

# 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 4 Week 1 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

President Kennedy

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

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

socialist	absorbed	voraciously	charisma	aspirations
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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 105-108 chapter 21 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	President Kennedy 100 days in office	105-108
November 22	Where were your parents or grandparents the day Kennedy was shot?	108

## 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.sparknotes.com/biography/jfk/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 Jackie K, Mrs. Connally, JFK, or Lyndon B Johnson, either right before or right after Kennedy was shot.

**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 headshot 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 headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

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

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

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

**Variations of this Open Mind Portrait**

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

## Variations for Writing

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

## 7. Explore today's reading

### Key Questions

Why would anyone shoot JFK?  
 How would you feel if your husband lay dead in your lap?  
 Why didn't JFK listen to the warning for him not to go?  
 How do presidents travel through crowds today because of this incident?  
 What do you predict would have happen if JFK lived?  
 Why was JFK seen as a great president?  
 Who was for JFK and who was against him? Why?

### Key Paragraph

" He seemed, in his own person, to embody all the hopes and aspirations of this new world that is struggling to emerge."

Harold MacMillan  
 Prime Minister of Great Britain in 1963

## EXTEND

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

Macmillan talks of JFK, what does he mean? What does MacMillan mean by "New World?" How is this different from most leaders of countries?

## 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 4 Week 1 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Lyndon B. Johnson wanted to be the greatest president of them all. Did he do it? How was he same or different than JFK?

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

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

colossal	bombast	disadvantaged	rebellious	clamoring
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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 109-111 chapter 22 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
1964	Johnson's dream was to wipe out poverty and see all people treated equally	109-111

## 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://millercenter.org/academic/americanpresident/lbjohnson>

### 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

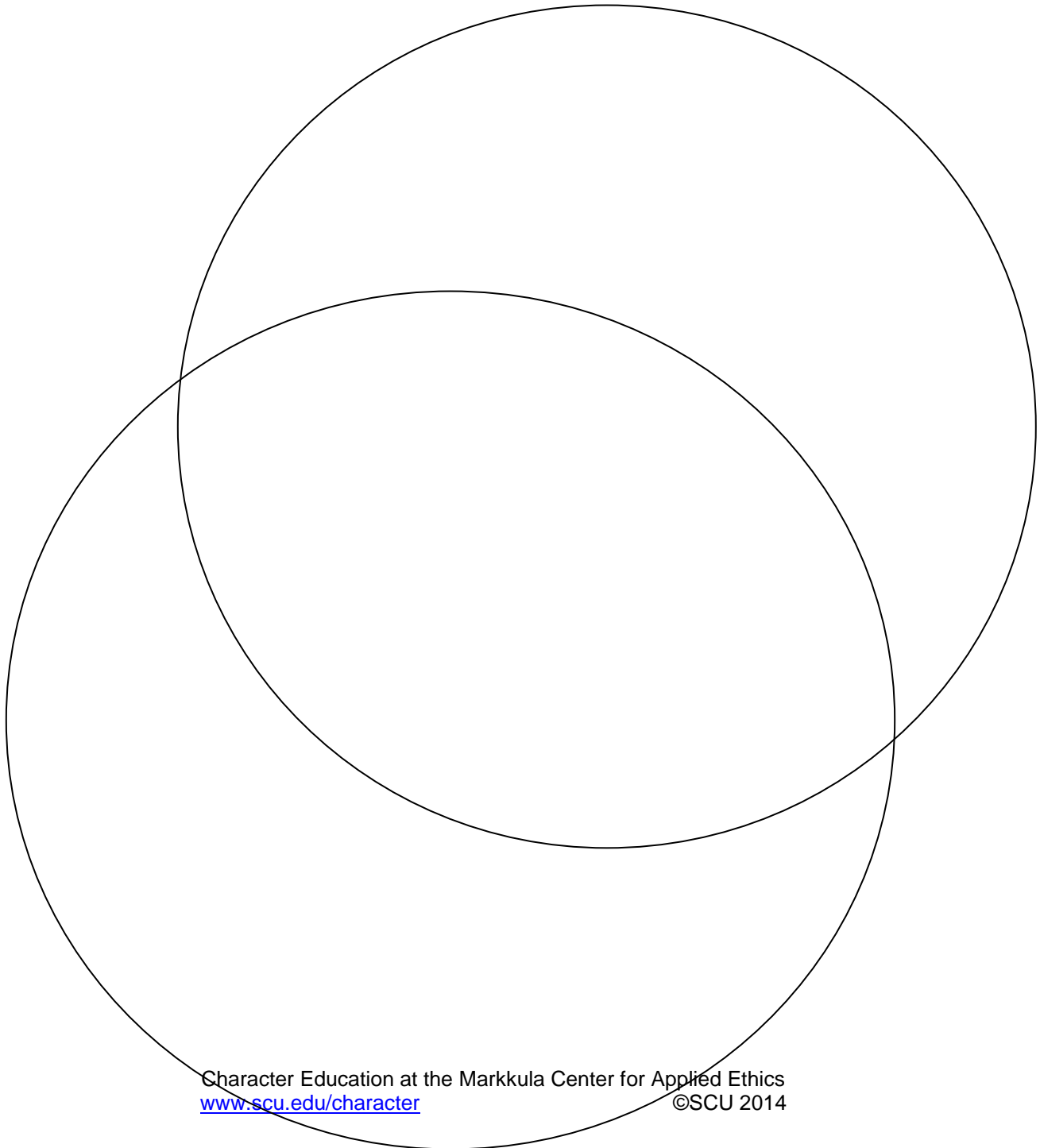
## EXPLORE

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

Have students work in pairs comparing and contrasting JFK with LBJ. How were they alike and how were they different? What would civil rights look like today if JFK had lived? Do you think LBJ would have been elected president on his own, without JFK? Why or why not? Have students outline the two presidents then use a Venn diagram to see similarities and differences.

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

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

**6g6 Venn Diagram Chart**

## 7. Explore today's reading

### Key Questions

How effective as LBJ as a president?

Where did LBJ come from? How is this different from most presidents?

What was LBJ's goal for America?

Did he accomplish his goal? How?

Who were the people he was fighting for?

Why would he want to help the poor and disadvantaged?

How is his class picture (page 110) different from most white men?

### Key Paragraph

"When we say, "One Nation under God," with liberty and justice for all," we are talking about all the people. We either ought to believe it or quit saying it."

Hubert H. Humphrey

## EXTEND

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

What is he saying about Americans? Where is this phrase found? What does it 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 4 Week 1 Day 3

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students read about the controversial Gulf of Tonkin

[http://www.nsa.gov/public\\_info/files/gulf\\_of\\_tonkin/articles/rel1\\_gulf\\_tonkin\\_incident.pdf](http://www.nsa.gov/public_info/files/gulf_of_tonkin/articles/rel1_gulf_tonkin_incident.pdf)

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

cyclone	maneuver	attainable	psychiatrist	manic
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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 112-115 chapter 23 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
1964	Up and coming president Johnson, hard working and different	112-115
	Lyndon Johnson wanted the biggest popular vote and he got it	115

## RESPOND

### 5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

[http://www.pbs.org/wgbh/amex/presidents/36\\_l\\_johnson/tguide/l\\_johnson\\_timeline.html](http://www.pbs.org/wgbh/amex/presidents/36_l_johnson/tguide/l_johnson_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 fill in a KWL chart on Lyndon Johnson.

**Directions:**

**Materials:**

- KWL Chart

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

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

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

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

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

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

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

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

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

**Variations for Writing**

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

**KWL Chart**

<b>K</b> What do you know?	<b>W</b> What do you want to know?	<b>L</b> What have you learned?

