about the corruption in big cities	130
1910	The Mexican revolution begins	

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.wsu.edu/~campbelld/amlit/1900.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

Have students do an open mind portrait of these two authors, they should work in small groups. Have them read their bios and information from the book. Have them point out differences and similarities between the two authors in their thought bubbles.

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

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

Why do these muckrakers keep reporting all the corruption?
 Is there big business in finding corruption? Back then and now?
 What do these political cartoons stand for?
 Do we use political cartoons today?
 Who was McClure?
 Who were the Rockefellers and why were they important?
 Would you be willing to go out and investigate corruption and report it to the masses?
 Why or why not?

Key Paragraph

“McClure came up with an idea he called “human documents.” He wanted his writers to tell the personal stories of public officials. Journalists had not done that before. It was a good idea. The public loved reading about the private lives of public people.”

EXTEND

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

What media does this remind you of today? Do you believe it is fair to expose people this way? Is that what the freedom of press allows 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:

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 2 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Preservation starts when America started. Have students look at John Muir and the other who believed in preserving nature and the land of America. Have them compare to what we do now to preserve our country. Why is this important?

<http://www.achp.gov/>

<http://ecotopia.org/ecology-hall-of-fame/>

2. Word Wall

Introduce 5 important, useful words from today's reading

existence	Census Bureau	habitable	traits	interrelated
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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 132-136 Chapter 25 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1890	Census Bureau said no more frontier	132
1890	Animals start to become extinct	133
1890	John Muir starts to fight for preservation	134
1832	First bill signed for national park Yosemite	136

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

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

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

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

Why is preservation so important back then and now?

Why are people against preservation?

Who is the Sierra club? Do they still exist?

Was Muir right in exploring and trying to save the land?

Who else was involved with trying to preserve the land of America?

Why is it important animals don't become extinct?

Could Humans ever become extinct? Why or why not?

What do you do to help preserve your future?

Key Paragraph

“It took more then 3000 years to make some of the trees...trees that are still...waving and singing in the mighty forests of the Sierra...Any fool can destroy trees...they cannot run away.”

John Muir

EXTEND**8. Prompt every student to write a short product tied to today’s reading**

How is this even more significant then saving trees? What does he mean they cannot run away?

9. Close with a short summary

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

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Standards Focus :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 2 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Theodore Roosevelt popular president, why? How do these two different web sights depict Roosevelt, why is their content different?

<http://www.whitehouse.gov/about/presidents/theodoreroosevelt/>

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

2. Word Wall

Introduce 5 important, useful words from today's reading

aristocratic	astounding	philanthropist	taxidermist	trousers
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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 142-145 Chapter 27 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
	Roosevelt had a unique education of the world	142-143
	Roosevelt was born just before Civil War began	144
	Roosevelt Sr. was very well respected and helped others	144-145
	Roosevelt was not very healthy as a boy	145

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.theodoreroosevelt.org/life/timeline.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

Have students compare the two types of education mentioned in these two web sights. Which one is better or meets the needs of a child's education? Would either of these two ways of education work today? Why or why not?

<http://www.teachervision.fen.com/page/2865.html>

<http://www.theodoreroosevelt.org/life/tedsrecollections.htm>

7. Explore today's reading

Key Questions

How was Theodore Roosevelt unique?

Was his education better or less than those who went to school?

Why did he like to read?

What was he originally going to be when he grew up?

What was the one thing his Teedie's father did he did not agree with?

How did Teedie overcome his illnesses?

How did Teedie's father raise his children?

Where can you see the house of Theodore that has been preserved?

Key Paragraph

"This country will not be a permanently good place for us to live unless it's a good place for all of us to live," said Theodore Roosevelt when he became president."

EXTEND

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

In this statement does this include people of color? 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 2 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Typhoid fever as one of the many diseases not only killing white people but the indigenous people who did not have the immunity to fight what the white man brought to North America

http://www.cdc.gov/nczved/divisions/dfbmd/diseases/typhoid_fever/

2. Word Wall

Introduce 5 important, useful words from today's reading

reforming	typhoid fever	resilience	spectacles	reiterated
-----------	---------------	------------	------------	------------

- 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 146-149 Chapter 28 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1812	Theodore's father dies	147
1884	His wife, and mother die	147-148
	Theodore moves on and keeps helping others.	148-149

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.theodoreroosevelt.org/life/timeline.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

Have students draw a cartoon depicting the stereotyping of Theodore when he went hunting in North Dakota. This can be a regular story type cartoon or a political satire cartoon examples of cartoons are in book on page 149.

7. Explore today's reading

Key Questions

How was Theodore stereotyped?
 How did Teedie move on after so many deaths?
 What did Theodore do after he was elected president?
 What were some of the courageous moves he made to help others from evil?
 How was Theodore different as a military commander?
 Why was Theodore afraid?
 How did Theodore conquer his fear?
 Do you respect Theodore as a president?
 How does he compare to our current president?

Key Paragraph

“Reformer Theodore Roosevelt had visited some of those sweatshops. IN his autobiography he wrote, “It was this case which first waked me to a dim and partial understanding of the fact that the courts were not necessarily the best judges of what should be done to better social and industrial conditions. The judges who rendered this decision were well-meaning men. They knew nothing whatever of tenement house conditions; they knew legalism, not life. This decision completely blocked tenement-house reform legislation in New York for a score of years.”

EXTEND

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

How was Theodore Roosevelt different from our current politicians?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 2 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Manifest Destiny

http://www.pbs.org/keramexicanwar/prelude/md_introduction.html

2. Word Wall

Introduce 5 important, useful words from today's reading

missionaries	barbarism	sextants	feudal	subservient
--------------	-----------	----------	--------	-------------

- 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 156-161 Chapter 30 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1880's	Missionaries go to Hawaii to convert them to Christianity	156-157
1778	Capitan cook goes to Hawaii	158-159
1810	Hawaiian ruler Kamehameha	158-159
1819	Son Liholiho took over for his father	159
1848	Introduction of privately owned land in Hawaii	160

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 draw a map of Hawaii and all the islands that surround it. How many students have been there? How the population look now as compared to before the missionaries?

