

Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 1 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Read about some of the wealthy families associated with FDR

2. Word Wall

Introduce 5 important, useful words from today's reading

paralysis	arrogant	segregated	anguish	optimist
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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 88-92 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN:0-19-512773-0

Dates	Events	Pages
	FDR early years up to presidency	88-92

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 student create a magazine about FDR, have them look for cartoons and other pieces of media describing his career.

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

What kind of childhood did FDR have?

What was FDR's school life like?

Why did he enjoy History so much?

What did his parents want for him?

What happened to FDR at age 39?

What would you do if you were hit with a paralyzing disease?

Key Paragraph

"I am interested in and have respect for whatever people believe, even if I cannot understand their beliefs or share their experience."

FDR

EXTEND

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

What does this statement say about FDR? Do you believe politicians today hold the same belief? 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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 1 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Eleanor Roosevelt did not start out the strong woman she became.

<http://www.pbs.org/wgbh/amex/eleanor/peopleevents/pande01.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

governess	ambition	underdog	persecuted	minority
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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 93-96 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8

ISBN: 0-19-512773-0

Dates	Events	Pages
	Eleanor Roosevelt from childhood to first lady	93-96

RESPOND

5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.pbs.org/wgbh/amex/eleanor/timeline/index.html>

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

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

EXPLORE

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

Have student create a mind shot of Eleanor Roosevelt as the first lady.

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 Eleanor feel about herself as a young girl?
 Is she someone you can relate to? In what way do you see similarities?
 What was Eleanor's childhood like?
 How did Eleanor become first lady of the world?
 Why did Eleanor always work for the underdog?
 What award did Eleanor win?
 What groups did Eleanor endorse and support?

Key Paragraph

"They were a team, one of the greatest political teams in history. He became president, but she was his link to the people. He stayed in the White House; she went to coal mines and factories and workers' meetings. Then she told the president what people were thinking."

EXTEND

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

How does this political team compare to any politicians today? Have there been any more "great political teams," since the Roosevelt's?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 1 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the different aspects of polio today and the history of the disease.

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

http://kidshealth.org/parent/infections/bacterial_viral/polio.html

2. Word Wall

Introduce 5 important, useful words from today's reading

conquer	obscure	illumination	dilettante	inclined
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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 97-99 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8

ISBN: 0-19-512773-0

Dates	Events	Pages
	Roosevelt deals with Polio	97-99

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.cloudnet.com/~edrbsass/poliotimeline.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 open mind portrait of FDR after he discovers he has polio and convinces himself to still obtain his goal to be 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

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

Did FDR make a good president even though he was considered handicapped?

What does Handicap mean?

Would you vote for a president in a wheelchair?

How hard would it be to deal with polio? Could you do it?

What does "keeping it simple," mean?

How did FDR get around when he did not use his wheelchair?

Key Paragraph

"Perhaps, by not showing his inner feelings, he convinced himself, as he convinced others that he wasn't hurting."

EXTEND

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

Why as human beings do we choose to keep our feelings and pains to ourselves?

Is this a just thing to do to ourselves?

9. Close with a short summary

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

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Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 1 Day 4

PREPARE

1. Background knowledge necessary for today's reading

The New Deal's successes and failures

<http://www.u-s-history.com/pages/h1851.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

exuberance	mellifluous	beleaguered	speculators	delegates
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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 100-101 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1932	FDR takes office	100-101
1933	20 th amendment	101

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://xroads.virginia.edu/~MA02/volpe/newdeal/timeline_text.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 analytic cube the "New Deal."

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

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.

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.

12c12 Cubing a Technical Report

		Problem it solves		
		What it is		
	Who uses it	What it does	Resources in/out	
		What can go wrong		

7. Explore today's reading

Key Questions

Why was the New Deal so important?

What didn't work in the New Deal?

What is the 20th amendment?

Why were people marching in D.C. in 1932?

What did the cartoons they drew about FDR represent?

How well did the American people take to FDR when he was first elected?

Key Paragraph

"It wasn't only speculators who lost money in the Great Crash. A lot of banks failed, and many people lost all their savings; there was no banking insurance then."

EXTEND

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

What would happen today if there was no bank insurance?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 1 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the history of Social Security. How did it work then and how will it work for them when they are old enough to retire?

<http://www.socialsecurityreform.org/history/index.cfm>

2. Word Wall

Introduce 5 important, useful words from today's reading

uproariously	pragmatist	prominent	pessimism	dignitaries
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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 102-106 in Joy Hakim, A History of Us an Age of Extremes 1870-1917 book 8 ISBN: 0-19-512773-0

Dates	Events	Pages
1933	Roosevelt's presidency and the New Deal	102-106

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

After studying all about FDR's life and using other cartoons as samples. Have students create their own cartoon about FDR and his presidency. Should have at least 6 boxes and tell the story with a beginning a middle and an end. Have students post on the wall and do a gallery walk so all students can see what others created.

7. Explore today's reading

Key Questions

What made FDR different from other politicians?

Why was FDR so popular?

How did his handicap affect his presidency?

Would you still vote for him today?

Did FDR do what he said he would do in his campaign?

How does the new deal affect us now?

What current president would you compare FDR?

How did FDR help people of color?

Key Paragraph

“in other periods of depression it has always been possible to see some things which were solid and upon which you could base hope, but as I look about me I see nothing to give ground for hope---nothing of man.”

EXTEND

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

What does this say about Calvin Coolidge? What kind of president do you think Coolidge was based on 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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 2 Day 1

PREPARE

1. Background knowledge necessary for today's reading

The rise of Hitler. The US has a great president in FDR but the world allows Hitler to become the power of Germany. Have students look at who Hitler was before he became in power.

<http://www.historyplace.com/worldwar2/riseofhitler/>

2. Word Wall

Introduce 5 important, useful words from today's reading

dictatorship	reparations	inflation	nationalism	ferocity
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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 107-111 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9 ISBN: 0-19-512767-6

Dates	Events	Pages
1933	Hitler is given full power of Germany	107-111
1922	German money not worth the paper it is written on compared to the dollar	108
1933	In the us people were trading more then using money	111

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://pbs.org/wgbh/amex/holocaust/timeline/>

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

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

EXPLORE

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

Assign small groups of students to one of the following: fascism, Nazism, communism or totalitarianism. Have student's research and create a poster to support their type of leadership. Have each group present their type of leadership and have the class choose a winner.

Make sure presentations answer these questions:

Which one is the best way to run a country, why?

Why would this type of leadership succeed and why would it fail?

Why is America not under one of these types of leadership?

Why is democracy better, why is it not better?

7. Explore today's reading

Key Questions

How did Hitler gain power in Germany?

What was America doing when he took control?

Why were German citizens so vulnerable?

What does "might makes right," mean?

What was happening in other countries while America fight the depression?

What is the Ku Klux Klan?

What makes the KKK scary even today?

How did America remain a democracy?

Key Paragraph

“Germany no longer even attempted to be a democracy. It willingly became a dictatorship—the most evil dictatorship in recorded history. The Germans used their intelligence and skill to create factories of death. They allowed their government to do unspeakable deeds. Some Germans did not approve, but few spoke out. To do so meant risking their lives.”

EXTEND

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

Why did the German’s allow someone like Hitler take control and do the evil things he did to people? Could you imagine living in fear of your government?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 2 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at the Bill passed in 1924. How is this bill racist? How could a country built on people coming to America deny others to come to America? Who has the right to decide in the land of the free?

2. Word Wall

Introduce 5 important, useful words from today's reading

Anti-Semitism	nonconforming	infidel	heretic	emancipated
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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 112-119 in Joy Hakim, A History of Us Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9 ISBN: 0-19-512767-6

Dates	Events	Pages
1938	"The nights of broken glass"	112-113
	Quick History of the Jewish People	113-119
1923	KKK make racists statements	118
1924	The congress passes a racist bill	118-119

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

Have students pick a concentration camp from the list. Have them gather all the information on this camp. Have them create a picture or print pictures from the web. Either turn this into a poster contest based on facts and impact of pictures or turn into a mini research paper with an oral presentation. Another presentation if your students have access to computers is a Power Point presentation. What was life like in a concentration camp? Who was taken there? Why were they chosen to die?