## 7. Explore today's reading

### Key Questions

How was Lyndon Johnson different from other senators?

Why do you think he had the biggest vote in history?

What was his goal as president?

In a capitalistic society do you believe poverty can ever be wiped out?

What were some of the programs Johnson supported and created?

What was Johnson's proudest accomplishment?

How did Johnson compare to the Kennedy's?

Why would Johnson need to have the biggest popular vote?

### Key Paragraph

"This administration, here and now, declares unconditional war on poverty in America... It will not be a short or easy struggle, no single weapon or strategy will suffice, but we shall not rest until that war is won."

Lyndon Johnson 1964

## EXTEND

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

Is the war on poverty still going on? Will the war on poverty ever be won? 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 4 Week 1 Day 4

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at the history of the Vietnam War, what caused it and who won?

<http://www.pbs.org/battlefieldvietnam/history/index.html>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

contrivance	satire	prosperous	affluent	penury
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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 116-119 chapter 24 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
1964	The war in Vietnam goes on	116-119
	FDR is accomplishing many ways to help those less fortunate but the war goes on	118-119
	Are Americans for the war or against?	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

Students might mention (pieces for timeline)

<http://www.pbs.org/battlefieldvietnam/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 Lyndon B Johnson. How was he going to get Americans to like him again? What is he going to do about the war? How do the black leaders feel about LBJ?

**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 headshot including the face on the large piece of paper. You could also cut the paper to form the head.
4. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

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

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

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

**Variations of this Open Mind Portrait**

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



### Variations for Writing

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

### 7. Explore today's reading

#### Key Questions

Why was the Vietnam War unpopular?

What programs was LBJ still trying to get through?

Were blacks and other people of color now seen as equals?

Who was Jonathan Swift? Why was he important?

What is the "Great society?"

Was poverty actually reduced with LBJ's programs?

What was amendment 24 about? Who benefited from this amendment?

#### Key Paragraph

"As new discoveries are made, new truths disclosed... institutions must advance also, and keep pace with the times."

Thomas Jefferson

### EXTEND

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

Is the above true today? Have we kept up with our new discoveries? 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 4 Week 2 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Women's fight for civil rights

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

dame	suburban	discontent	recapture	traditionalists
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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 137-143 chapter 29 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
1960's	Second wave of women's activism for civil rights	137-143
	Friedan, Schlafly	137-138
	TV Starts to represent women and their new status	137-139
1970	Picketing continues for equal rights of women	140-142
1973	Roe V Wade	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)

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

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

## EXPLORE

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

Have students draw a scale from Feminist to Moderate to Traditionalist. Have them define each term for themselves by doing some research or looking the words up in the dictionary. Have students place on this line women they know and famous women and where they would fit on this line. Make sure they will be able to say why they fit where they do.

After they have finished (Partners is fine) have them present to the class in a quick oral presentation their chart; who they placed on it and why.

### 7. Explore today's reading

#### Key Questions

- Do women receive equal pay and treatment today?
- How does society mold that we are and how we act?
- What part of cultural beliefs influences how we act?
- How did Billie Jean King benefit women by playing tennis?
- Did the women's movement start in the 60's?
- How was TV portraying women during the 60's?

**Key Paragraph**

“I call myself a radical Feminist.... I believe that sexism is the root of oppression, the one which, until and unless we uproot it, will continue to put forth the branches of racism, war, class hatred, ageism, competition, ecological disaster, and economic exploitation.”

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

What is Robin Morgan saying about our society?  
What does she see as a resolution?

**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 4 Week 2 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Study the movement of Blacks moving from the South to the North

[http://www.pbs.org/jazz/places/faces\\_migration.htm](http://www.pbs.org/jazz/places/faces_migration.htm)

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

exodus	sharecropper	extinction	legacy	flirtatious
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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 144-146 chapter 30 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	Cotton picking machine	144
1940	5 million blacks move to Chicago and out of the south	145-146
1955	Emmett Till	145

## RESPOND

### 5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

### 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: Emmett Till, A black person moving from the country south to the North, A sharecropper moving from a farm to the big city or Annie Chaplin.

#### Directions:

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

##### materials:

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

#### Step One: create a large head shot of the character

5. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
6. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some clothing details. You might want to show the size differences between characters.

7. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
8. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

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

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

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

**Variations of this Open Mind Portrait**

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

**Variations for Writing**

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

## 7. Explore today's reading

### Key Questions

Why did the white men kill Emmett Till?

Why did so many blacks move out of the south?

How could it be the white men who killed a 14-year-old boy were found innocent?

How easy was it for sharecroppers to move away from their part of ownership of the farm to the big city?

What do you predict will happen to all of the blacks moving to the big city?

Was the creation of the cotton gin a good thing or bad?

Why were people not worrying about racial issues in the north?

### Key Paragraph

"While the modern civil rights movement had a momentum of its own, the activism that characterizes the Afro-American community was directly influenced by the generation of Afro-Americans who moved north during the Great Migration...After the Great Migration, American society was never again the same."

Spencer Crew, Field of Factory

## EXTEND

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

Why does this person refer to the Black community as Afro-American? Is this a form of racism? Did we really want American society to be the same during the time of civil rights?

### 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 4 Week 2 Day 3

### PREPARE

#### 1. Background knowledge necessary for today's reading

Read about Cesar Chavez and Guillermo Gomez-Pena

<http://www.pbs.org/itvs/fightfields/>

[http://rhizome.org/member.rhiz?user\\_id=74](http://rhizome.org/member.rhiz?user_id=74)

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

association	harvesting	marketable	agricultural	Anglo-Saxon
-------------	------------	------------	--------------	-------------

- 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 147-152 chapter 31 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
	Mexican family dies on bus that was to take them to work	147-148
	Cesar Chavez starts to organize laborers into a union	148-152

## 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/itvs/fightfields/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 look at the days where Cesar Chavez was fighting for the rights of workers and compare it to the current legislation for immigration. What would Cesar Chavez do? What would Cesar Chavez think of this legislation?

<http://www.npr.org/templates/story/story.php?storyId=5310549&sourceCode=gaw>

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

### 7. Explore today's reading

#### Key Questions

Why was it important for Cesar Chavez to organize the farm workers?

Are the farm workers treated better today?

How have Americans notoriously treated people coming into America?

Why was Cesar Chavez's work so difficult?

Who was responsible for the people who died in the bus accident on pages 147-148?

Where they held accountable? Why or why not?

Are these migrant workers treated any better than slaves were?

What is the difference between a slave and a field worker?

**Key Paragraph**

“This is the beginning of a social movement in fact and not in pronouncements. We seek our basic god-given rights as human beings. Because we have suffered and are not afraid to suffer in order to survive, we are ready to give up everything, even our lives, in our fight for social justice. We shall do it without violence because that is our destiny. To the ranchers and to all those who oppose us, we say, in the words of Benito Juarez, El respeto Al Derecho Ajeno Es La Paz (which means respect for human rights is peace).”

Cesar Chavez and others, The Plan of Delano

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

What does this quote mean? Why does Cesar choose to protest non-violently?

**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 4 Week 2 Day 4

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at the struggle Native Americans go through to fight for their civil rights.

<http://www.civilrights.org/resources/civilrights101/native.html>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

harmony	ghettos	wield	justification	heritage
---------	---------	-------	---------------	----------

- 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 153-156 chapter 32 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
1960's	The fight on Poverty begins again	153-155
	Native Americans fight for Civil rights	156

## 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 looking at what these leaders have done to help their people with civil rights, what do you think needs to be done? Using the words and ideas of MLK, Cesar Chavez, Lyndon Johnson, and JFK. Have students imagine they are one of these leaders, what would they do and how would they do it? They can choose either to write a proposal that should be at least a couple of pages or create a campaign poster that expresses their ideas to stop poverty and the war. You can make this a competition and the one the class would vote for could win, or you can have students take a gallery walk to see what others think would solve this issue.