<http://www.hawaiischoolreports.com/land.htm>

7. Explore today's reading

Key Questions

When was Hawaii made a state?

What is Kapus?

How were women treated culturally in Hawaii?

Why were the Hawaiians glad when Kapus was gone?

What are missionaries and what did they do for Hawaii?

How were the Hawaiians treated the same way as the indigenous people of North America?

Were the Hawaiians better off when the white man came?

What are haoles?

The book states there is not much racism in Hawaii, do you believe this to be true?

Key Paragraph

“The ancient hula dance wasn't a tourist entertainment: it was a religious ritual. Christian missionaries- like the man preaching before the queen and her subjects on Oahu in this 1847 woodcut- tried to ban the hula, along with other traditional Hawaiian arts. Dancers practiced in secret until the reign of king Kalakaua (1874-1891), who fathered the best artists at his court. Where they created a new form of hula.” Page 159

EXTEND

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

What gives North Americans the right to change the belief systems of another culture? What other Culture did the white man ruin?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 2 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Although Teddy Roosevelt did not like the nickname Teddy, he lived with it and was the reason teddy bears were made. Talk about how popular presidents seem to make a mark in other ways that are not so political.

The Coal Crisis during his administration and how he got involved

<http://www.nps.gov/nr/twhp/wwwlps/lessons/77troosevelt/77facts4.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

Bully	Sherman Antitrust	trusts	frivolous	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. Read today's History selection pages 162-167 Chapter 31 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
	As president Teddy was available and willing to shake the hands of those who came to the white house	162-163
1902	Coal crisis	163
	Pictures of Teddy's family	164
1905	Roosevelt responsible for building the panama canal	165-166
1906	SF earth quake	167

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.panacanal.com/eng/index.html>

<http://earthquake.usgs.gov/regional/nca/1906/18april/index.php>

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 and contrast anti trust cases back then and how the act effects today's cases.

<http://www.usdoj.gov/atr/>

7. Explore today's reading

Key Questions

Where did the Teddy Bear originate?

Why was Roosevelt so popular?

How did he benefit the preservation of parks and land?

How did he cut down on some of the corruption of the time?

What happened in 1906 in California?

How was this significant to the future of California?

Name 3 things Roosevelt did as president? Do these things benefit us now?

Key Paragraph

“He had a favorite saying: speak softly but carry a big stick. It was an African Proverb and TR was always quoting it. He believed that if you show you are strong then no one will pick on you. The big stick he wanted for the nation was a strong navy. He helped build one.”

EXTEND

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

What does Teddy mean by “speak softly but carry a big stick? How does this relate to his feelings about Africans?

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:

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 3 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Immigrants of 1915

<http://sydaby.eget.net/swe/journey.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

polyglot	customs	reformers	coniferous	pantomime
----------	---------	-----------	------------	-----------

- 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 168-172 Chapter 32 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1915	Immigrants	168-169
	Jane Adams Reformer	168-172
	Stanton Colt	170

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

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

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

Have students draw maps of the area they live. Have them identify any different cultures that live in certain areas. Have them compare it to the map on page 171. What does this mean to all races? Is this segregation? Why or Why not? Was this the starting of racism? How is same or different today?

7. Explore today's reading

Key Questions

What makes Jane Addams unique?

Were reformers trying to help all people or just the rich?

Who were the good reformers?

How can you become a reformer for your community?

Is it possible for different cultures (immigrants) to live together with other communities or are we still segregated?

Would you be willing to live in an area of different cultures from yours? Why or why not?

Key Paragraph

"No sensible woman wants to vote," said former president Grover Cleveland in an interview published in the Ladies' Home Journal in 1905."

EXTEND

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

Does Grover Cleveland have the right to speak for all women? What were women's rights at this 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 3 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Read up on the history of the automobile

http://inventors.about.com/od/cstartinventions/a/Car_History.htm

<http://www.loc.gov/rr/scitech/mysteries/auto.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

automobile	gadgets	tinkerer	liquid fuel	angular
------------	---------	----------	-------------	---------

- 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 chapter 33 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8

ISBN: 0-19-512773-0

Dates	Events	Pages
1908	Henry Ford develops reasonable car everyone can drive	173-176
	Assembly lines are created to put cars together	175-176

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.greatachievements.org/?id=3880>

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 do an open mind portrait of Henry Ford. Why would he want to build cars for everyday people? What was his goal with the parts on the car? Who is Eli Whitney?

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

5. 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.
6. 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.

7. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
8. 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

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

Variations of this Open Mind Portrait

9. You can use this process for any character in the story
10. 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.
11. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
12. 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.
13. You could use different colors for the phases you see in a story or the development of a particular character.
14. 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.
15. 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.
16. 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

Why was it important Henry Ford made cars for regular people?
How did Henry Ford help the economy of the time?
How did the invention of the automobile change the American way?
Why is transportation so important to Americans?
How are cars different from then to now?
Who invented the first car?
Are those cars around today?

Key Paragraph

“Regardless of earlier uses of some of these principles (interchangeable parts, conveyor belts, etc..) ...mass production and its intensification into automation stems directly from what we worked out at Ford...between 1908-1913.”
By Charles E. Sorenson, who worked with Henry Ford

EXTEND

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

How did “automation,” change the future of America? Do we use the assembly line today? What has changed?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 3 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Read about the Wright Brothers and other inventors of their time

<http://www.time.com/time/magazine/article/0,9171,990611,00.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

spaceman	biplane	mischievous	methodical	mythical Icarus
----------	---------	-------------	------------	-----------------

<http://www.island-ikaria.com/culture/myth.asp>

- 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 177-182 chapter 34 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1903	Wright brothers create a flying machine that competes with the birds	177-182
1908	Takes his flying machine to Europe	179

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://online-study-guide.com/science/wright-brothers/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 student create a magazine article that explains the exploration of the Wright Brothers. Show how they were able to create the flying machine with out any formal education.

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 the Wright Brothers revolutionize flying?
 What was unique about the Brothers?
 Who else did they inspire?
 Why was the invention of the airplane so important?
 How are airplanes different today?
 What else other than travel were airplanes used for?
 What do you think you could invent? Back then? And now?

