

Claire M. Eubanks; History, Social Studies Education
Instructional Design Project
CI 3100---Teaching High School Social Studies--Fall 2016

I. Introduction to your unit (10 points)

- a. The instructional unit included is on the Roaring Twenties, the Great Depression, and FDR's New Deal. This topic is interesting because it depicts a dramatic shift in American history. It was a moment when the United States was faring fairly prosperously, and then everything quickly changed. FDR is a significant character in American history for his efforts to counteract the effects of the Great Depression.
- b. This is a unit I observed while interning in an American II class. I did not be teach a full lesson on the topics, however, my cooperating teacher would allowed me to teach a mini lesson on the New Deal.
- c. When I took HIS 2204 (Survey of American Civilization since 1876), I wrote a report on how FDR's New Deal could be taught in an American History classroom. I used that report as reference when writing lesson plans for this unit.
- d. The unit aligns with World History content because the Great Depression had global effects. It aligns with Civics content because students can explore how FDR stretched the limits of the Constitution with his New Deal programs. The unit also aligns with both English, Language Arts content standards because students develop writing and literacy skills when working with primary sources.

The additional lesson plans include a World History lesson on African Kingdoms during the Middle Ages, a Civics lesson on the Bill of Rights, and an additional American II lesson plan on nativism in America. These lesson plans were developed to gain experience writing lessons for other core Social Studies content areas.

II. Student Background, Knowledge about the IDP topic, Personal Experiences concerning the topic, and plans to incorporate this information in your instruction (15 points).

There were many diverse learners in the American II class that I observed. My mentor teacher informed me that many of the students had learning disabilities or mental disorders. Other students had external factors that affected their performance in the classroom. One student's family was involved in a legal battle. Another student had to work until 1 o'clock am every morning, and was thus tired in class the next day. A transgender student was subject to bullying outside of the classroom. One female student was pregnant.

The majority of the students were white, and the ratio of male to female students was about equal. Students appeared to come from low and middle class families, although I did not engage with the students or my cooperating teacher in a discussion regarding to student socioeconomic status so I do know for certain.

Many of the students I observed and engaged with were diligent about getting their work done, however, there were some students who had difficulty grasping the material or were not engaged in the learning process. To combat this, I included adaptations in each lesson plan that could be used to assist students who are having difficulty grasping the material. Many of these adaptations provide students with more straightforward or simple versions of text, that offer explanations regarding the text, namely in instances when primary sources are used for student learning.

Regarding behavioral issues, the teacher will address those accordingly when they arise with at least two warnings and then a referral to the principal, unless circumstances require more appropriate discipline. Students will be seated and grouped with peers that will offer an enhanced learning environment, rather than distractions. When necessary, the teacher can provide students with healthy snacks if they have not yet had a meal. If students are falling asleep in class, the teacher will ask students to go to the hall to get water to wake up.

III. Evidence of Teachers' Essential Content Knowledge (50 points).

*Teaching notes are included within the appendices following the document. Appendices are assigned as follows:

Unit Plans:

Appendix A: Roaring Twenties - pg. 35

Appendix B: The Great Depression - pg. 41

Appendix C: The New Deal - pg. 45

Additional Lesson Plans:

Appendix D: World History - African Kingdoms - pg. 53

Appendix E: American II - Nativism - pg. 59

Appendix F: Civics - The Bill of Rights - pg. 61

IV. Lesson Plans (50 points each = 250 points).

*Instructional Methods found within unit lessons and noted in Appendices.

Unit Lesson Plans

Unit Overview (5 points): This unit covers the 1920's, The Great Depression, and FDR's New Deal. Students will understand the factors that link these three content areas. They will also develop digital literacy skills, research skills, and writing skills.

See pgs. 4-19

Additional Lesson Plans

World History: African Kingdoms, American II: Nativism and Immigration, Civics: The Bill of Rights

See pgs. 20-34

V. Culminating Unit Assessment and Evaluation of Student Learning (40 points).

See Appendix C, pg. 50

VI. Annotated List of References (5 points).

See References after each lesson plan.

North Carolina Secondary Social Studies Lesson Plan Template

(50 points total)

Subject: American II	Topic: The Roaring Twenties
Intern: Claire Eubanks	Date: 15 October 2016
Mentor Teacher: Mr. Tomberlin	Grade Level: 11th

NC Standard Course of Study Objective (taken directly from the NCES):

AH2.H.4.4 Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women's movement, counterculture, Wilmington Race Riots, etc.).