### 7. Explore today's reading

#### Key Questions

Why would the indigenous people of America have to fight for their rights in the land of the free?

Why does MLK have to fight for the rights of the poor?

Why are people protesting the war?

What was the riot in Watts about? Why did it happen?

What is brown power?

Why did the Native Americans have to fight for the bones of their ancestors?

What was one disease that destroyed many Native Americans?

**Key Paragraph**

“But the brutalities of the North receive no such attention. I have been in tenements in Harlem in the past several weeks where the smell of rats was so strong that it was difficult to stay there for five minutes and where children slept with lights turned on their feet to discourage (rat) attacks. Thousands do not flock to Harlem to protest these conditions.”

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

What has happened with the Black Exodus? Why is the poverty this bad? What does MLK do to resolve this problem?

**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 4 Week 2 Day 5

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have student take a closer look to MLK's famous speech. What does it really mean?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

conduct	grappling	de-escalate	unilaterally	premonition
---------	-----------	-------------	--------------	-------------

- 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 157-160 chapter 33 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
1968	MLK in Selma giving his speech and support	157-158
	MLK is assassinated	159
	Robert Kennedy unguarded delivers a speech of hope and the continuation of MLK word and actions	159-160

## RESPOND

### 5. Add to the Timeline

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

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

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

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

## EXPLORE

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

Have students cube the “who, what, why where and when” cube on MLK’s assassination. Was there only one man involved? What were some of the conspiracy theories? What don’t they tell us in most history books?

**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.

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

		Name		
		Who		
	What	When	Where	
		Why		

## 7. Explore today's reading

### Key Questions

Why was MLK killed?  
 To whom was MLK a threat?  
 How did Robert Kennedy feel about MLK?  
 Did MLK have to die?  
 How has MLK's work affected our lives today?  
 Why did LBJ not run for his second term of presidency?  
 What has Robert Kennedy done with the war on poverty?  
 Do you think MLK knew he would die that night?

### Key Paragraph

"When he shall die,  
 Take him and cut him out into little stars,  
 And he shall make the face of heaven so fine  
 That all the world will be in love with night,  
 And pay no worship to the garish sun."  
 Shakespeare

## EXTEND

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

What does this mean and why did both MLK and Robert Kennedy say it around MLK's death?

### 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 4 Week 3 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Malcolm X, how was he a leader in the civil rights movement how was he different from Dr. King

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

prestigious	indignant	militancy	martyr	orthodox
-------------	-----------	-----------	--------	----------

- 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 120-123chapter 25 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
1964	MLK receives the Nobel prize and goes to jail	120-121
	Starting of the march from Selma	122-123

## 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://seattletimes.nwsources.com/mlk/king/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 an open mind portrait of MLK going from jail to receive his Nobel Prize.

**Directions:**

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

**materials:**

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

**Step One: create a large head shot of the character**

9. Imagine what you think the character looks like from the descriptions in the text as well as your imagination. You can make a list of these details to help you draw the character, if you wish.
10. Decide how much of the character you wish to show: just the head and face? from the shoulders up? from the waist up? the whole person? You might want to include at least the shoulders to include some

clothing details. You might want to show the size differences between characters.

11. Draw the characters head shot including the face on the large piece of paper. You could also cut the paper to form the head.
12. Illustrate your portrait with colors, construction paper or whatever will make the character colorful.

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

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

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

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

**Variations of this Open Mind Portrait**

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

### Variations for Writing

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

### 7. Explore today's reading

#### Key Questions

Why was MLK in jail?

Why did MLK receive the Nobel Prize? How prestigious is it to receive this prize?

Why was MLK so determined to go to Selma?

What is the 24th amendment?

Why was the sheriff arresting the blacks in Selma?

Why were people not allowed to vote in Selma?

#### Key Paragraph

“The sickness and madness of those (early) days. I’m glad to be free of them. It is time for Martyrs now. And if I’m to be one, it will be the cause of brotherhood. That’s the only thing that can save this country. I have learned the hard way but I’ve learned it.

Malcolm X

### EXTEND

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

What does this quote mean? Did Malcolm X know he would soon die?

### 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 4 Week 3 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

March to Montgomery with Dr. King

<http://www.nps.gov/nr/travel/civilrights/al4.htm>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

firebrand	prominent	seminary	Unitarian	tremble
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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 124-127 chapter 26 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
1965	Selma to Montgomery non-violent walk for civil rights	124-125
	The injustice in Selma had made the media and made America sick	126-127



## RESPOND

### 5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://seattletimes.nwsourc.com/mlk/king/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 draw a map of the walk from Selma to Alabama. Have students note the area and the distance these people walked to fight for their rights.

**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 was America appalled at the treatment of Blacks in Selma?

Who stopped the protesters from crossing the bridge?

What effect did the TV coverage have on Selma?

How did people treat the peaceful marchers?

Why were these people willing to take the abuse they were receiving?

Why is history important to all people?

Why are Lexington and Concord important?

**Key Paragraph**

"We consider it a shocking injustice that there are still counties in Alabama where there are no Negroes registered to vote. We are horrified at the brutal way in which the police at times have attempted to break up peaceful assemblies and demonstrations by American citizens."

White minister

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

How does the use of the word "Negro" make you feel when you read that word? Was the white minister on the side of the Blacks entirely? 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 4 Week 3 Day 3

### PREPARE

#### 1. Background knowledge necessary for today's reading

Look into Vietnamese history and culture. Compare it to what Americans saw in the Vietnam War.

<http://www.viettouch.com/hist/>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

atrocities	hindsight	conspiracy	guerrilla	catapulted
------------	-----------	------------	-----------	------------

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

### READ

#### 3. Review the Timeline

Start at the beginning and review the chapter so far

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

**4. Read today's History selection pages 128-132 chapter 27 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
1971	Was Vietnam a mistake?	128
	America is fight the war on communism	129
	The torpedo in Tonkin truth or lie?	130
1965	POW is saved with morse code	131

## RESPOND

### 5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.pbs.org/battlefieldvietnam/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 students fill in a KWL graphic organizer on the Vietnam War.

**Directions:**

**Materials:**

- KWL Chart

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

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

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

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

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

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

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

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

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

**Variations for Writing**

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

**KWL Chart**

<b>K</b> What do you know?	<b>W</b> What do you want to know?	<b>L</b> What have you learned?

## 7. Explore today's reading

### Key Questions

What was America paying to fight in Vietnam?  
 Why was the war a mistake?  
 Where did America go wrong before getting into the war?  
 Who are the Vietcong guerrillas?  
 What was happening to the POW's?  
 What really happened in the gulf of Tonkin?  
 Why did America decide to go to war in Vietnam?

### Key Paragraph

"The U.S. military forces destroyed Vietnamese villages, turning peasants into refugees and making them flee to the cities. The Americans believed this would make it harder for Vietcong soldiers to find food and support in the countryside. Here, U.S. Marine Corporal Dave Taylor guards Vietnamese women and children at Qui Nhon in 1965. Most of the villagers had fled. The marines rounded up the few who remained fearing that they had been armed by the Vietcong for sniper attacks against the Americans."

## EXTEND

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

Where Americans right doing these things to innocent people? Is it fair we displaced these people?