Key Paragraph

"It is my belief that flight is possible and while I am taking up the investigation for pleasure rather than profit, I think there is a slight chance of achieving fame and fortune from it. It is almost the only great problem, which has not been pursued by a multitude of investigators, and there fore carried to a point where further progress is very difficult. I am certain I can reach a point much in advance of any previous workers in this field."
 Pg.182

EXTEND

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

Does this statement prove we can do anything we put our minds to do? Do you feel you can accomplish anything you make a priority? 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 4 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students learn about the presidency of William Taft

<http://www.americanpresident.org/history/williamhowardtaft/>

2. Word Wall

Introduce 5 important, useful words from today's reading

Trust busting	oblige	crusader	righteousness	progressive party
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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 183-186 Chapter 35 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1908	William Taft presidency	183
1912	Republicans nominated William Taft	184
1912	Progressive party created by TR	184-186

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.eyewitnesstohistory.com/20frm.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

BoyScouts.com VS Girlscouts.org

Have students pick a side and learn about one of the scouting histories. Have student's debate why one is more important then the other. Have each side create a poster and have a speaker for the group to prove why their scouting troop is more important then the other. Have groups assign different projects or questions to different students in the group. Have them come together in each group to create the presentation.

Questions to answer:

What are things that are different about the male version and then the female version?

What were the time lines? Who came first? How and why did the scouts begin?

Who benefits from the scouts? Do they exist in the same way today or are they different? Where did the boy scouts originate? Where did the girl scouts originate?

7. Explore today's reading

Key Questions

Why was trust busting important for Howard Taft?

How did Americans feel about Howard Taft as a president?

Do you think there was a contradiction in the idea of a conservation minded president who hunts and kills animals for sport?

Why is government important to its citizens?

Are we truly free? Can we be?
Should the government step in when citizens are being ripped off?

Key Paragraph

“Besides we have found that some people abuse freedom. They harm other people. In the past, some enslaved others. We need laws to protect some citizens from others.”

EXTEND

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

Is the above statement true? 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 4 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Dyslexia is a learning disability that president Thomas Woodrow Wilson had trouble with while learning to read. Have students study Dyslexia and learn how it causes difficulty in reading and learning.

www.dyslexia.com

2. Word Wall

Introduce 5 important, useful words from today's reading

learning disabilities	asthma	strenuous	reforming	monopolies
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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 24-26 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
	Thomas Woodrow Wilson	187-190
	Wilson has stroke and wife becomes de facto president	190

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

Create an open mind portrait of Woodrow Wilson today. What would he think about how things are run today? What would he think of our government? What would he think of our president?

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

9. 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.
10. 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.

11. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
12. 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

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

Variations of this Open Mind Portrait

17. You can use this process for any character in the story
18. 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.
19. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
20. 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.
21. You could use different colors for the phases you see in a story or the development of a particular character.
22. 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.
23. 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.
24. 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 did Woodrow Wilson start out in school?

Did people assume he was dumb because of his learning disability?

Should we admire Woodrow Wilson for overcoming dyslexia during a time learning disabilities were not identified?

Who are other famous people you have heard of, that has dyslexia?

What made Woodrow Wilson different from other presidents?

Was Wilson a man who walked his talk?

How is Wilson's presidency different from our current president?

How did Wilson feel about going to war?

When did Wilson win the Noble Peace prize?

What was Wilson's biggest fault? (Racism and women's rights)

Key Paragraph

"Wilson's ideas on foreign affairs were different from those of presidents who came just before him. He was not concerned with making America powerful. He was not interested in treaties that gave unfair advantages to American business. He was not an imperialist. He thought that nations, like people, should not be selfish. He believed the United States should help other nations become democratic. Mostly, he hoped to stay out of foreign affairs."

EXTEND

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

Do you agree with Wilson's stand? When he states Americans who is he talking about if women have not rights and racism is still a poison in American life?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 5 Day 1

PREPARE

1. Background knowledge necessary for today's reading

World War I: have students study this war and the effects it has on our past and our present.

2. Word Wall

Introduce 5 important, useful words from today's reading

fate	economic	miscalculation	staccato	moat
------	----------	----------------	----------	------

- 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 191-194 Chapter 37 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1914	The great war begins in Europe	191
1915	Ships sunk by German submarine	191
1918	Belleau Wood, France	192
	Wilson still trying to stay out of it and	192-194

	create peace	
--	--------------	--

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)

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 student map out the War, who was involved and what side were they on?

8. Explore today's reading

Key Questions

- Why did Wilson try to stay out of the war?
- How did the war begin?
- How was America forced into the war?
- Why was WWI called the "Great War?"
- At what age were American Males recruited?
- How did women's jobs change?
- How were blacks, which fought in this war, treated?

Key Paragraph

"Russia's Leo Tolstoy, who wrote War and Peace, which many believe the greatest novel ever written, said that war "is not a polite recreation, but the vilest thing in life, and we out to understand that and not play at war." Tolstoy died in 1910, a few years before the First World War broke out."

EXTEND

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

What do they mean we should "not play at war?" Does this happen today?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 5 Day 2

PREPARE

1. Background knowledge necessary for today's reading

The end of WWI, this web site helps pull documents from the war.

http://wwi.lib.byu.edu/index.php/Main_Page

2. Word Wall

Introduce 5 important, useful words from today's reading

medieval	artillery	corsets	collapse	integrity
----------	-----------	---------	----------	-----------

- 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 13-15 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 9
ISBN: 0-19-512773-0**

Dates	Events	Pages
1918	End of war	13-15
1917	More then a million American's drafted and sent over seas	14-15

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.eyewitnesstohistory.com/w1frm.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

Have students create a magazine on what happened when the war ended. Use not only information from the book but the Internet as well.

http://news.bbc.co.uk/1/hi/special_report/1998/10/98/world_war_i/198172.stm

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.

4. You have been assigned to do the cover story
5. You will have the cover and 5 pages to cover the story.
6. 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

4. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
5. 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.
6. 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 were the weapons used in the war?

How did the German's underestimate the American's?

What was Woodrow Wilson considered after the war?

How was the end of the war celebrated?

How did the war end?

Was there really a winning side?

It is said "this is the war to end all wars, is this true for WWI?"