<http://www.jewishvirtuallibrary.org/jsource/Holocaust/cc.html>

7. Explore today's reading

Key Questions

How did the world allow this to happen to the Jewish people?

Why did no one stop Germany?

How can we compare Holocaust racism to today's racism?

Why didn't the Jewish people fight back?

What would you do if you were Jewish back in the Holocaust?

How and why did the KKK start in the US?

There are groups of people today who deny that the Holocaust ever happened, do you believe them?

Will America ever forget the Holocaust? Why or why not?

Key Paragraph

“As a nation we began by declaring that “all men are created equal.” We now practically read it, “All men are created equal except Negroes.” When the Know Nothings get control, it will read “ all men are created equal except Negroes and foreigners and Catholics.” When it comes to this, I shall prefer emigrating to some country where they make no pretense of loving liberty.”

Abraham Lincoln 1855

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

What is Lincoln saying about America? Is this true today? 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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 2 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students take a tour of the unethical and unjust science experiments that were going on in Germany during the Holocaust. What right does a human being have to use another human being or animal to experiment?

2. Word Wall

Introduce 5 important, useful words from today's reading

Isolationists	atoms	Theory of Relativity	regimes	pacifists
---------------	-------	----------------------	---------	-----------

- 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 120-124 in Joy Hakim, A History of Us Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9 ISBN: 0-19-512767-6

Dates	Events	Pages
	War and Scientists	120-121
1930's	isolationists	122-124
1941	Battleship is destroyed by a bomb	123-124

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)

<http://www.sciencetimeline.net/1926.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

Web-Quest on the 1930's, have students follow directions on the page. After they have created the questions have them quiz each other on what they know. Some questions may be used on a future quiz to check for understanding.

7. Explore today's reading

Key Questions

How serious was science back in the 1930's?

Why was it Americans good fortune that Albert Einstein came to America?

If the German born Scientist had stayed in Germany would America still have won the war?

Why did it take convincing FDR how important the science was?

Who were the "Wolves?"

How did the Arizona sink?

Why was the Arizona being sunk so significant?

Key Paragraph

“Others who were pacifists didn’t think it was right to fight any way. They believed that if we behaved peacefully others might do the same.”

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

Do you believe this statement? Why or why not? Are you a pacifist? What did this mean for the Jewish people being killed?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 2 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students take another look at the attack at Pearl Harbor, why did the Japanese decide to bomb this particular place? What did America do to retaliate?

<http://www.nationalgeographic.com/pearlharbor/expedition.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

Humiliation	obliterating	quivering	liberation	envoys
-------------	--------------	-----------	------------	--------

- 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 125-129 in Joy Hakim, A History of Us Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9 ISBN: 0-19-512767-6

Dates	Events	Pages
1936 & 1940	FDR has been elected two more times	125
1941	Hitler has taken over many more countries of democracy	125-126
1941	Japan wants to talk to America	127
1941 Later in that summer	After FDR refuses meeting with Japan, Japan Attacks Pearl Harbor	128-129

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://my.execpc.com/~dschaaf/timeline.html>

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

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

EXPLORE

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

Have students create a map of all the countries Hitler has taken over by now, Japan, Hawaii and the US. Have them label each country with the date they were bombed or taken over.

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 didn’t FDR go to the meeting with the Japanese?
 Why did Japan bomb Hawaii?
 Why did FDR declare war on Japan and her allies?
 How did FDR get elected three times?
 Why can’t a president get elected 3 times now?
 What is the maximum a president can be in office?
 Why did countries just allow Hitler to take over?
 How was Hitler a threat to democracy?

Key Paragraph

“What they faced was something called a blitzkrieg. That was the German word for “lightening war,” which was a good description. The Germans sped their troops , tanks

and artillery across nations, obliterating them almost before they knew what was happening.”

EXTEND

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

What can you compare this description too more recently in our history? How are they different, and how are they the same?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 2 Day 5

PREPARE

1. Background knowledge necessary for today's reading

WWII is this one worse or better than WWI? Didn't we try to end the wars? Why did they continually get worse? What was different about these two wars? What was the same?

<http://www.historyplace.com/worldwar2/timeline/ww2time.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

intact	vicious	contaminated	domination	exile
--------	---------	--------------	------------	-------

- 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 *-* in Joy Hakim, A History of Us Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1941	One side was Berlin, Rome and Tokyo	130-134
	The other 3 allies were the US, Britain and Russia	130-134

RESPOND

5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.historyplace.com/worldwar2/timeline/ww2time.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 start a magazine on WWII. Have them include articles and information on both sides of the war and include all the leaders that were involved. Keep a few pages for the end of the war.

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

Why did Russia under a communist government join the US and Britain?

Why was Germany joined by Tokyo and Rome?

What did Hitler do to Stalin?

If Russia had stayed with Germany, Tokyo and Rome, would they have won the war?

When you look at size of countries which side was bigger? Did that help?

What angle did Russia have on the timing of the war?

Why did FDR trust Stalin?

Key Paragraph

“The victor will not be asked afterward whether or not he told the truth. In starting and waging war it is not right that matters but victory. Close your hearts to pity! Act brutally!.... The stronger is in the right.”

Hitler

EXTEND

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

What does this quote say about Hitler? Why did so many follow him?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 3 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at the new weapons used in WWII. The new technology used created a different type of war. Compare WWI with WWII. This will lead into the assignment after the reading.

2. Word Wall

Introduce 5 important, useful words from today's reading

Massacred	periscope	aerial	enigma	amphibious
-----------	-----------	--------	--------	------------

- 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 135-138 chapter 31 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1942	Black soldiers were now accepted in the military	135
1944	Parachute drops begin and new weapons used	136-138

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/perilousfight/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 work in groups of no more than 3. Have each group create a poster of weapons and strategies used in both wars. Have each group present the things that were similar and different. Have each group answer how did the new strategies and weapons win the war?

7. Explore today's reading

Key Questions

Why were weapons so important?

How was the United States able to defeat Japan before another attack?

Why did Pearl Harbor happen?

Why was the US not prepared for the attack at Pearl Harbor?

What was the economy like during the beginning of WWII?

Why was breaking code so important to the US?

Key Paragraph

“The United States drafted black men, but segregated them—and often assigned them to service jobs instead of combat units. These Negro Seabees were members of the Navy’s construction battalions, volunteer’s chosen for their skill in building or engineering. They are shown here in training near Norfolk, Virginia, practicing landing tactics, around 1942.”

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

Why was drafting Black men such a big deal? Why were they still segregate?
Weren’t these men free to fight for their country?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 3 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have kids read the account of a tank driver, have them write down 3 questions they would want to ask the driver if they could.

<http://www.tankbooks.com/amile/bussell/bussell.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

Janus	vessel	coral	invincible	ferocious
-------	--------	-------	------------	-----------

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

READ

3. Review the Timeline

Start at the beginning and review the chapter so far

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

4. Read today's History selection pages 139-143 chapter 32 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
	Two front war US is protecting both pacific and Atlantic coasts	139-140
1942	1 st blood bank created	140
	U-boats everywhere	140-143

RESPOND

5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.historyplace.com/worldwar2/timeline/ww2time.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 draw a map of the US strategies of protecting both coasts. How does the size help or hinder the US? How does our large coastline leave the US vulnerable then and now? Also have students map where the enemies are attacking the US.

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

What was the conflict with the new blood bank?
Why were our ships being sunk?
How did submarines work?
How was the US able to protect both coasts?
How did the Japanese expand?
What was John F. Kennedy's job in the war?

Key Paragraph

"Did you ever hear of Janus, the two faced god of Roman Mythology? January was named for Janus; he was the god of doorways and gates who looked in two directions at the same time."