### 9. Close with a short summary

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

# Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :

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

## Lesson Plan for Quarter 4 Week 3 Day 4

### PREPARE

#### 1. Background knowledge necessary for today's reading

Study the anti-war movement made during the Vietnam War. Was this war necessary? Why did America get into it when we didn't win?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

demonstrating	uniting	strident	conscience	illusions
---------------	---------	----------	------------	-----------

- 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 133-136 chapter 28 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
1967	Lyndon knew he was losing the "Great Society"	133
1966	Riots breaking out in many cities against the war	134-135
1968	A farming Village in Vietnam	136



## RESPOND

### 5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.historyplace.com/unitedstates/vietnam/index-1965.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

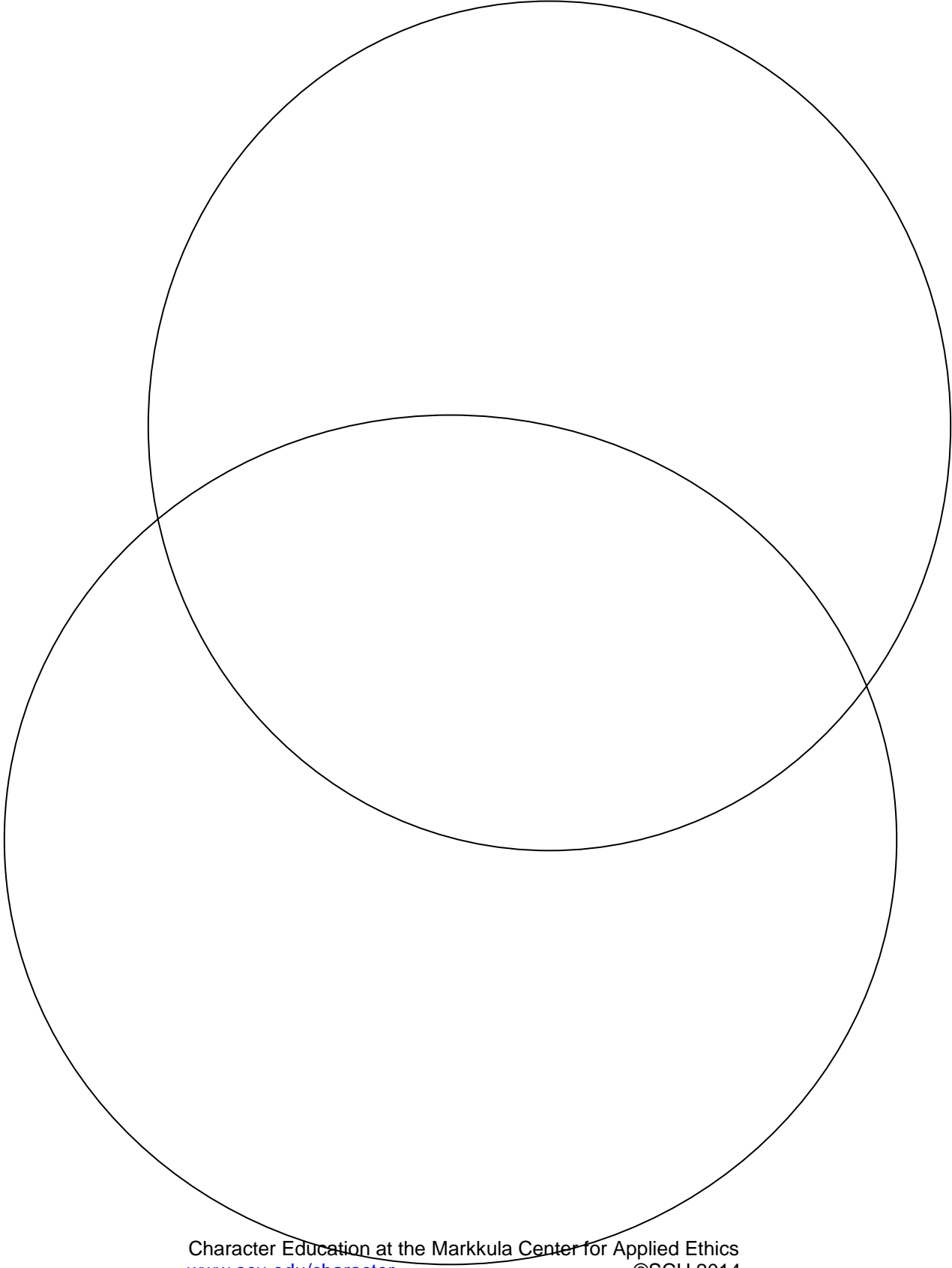
Fill in the Venn diagram with differences of the Vietnam War and Current war in Iraq, in outer circles and similarities in the inner circle.

<http://theinsider.org/news/article.asp?id=1193>

[http://home.earthlink.net/~ducducvietnamfriends/an\\_unknown\\_massacre\\_in\\_vietnam/](http://home.earthlink.net/~ducducvietnamfriends/an_unknown_massacre_in_vietnam/)

Directions:

# 6g6 Venn Diagram Chart



## 7. Explore today's reading

### Key Questions

Why were people still protesting the war?

What does Lyndon do about the losing his battle?

Who are the hippies?

What cities are the protesters rioting?

What does it mean by "Conscience of the Court?" (Page 135)

Why were American soldiers burning down village people's homes?

What is also going on with Black civil rights during the time of the fight against the war?

### Key Paragraph

"By 1967, Vietnam was a raw scar on the president's body. "I feel like a hitchhiker caught in a hailstorm on a Texas highway," said LBJ. "I can't run. I can't hide. And I can't make it stop."

## EXTEND

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

What does it mean when they say, "scar on the president's body?" Why can't the president make it stop?

### 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 4 Week 4 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at the riots that were going on. Why did people decide to turn to violence after the death of MLK? Have students look through the perspective of the Black's.

<http://www.africanaonline.com/2010/08/civil-rights-riots/>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

lunatics	sensitivities	obscuring	profound	invisible
----------	---------------	-----------	----------	-----------

- 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 161-164 chapter 34 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
1960's	Riots after MLK assassination	161-162
	Writers who were finally recognized	163
	Blacks representing little political power	164
	Bobby Kennedy	164

## 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.africanaonline.com/2010/08/civil-rights-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 map of the areas where the riots of Blacks were being held. What areas were more hit than others? Why?

**Directions:**

**Map**

**materials:**

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

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

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

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

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

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

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

### Variations for the Map

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

### Variations for Writing

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

## 7. Explore today's reading

### Key Questions

Why were Black's turning to violence?

Why were the Black's unable to be the oppressors?

How many of the books mentioned on page 163 have students read? Why?

How much of our history is based on people of color?

Who are the Black Panthers?

Where did Malcolm X come from?

Why did they kill Bobby Kennedy?

What other violence has the Kennedy family experienced?

### Key Paragraph

"Anyone who has read a great deal can imagine the new world that opened up. Let me tell you something: from then until I left that prison in every free moment I had, if I was not reading in the library, I was reading in my bunk. You couldn't have gotten me out of books with a wedge. Months passed without my even thinking about being imprisoned. In fact, up to then. I had never been so truly free in my life."

## EXTEND

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

What is Malcolm X saying? How did Malcolm learn to read? What did it do for him after learned how to read?

### 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 4 Week 4 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at not only the music of the times but the society and the changes happening in the 60's that relates to the music. How is the music changing with the times?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

communes	counterculture	utopian	conscientious	objectors
----------	----------------	---------	---------------	-----------

- 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 165-169 chapter 35 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
1960's	The counter culture begins	165
	A culture that questions everything, more mixture of people	166
	Rich white man discovers Billie Holiday and combines her with a white man	167
	Music is changing	168-169

## 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)

**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 rock and roll magazine. Include all the bands of the 60's. How does the music represent 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.**

You have been assigned to do the cover story

1. You will have the cover and 5 pages to cover the story.
2. 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

Why was change so hard for some people of the 1960's?  
 Is change hard for today's society? Why or why not?  
 Do we have a counter culture today? Who are they?  
 Why was it so big that Billie Holiday was playing with Benny Goodman?  
 Who is one of the biggest bands that changed American music?  
 Who was Bob Dylan? What were his songs about?  
 Why did John Lennon give back his medal to the queen?