Key Paragraph

"Everything for which America has fought has been accomplished. It will now be our fortunate duty to assist by example, by sober, friendly counsel and by material aid, in establishment of just democracy throughout the world."

EXTEND

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

What has Wilson claimed by this statement?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 5 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Fourteen points of Peace

http://www.socialstudieshelp.com/Lesson_74_Notes.htm

2. Word Wall

Introduce 5 important, useful words from today's reading

Puritan	eloquently	surrender	leaflets	prominent
---------	------------	-----------	----------	-----------

- 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 16-20 Chapter 2 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 9
ISBN: 0-19-512773-0**

Dates	Events	Pages
1917	The war changed people's attitude towards the president	16
	Wilson gives his final push for world peace in the 14 points	17-20
	Wilson has a stroke and is unable to complete his mission	20

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.eyewitnesstohistory.com/w1frm.htm>

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

Web Quest on WWI, all information needed is on the website.

<http://www.sonic.net/bantam1/wqww1.html>

8. Explore today's reading

Key Questions

Why were Wilson's 14 points dumped after his stroke?
 Who was at fault for making sure they died?
 Why were people against such a peace-oriented president?
 What was started because of the peace points and the war? (UN)
 How does the United Nations work today?
 What does "No clear and present danger," mean?
 What amendment gives us the freedom of speech and why is that important?

Key Paragraph

"But we didn't listen. The United States embarked on a period of "isolation." We tried to stay away from the rest of the world and its concerns. We would learn that could no longer be done. Like it or not, the United States was now a world leader."

EXTEND

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

Does this statement mean that all the other countries of the world share view of America? Why or Why not?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 6 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Influenza that killed over 2 million people 1918

2. Word Wall

Introduce 5 important, useful words from today's reading

pandemic	epidemic	handkerchief	Luxuries	normalcy
----------	----------	--------------	----------	----------

- 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 21-24 Chapter 3 in Joy Hakim, A History of Us War, Peace, and All That Jazz 1918-1945 book 9

ISBN: 0-19-512773-0

Dates	Events	Pages
1918	Flu pandemic	21-24

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/americanexperience/films/influenza/>

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 different diseases that have been labeled "Pandemic."
What was considered pandemic back then and now?

7. Explore today's reading

Key Questions

What is the difference between and pandemic and an epidemic?
How did they stop the flu?
How is our flu different today then back then?
Who should get flu shots today?
How many people die today from flu?
What is Normalcy?
Why did Americans in the 1918's want to go back in time?
How had art changed in 1913?

Key Paragraph

"The other change gave some of the soldiers a chuckle. Imagine women were demanding equal rights: they wanted to be full citizens. Why, soon they'd probably want to wear pants, too!"

EXTEND

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

Do women have equal rights today? Why or why not?

<http://www.hrw.org/women/>

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 6 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Prohibition: Go over the pros and cons of this amendment and then the amendment that over turns it.

2. Word Wall

Introduce 5 important, useful words from today's reading

bootlegger	temperance	prohibition	dry state	fashionable
------------	------------	-------------	-----------	-------------

- 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 25-28 Chapter 4 in Joy Hakim, A History of Us War, Peace, and All That Jazz 1918-1945 book 9

ISBN: 0-19-512773-0

Dates	Events	Pages
Early 1900's	The start of the movement against alcohol	25-28
1920	Constitution amendment 18 is ratified	27
1933	Amendment 21 passed to void 18	28

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.museum.state.il.us/exhibits/athome/1920/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 set up their own government. In small groups have them figure out how to organize the laws with justification that benefits the majority. Have each group answer these questions:

1. How do we get people to stop doing something that hurts them?
Smoking, drugs, helmets....
2. Do the lessons of prohibition apply to drugs?
3. Some people say if we make drugs legal then criminals will stop making money on them, is this true?
4. Others say if we make drugs legal it will encourage people to do more, is this true?
5. How does the prohibition lesson help us understand human nature?
6. What is the different between alcohol and drugs? If one is legal why not both?

Have student collect their data and create their own constitution with justifications and present to class.

7. Explore today's reading

Key Questions

Was prohibition a success?

Do you think it should have been made an amendment?

How does prohibition impede on our other rights?

Why was prohibition really created?

What groups pushed it through?

Are those groups still around today? Do they have the same power?

How do women have that much power yet they do not have the right to vote?

Who benefited from this amendment?

Key Paragraph

“No one expected it, but prohibition made crime a big business in the United States. Americans learned that some kinds of prohibition must be done by persuasion and education. Laws and force don't always work.”

EXTEND

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

Who profited from Prohibition? If laws don't work what does that say about our government and its efficiency?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 6 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Women's suffrage and the right to vote.

<http://www.history.com/topics/the-fight-for-womens-suffrage>

2. Word Wall

Introduce 5 important, useful words from today's reading

suffragists	persecution	descendent	ratification	inefficiency
-------------	-------------	------------	--------------	--------------

- 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 29-33 Chapter 5 in Joy Hakim, A History of US War, Peace, and All That Jazz 1918-1945 book 9
ISBN: 0-19-512773-0**

Dates	Events	Pages
1915	Alice Paul organized women's suffrage	29
1917	Women marched in front of the White House	29-31
1917-1919	First women in congress she served two different terms	32
1920	Women take over the town of Yoncalla	33
1920	Women can finally vote!	33

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://memory.loc.gov/ammem/naw/nawstime.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

Print out several of these pictures and place students in partnerships. Have students look at each picture and on a piece of paper write down what they think the picture truly represents. Are women seen the same way now as they were then? How are the same? How are they different? Have a class discussion on what each partnership thought about the different pictures. Does media represent society? Or is society represented in media?

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

7. Explore today's reading

Key Questions

Why did it take so long for women to be recognized as citizens?
 Are women treated better today?
 Why were the women arrested and not fed while incarcerated?
 How did our president of the time view women and their suffrage?
 Did Black women have the same rights as white women after Amendment 19 was ratified? Why or why not?
 Why were women not seen as equals in the first place?

Key Paragraph

“Many Americans men and women don't bother to be active citizens. Many don't vote. The whole point of a democracy is that it gives everyone power. Those who don't vote give up their power.”