EXTEND

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

Why does the author use Janus as a comparison to what the US was going through?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 3 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students look at the lives of Japanese-American children. How were these concentration camps any different from Hitler's camps?

<http://www.pbs.org/childofcamp/>

2. Word Wall

Introduce 5 important, useful words from today's reading

warlords	sacrifice	atrocities	savagery	bigotry
----------	-----------	------------	----------	---------

- 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 144-148 chapter 33 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
	Forgetting the constitution and American's rights	144-148
	Japanese-Americans being relocated to concentration camps	144-148

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

Have students choose one of the children featured on PBS

<http://www.pbs.org/childofcamp/documentary/participants.html>

Have student create a Open Mind Portrait of one of the children featured

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.

7. Explore today's reading

Key Questions

Why were American citizens placed in concentration camps?

Why didn't the constitution protect these citizens?

Could this happen again? Why or why not?

How could concentration camps happen in America "land of the free?"

How do we prevent this from ever happening again?

Have Americans assumed the worse of other American citizens with foreign ancestry?

How is this act racism?

Key Paragraph

"We were fighting for the rights of all Japanese-Americans. We set out to break every record in the army if we failed, it would reflect discredit on all Japanese-Americans. We could not let that happen."

EXTEND

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

What does the phrase "reflect discredit on all Japanese-Americans," mean?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 3 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students read about nuclear testing the US had done. What gives the US the right to move out the indigenous people of the island? Does this sound like what the white man did to the indigenous people of the North America? How well is the island doing today? Does nuclear aftermath just stay in one area? Don't we all share the same atmosphere?

<http://www.worldofdiving.com/html/bikinihistory.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

obscure	platoon	slugfest	snafus	foxholes
---------	---------	----------	--------	----------

- 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 149-153 chapter 34 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1942	Capture of Guadalcanal Island	149-153

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.friesian.com/history/guadal.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 nuclear experiment on the Bikini Islands to the take over of Guadalcanal. What is different, what is the same? Why do Americans think we have the right to take land from the people who occupy it? In Pairs have them come up with points or arguments for or against the two issues. Open the debate up to the class. Either openly debate in class the pros and cons and why they are for or against or you can have students stand in areas that represents how they feel about each issue and if they are for or against. (Break room into three sections: first section is for or pro, the opposite side is against or con, the middle for those who see both sides and is undecided. Have students share facts that back up where they stand based on the research they have done on both issues.

7. Explore today's reading

Key Questions

Why did the US take over Guadalcanal?

How many lives were taken to accomplish this task?

Why did America experiment with Bikini Island?

What happened to many of the soldiers who fight on the Guadalcanal Island?

How did the Japanese underestimate the US?

Who are the Seabees? Why are they referred to as the Seabees?

Key Paragraph

“Jungle warfare can be as much of a fight with the jungle as with the enemy. Some men's clothing was damp so long, it rotted on their bodies.”

EXTEND

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

Which is worse clothing rotting our flesh or gunfire with someone like ourselves?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 3 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Have students study about the women's movement and the true meaning of Rosie the Riveter. Today women are doing much more but are they being treated equally?

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

2. Word Wall

Introduce 5 important, useful words from today's reading

invincible	camouflage	siege	reluctant	cowshed
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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 154-158 chapter 35 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1943	German's and Japanese were dominating the war	154-158

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.rosietheriveter.org/>

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

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

EXPLORE

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

Have students create posters advertising women working in traditionally men's positions. Women are now working in factories, and construction during WWII. Why is this so different? How are things the same or different with women in the work force today? Have students include bubbles with facts about how women were used in the workforce. Prediction on what the women will do when the men come back from war?

7. Explore today's reading

Key Questions

Who is winning the war at this point in 1943?

Why was the Axis winning?

What are convoys?

What was considered the "front?"

How did America take over the fight?

When did the war end?

Who won the war? Why did they win?

What would have happened if the other side won the war?

Key Paragraph

“Rosie the Riveter became the war’s can-do symbol, and women took over many jobs usually done by men.”

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

Why weren’t women doing these jobs before the war?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 4 Day 1

PREPARE

1. Background knowledge necessary for today's reading

D-Day, have students draw a map of the strategies that won the war.

<http://www.pbs.org/wgbh/amex/dday/>

2. Word Wall

Introduce 5 important, useful words from today's reading

turmoil	paratroopers	armada	heroism	foundation
---------	--------------	--------	---------	------------

- 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 159-163 chapter 36 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1944	D-Day	159-163

RESPOND

5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.pbs.org/wgbh/amex/dday/timeline/index.html>

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

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

EXPLORE

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

From the beginning have students map out the strategies and the areas where the allied forces attacked the axis

Directions:

Map

materials:

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

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

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

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

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

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

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

Variations for the Map

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

7. Explore today's reading

Key Questions

Was D-Day as well planned as the military thought?
 What went wrong during the attack of the beaches?
 What was Germany about to do before the allies landed on the beaches?
 How many lives were lost? Was the loss worth it?
 Where is Normandy located?
 If the allied forces did not invade Normandy, where would we be today?
 How close were the German's to winning this war?

Key Paragraph

"For the Axis it was the beginning of the end."

EXTEND

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

Was it really the ending? Who was still fighting? What did it cost those people to keep fighting? Was it worth it?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 4 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students study the Battle of the Bulge. What does this represent? Would it have happened?

<http://www.pbs.org/wgbh/amex/bulge/>

2. Word Wall

Introduce 5 important, useful words from today's reading

sortie	wades	correspondent	imperialism	propaganda
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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 164-169 chapters 37&38 in Joy Hakim, A History of US War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1944	Battle of the Bulge	164-166
1945	Japan does not give up the fight	167-169

RESPOND

5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.pbs.org/wgbh/amex/bulge/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

Using the timeline and the map students have created on WWII, have students add to the map all the major battles of WWII including Normandy and the Battle of the Bulge. Also have them map out Japan's areas of war. Keep project going there are more battles that will be fought and added to map.

7. Explore today's reading

Key Questions

What did the media do to promote this war and its worthiness?

What is the Atlantic charter?

What is Japan attempting to do during this time?

Why is the Nazi state crumbling?

How many concentration camps are there in Germany?

What has the US done that is similar to the Nazi concentration camps?

Where is Tokyo? Where is Dresden?

Key Paragraph

"Our only hope will lie in the frail web of understanding of one person for the pain of another."

John Dos Passos, December 1940

EXTEND

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

What does Passos mean? Does this give you more insight to the war and the times?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 4 Day 3

PREPARE

1. The Background knowledge necessary for today's reading

The Death of FDR, what happened what was it like for America to lose its favorite president that served almost 4 terms? Who was up and coming?

<http://www.eyewitnesstohistory.com/vofdrdeath.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

Precedent	astounding	presiding	contraries	haberdashery
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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 170-175 Chapters 39&40 in Joy Hakim, A History of Us War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1918	Truman is a captain in France	170
1920	Truman owns a men's clothing store	170-171
1945	Truman becomes president succeeding FDR after his death	171
1945	FDR's death and funeral processions.	172-175

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 fill out an analytic cube on FDR. What did we learn from him and how has America changed because of him?

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

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.

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

5. 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.
6. 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.
7. 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.
8. Fold the cube carefully following the directions on 2c12.

10c12 Cubing Biography

Who is person? Date of birth? Death?		
Where did this person grow up?		
What relationships did this person have?	What did this person do?	What was this person like?
Why is this person important?		

7. Explore today's reading

Key Questions

List 5 things Americans learned after FDR's death...

Why did Truman resist being VP?

Who was Truman before he became president?

What was the funeral like for FDR?

Does America ever see another president like him?

What has changed in our constitution after FDR served 4 terms?

How did America react to the funeral of FDR?

Have you felt close to any of our presidents? Why or why not?