### Key Paragraph

"Many Americans saw communes only as havens for drugs and free love, but they were part of a long American tradition: the utopian community that tried to realize ideals of sharing and cooperation."

## EXTEND

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

What is a Utopian society? Does this exist? 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 4 Week 5 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students study the space programs during the 60's and the significance of the space race

Also have students learn about Richard Nixon was he a liar like the papers said he was?

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

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

cosmonaut	fraudulent	momentous	consequential	mudslinging
-----------	------------	-----------	---------------	-------------

- 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
1968	Tet offensive in Vietnam	170
	Space Odyssey premiers with new technology	170
	Nixon elected president	170-175
	Watergate	174-178
	Space program	176-177

## 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/37\\_nixon/tguide/nixon\\_timeline.html](http://www.pbs.org/wgbh/amex/presidents/37_nixon/tguide/nixon_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 magazine based on the world timeline above. There was quite a bit going on, landing on the moon, the Watergate scandal and Vietnam. Have students gather an article for each of the items going on during Nixon's short time in office.

#### 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.

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

7. 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.
1. Any, or all, of the pages can be written as paragraphs. Or the entire article can be condensed into one paragraph

## 7. Explore today's reading

### Key Questions

Was Nixon the liar he was made out to be?

How do we really know who was lying?

Could any president use his power to do what he wants? Why or why not?

What system stopped Nixon from getting away with his misdeeds?

What was happening to the soldiers coming back from Vietnam?

Were the soldiers from Vietnam welcomed home? Why or why not?

What is the 26<sup>th</sup> amendment about? How does it affect you?

Why was space travel so important? Who was America competing with in space travel?

Who was the first Black woman elected to the Texas State Senate? Why is this significant?

### Key Paragraph

“Education is the true corrective of abuses of constitutional power.”

Thomas Jefferson

## EXTEND

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

How is this statement tied to Nixon's presidency? What does it 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 4 Week 6 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students learn more about propaganda and how the political arena uses it to persuade people. (Good movie to watch if you can is "Wag the Dog")

<http://www.sourcewatch.org/index.php?title=Propaganda>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

predecessors	shrewd	discredit	infiltrate	prosecutor
--------------	--------	-----------	------------	------------

- 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 704-713 chapter 21-3 in American Odyssey "The United States in the 20<sup>th</sup> Century" By Glencoe.

ISBN: 0-02-822722-0

Dates	Events	Pages
1969-1972	Nixon and his plans for re-election	704-705
1972	Water gate is exposed	706-708
1971	Impeachment?	709
1973-1974	The aftermath	710
	Political Cartoons	711
	Television	712-713

## 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.washingtonpost.com/wp-srv/onpolitics/watergate/chronology.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

Using information from the propaganda and looking up of political cartoons, have students create their own cartoon. They can either represent the cartoons of the times of Nixon or a current cartoon.

<http://www.cagle.com/teacher/>

This site will give you lesson plans if you do not have your own political cartoons.

Hang cartoons around the room and have students take a gallery walk with post its. Have them put down on the post it what they think the cartoon means and post it to the cartoon.

After students have retrieved their cartoons with the "post its" find out how many created a cartoon everyone understood? If students did not understand the meaning of the cartoon ask why? This should open a discussion on the meaning and the power of the cartoons and people's interpretation of them. Ask students how these cartoons can affect an election or a politician's career? How did cartoons portrait Nixon? Did this help him? Or hurt him?



## 7. Explore today's reading

### Key Questions

Why did Nixon feel the need to bug and break into the democratic national headquarters?

Why was Nixon not impeached?

How do you feel about a president who runs his office the way Nixon did?

What is CREEP?

Why was Nixon able to keep Watergate a secret as long as he did?

How was the court case against Nixon different with television?

How did the out come of this court case effect current policies?

### Key Paragraph

"FBI agents have established that the Watergate bugging incident stemmed from a massive campaign of political spying and sabotage conducted on behalf of President Nixon's re-election and directed by officials of the White House and the Committee for the Re-election of the President."

Bob Woodward and Carl Bernstein,  
Washington Post, October 10, 1972

## EXTEND

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

What does this say about the president of the time? How does this reflect on Americans? Could this happen 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 4 Week 6 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look into the history of South America.

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

domestic	diverse	toil	astronomical	investors
----------	---------	------	--------------	-----------

- 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 704-713 chapter 21-3 in American Odyssey "The United States in the 20<sup>th</sup> Century" By Glencoe.  
ISBN: 0-02-822722-0**

Dates	Events	Pages
1985	South American countries struggle economically	718-720
	Unshared wealth	720-721
	The rise of democracy	722-725

## 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.mexconnect.com/articles/3148-mexico-history-time-line-overview-resource-page>

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

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

## EXPLORE

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

Students can work in partners or individually, have them pick a country of South America. Have them find out everything about the country. The two products they should come up with are a map of the country and a poster representing the culture, climate, economy, government and a summary of the country's history.

This can be presented in an oral presentation or a gallery walk.

As a follow up after the process students can also do a writing project based on what they learned about the country they studied and other countries they experienced through the other students' projects.

### 7. Explore today's reading

#### Key Questions

- Why are their different governments in South America?
- Who hold the power in South America? Why?
- Why has North America helped some countries but not others?
- Who's to blame for the debt of South America?
- Why is the wealth of South America so uneven?
- What is America's definition of poor or poverty?
- Are American's completely materialistic? Are there other types of wealth?

**Key Paragraph**

“The... (people of the United States) are always among us, even when they ignore us or turn their back on us. Their shadow covers the whole hemisphere. It is the shadow of a giant. And the idea we have of that giant is the same that can be found in fairy tales and legends: a great fellow of kind disposition, a bit simple, an innocent who ignores his own strength and who we can fool most of the time. But whose wrath can destroy us.

Octavio Paz, 1981

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

What is he telling Americans? What does the shadow represent? Is this good or bad?

**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 4 Week 7 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look at Mexico's economy. Has America really helped?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

incentives	tedious	stratification	arid	devaluation
------------	---------	----------------	------	-------------

- 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 728-732 chapter 22-2 in American Odyssey "The United States in the 20<sup>th</sup> Century" By Glencoe. ISBN: 0-02-822722-0

Dates	Events	Pages
1975	Assembly lines on Mexican boarder paying low wages	728
	Cultures in include Spain, indigenous and European, African and Asian decent, in Mexico	729
1930's-1980's	America and Mexico	730-732

## 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 draw a map of Mexico its cities and the boarder states of America. Leave room at the top of the page for Canada in the next chapter.

**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.**

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

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

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

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

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

### Variations for the Map

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

### Variations for Writing

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

## 7. Explore today's reading

### Key Questions

How does America use Mexican workers in the factories?  
 Why does Mexico offer incentives for American factory owners?  
 How much is a worker in the factory paid per the book?  
 What other businesses does Mexico have?  
 Why is Mexico's economy so unstable?  
 What kind of government does Mexico have?  
 Why does America want to shut down the borders?  
 When we talk about illegal immigrants today whom are we referring to? Why? Is our government working hard to shut down the Canadian border? Why?  
 Why do the people of Mexico come to America for work?