EXTEND

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

After working so hard for voting rights do women today vote more or less? Do you really give up your power if you chose not 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 6 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have student become familiar with this time in our history, where anyone accused of being a communist was no longer free. Even if it was not true.

2. Word Wall

Introduce 5 important, useful words from today's reading

socialists	anarchists	capitalism	contradict	radical
------------	------------	------------	------------	---------

- 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 34-36 Chapter 6 in Joy Hakim, A History of US War, Peace, and All That Jazz 1918-1945 book 9
ISBN: 0-19-512773-0

Dates	Events	Pages
1920	The Red Scare	34-36
	The fear of communism is reinforced by media and acts of the government	35-36

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://history1900s.about.com/od/timelines/tp/timeline.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

Have students Cube McCarthyism

Directions:

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

4. 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.
5. 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.
6. 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.

11c12 Cubing an Action

		When and Where		
		Who		
	Cause	Action	Effect	
		Evaluation		

7. Explore today's reading

Key Questions

How did American's react to the McCarthy actions?

What caused the Red Scare?

Who helped spread the fear?

Was the fear of communism real or a government tactic?

What happened with Amendment 1 while this was happening?

How did the Red Scare stop?

Why did American's buy into the fear?

Do we American's buy into the fear now? Are we smarter now then we were then?

Key Paragraph

"Thomas Jefferson wrote: Truth is great and will prevail if left to herself, and errors cease to be dangerous when it is permitted freely to contradict them. He believed that when everyone's ideas are heard, people will make wise choices."

EXTEND

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

What does this statement mean? Is it a true statement? 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 7 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Warren Harding or 29th president

<http://millercenter.org/academic/americanpresident/harding>

Teapot dome scandal

2. Word Wall

Introduce 5 important, useful words from today's reading

enthusiastically	distinguished	plundered	geologists	migration
------------------	---------------	-----------	------------	-----------

- 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 37-40 in Joy Hakim, A History of Us, War, Peace, and All That Jazz 1918-1945 Book 9

ISBN: 0-19512767-6

Dates	Events	Pages
1921-1923	29 th president Warren Harding	37-40
1910-1920	Blacks migrated North	40

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://millercenter.org/academic/americanpresident/harding>

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 an open mind portrait of William Harding after he finds out his friends have robbed the American people under his watch.

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

13. 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.

14. 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.

15. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
16. 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

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

7. Explore today's reading

Key Questions

What did Harding do while he was president?

What mistakes did he make while being the leader of our country?

Have we seen these mistakes repeated since Harding?

Why was it big that Harding appointed black men to public office?

What was the "chicken-bone special?"

Why were blacks still sitting in the back of the train and not able to eat in the dining cart?

Key Paragraph

"Warren Harding as I said, was a pleasant man, always gracious and considerate. Maybe it was because he was so good-hearted that he wanted to help his old friends. Maybe that's why he put some of those friends in important jobs. Most weren't qualified for those jobs. Some were crooks who stole a whole lot of money from the nation."

EXTEND

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

What happens when you hire friends or family over someone who might be more qualified to get the job done?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 7 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Calvin Coolidge

<http://www.whitehouse.gov/about/presidents/calvincoolidge/>

2. Word Wall

Introduce 5 important, useful words from today's reading

prosperity	indecent	flappers	idealism	frantic
------------	----------	----------	----------	---------

- 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 41-46 in Joy Hakim, A History of Us War, Peace, and All That Jazz 1918-1945 Book 9

ISBN: 0-19512767-6

Dates	events	Pages
1926	Motion pictures have sound	41
1925	First woman governor	41
1927	Nixon V. Herndon rules against Texas in allowing blacks to vote	41
1920's	Roaring 20's full of dance and music	42-46
1925	Monkey trial	45

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.vialarp.org/20s/20s_timelines.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

Have students learn how to do the Charleston and look up flappers. Have students look at the fashion and learn how to do the Charleston. After they have studied these two big events of the 20's, have them write a paragraph on house fashion and the dance is similar and different from now? Do we still see the Charleston and do we also still see similar fashions to the flapper?

Flapper

http://www.fashion-era.com/flapper_fashion_1920s.htm#The%20Flapper

Charleston

7. Explore today's reading

Key Questions

Why were the 20's so prosperous?

What was America ignoring as more and more people bought more material things?

Were all American's prosperous during the 20's? Who was not?

Why was it such a big deal that a bathing suit showed some leg?

Why did everyone have a problem with "bobbed," haircuts?

Who was received the credit for Jazz music?

Why was and still is the monkey trial important?

Key Paragraph

“More people had more money than ever before. And, mostly, they were intent in having a good time. Hardly anyone seemed to worry that some people were left of the prosperity boom.”

EXTEND**8. Prompt every student to write a short product tied to today’s reading**

What does this mean to us as a society? What is being wedged into our society and exists worse than ever 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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 7 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Babe Ruth and Organized sports history.

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

<http://www.britannica.com/EBchecked/topic/514199/Babe-Ruth>

2. Word Wall

Introduce 5 important, useful words from today's reading

scandal	prodigious	grit	heroine	orphanages
---------	------------	------	---------	------------

- 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 47-50 in Joy Hakim, A History of Us War, Peace, and All That Jazz 1918-1945 Book 9

ISBN: 0-19512767-6

Dates	Events	Pages
1919	Babe goes to the Black sox	47
20's	American's fall in love with organized sports	48-49
20's	Mildred Didrikson of Texas	50

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.answers.com/topic/sports-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 create a sports magazine with all the famous sports people of the 20's only. They can pick one or pick several however they want to lay out the magazine. Have then note that there is a chapter on white people playing sports and another chapter of Blacks and other people of color. Why weren't they playing together?

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.

7. You have been assigned to do the cover story
8. You will have the cover and 5 pages to cover the story.
9. 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

7. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
8. 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.
9. 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 have sports been so important to American society?
Why were the white players only playing on white teams?
Why were talented women like Mildred not playing on professional teams?
What happens to a society when you exclude certain people?
How are sports related to America's history?
What else was going on while many Americans were watching sports?

Key Paragraph

"George Herman Ruth didn't look like a hero. His body was shaped like a barrel with spindly legs sticking out of its bottom. His face wasn't much to look at either. In the middle was a mashed-in nose."