- How "modernism" developed and challenged conventional or traditional practices of American society during the 1920s (e.g., jazz age, flappers, the Harlem Renaissance, Negro nationalism, Charles Darwin, Albert Einstein).

NCSS Theme addressed:

- 1: Culture
- 2: Individual Development and Identity

C3 Dimension:

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Objective Statement (must be measurable and aligned with assessment; this is specific to THIS lesson):

Students will develop a sense of the culture of the 1920's via research and historical thinking, and showcase this understanding by creating a Twitter page in which they will present their understanding of the information by taking on the role of a notable figure from the 1920's.

Concepts/Vocabulary:

communism/Red Scare - promotion of fear of a potential rise of communism or radical leftism

Harlem Renaissance - The Harlem Renaissance was the name given to the cultural, social, and artistic explosion that took place in Harlem between the end of World War I and the middle of the 1930s.

Teapot Dome - The Teapot Dome scandal was a bribery incident that took place in the United States from 1921 to 1922, during the administration of President Warren G. Harding.

Jazz Age - The Jazz Age was a post-World War I movement in the 1920s, from which Jazz music and dance emerged.

Prohibition - Prohibition in the United States was a nationwide constitutional ban on the production, importation, transportation and sale of alcoholic beverages that remained in place from 1920 to 1933.

Fundamentalism - Fundamentalism was a movement that arose in the early 20th

century within American Protestantism reacting against “modernist” theology and biblical criticism as well as changes in the nation’s cultural and social scene.

Other content area(s) to be integrated (include standards/objectives here—minimum ONE, maximum TWO):

ELA SCoS:

Text Types and Purposes (11-12)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(this box = 6 points)

(vertical & horizontal alignment = 2 points)

<p>Vertical Alignment (connections with other SS content: civics, economics, history, etc.)</p>	<p>Before this lesson, S will have studied WWI in American II. During the course of the lesson S will examine how the war may have affected Americans’ mindset of the 1920’s.</p> <p>World history content can also be tied in with this lesson. The Red Scare and the fear of communism was prominent during this period. The rise of communism in Russia will be briefly revisited to develop S understanding of the content.</p>	
<p>Horizontal Alignment (connections with other content areas: science, English/Language Arts, music, math, art, etc.)</p>	<p>In this lesson, Ss explore the content and produce writing on the website Twitter, after doing research on a particular figure from the time period. In the ELA SCoS, <i>Text Types and Purposes</i> involves having the S “use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.”</p> <p>Literature is also included in this lesson, because it was a significant moment in America’s literary history, including movements such as the Harlem Renaissance, as well as the prominent author F. Scott Fitzgerald.</p> <p>Music is included in the lesson due to the title “Jazz Age” which was given to the 1920’s, with key figures such as Louis Armstrong and Bessie Smith.</p>	
<p>Activity</p>	<p>Description of Activities in Detail</p>	<p>Materials and Time</p>
<p>I. Focus and Review (establish prior knowledge)</p>	<p>T will play music from the 1920’s as Ss enter the classroom. A prompt will be on the board, and S should answer the following question in their journals: “What do you think of this music, how does it make you feel?”</p> <p>After a few minutes, T will ask S to share their responses. T will use this to introduce the twenties, and the emotional feel of the twenties. Briefly describing the setting of the twenties, this will serve as a segue into T’s short lecture on the twenties.</p>	<p>5 minutes</p> <p>-“Tin Roof Blues” https://www.youtube.com/watch?v=43S1Yk5PMoU -Student journals</p>