Key Paragraph

"Mr. Roosevelt was great," a Harvard professor said to his students, "because he like Lincoln, restored men's faith."

EXTEND

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

Why is this statement a compliment? Why does the professor not include women's faith?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 4 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students look at two places: Hiroshima and Buchenwald, why are these two places significant? How are they different? How are they the same? Who is responsible for these two places?

<http://www.dannen.com/decision/>

<http://www.jewishgen.org/forgottencamps/camps/buchenwaldeng.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

bunker	Reich	atomic	undignified	debris
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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 176-183 chapters 41&42 in Joy Hakim, A History of US War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1945	American Soldiers enter Nazi camps/Germany surrendered to Eisenhower	176-178
	Japan still fighting	179
1945	The Atom bomb "little boy," is being prepared for use in Japan	180-182
	The people of Hiroshima are warned of the danger that is coming	182-183

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.dannen.com/decision/>

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 Harry Truman when he decides to drop the atomic bomb on Japan.

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

16. You can use this process for any character in the story
17. 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.

18. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
19. 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.
20. You could use different colors for the phases you see in a story or the development of a particular character.
21. 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.
22. 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.
23. You could make an Open Mind Portrait of yourself using any of the above variations.

7. Explore today's reading

Key Questions

What was unique about Anne Frank's diary? What happened to her?

Was the war over when the Americans walked into the concentration camps?

Was our super weapon the only way out of the war?

Why did Japan not surrender before the new weapon?

Why did they name the bomb "A Little Boy?"

Did the dropping of the bomb affect only the people in that area?

How would you feel if you had the responsibility to make the decision to drop this type of weapon?

Key Paragraph

"He has not been prepared for what happens. The size and fury of the explosion are great then anything ever before created by humans. The airmen are still able to see the inferno clearly when they have put 270 miles between themselves and the target. It is a sight they will never forget."

EXTEND

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

What does it mean they were not prepared? What does that say about using this type of weapon? What does it say about the humanity of the United States?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 4 Day 5

PREPARE

1. Background knowledge necessary for today's reading

Brush up on what it took to accomplish "peace," was it worth the price of all the human life it cost?

2. Word Wall

Introduce 5 important, useful words from today's reading

elegant	vitality	ashcan	vulgar	surrender
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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 184-197 chapters 43&44 in Joy Hakim, A History of US War, Peace, and All that Jazz 1918-1945 Book 9, ISBN: 0-19-512767-6

Dates	Events	Pages
1945	Another bomb dropped on Nagasaki	184
1945 Aug.	Japan surrenders	185
	The Ashcan of History	186-197

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://americanhistory.si.edu/victory/>

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

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

EXPLORE

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

Have students add to the magazine they have created for WWII. Now create the ending of the war. Have them include propaganda of the victory, the usage of the new bombs and the devastation they caused and what the cost of peace became.

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.

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

How did the art during these times represent what was going on?

What was the price of peace?

What is modernism?

Where did Modernism start?

What do you see in some of the art on pages 186-197?

Does this art paint a story?

If you had to write a story on the picture you like most which one would it be? Why?

Key Paragraph

“I decided to end this book with some works of art for two reasons: one, I like them: and two I want to be sure that you don’t think history is just about famous people and big events. History is everything that happened yesterday and the day before. It’s science and poetry, it’s sporting events and fashions; it’s classroom life and museum shows’ it’s songs people sing and the lives they lead, rich, poor and in between.”

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

What is the Author trying to tell you? What type of information do most history books focus? How is that different or the same as this author?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 5 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at post WWII fallouts. Women were working the jobs of the soldiers over seas. Now that the soldiers have come home, what happens to the women workers?

<http://www.nber.org/digest/nov02/w9013.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

privilege	embodies	crusade	immortal	influence
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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 9-17 chapter Preface and 1, in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1945	The fight for democracy	9-12
1946	Truman takes office	13-17
1946	First meeting of the UN in London	16

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 create a Open Mind Portrait of President Truman who was all of a sudden president after WWII.

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.

Variations of this Open Mind Portrait

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

7. Explore today's reading

Key Questions

Why does democracy struggle?

Why is it a problem to become president for Truman?

Why was it an issue for the women of America for the soldiers to return from war?

How do you think the soldiers returning from the war were welcomed?

Was Harry Truman the right man for the presidency?

Where did Truman get many of his ideas?

Key Paragraph

“ He held to the old guidelines; work hard, do your best, speak the truth, assume no airs. Trust in God, have no fear. Yet he was not and had never been a simple, ordinary man. The homely attributes, the Missouri wit, the warmth of his friendship, the genuineness of Harry S. Truman, however appealing, were out weighed by the larger qualities that made him a figure of world stature. Both a great and good man and a great American President.”

EXTEND

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

Does America still hold the old guidelines? What does this quote say about Truman?

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:

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 5 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students explore the laws that supported racism and segregation.

<http://www.law.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

segregation	prejudice	regiments	ignorance	spewed
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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 18-22 chapter 2 in Joy Hakim, A History of US War, Peace, and All The People 1945- Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1945	Jim Crow Laws	18-
	Black ball players trying to join white teams	19-22
	Separate but equal	20-22

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.archives.gov/education/lessons/brown-v-board/timeline.html>

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

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

EXPLORE

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

Have students work on this web-quest on Civil rights. There are different projects they can choose from and different final products. Hit each button on the bottom of page to get directions on each piece.

7. Explore today's reading

Key Questions

Why were White players afraid of Black players?

Was Robinson truly the first Black ball player?

If everyone is created equal under the constitution then why was it so hard for a Black man to play professional ball?

Was the Black league and White league truly separate and equal? Why or why not?

Where have we seen Jim Crow's name before?

Why did they call them a "Negro-League?"

Would you be as brave as Jackie Robinson? Even with death threats?

Key Paragraph

"Jackie Robinson had won the affection and respect of his fellow ball players and of the nation. He was the first; he took the punishment, he made it easy for those who followed. Baseball was now the national pastime for all the people."

EXTEND

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

This paragraph makes it seem that all was better after Jackie Robinson, do you think this is 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:

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 5 Day 3

PREPARE

1. Background knowledge necessary for today's reading

After WWII Russia and the US were considered the dominant nations. One nation was communist and the other was democratic, can both work together being so different?

2. Word Wall

Introduce 5 important, useful words from today's reading

persecuted	Feudal	tsars	tyrants	vicious
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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 23-26 chapter 3 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 ISBN: 0-19-512769-2

Dates	Events	Pages
1917	Short history of Germany	23-26
1945	Carl Marx is proven wrong	26

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.scaruffi.com/politics/russians.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 rewrite history. Have them create the United States as a communist country. What would it look like, who would be in charge? Would it be better or worse than our democracy? How would their lives be different, how would they remain the same? Have students create an essay of the new history of the US as a communist country. Have them use facts from Russia and have them be very descriptive. Have students exchange their essays with each other and discuss what issues they would have if the US was a communist country.

7. Explore today's reading

Key Questions

How is Russia different from the US?

Who is Carl Marx?

Is true communism bad?

What are the pros and cons of democracy and living in a capitalistic country?

How are the communist countries doing today?

Are the people of Russia truly being treated fairly?

How do you think the Russians viewed the Americans with their fancy gadgets?

What would you do to keep our democracy?

Will you vote when you turn 18?

Key Paragraph

“Under Marx’s economic system, people are supposed to work hard and give their products to the government, which is then expected to distribute things fairly to everyone as needed. People don’t get paid according to how much they work, but rather according to how much they need. Unfortunately, Karl Marx didn’t know a lot about human nature. Most people need a reason to work hard.”

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

Looking through Marx’s eyes does this system seem even better than America’s?
What do you see in Human nature where this system would not work?

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:

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 5 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students read the history of the Cold War and how long it continued. How was this different or the same as the holocaust? Was Churchill right?