### Key Paragraph

" Our countries are neighbors, condemned to live alongside each other; they are separated, however; more by profound social, economic, and psychic differences than by physical mental difference is an invisible one.... We are two distinct versions of Western civilization."

Octavio Paz  
 The New Yorker, 1979

## EXTEND

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

What is Octavio saying about America versus Mexico?

### 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 4 Week 7 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look at the Canadian government. What other country does it compare to?

<http://canada.gc.ca/home.html>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

convert	hinterland	ultramodern	nuisance	nitrogen oxides
---------	------------	-------------	----------	-----------------

- 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 733-739 chapter 22-3 in American Odyssey "The United States in the 20<sup>th</sup> Century" By Glencoe. ISBN: 0-02-822722-0**

Dates	Events	Pages
1979	Canadian relations with the US	733-736
1968	Canadian relations with Latin America	737-738
1979	Disputes over the environment between US and Canada	738-739

**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 add to the map of the US with the Mexican boarder. Have them show Canada now with all its bordering states in the US.

**Directions:**

**Map**

**materials:**

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

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

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

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

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

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

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

**Variations for the Map**

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

**Variations for Writing**

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

**7. Explore today's reading**

**Key Questions**

Why is the US not shutting down the borders on the Canadians? What is the difference between Mexico and Canada?

What is the relationship between Latin America and Canada?

Why would Canada want to join America's air force?

Why does Canada want to make their own decisions and break away from America?

What languages do Canadians speak? Does this make a difference as to why we allow them to cross the borders more easily?

How much do Canadians make while working in American factories?

How does the salary of Canadians differ from that of Mexicans? Why do they differ so greatly?

**Key Paragraph**

“No one doubts that American investment has accelerated the pace of economic development in Canada... but it seems also likely to convert Canada into hinterland of United States industry... to each spurt of expansion there is a corresponding shrinkage in Canada’s freedom of action, in its self-reliance, and in its ability to chart its own course for the future.”

Hugh G Aitken, 1970

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

How does Canada feel about the US according to this paragraph? Why?

**9. Close with a short summary**

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

# Character Based Literacy Lesson Plans for United States History and Geography



Standards Focus :

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

## Lesson Plan for Quarter 4 Week 8 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students read about the Iran hostage crisis.

<http://www.infoplease.com/ce6/history/ao825448.html>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

pardon	controversial	purge	golden rule	defying
--------	---------------	-------	-------------	---------

- 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 179-181 chapter 37 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
1973	Ford was not elected but moved into presidency	179-180
1976	Jimmy Carter became president	180-181

## 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://stpeteforpeace.org/us.iran.timeline.html>

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

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

## EXPLORE

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

Have student create a open mind portrait of both President Ford and President Carter, looking at the fact that neither of them were re-elected. Why would these two presidents not be re-elected? Would they be elected today? Why or why not?

#### 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**

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

### 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

What made President Ford so different from other elected presidents?  
 Do you think anyone else could have done a better job with the mess Nixon left behind?  
 Why or why not?  
 Why was Ford not re-elected?  
 Was Ford right in pardoning Nixon? Why or why not?  
 Why was President Carter's daughter different from other kids?  
 Why did Iran take hostages?  
 What did Carter do well during his presidency?  
 During Carter's administration, was the gas crunch the same as the one we are experiencing today? Why or why not?

#### Key Paragraph

"I believe the truth is the glue that holds government together, not only our government but civilization itself. As we bind up the internal wounds of Watergate, more painful and more poisonous than those of foreign wars. Let us restore the golden rule to our political process, and let brotherly love purge our hearts of suspicion and of hate."

### EXTEND

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

Why do you think Ford was inclined to say this? Do you think it is true today?  
 Do you think it was ever 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 4 Week 8 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look at the different economic systems different presidents have believed would solve the US's budget issues.

<http://www.faireconomy.org/research/trickledown.html>

<http://www.investopedia.com/articles/05/011805.asp>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

pious	eloquence	seminal	trillion	philanthropist
-------	-----------	---------	----------	----------------

- 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 182-190 chapter 38 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
1980	Actor Ronald Reagan becomes president at 70	182-184
1981	Reagan was anti-tax, anti-union, and anti-communist	185
	Reagan's tax cuts and the after effect	186-190

## RESPOND

### 5. Add to the Timeline

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

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

Students might mention (pieces for timeline)

<http://www.bls.gov/opub/rtaw/pdf/setime.pdf>

**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

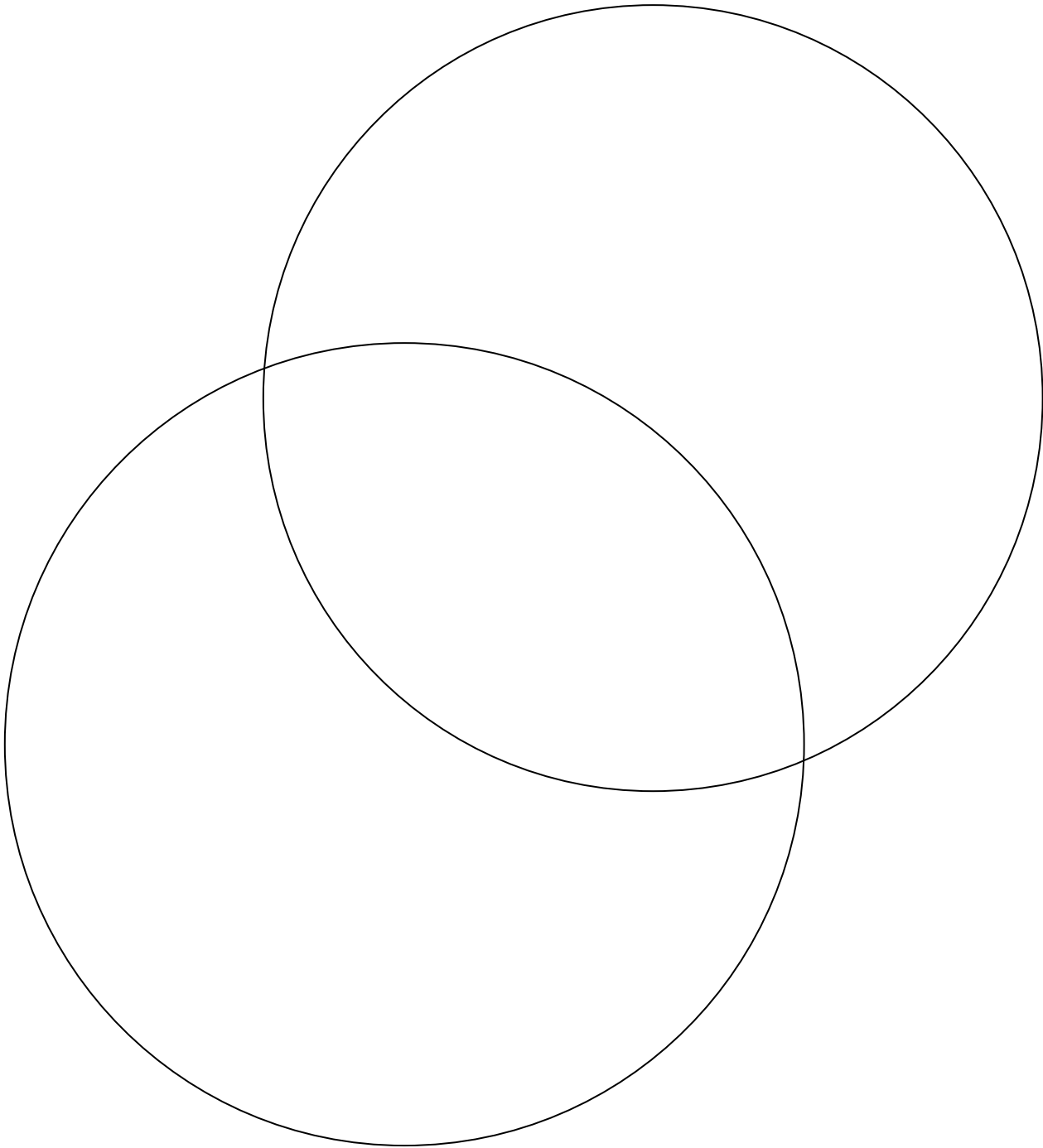
### 6. Explore today's reading with visual and oral language activities

Have students use the Venn diagram to compare President Carter with President Reagan. How are they alike? How are they different? What mutual beliefs did they share?