<p>II. Teacher Input (Present tasks, information, and guidance)</p>	<p>T will give a lecture on the decade of the 1920's. The lecture will be given from T's notes, but T will use visuals to reinforce the content.</p> <p>The lecture will cover political and cultural history. However, the lecture will not delve too much into key figures of the 1920's because the S's next assignment will cover prominent people of the decade.</p>	<p>30 minutes</p> <p>-projector -presentation: https://docs.google.com/presentation/d/1mTHWcEWb66vmUAmIKYJKuvlYQMStsVQ19d9pl2F1WtE/edit?usp=sharing</p>
<p>III. Guided Practice (Elicit performance, provide assessment and feedback)</p>	<p>S will complete a worksheet by sharing notes with each other, and will describe the details of popular figures of during the twenties.</p> <p>Ss will be assigned one figure from the worksheet. Ss will number off and will take about 5 minutes to find information on the particular person that their number aligns to on the worksheet. S can look for information in the textbook or use their personal technology to search for general information about their figure. Ss will write this information down on a blank sheet of paper.</p> <p>Ss will leave this information on their desks. The next 15 minutes will be spend roaming the classroom, reading their peers notes. S will each write down a few key facts about each individual. The historical figures will be listed on the sheet in boxes, and the students will have to fill in the information in the blank box. As Ss roam the classroom and obtain information, they also have the ability to discuss the information with each other.</p> <p>T will walk around the class during this time to help S when needed. T can point out to students where to find information in the textbook when they are trying to find information about their assigned individual. When students are roaming the classroom, T will roam the classroom as well to glance at student work and check if it is accurate. Additionally, the last few minutes of the activity T can go over the information with the class as a whole.</p>	<p>20 minutes</p> <p>-Worksheet (See Appendix A) -textbook -personal technology</p>
<p>IV. Independent Practice – Working independently of the teacher (Retention and transfer)</p>	<p>To expand on what Ss learned about the key figures of the 20's, each S will choose one person from the list. If it is a large class, two Ss may be assigned to one figure.</p> <p>Using a laptop, or perhaps the media center if laptops aren't provided, Ss will find more detailed information on their figure. Once they have a reasonable amount of research done, Ss will create</p>	<p>30 minutes</p> <p>-Computer/laptop for research and to access Twitter -Alternate Twitter template: https://lh3.googleusercontent.com/-</p>

	<p>a Twitter page for their historical figure. The will need to write 15-20 tweets in response to historical events or moments in the 1920's, using their notes and research to help guide them. They must write the tweets in character. S will also be expected to tweet @ at least 5 of their classmates figures, creating a link between different historical figures and events. In addition, they must also include a short bio of the figure and profile picture.</p> <p>If students are unable to complete the assignment in class, they can finish the remainder of the assignment for homework.</p> <p>If Twitter is blocked at the school, the activity can be completed using a Twitter template. S can manually write their tweets, bio, and draw an image of their figure as a profile picture.</p>	<p>XE5NO23v8_s/VFufDIw90RI/AAAAAAAAABek/CcwoSrBV5pw/s640/Capture.PNG</p> <p>(See Appendix A for rubric)</p>
<p>V. Student-generated Closure</p>	<p>Similar to how the lesson began with a musical component, it will end with a musical component. However, S will pick a modern song that they believe fits their historical figure.</p> <p>S will tweet a link to the song, as well as a short description as to why they chose that song.</p> <p>If Twitter is blocked at the school, S will write down the title and artist of the song and the short description of the song on a sheet of paper. S will hand this in to T at the end of the class period.</p> <p>This closure activity will allow S to explore the content in a creative format, and it will allow T to examine how students interpret the information.</p>	<p>5 minutes</p> <p>-technology to look up song and access Twitter</p>

(parts I-V above = 7 points each, or 35 points)

Details to Consider:

(all details below = 7 points)

1. *Assessment and Plan for Evaluation of Student Learning:

The first assessment will be completion of the worksheet. Although it is not in depth, it will assess S's basic research skills. The second assessment will be S's Twitter page for their historical figure. It will assess S's understanding of the content and ability to understand historical perspective.

2. Adaptations & Modifications:

Students who have trouble seeing or hearing can sit in the front row during the lecture. To adapt the worksheet, the information can be provided in a fill-in-the-blank format, where S will only need to provide a few key words per historical individual. For the Twitter assignment, the amount of tweets assigned can be lowered.

3. Classroom management plan:

The desks will be arranged in rows. When the teacher lectures, all students will have the ability to view the teacher and the powerpoint being projected. When working in groups, students will work with classmates close to their seating position, so time will not be wasted moving around. If students need technology, it will be provided. T will have a laptop cart checked out or the media center booked in advance.

4. Blooms Taxonomy:

Remembering— Students will remember the information about key historical figures.

Understanding— During the lecture, students should understand why different cultural movements occurred.

Applying— Students will apply their researched information to the Twitter page they created for their historical figure.

Analyzing— Students will analyze the historical perspectives of the era for their Twitter assignment.