2. Word Wall

Introduce 5 important, useful words from today's reading

oppression	subjugation	revolted	forcibly	minorities
------------	-------------	----------	----------	------------

- 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 27-29 chapter 4 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 ISBN: 0-19-512769-2

Dates	Events	Pages
1946	Churchill heeds his warning about what is going on in Russia	27
1946-1956	Russia was trying spread communism by taking over many countries	28-29

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://library.thinkquest.org/10826/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 create a visual setting of Russia and the Curtain of Iron. What would it be like to live in that setting? What kind of view would people have? How would they feel living behind such a monster?

Directions:

Setting Sketch: Sketch the Visual Details

materials:

- paper suitable for drawing, like 9x12 manila paper
- pencil, pen, crayon, marker or chalk as desired

Step One: List the details

1. Read pages
2. Make a list of all the details

Step Two: Draw a sketch

Variations of this Sketch

1. The same process can be used to create a setting sketch for any story.

2. The same process can be used for create a visual of the future wishes of characters in any story.

Variations for Writing

1. This sketch can be used to help write a setting paragraph.

7. Explore today's reading

Key Questions

Why did they build the Curtain of Iron?
 How does this fit into Karl Marx's idea of communism?
 How does totalitarianism fit into communism?
 Why didn't the US step in and free the Russian people?
 How was the cold war any different from the holocaust?
 What was happening in Germany after WWII?
 What did the US do to stop communism?

Key Paragraph

"Communism is based upon the will of a minority and forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms. I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressure."

Harry Truman

EXTEND

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

What is Truman saying here? What does he mean by majority and minority?
 How is this same or different from our definitions of majority and minority?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 6 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students become familiar with the fight Blacks were still having at the polls even though they have the right to vote.

<http://www.teachersdomain.org/resource/iml04.soc.us.h.civil.miles/>

2. Word Wall

Introduce 5 important, useful words from today's reading

gratify	astonish	vindictive	tuberculosis	foe
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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 30-35 chapter 5 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 ISBN: 0-19-512769-2

Dates	Events	Pages
1947	The Marshall plan	30-31
1947	Truman fighting discrimination	32-33
1948	The creation of Israel and the problems that came about	34-35

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

Have students pick significant figures of this chapter: Chaim Weizmann, Ralph Bunche, Harry Truman, or George Marshall have them work in groups and create a poster supporting their fight for Justice. Are these people heroes? Have each group of students present to the class their poster and why their person was significant to the justice of others. How have these people affected our justice?

7. Explore today's reading

Key Questions

Was the Marshall plan a good one?

Why did Truman have to work so hard for Black rights?

Was everyone seeing eye to eye on Truman's fight against discrimination?

Who was against the anti-discrimination? Why?

Why did Israel become a hot spot?

Who was fighting over Israel?

How was the fight over Israel related to the Holocaust?

Key Paragraph

"We cannot wait another decade or another generation to remedy these ills," said Truman. "We must work, as never before, to cure them now."

EXTEND

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

What does this mean? What does he mean by "ill?"

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 6 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students read about the two, up and coming new parties of 1948. Why are these parties a threat to civil rights? How do parties like this get started? Why do they still exist today?

2. Word Wall

Introduce 5 important, useful words from today's reading

dignified	novelty	hamlet	feisty	relished
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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 36-39 chapter 6 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 ISBN: 0-19-512769-2

Dates	Events	Pages
1948	Surprise election	36-39

RESPOND

5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

[Http://www.pbs.org/wgbh/amex/truman/timeline/index.html](http://www.pbs.org/wgbh/amex/truman/timeline/index.html)

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

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

EXPLORE

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

Split class in half and assign one of the two candidates to each side.

Have students get campaigning material for their side. (Truman vs. Dewey.) What were the two men proposing they would do for America? How is this election important? Has this election changed the way we report results today? Why or why not? What was the big surprise? Why was it a surprise? Have students' debate why their candidate should win the vote. Winning side should receive a prize.

7. Explore today's reading

Key Questions

- Why was this called the "lost" election?
- Why did people want Truman out of office?
- Who wanted Truman in office?
- Why did the south want Dewey?
- What did the media do that was unjust?
- What was Truman's stand in civil rights?
- Why was Dewey sure he would win?
- Have we had any other surprise elections since then?

Key Paragraph

“Black voters gathered in huge numbers wherever Truman campaigned; these voters are in Harlem, New York. For the first time black delegates were present in force for Truman’s nomination at the Democratic national convention.”

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

Why was this the first time Black voters were involved with the nomination?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 6 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Salem Witch Hunts, have student become familiar as an introduction for unjust hunts for people who are different.

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

2. Word Wall

Introduce 5 important, useful words from today's reading

international	perjury	traitors	predict	containing
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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 40-43 chapter 7 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 ISBN: 0-19-512769-2

Dates	Events	Pages
1950	Fear of communists	40-41
1950	Korean war	42-43

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

People argue between the Korean War and a military action. Have students use an analytical cube to prove one or the other. What facts did they find to prove one or the other?

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

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.

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

9. 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.
10. 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.
11. 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.
12. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

4. 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.
5. 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.
6. 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.

Basic Cube for a Topic or Idea

Describe What is it?		
Compare What is it like?		
Associate What else is it with?	Analyze Take it apart.	Apply What are the outcomes?
Argue For Take/explain a position		

7. Explore today's reading

Key Questions

What started the Korean military action/war?

Why was everyone afraid of communism?

What other country had atomic information?

What happened if you were someone that was accused of being a communist?

Who were the spies they found?

Why was the accusation of being a communist unjust?

Who was general Mc McCarthy?

Key Paragraph

“Hollywood producers, terrified of being accused of sympathy to communism tried to prove their loyalty with strings of movies “exposing” red conspiracies.”

EXTEND

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

Why would producers feel the need to appease those who could accuse them?

Why was this so important? What would you do?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 6 Day 4

PREPARE

1. Background knowledge necessary for today's reading

Have students look the US through McCarthyism. How is McCarthy any different from Hitler? Why did Americans tolerate this?

2. Word Wall

Introduce 5 important, useful words from today's reading

declassified	scholars	hysteria	subversive	detest
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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 44-48 chapter 8 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 ISBN: 0-19-512769-2

Dates	Events	Pages
1950	McCarthyism	44-48
	Hysteria caused by the unfounded accusations	46-48

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

Have students create a magazine about McCarthyism. Include names and pictures accused of being a communist. What happened to American's freedoms as documented by our constitution?

Direction:

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.

13. You have been assigned to do the cover story
14. You will have the cover and 5 pages to cover the story.
15. 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.

13. Decide what the main idea will be for each page.
14. Remember that each page must relate directly back to the cover.
15. 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

13. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
14. 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.
15. Bind the cover and pages together to form a mini-book.

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

Why was McCarthy so powerful?

Who fought against him?

Why did America become so hysterical about communism?

Have we repeated this hysteria in the past or currently?

How did the land of the free allow this to occur?

Don't we learn from our history to not repeat it?

Were there truly any "spies" left in America by 1952?

Who were the people McCarthy was accusing of being communist?

Key Paragraph

“At the Army-McCarthy hearings, McCarthy points to a map purposing to show the location of communist. Joseph Welch, the Army’s lawyer, said later: “Until this moment, Senator, I think I have never gauged your cruelty or recklessness,” he said. “Have you no sense of decency?”

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

How does this lawyer see McCarthy? How does this relate to injustice?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 7 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students read up on the landmark case of Plessey V Ferguson. Explain how separate is not equal. Why is this court case so important and why is it even more important to overturn it? Can we really be separate but equal? What is wrong with that thinking?

<http://www.streetlaw.org/en/Case.4.aspx>

2. Word Wall

Introduce 5 important, useful words from today's reading

diphtheria	vaccinations	immensely	controversial	menace
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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 49-53 chapter 9 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1946	TV's begin their popularity	49-50
1952	A new president was elected	50-53
1953	End of Korean war	52-53

RESPOND

5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

http://www.pbs.org/wgbh/amex/presidents/34_eisenhower/tguide/eisenhower_timeline.html

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

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

EXPLORE

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

Have students do an open mind portrait of the new president, how is he different from the rest of the presidents 8 years before him. What is he thinking about all the wars?