**Directions:**

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

# 6g6 Venn Diagram Chart



## 7. Explore today's reading

### Key Questions

How was Reagan different from all other presidents?

What was Reagan's belief about government?

How did Reagan's administration affect us today?

Who were some of the people, the "supply-side economic system," hurt?

Why did Reagan sell arms to Iran?

What happened to the savings and loan industry while Reagan was president?

What happened to the US deficit during Reagan's presidency?

Who did Reagan's tax cuts benefit?

Was Reagan a good president? Why or why not?

### Key Paragraph

"A homeless man sleeps next to the shopping cart full of his belongings in Canton Alley, in Seattle's International District, in 1986. During the Reagan years, poverty and homelessness often went together. Some of the homeless had lived in hospitals for the mentally ill. When federal and state governments slashed funds for such hospitals, many of them closed their doors to patients who were not considered a danger to society. Unable to cope alone some ended up on the streets."

## EXTEND

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

Is it our government's job to protect and house mental patients? Whose job is it to protect these people who are unable to take care of themselves?

### 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 4 Week 8 Day 3

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at the Industrial age in comparison to the information age.

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

phenomenon	barge	exclusionary	zoning	suburban
------------	-------	--------------	--------	----------

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

### READ

#### 3. Review the Timeline

Start at the beginning and review the chapter so far

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

**4. Read today's History selection pages 191-193 chapter 39 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
1984	Towns and cities are changing	191-193

## 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.only80s.com/80sLife-Timeline-Events.htm>

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

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

## EXPLORE

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

Have students Cube both the Industrial age and the Information age. Why are these two concepts so important to our history and to students now?

#### Directions:

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

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

**Cut out the cube and assemble**

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.

### 7c12 Cubing a Topic or Idea

		Compare What is it like?		
		Describe What is it?		
	Associate What else is it with?	Analyze What are the parts?	Apply What could happen?	
		Argue For What do you think?		



## 7. Explore today's reading

### Key Questions

How are the cities changing?

Where are big businesses going?

Why are people living in the Suburbs?

What happened to the small towns that depended on the factories for employment?

How is employment changing in the 80's?

How is employment different today then the 80's?

How will future employment be different from today?

### Key Paragraph

“More than anyplace else, California became the symbol of the postwar suburban culture. It pioneered the booms in sports, foreign cars, vans, and motor homes, and by 1984 its 26 million citizens owned almost 19 million motor vehicles and had access to the world's most extensive freeway system.”

Kenneth T. Jackson

Crabgrass Frontier

## EXTEND

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

What does the super highways mean to us today? What will happen if we keep growing like this? Does suburbia still exist in California?

### 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 4 Week 9 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at the history of the USSR.

Also have students take a look at the Persian Gulf war

<http://www.infoplease.com/ipa/A0001293.html>

What is common about these two events? What is different? Were both issues solved?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

collapse	tyrannical	corrupt	roving	indigenous
----------	------------	---------	--------	------------

- 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 194-197 chapter 40 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
1989	End of the cold war	194-195
	President Bush goes back on his word	196-197

## 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://faculty.washington.edu/qtaylor/a\\_us\\_history/cold\\_war\\_timeline.htm](http://faculty.washington.edu/qtaylor/a_us_history/cold_war_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 take information from page 197 "Camouflaging Language," and have them create their own form of "double speak." Other sources of information are both George Orwell's, "Animal Farm and 1984."

#### Directions:

Using the resources above, have students work in partners or small groups. Choosing one of the topics from <http://www.politics1.com/issues-campref.htm>, have students create their own double speak, taking important issues of the American people and making them believe it is the right thing. Sample page 196 when President Bush states in his campaign "he will not raise taxes," then does so, calling it something else.

Have students become familiar with the importance and power of language and how it can be used to help and to repress.

### 7. Explore today's reading

#### Key Questions

Why does President Bush raise taxes after promising not to?

Why is the cold war over?

What other communist countries are being turned to democracy during this time?

Would you vote for a president that went back on his word? Why or why not?

Why is language important? How is it used to manipulate the American people?

Do you think Bush was a good president? Why or why not?

Is it America's responsibility to help other countries in trouble? Why or why not?

**Key Paragraph**

“There are some 1,290 different practicing religions in the United States. In this country people of all faiths live together in relative harmony. We have never fought a war over religion. Most people agree that is because of our First Amendment-it separates church and state, which means that our government keeps its hands off when it comes to religion. That isn’t true in most other countries. At the beginning of 1990s, more than 30 religious wars were being fought around the globe.”

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

Do you believe our government truly stays away from religion? In American History there has never been a war over beliefs, is this true? How harmonious are Americans with so many different belief systems?

**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 4 Week 9 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look at the invention of the "microchip." How does it affect their lives now? How does technology in general affect the lives of all Americans?

<http://technology.timesonline.co.uk/article/0,,20749-1555044,00.html>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

immigration	migration	behemoth	integrator	semiconductor
-------------	-----------	----------	------------	---------------

- 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 198-202 chapter 41 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
1992	A Cuban family escapes Cuba to America	198-199
1992	Many Vietnamese people escape their country in small boats	199-202
1980's	The microchip	201

## 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 Magazine based on the different immigrants coming to America in the 1990's.

#### 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.

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

8. Choose a different magazine for a different perspective: The National Enquirer, Newsweek, or whatever you wish. You can also make up your own magazine.
9. 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.
10. Bind the cover and pages together to form a mini-book.

**Variations for Writing**

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

## 7. Explore today's reading

### Key Questions

How does the microchip affect us now?

Should America close its doors to immigrants? Why or why not?

Do you see America as a melting pot or a quilt? Why?

Who has the right to choose who can come to America and who cannot cross our borders? Is this a form of racism?

If these people coming from Vietnam are willing to come to America in a small boat risking everything, what does that tell you about their country?

Would you be willing to get up at 5 am one morning leave all your possessions behind to travel dangerously to a new country? Why or why not?

### Key Paragraph

"In 1849, Kentucky senator Garrett Davis wrote of the dangers of immigration. "The German and Slavonic races are combining in the state of New York to elect candidates of their own blood to Congress. This is the beginning of the conflict of races on a large scale, and it must, in the nature of things, continue and increase .... If it does not become a contest for bread and subsistence, wages will at least be brought down so low as to hold our native laborers and their families in hopeless poverty."

## EXTEND

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

Was Senator Davis right in his prediction? Do we do we hold our people "in hopeless poverty," today?

### 9. Close with a short summary

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





# Character Based Literacy Lesson Plans for United States History and Geography

Standards Focus :

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

## Lesson Plan for Quarter 4 Week 9 Day 3

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look at the history of computers. How is technology growing in leaps and bounds now?