EXTEND

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

Was Babe Ruth truly a hero? Why would someone describe him this way if he were?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 7 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Jim Crow and the stories of segregation

<http://www.pbs.org/wnet/jimcrow/struggle.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

faulty	cosmopolitan	versatile	barnstorm	misogynist
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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 24-26 in Joy Hakim, A History of Us War, Peace, and All That Jazz 1918-1945 Book 9

ISBN: 0-19512767-6

Dates	Events	Pages
1922	Satchel Page	51-52
	Josh Gibson	51
	Cuban teams	51
1931	Exhibition game between white men's team and a team with a woman pitcher	53
1936	Jesse Owens	54

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/jimcrow/segregation.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 fill out a K-W-L Chart on this chapter. Then have students research some of their questions to complete what they have learned.

Directions:

Materials:

- KWL Chart

Step One: Read the chapter or segment you wish to analyze

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?

2. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete

Variations of the KWL Chart

1. You can do this chart for any topic you are trying to learn about.
2. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
3. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
4. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

7. Explore today's reading

Key Questions

Why were white men intimidated by Black or Cuban athletes?
 Is there still an issue of people of color in organized sports?
 Why is this chapter more than just sports?
 Why is it important we understand and know Jim Crow?
 Why were women barely mentioned in regards to organized sports?
 What were the conditions of fields for the people of color playing organized sports?
 How were people able to afford to play organized sports?
 How are organized sports in America different and the same as back in the 20's?

Key Paragraph

"It was 1931, and the Yankees were playing an exhibition game against the Chattanooga Look-Outs. Chattanooga's owner, Joe Engle, had just signed a 17-year-old pitcher, Jackie Mitchell. When the great Babe came to the plate, the new pitcher was called to the mound and—surprise: Mitchell was a she."

EXTEND

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

Should the men be impressed or scared? Why would a female pitcher intimidate a man? (especially after she struck out the Babe)

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 8 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Native American tribes in Louisiana; Attakapa, Caddo, Chitimacha, and Tunica, have students look at these tribes and what happened to them.

www.thecajuns.com/tribes.htm

2. Word Wall

Introduce 5 important, useful words from today's reading

peddlers	biracial	creoles	improvising	forsook
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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 55-62 in Joy Hakim, A History of Us, War, Peace, and All That Jazz 1918-1945 Book 9
ISBN: 0-19512767-6**

Dates	Events	Pages
1931	Louis Armstrong	55-58
1936	Bessie Smith	58
20's	Duke Ellington	59
20's	3 composers in red, white and blue	60-61
1930's	Hollywood	62

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.allaboutjazz.com/jazz1950.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

Have students create a map of New Orleans, show where the famous Jazz singers and players came from. Where a speakeasy could be found. Place on map the areas where the different cultures of people stayed. What made this area more unique than other places in the south?

Directions:**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**

Why are the tribes of Louisiana only given a small box?

Why are the indigenous people left out of our history?

This chapter is about Black composers of Jazz why do they have to add the white composers too?

What is a speakeasy?

While the 20's were a happy time, what do we know happens when things are inflated? (Stock market crash, .com crash)

Key Paragraph

“We encountered Jim Crow laws for the first time on a summer Sunday afternoon. We were about five and seven years old at the time. Mama and Papa used to take us to Pullen Park in Raleigh (NC) for picnics, and that particular day, the trolley driver told us to go to the back. We children objected loudly, because we always liked to sit in front where the breeze would blow your hair. But Mama and Papa just gently told us to hush and took us to the back without making a fuss. When we got to Pullen Park, we found changes there too. The spring where you got water now had a big wooden sign across the middle. On one side the word “white’ was painted, and on the other, the word “colored.” Why, what in the world was all this about? We may have been little children, but, honey, we got the message loud and clear. But when nobody was looking, Bessie took the dipper from the white side and drink from it.”

EXTEND

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

What was the message they got loud and clear? Why would anyone separate sides of a water fountain?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 8 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Chinese Rockets

<http://www.spacetoday.org/China/ChinaRockets.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

supersonic	physicist	interplanetary	catapult	atmosphere
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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 63-66 in Joy Hakim, A History of Us, War, Peace, and All That Jazz 1918-1945 Book 9

ISBN: 0-19512767-6

Dates	Events	Pages
1929	Robert Goddard	63-66
1930	Percival Lowell	64
1930	Guggenheim supports Goddard	66

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://history.msfc.nasa.gov/rocketry/tl3.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 an open mind portrait of Robert Goddard. How did he come up with the rocket and making it fly? Why would he even think of doing this?

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

17. 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.
18. 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.
19. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.

20. 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

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

Variations of this Open Mind Portrait

25. You can use this process for any character in the story
26. 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.
27. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
28. 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.
29. You could use different colors for the phases you see in a story or the development of a particular character.
30. 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.
31. 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.
32. You could make an Open Mind Portrait of yourself using any of the above variations.

7. Explore today's reading

Key Questions

Why was it important for Goddard to create a rocket?
Why did Guggenheim agree to financially support the project?
Who is Lindbergh?
What kinds of scientists were needed to help the rocket stay off the ground?
What other countries were working on rocket science?
What does Sir Isaac Newton have to do with the rocket science?
What do these rockets have to do with war?

Key Paragraph

"He had dreamed of space and interplanetary travel from the time he was a boy. It all began with two books. One was "The War of the Worlds," which was written by an Englishman, H.G. Wells. The other was from "The Earth to the Moon," written by a Frenchman, Jules Verne."

EXTEND

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

Has Literature helped out history become reality? Have you read something in class that has inspired you achieve new goals?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 8 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Bessie Coleman 1922

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

2. Word Wall

Introduce 5 important, useful words from today's reading

philanthropist	aviation	methodical	aerodrome	theoretical
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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 67-71 in Joy Hakim, A History of Us, War, Peace, and All That Jazz 1918-1945 Book 9
ISBN: 0-19512767-6**

Dates	Events	Pages
1919	The prize for flight NY to Paris	67
1922	Bessie Coleman 1 st black female pilot	68
1927	Flight of the spirit of St Louis makes the flight from NY to Paris	68-71
1929	First blind airplane landing using instruments	70

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.charleslindbergh.com/timeline/index.asp>

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 create a magazine with the different types of space travel: rockets, plans, jet chairs, and whatever else they can find from the 20's-30.