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

32. You can use this process for any character in the story
33. 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.
34. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
35. 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.

36. You could use different colors for the phases you see in a story or the development of a particular character.
37. 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.
38. 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.
39. You could make an Open Mind Portrait of yourself using any of the above variations.

7. Explore today's reading

Key Questions

Why were the 50's a different time?
 Where they great times for all American's?
 What Americans were still not treated fairly and why?
 What was the impact of TV?
 How was Ike different from other presidents?
 Why did the Korean War end? Who won?
 What else was going on during these times?

Key Paragraph

“As Eisenhower viewed the situation... the possible menace of the Soviet Union took two forms. One was the external threat of Soviet Military might. The other was internal-- in the sense that the existence of this power...might drive United States into weakening and eventually destroying its own economy through the indefinite expense of preparedness. What he proposed, therefore. Was that the United States should strive for middle road.”

Robert J. Donovan, Eisenhower, The Inside Story

EXTEND

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

What does this mean? Why is this so important to America?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 7 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Have students take a look at 50's culture. How is it the same or different from today?

2. Word Wall

Introduce 5 important, useful words from today's reading

ingenuity	suburbia	affluent	septic tank	quintessential
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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 54-59 chapter 10 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1942-1950's	Baby Boom era	54-59
1940	1 st drive through restaurant	57-59
1951	1 st Holiday Inn to include children	57

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

Have students create a magazine of the 50's. Have them cover the trends and the up and coming technology. Also have them cover art and culture of the times.

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.

16. You have been assigned to do the cover story
17. You will have the cover and 5 pages to cover the story.
18. 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.

16. Decide what the main idea will be for each page.
17. Remember that each page must relate directly back to the cover.
18. 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

16. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
17. 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.
18. Bind the cover and pages together to form a mini-book.

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

Why was the baby boom so important after the war?
 Why did women have to work before the war but didn't after the war?
 Why is Mc Donald's so important to this time?
 What is Suburbia? How is it different?
 What other companies became popular during the 50's? Why?
 Why are cars becoming more important?
 How has TV changed the culture of America in the 50's?

Key Paragraph

“Two monster symbols for the 50’s: a 57 Chevy Bel Air—whose engine could propel the car at least twice as fast as any speed limit allowed it to go—and an outdoor drive-in movie theater, where you and your sweetheart sat in your car to watch the show.”

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

Where are the Drive-In movie theatres today? Why? What kind of car did your parents or grandparents have in the 50’s?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 7 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have student research more on colonialism and why Indochina did not want that type of control.

2. Word Wall

Introduce 5 important, useful words from today's reading

snipers	thicket	Confucius	diligent	nuclei
---------	---------	-----------	----------	--------

- 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 60-63 chapter 11 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1959	French capture Saigon	60
1945	Ho Chi Minh Founded the democratic republic of Vietnam	61-63
1953	Eisenhower was spending 400 million a year to support the French	62
1954	The French were trapped and driven out of Vietnam	63

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.vietnam-war.info/figures/ho_chi_minh.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 student make a cube on Ho Chi Minh, was he a good leader or a bad leader pull facts to support which side you take.

<http://www.time.com/time/magazine/article/0,9171,901394,00.html>

Directions:

Persuasive Cubing

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

10. 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.
11. 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.

12. 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.

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

13. 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.
14. 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.
15. 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.
16. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

7. 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.
8. 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.
9. 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

10. 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.
11. Any side of the cube can be used to write a paragraph.

6c12 Cubing a Persuasive Essay



7. Explore today's reading

Key Questions

Why would America allow colonialism when we did not like it?

Why did America get involved with Vietnam?

Who is Confucius and how can different belief systems cause war?

Why did the French need America to help fight their war?

Who won the Vietnam War?

How did Eisenhower justify being involved with the Vietnam War?

Why did they split the country north and south?

Is it the same today?

Key Paragraph

“President Eisenhower said that if we let Vietnam become communist, it would be like watching a row of dominos fall. The first domino would set off the others. Soon all of Asia would be communist.”

EXTEND

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

Do you agree with Eisenhower? 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:

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 8 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students become familiar with the lawsuits that proceeded Brown V Board of Education.

<http://www.streetlaw.org/en/Case.17.aspx>

use the button on the top right where it says select a case/concept there are many cases to look at under civil rights and separate but equal.

2. Word Wall

Introduce 5 important, useful words from today's reading

abridge	abolish	commingling	bigots	precincts
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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 64-67 chapter 12 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1935-45	Problems with separate but equal	64-67
	Plessey V Ferguson	64-65
	Alaska's problems with segregation and the savages	66-67

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://americanhistory.si.edu/brown/resources/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's chose one of the cases from the civil right cases under Separate but equal. They will need an opponent, someone who stands opposite their side. Set up a mock trial where some students will be the supreme justice, you will have two attorneys who have studies the case they are representing and an audience of those who stand on both sides. Have students change roles as the cases are heard. Have the class choose winning arguments. How after the 14th amendment we have laws that support racism and segregation? Can we truly have separate but equal?

7. Explore today's reading

Key Questions

Why is Plessey V Ferguson so important?

Why are court cases studied currently and in the past?

How did we allow laws to be made that supported segregation?

Why didn't the constitution protect people of color?

How is the word "minorities," used to repress people of color?

Why were the indigenous people of Alaska considered savages?

Why did the White people think they were better than the people of the land?

What does Allen Shattuck mean by 5,000 of civilization behind him? What does he mean by Civilization?

Are denying people their rights and judging them, considered civilized?

Key Paragraph

"I believe we Americans and also our allies are fighting for the purpose of freedom. I myself am part Eskimo and Irish and so are many others. I only truthfully know that I am one of God's children regardless of race, color or creed... What has hurt us constantly is that we are not able to go to a public theater and sit where we wish, yet we pay the same price as anyone else and our money is gladly received." By Alberta Schenck

EXTEND

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

As an American how do you feel about the above statement? Do you agree with Alberta? 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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 8 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Discuss how the court case after many failed, Brown V the Board of Education, is the next step to demolishing segregation

<http://www.nationalcenter.org/brown.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

irrational	minority	suing	meticulous	jurisdiction
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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 68-73 chapter 12 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1954	Segregation is legal	68
	Racism was not just a problem in the south	68-72
1954	Brown V Board of Education	70-72
1954	Two southern experiences	73

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.archives.gov/education/lessons/brown-v-board/>

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 a cube and ask 5 questions. Make sure they know the answers and have student quiz each other on the questions they have created based on their knowledge of civil rights.

Directions:

Any Questions 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

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

13. 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.

14. 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.
15. 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.

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

17. 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.
18. 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.
19. 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.
20. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

12. 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.
13. 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.
14. 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.

1c12 Cubing 5 Questions About Anything

Name				
		1		
	2	3	4	
		5		

7. Explore today's reading

Key Questions

After Brown V Board of Education passed was segregation over?
 Why were communities not following the law?
 How many cases came before Brown V Board for desegregation?
 Did it work out for all children that schools were desegregated?
 Were children of color welcomed to other schools after this law was passed?
 Why were some children of color better off at the schools of color?
 What did it take to break down segregation?
 Are we still segregated? How?

Key Paragraph

“ It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity... is a right, which must be available to all on equal terms... Does segregation of children in public schools only on the basis of race deprive children of the minority group of equal educational opportunities? We believe that it does.... We conclude, unanimously, that in the field of public education the doctrine of “separate but equal” has no place. Separate educational facilities are inherently unequal.”

EXTEND

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

Should we uphold this argument today? Are all things in education now equal?
 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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 8 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Have students get to know Martin Luther King Senior and Junior
Where is Martin Luther King the 3rd?