<http://inventors.about.com/library/blcoindex.htm>

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

pendulum	exhilarating	enticing	relics	chasm
----------	--------------	----------	--------	-------

- 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 203-208 chapter 42 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
1980s to 1990s	Going from workers to thinkers	203-205
	Looking back to see ahead	206-207
	Varied voices	208

## 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 come up with a plan to stop the violence in America.

#### Directions:

Looking at our history and the leaders of non-violent change, come up with a plan that includes the resolution of violence in America. (page 204 "What do we do")  
Have students present their idea to the class, they may work in partners or small groups.

Have students create a poster that represents their idea. At the end of the presentations have students hang their posters and do a gallery walk.

Why of these ideas will work? Why?

Why aren't we doing more to stop the violence? What is the cause of all the violence?

### 7. Explore today's reading

#### Key Questions

Why is the media a bad place to win an election?

Who pays for all the media time a politician uses?

Where did Apple computers come from?

Has technology helped all people in America?

Why is it important for us to look back to see our future?

Is popular literature reflective of what is going on in society at the time it is written?

**Key Paragraph**

“The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than commonly understood. Indeed the world is ruled by little else.”

John Maynard Keynes  
British Economist (1935)

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

What does this mean? Is this true today?

**9. Close with a short summary**

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



# Character Based Literacy Lesson Plans for United States History and Geography

Standards Focus :

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

## Lesson Plan for Quarter 4 Week 10 Day 1

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look at the history of gun control as well as what other countries do about gun control. Does our 2nd amendment still hold the same meaning as it did when it was created? How has it changed? Will banning guns cut out all the violence? Why or why not?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

endowed	inalienable	malady	enshrined	infringed
---------	-------------	--------	-----------	-----------

- 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 209-211 chapter 43 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
1989	Douglas Wilder becomes the governor of Virginia, David Dinkins becomes the first black Mayor of NYC	209-210
1994	Rosa Parks back in the news as a victim of robbery	210-211
1994	Gun-Free schools act is passed due to school violence	211

## 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://usgovinfo.about.com/library/weekly/aa092699.htm>

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

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

## EXPLORE

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

Have students do an open mind portrait of Rosa Parks at 81, Martin Luther King if he was still alive, or any other civil rights leaders from our past. What would they think or say today? How is the world different from the days of civil rights? What things are the same when it comes to civil rights?

**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**

33. You can use this process for any character in the story
34. 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.
35. You could add bubbles for what the character learns, or ways the character changes, and use different colors for each.
36. 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.

37. You could use different colors for the phases you see in a story or the development of a particular character.
38. 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.
39. 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.
40. 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.

## **8. Explore today's reading**

### **Key Questions**

Why are violent offenders getting younger?

What from our history has caused this violence?

Has segregation truly been thrown out? Why or why not?

Do people have the right to bear arms or should gun control be stricter?

How does the "Gun Free Schools act," affect students today? Are schools safer because of this? Why or why not?

Looking at the statistics on page 211 in red, why do you think this is happening?

### **Key Paragraph**

"Until recent decades, most people worked with their hands—not their heads. Reading wasn't essential for most work. If you were a farmer, carpenter or factory worker, you learned work skills on the job. But in the 21<sup>st</sup> century, to succeed, almost everyone including the farmer will need to be thinker."

## **EXTEND**

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

What does this mean for your future? How much reading do you do? Are you a thinker? Why or why not?

### **10. Close with a short summary**

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



# Character Based Literacy Lesson Plans for United States History and Geography

Standards Focus :

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

## Lesson Plan for Quarter 4 Week 10 Day 2

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at president Clinton's presidency.

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

undulating	aptly	complexities	vigor	conformists
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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 212-214 chapter 44 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
1992	Ride through history and Clintons inauguration	212-213
	Background of Hillary and Bill	214



## 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.cbsnews.com/stories/2001/01/08/politics/main262484.shtml>

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

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

## EXPLORE

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

Have students create a map of the ride Clinton took to his Inauguration.

#### 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.

4. 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.

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

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

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

**Variations for the Map**

13. If you are reading a book from a certain geographical location, you will want to have a map available.
14. 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.
15. Use a different kind of map like a smaller map or a topographic map.
16. 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.

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

What was Clinton's upbringing like?

How is Clinton's upbringing different from many other presidents?

What else was unique about Clinton?

How was Clinton's inauguration different from others? Who's inauguration was the same?

What happened to Al Gore's son?

Who paid for Clinton's inauguration?

Why was Gore considered the most influential vice president in history?

**Key Paragraph**

"The era of deadlock and drift is over," he says. "Let us resolve to reform our politics, so that power and privilege no longer shout down the voice of the people...Let us give this capital back to the people to whom it belongs." Hope fills the air.

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

What did Clinton claim to support? Was this true? Do you feel a part of our government?

**10. Close with a short summary**

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

**Character Based Literacy Lesson Plans for  
United States History and Geography**

Standards Focus :

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

## Lesson Plan for Quarter 4 Week 10 Day 3

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students take a look at checks and balances and what it means as a balance of power. Does it work? Is it flawless? Why or why not?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

hindsight	impoverished	tariffs	scandal-mongering	impeachment
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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 215-219 chapter 45 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
1993	Clinton the conservative	215
	Clinton in foreign affairs	215-216
	White water	216-217
1998	Impeachment process	217
	Cover up, distortion of truth	218-219

### 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.cbsnews.com/stories/2001/01/08/politics/main262484.shtml>

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

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

## EXPLORE

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

Have students create an open mind portrait of Clinton, Hillary or Chelsea, while the house of representatives impeached Clinton.

**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.

## 8. Explore today's reading

### Key Questions

Do you think Clinton was guilty or the impeachment was a set up controlled by the republicans? Why?

Was Clinton a good president?

What is "white water?"

Was Clinton impeached? Why or why not?

If your dad was accused of the things our president was, what would you think? Would you believe your dad or the media? Why?

Should there be a limit to what we know about public officials? Why?

### Key Paragraph

"The 1<sup>st</sup> amendment to the constitution guarantees freedom of the press. The government cannot censor or control what the press publishes.

## EXTEND

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

Should there be any limitations to this amendment? What do you think they should be if so? What does this amendment mean to Americans and why is it so important? Doesn't everyone in the world have freedom of speech and press?

## 10. Close with a short summary

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



# Character Based Literacy Lesson Plans for United States History and Geography

Standards Focus :

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

## Lesson Plan for Quarter 4 Week 10 Day 4

### PREPARE

#### 1. Background knowledge necessary for today's reading

Have students look up cloning and find out the pros and cons of cloning. Is it ethical to clone humans or animals?

#### 2. Word Wall

Introduce 5 important, useful words from today's reading

cloning	shenanigans	archaeological	static	cataclysm
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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 220-225 chapter 46 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
1997	Scottish researcher clones a sheep	220
	The author summarizes what has happened in our history	220-225

### RESPOND



## 5. Add to the Timeline

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

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

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

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

## EXPLORE

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

Have students create a time capsule.

#### Directions:

Have students imagine they need to put things in a capsule (shoebox would work, or a poster tube) that would represent their time on earth and what would be important to show historians in the future. What would they put in it and why? They need to give a reason as to why items go in it.

As far as burial that can be done if possible on campus and maybe reopened in a year or be creative as to what you have students do with capsule.

### 8. Explore today's reading

#### Key Questions

Why is history so important?

Why do we spend so much time learning about history?

Is cloning animals or humans ethical?

What problems do you see with cloning?

What benefits do you see with cloning?

What do you know about your history and your family?

**Key Paragraph**

“Religion will remain in the future a force equal in strength to science and equally committed to the long-range improvement of the human condition.

Freeman Dyson  
Physicist, B. 1923

**EXTEND****9. Prompt every student to write a short product tied to today’s reading**

Do you think this is true? Why or why not?

**10. Close with a short summary**

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