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.

10. You have been assigned to do the cover story
11. You will have the cover and 5 pages to cover the story.
12. 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.

10. Decide what the main idea will be for each page.
11. Remember that each page must relate directly back to the cover.
12. 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

10. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
11. 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.
12. 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 flying so important to explore?

Where would we be without planes?

How did someone come up with idea to fly?

Why was Lindbergh so successful where others failed?

How long was Lindbergh's flight to Paris? How long would it take today?

What is the different between air travel back then and now?

Do you think Lindbergh was brave or a hero? Why or why not?

What inventions have you thought about or created?

Key Paragraph

"You see he was decent. He didn't drink and he didn't smoke. He was modest. He had good manners. He was offered a great deal of money to pretend to smoke for an advertisement. He wouldn't do it. He wouldn't do anything he didn't believe in."

EXTEND

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

Who do you know that has the same ethics and beliefs?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 8 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Herbert Hoover

<http://www.whitehouse.gov/about/presidents/herberthoover/>

2. Word Wall

Introduce 5 important, useful words from today's reading

restrain	lynching	remedy	heritage	self-help
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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 72-78 in Joy Hakim, A History of Us, War, Peace, and All That Jazz 1918-1945 Book 9

ISBN: 0-19512767-6

Dates	Events	Pages
1928	Hoover elected president	72-73
1928	Prosperity balloon pops	73
1929	Stock market crashes	74-78
1929	Panic	77-78

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/fmc/interact.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

Have students play the stock market game. Login and directions are on the website. Please read directions carefully and print out handouts for students.

7. Explore today's reading

Key Questions

Why did the stock market crash?

What did this crash create?

How does this stock market crash compare to the one we had recently?

Why was Herbert Hoover such a bad president?

Why do they call it "the end of the prosperity balloon?"

What was the depression?

How long did the depression last and why was it so long?

Key Paragraph

"And you know the banks, don't you? The banks are all in trouble too. You see, the banks lent money to the brokers and all those people who were buying stocks. Now they have no money. They are closing their doors."

EXTEND

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

Would this happen now? What has the government put into place to protect consumers from the "The great depression?"

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 9 Day 1

PREPARE

1. Background knowledge necessary for today's reading

The Great Depression: Causes, affects and recovery (pictures)

Show students pictures of the depression and poems. In these pictures, what story do they tell us?

Have students do a life history, of relatives they know, who have lived through the depression. Make sure they get details of what life was like. How did it change people who lived through the depression? Is it different for them now?

<http://memory.loc.gov/ammem/fsowhome.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

Capitalism	urban	economic system	bushel	fertile
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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 79-83 in Joy Hakim, A History of Us, War, Peace, and All That Jazz 1918-1945 Book 9
ISBN: 0-19512767-6**

Dates	Events	Pages
1929	Farms still don't have electricity or indoor toilets	79-80
1932	A million people roamed the country looking for work or food	81
20's	Farmers abused the land creating the dust bowl	79-83

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/americanexperience/films/rails/>

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 the analytic cube have students look at the causes of the depression and have them analysis how it could have been prevented.

Directions:**Analytic Cubing****materials:**

- desired cubing formats 1c1-1c12 copied on 8.5 x 11 or 11 x 17 paper
- cubing format 1c2 for cutting and folding directions
- pencils, pens, crayons, markers
- scissors, glue sticks or paste

Step One: Decide what you want to study and select a cubing form.

1. Decide what you want to study: a concept or idea, an event, something you've read, a thesis you want to make the case for, a topic or idea, a place, some event or period in history, a person, an action, or how something works or why it might not work.
2. Choose the cubing form that matches what you have selected to study: a concept or idea [1c12 or 3c12], an event [4c12], something you've read [5c12], a thesis you want to make the case for [6c12], a topic or idea [7c12], a place [8c12], some event or period in history [9c12], a person [10c12], an action [11c12], or how something works or why it might not work [12c12]. The entire list of cubing forms is:
 - 1c12 Cubing 5 Questions About Anything
 - 2c12 Cubing Directions: Assembling the Cube
 - 3c12 Cubing 6 Questions About Anything
 - 4c12 Cubing Who, What, When, Where, Why
 - 5c12 Cubing the Structure of a Text
 - 6c12 Cubing a Persuasive Essay
 - 7c12 Cubing a Topic or Idea
 - 8c12 Cubing Geography
 - 9c12 Cubing History
 - 10c12 Cubing Biography
 - 11c12 Cubing an Action
 - 12c12 Cubing a Technical Report

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

7. 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.
8. 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.

9. 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.