<http://nobelprize.org/peace/laureates/1964/king-bio.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

ambitious	descended	exasperated	laboratory	boycott
-----------	-----------	-------------	------------	---------

- 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 # in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1917-1968	Martin Luther King Sr.	74-75
	Martin Luther King Jr.	75-77

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.lib.lsu.edu/hum/mlk/srs216.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 Martin Luther King Jr. Have him looking at civil rights today. What would he say about the way we are treating each other? What cause do you think he would take up today? Would it be the same as the 60's or different? Display open minds around classroom and have students take a gallery walk to see the different perspectives.

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

21. 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.

22. 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.
23. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
24. 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

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

Variations of this Open Mind Portrait

40. You can use this process for any character in the story
41. 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.
42. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
43. 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.
44. You could use different colors for the phases you see in a story or the development of a particular character.
45. 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.
46. 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.
47. 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

If you were to meet Martin Luther King Jr., what would you say to him and why?
 His father outlived him, why have we not heard more from his father who died in 1984?
 What is Martin Luther King Jr. famous for doing?
 How was his way of fighting for Civil rights different from others?
 What kind of impact did MLK Jr.'s speech have on you?
 How was MLK Sr. able to complete college?
 Why did they refuse Martin Luther III into the school?

Key Paragraph

"King with a portrait of Gandhi, who, he said, taught him that "there is more power in socially organized masses on the march than there is in guns in the hands of a few desperate men."

EXTEND

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

What does this mean to you? Is it true or impossible? Who are the desperate men?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 9 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students go over the power a community has when they all choose to participate in something. The boycott in Montgomery Alabama is a legend in our time.

2. Word Wall

Introduce 5 important, useful words from today's reading

customary	tailor	refined	intimidate	exploited
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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 78-82 chapter 15 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1955	Rosa Parks refused to give up her seat to a white man and was arrested	78-81
1955	Dr. and Mrs. King are arrested for arranging the boycott of the busses	80-81
	The weapon of love wins Blacks the right to sit in the front of the bus	82

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 create an open mind portrait of one of the following people during this time of the boycott and the arrest of Rosa Parks.

Choose from: Rosa Parks, Mr. Parks, Dr. King, Mrs. King, E.D Nixon, Robert Graetz or Jo Ann Robinson.

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

25. 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.

26. 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.

27. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
28. 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

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

Variations of this Open Mind Portrait

48. You can use this process for any character in the story
49. 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.
50. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
51. 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.
52. You could use different colors for the phases you see in a story or the development of a particular character.
53. 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.
54. 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.
55. You could make an Open Mind Portrait of yourself using any of the above variations.

7. Explore today's reading

Key Questions

Would you be brave enough to start or be a part of a boycott if you felt strongly about something like civil rights?

If you were in danger would you still fight for the rights of others?

How do you think Mrs. Parks felt when she was arrested?

What do you think Mr. Parks went through when his wife was arrested?

How did Martin Luther King fight for civil rights?

Can you imagine what it would be like to be arrested for something like sitting in the wrong place on a bus? Does this happen today?

If your civil rights were violated what would you do?

Key Paragraph

“The Civil War was fought over an idea. It was property rights vs. Human rights. Human rights won. But it was only a partial victory. This was another battle in the same war for human rights.”

EXTEND

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

What does it mean property rights over human rights? Is this a problem still today? 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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 9 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Little Rock Nine, have students read about these brave students who entered a high school that did not want them there.

<http://www.nps.gov/nr/travel/civilrights/ak1.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

akin	integration	persuasion	hysterical	proverbial
------	-------------	------------	------------	------------

- 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 83-87 chapter 16 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1954	Brown V. Board of education	83
1957	Federal judge ordered both blacks and whites to sit together in a classroom	83
	Melba Pattillo decides she wants to go to a better high school and so do 8 other black students	83-87

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

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 of what it was like for Rosa Parks, the bus boycott and the little rock 9. Use articles from newspapers and information from the websites listed on both lessons.

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.

19. You have been assigned to do the cover story
20. You will have the cover and 5 pages to cover the story.
21. 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.

19. Decide what the main idea will be for each page.
20. Remember that each page must relate directly back to the cover.
21. 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

19. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
20. 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.
21. 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

Would you be able to walk onto a high school campus where people called you names and spit on you?

What are these people doing today?

Do you think if they had not gone through this experience they would be as successful?

Why were white people so against integration?

With all the pain Melba suffered would you be as brave as she was to stick it out?

Why were attorneys important at this time?

Did the little rock 9 know each other before they entered the campus?

How would you react in a situation like this? Would you turn and run or turn the other cheek and move on?

Key Paragraph

"You just realize that survival is day to day and you start to grasp the depth of the human spirit and you start to understand your own ability to cope no matter what. That is the greatest lesson I ever learned.

Melba Pattillo

EXTEND

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

What does this mean? Are we still fighting for Civil Rights? How are we fighting for Civil rights if so?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 9 Day 3

PREPARE

1. Background knowledge necessary for today's reading

John Fitzgerald Kennedy (JFK), why was he different from other presidents and where was he on Civil Rights?

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

2. Word Wall

Introduce 5 important, useful words from today's reading

patrician	bipartisan	prerogative	exotic	exquisite
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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 88-92 chapter 17 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1961	Inauguration day of JFK	88-92
	Differences between JFK and Dwight D Eisenhower	89
1951	A scientist who stepped up and wrote about science Rachael Carson	90-91
1963	Peace Corps	90

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.sptimes.com/News/111199/JFK/timeline.shtml>

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

Add to the magazine you created last chapter. Have student's show how our new president was in the war against racism and also fought for civil rights.

7. Explore today's reading

Key Questions

Why was JFK so unique as a president?

How was JFK different even from Dwight D Eisenhower?

Why was it important that Rachel Carson create a science book that everyone bought?

Why were people against the book she wrote against pesticides?

What kind of president did JFK want to be?

Why was the nuclear submarine "Triton" important?

What is the Peace Corp? Would you join it?

Where are the Kennedy's today?

Key Paragraph

"The public, which had been generally unaware of the danger of the poisons sprayed on plants, was now aware. Modestly Rachel Carson said that one book couldn't change things, but on that she may have been wrong?"

EXTEND

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

Do you agree or disagree that one book can change things? 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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 10 Day 1

PREPARE

1. Background knowledge necessary for today's reading

Have students look at Fidel Castro the new communist taking over Cuba.

<http://www.infoplease.com/ce6/people/Ao810800.html>

2. Word Wall

Introduce 5 important, useful words from today's reading

dictator	fiasco	sleuthing	scrutiny	literally
----------	--------	-----------	----------	-----------

- 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 93-96 chapter 18 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1959	Castro takes charge of Cuba	93-96
	Castro and Kennedy make a deal over nuclear arms	95
	America tries to work with Russia	96

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.marxists.org/history/cuba/archive/castro/index.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 an analytic cube to decide whether Castro was a good thing for Cuba or a bad thing? Did he benefit Cuba? Why or why not?

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

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

16. 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.
17. 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.
18. 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.
19. 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.

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

21. 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.
22. 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.
23. 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.
24. Fold the cube carefully following the directions on 2c12.