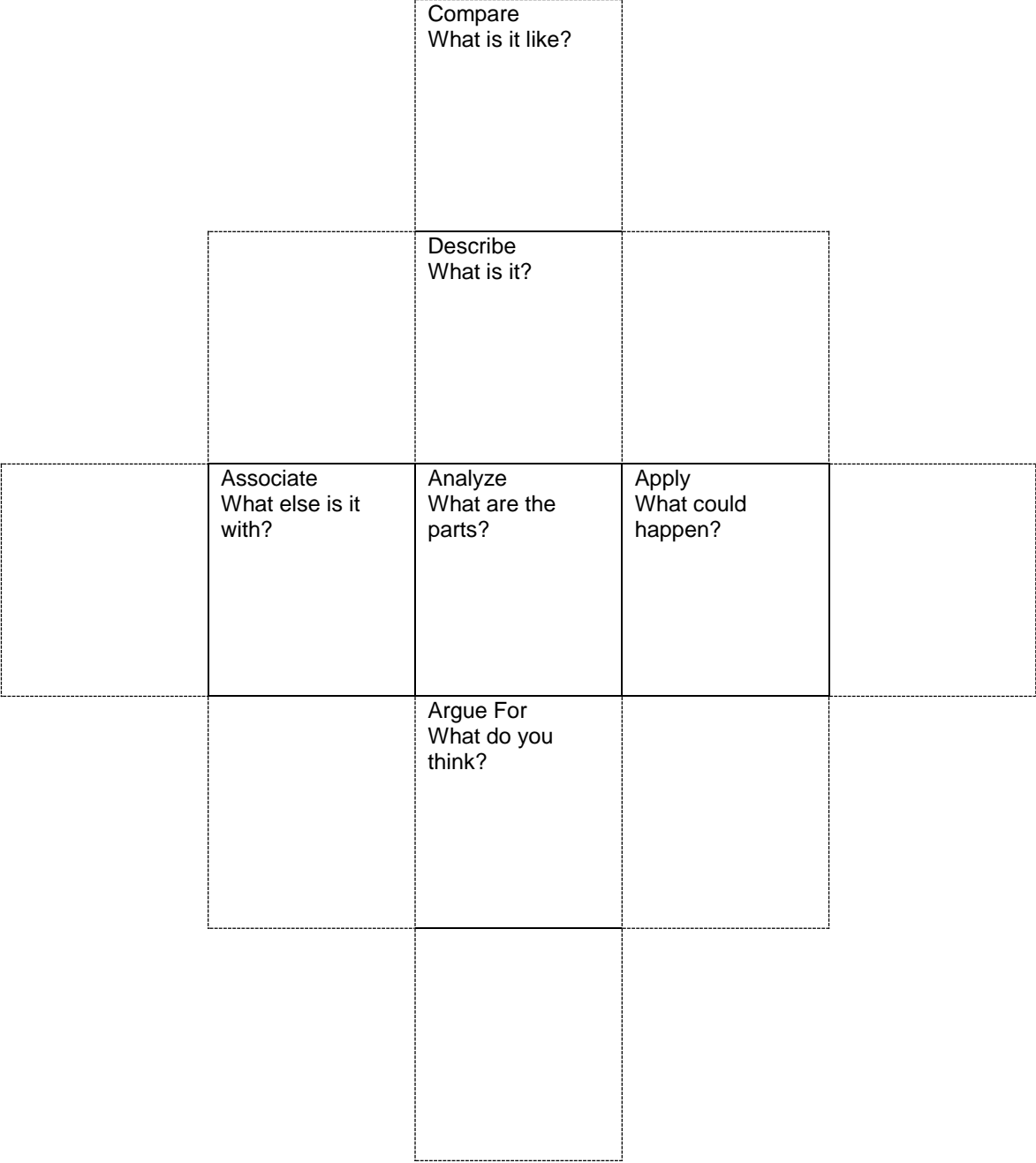
Variations for Cubing

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.

7c12 Cubing a Topic or Idea



7. Explore today's reading

Key Questions

What caused the dust bowl?

What were the causes for the stock market crash?

Why were people rushing to the banks to take out their money?

How could we have avoided the depression?

Have we seen a depression in the last 15 years? How did it compare to the Great Depression?

What important preventions came out of the Great Depression?

Who did the depression affect?

Key Paragraph

“But there were no jobs to be found in the cities. City people were moving in with relatives on family farms. It was time of national calamity.”

EXTEND

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

Do you have relatives who lived through the depression? If so, how are they different from others in your family?

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 :

11.2.1-9, 11.2.2,3, 11.4.1-5, 11.10.7, 17

Lesson Plan for Quarter 2 Week 9 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Leaders of the times: Mussolini, Hitler and Stalin. Have students study these 3 leaders and learn how they became leaders during hard times. What did each leader stand for? Compare and contrast the leaders. How did each leader change history? What was their plan and vision?

<http://comandosupremo.com/mussolini.html>

<http://www.historyplace.com/worldwar2/triumph/tr-pact.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

cavalry	expenditures	dictators	communism	fascists
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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 84-87 in Joy Hakim, A History of Us, War, Peace, and All That Jazz 1918-1945 Book 9
ISBN: 0-19512767-6**

Dates	Events	Pages
1930	Hoover declares the depression over	84-85
1932	Hoover is still in denial of what the US is going through.	86-
1932	Up and coming leaders in Europe	86-87
	FDR is on the horizon as a strong leader	87

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://millercenter.org/academic/americanpresident/hover>

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 a K-W-L chart have students start with what they know about the depression and what kind of president Hoover was through this time. Then have them list the questions they have about this period. After reading the chapter and doing the activities have them fill in the last column of what they learned.

Directions:**Materials:**

- KWL Chart

Step One: Read the chapter or segment you wish to analyze**Step Two: Fill out the K [know] column: what do you know?**

3. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
4. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

3. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
4. Write this information concisely in the W [What do you want to know?] column.

Step Four: Fill out the L [learned] column: what have you learned?

3. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
4. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Step Five: Review the chart when it is complete**Variations of the KWL Chart**

5. You can do this chart for any topic you are trying to learn about.
6. This can be done on worksheets, or written on a big piece of paper, like chart paper or butcher paper. This can also be written on a white board or black board; the shape of the chart is easy to copy.
7. When you are analyzing a story, you can copy a KWL chart on a piece of paper and quickly take the story apart. This can be a helpful strategy on a test. This can use the same strategy for a nonfiction topic, a problem or a case study.
8. You can do this individually, in pairs, in a small group, or as part of a large group.

Variations for Writing

1. Write a paragraph from any of the 3 columns, K, W or L, of the chart.

KWL Chart

<p style="text-align: center;">K</p> <p>What do you know?</p>	<p style="text-align: center;">W</p> <p>What do you want to know?</p>	<p style="text-align: center;">L</p> <p>What have you learned?</p>

7. Explore today's reading

Key Questions

While Hoover was in denial of the depression and people starving, what was going on in Europe?

Why was Hoover scared?

How does music and art depict what is going on during a certain time in our history?

Why were soldiers protesting at the White house?

Was Hoover correct in saying the depression was over?

What kind of president was Hoover?

Why were homeless areas called Hoovervilles?

Key Paragraph

“What Hoover meant was that no government money should be spent on relief programs. He thought people could help themselves. If government money was spent it should go to business. That would strengthen the economy, he said and business money would “trickle down” to the people. Many economists believed as he did.”

EXTEND

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

Do you agree with his economic plan? How does history tell us he was wrong?

9. Close with a short summary

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