Variations for Cubing

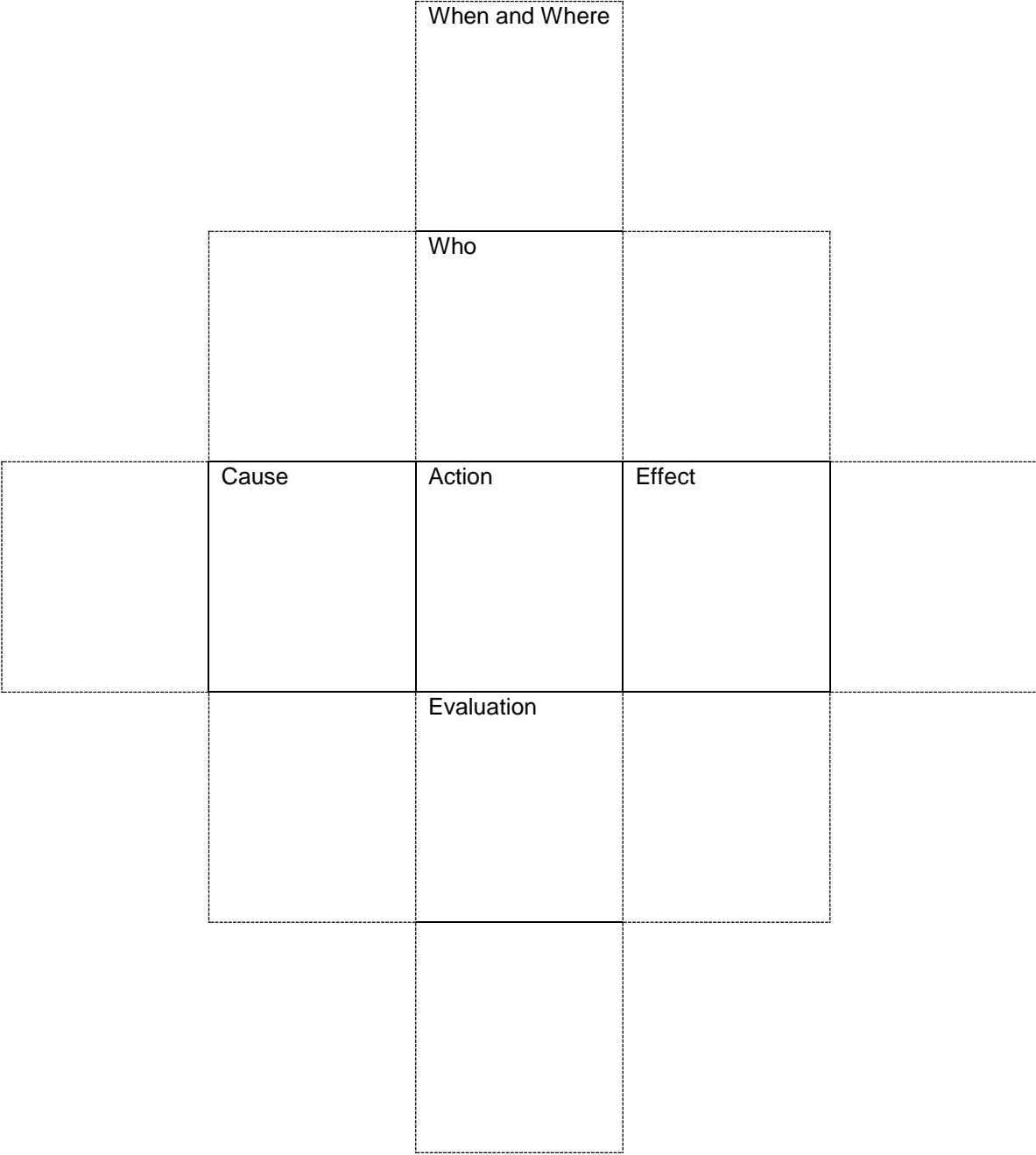
15. If all the extra flaps are confusing, use the Basic Cube forms instead, and fill in the appropriate questions or topics. After you cut the cube out, use tape to hold together each side. This will work, but it will not be as durable as the cubes with flaps. This means it cannot be handled as much.
16. 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.

17. 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.

11c12 Cubing an Action



7. Explore today's reading

Key Questions

Was Castro a good thing for Cuba?

Was Castro being a leader of Cuba good for the US?

Why did America want Castro out of Cuba?

What did JFK do to make peace with Castro?

Why did JFK want to work with Russia instead of against them?

What was going on in Vietnam while all the talks of nuclear arms was happening?

What does a lobbyist do? How do they shape our laws?

Key Paragraph

“Some say it is useless to speak of works peace. I realize that the pursuit of peace is not as dramatic as the pursuit of war... but we have no more urgent task... we all inhabit this small planet. We all breathe the same air. We all cherish our children's future. And we all are mortal.”

JFK

EXTEND

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

What does JFK mean we breath the same air? What does he mean we all cherish our children's future? What could cause this to cease?

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 :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 10 Day 2

PREPARE

1. Background knowledge necessary for today's reading

Give students background on the KKK. Does this group still exist? How much power do they have? Do they exist in California?

2. Word Wall

Introduce 5 important, useful words from today's reading

violation	persuasive	sepia	injustice	advocate
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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 97-100 chapter 19 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10 ISBN: 0-19-512769-2

Dates	Events	Pages
1962	Birmingham, Alabama white leaders arrest protestors	97-100
	Is this unjust?	

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 create a poem based on the civil rights activist and what they went through using non-violence and turning the other cheek. How would you feel if someone was pouring a shake or soda on your head because you were sitting in an ice cream store? If someone started hitting you for no reason, what would you do?

http://www.africanaonline.com/category/black_history_african_american/african_american_poetry/

7. Explore today's reading

Key Questions

Why were the white people so resistant to allowing blacks into schools and colleges?

Why didn't the civil rights leaders agree on what the vision was?

Why was the south so much more resistant than the north?

How were African Americans encouraged to fight for civil rights?

How has the KKK become so powerful?

Who had the power to close down all the swimming pools and parks and why would they do this?

How much could you take if people were against you in the streets and in restaurants?

Why would people bomb churches?

Key Paragraph

“All you gotta do is tell them you’re going to bring the dogs,” Birmingham Police chief Bull Connor told the press in May. “Look at ‘em run....I want to see the dogs work.”

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

Does this man sound educated? Do you think if people were more educated racism would be a thing of the past? What needs to be done for change?

9. Close with a short summary

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



Character Based Literacy Lesson Plans for United States History and Geography

Standards Focus :

11.3.1, 11.4.6, 11.7.1-7, 11.8.5, 11.10.1, 11

Lesson Plan for Quarter 3 Week 10 Day 3

PREPARE

1. Background knowledge necessary for today's reading

Mississippi Freedom Project, the website bellow is a digital archive of an original letter for this cause. Have students read and find out what students were willing to do for civil rights.

<http://web.viu.ca/davies/H323Vietnam/Miss.summer.htm>

2. Word Wall

Introduce 5 important, useful words from today's reading

rivalries	dignified	morality	curvaceous	hamlet
-----------	-----------	----------	------------	--------

- 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 101-104 chapter 20 in Joy Hakim, A History of US War, Peace, and All The People 1945-1999 Book 10, ISBN: 0-19-512769-2

Dates	Events	Pages
1963	The different groups for civil rights did not always agree	101
	Kennedy had sent a civil rights bill to congress, will it pass?	102
	Phillip Randolph at 74 starts the march in Washington DC	102-103
	Mississippi Freedom summer project	103
	Martin Luther King has a dream	103-104

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://africanonline.com/civil_rights_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 a group of students pick one of the following groups: Core, SNCC, NAACP, or SCLS, COFO, or ACLU. Have them do extensive research on that group based on what they stood for, how were they participants in the civil rights movement, do they still exist today, and who was involved in the group?

Have students create a poster and a small speech to recruit others into their organization. As an assessment you can have students write a paper comparing and contrasting the different groups.

7. Explore today's reading

Key Questions

Why weren't all the groups' leaders sharing the same vision?
 What was the civil rights bill that Kennedy was trying to pass through congress?
 What else was going on during the civil rights activities?
 Why was Martin Luther King's speech so powerful?
 What does his speech mean to you?
 What was the debate around Lincoln memorial about?
 Where have you seen this picture of people before? Page 104

Key Paragraph

"I have a dream that one day down in Alabama... Little Black boys and Black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!"

Martin Luther King

EXTEND

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

What does this mean? What do you think Martin Luther King would say about civil rights today? Have we fulfilled his dream? Why or why not?

10. Close with a short summary

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