Evaluating— Students will evaluate the most important occurrences and events pertaining to their historical figure to include as tweets.

Creating— Students will create a Twitter feed for a historical figure based on the knowledge they gained.

5. 21st Century Skills:

Students will develop both creative and technological skills while completing their Twitter assignment. By completing the project they will exhibit digital literacy skills. In addition, students will develop social skills by interacting with other students via both group work and collaboration during the Twitter assignment.

6. References:

-America: Pathways to the Present, Prentice Hall Textbook

- I used this textbook for reference when planning the lesson. It has general social studies content information.

-Sparknotes

<http://www.sparknotes.com/history/american/depression/>

- I used these notes as a reference when creating my teaching content notes.

-Tin Roof Blues

<https://www.youtube.com/watch?v=43S1Yk5PMoU> “Tin Roof Blues”

- This song was chosen for use because it was a popular jazz song in the mid 1920’s. The song will give students a taste of the era and take them back to the 1920’s.

-John Quincy Adams Twitter Page

https://twitter.com/JQAdams_MHS?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor -

- This page inspired the idea for students to develop a historical Twitter page for key figures. Student Twitter pages will be modeled after this.

-Twitter page template

[https://lh3.googleusercontent.com/-](https://lh3.googleusercontent.com/-XE5NO23v8_s/VFufDIw90RI/AAAAAAAAABek/CcwoSrBV5pw/s640/Capture.PNG)

[XE5NO23v8_s/VFufDIw90RI/AAAAAAAAABek/CcwoSrBV5pw/s640/Capture.PNG](https://lh3.googleusercontent.com/-XE5NO23v8_s/VFufDIw90RI/AAAAAAAAABek/CcwoSrBV5pw/s640/Capture.PNG)

- This image provides a template for a Twitter page. If Twitter happened to be blocked at the school, T could adapt the template for S use on the assignment. I chose this template as a reference piece because it provided a basic example of the Twitter template.

7. Professional Consultations/Conversations/Ideas:

I have been taking Dr. Sibaja’s “Teaching History in the Digital Age” and we recently discussed how to incorporate social media into the classroom. Dr. Sibaja noted that Twitter is a useful tool to use in the classroom, and it allows students to think historically in a creative manner.

Additionally, I have been involved with many discussions lately about the use of personal technology in the classroom. I have noticed in my observations that students are generally successful in completing tasks when they have the option of using personal technology. When talking about this with my mentor teacher, he believes so as well. Therefore, I decided that students would have the option to use their personal technology during the course of this lesson.

North Carolina Secondary Social Studies Lesson Plan Template

(50 points total)

Subject: American II	Topic: The Great Depression
Intern: Claire Eubanks	Date: 15 October 2015
Mentor Teacher: Mr. Tomberlin	Grade Level: 11th grade

NC Standard Course of Study Objective (taken directly from the NCES):

AH2.H.4.2 Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

- How and why the **Great Depression** occurred in the United States and the extent to which it affected the livelihood and fortunes of various Americans.

NCSS Theme addressed:

5. Individuals, Groups, and Institutions
7. Production, Distribution, and Consumption

C3 Dimension:

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

Objective Statement (must be measurable and aligned with assessment; this is specific to THIS lesson): Students will develop an understanding of the Great Depression and its effects on various groups of people by taking notes on a lecture and completing a worksheet, and will apply this understanding to the culminating "Life Histories" project.

Concepts/Vocabulary:

- Welfare Capitalism: Employers raised wages and provided benefits – paid vacations, health plans, English classes for recent immigrants.
- Installment buying: Purchasing a commodity over a period of time.
- Hoovervilles: A "Hooverville" was a shanty town built by homeless people in the US during the Great Depression.
- Overproduction: the accumulation of unsalable inventories in the hands of businesses.
- Speculation: investment in stocks, property, or other ventures in the hope of gain but with the risk of loss.
- Dust Bowl: a period of severe **dust** storms that greatly damaged the ecology and agriculture of the US and Canadian prairies during the 1930s

Other content area(s) to be integrated (include standards/objectives here—minimum ONE, maximum TWO):

ELA SCoS: Key Ideas and Details (11-12)

Cite strong and thorough textual evidence to support analysis of what the text says

explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
(this box = 6 points)

(vertical & horizontal alignment = 2 points)

<p>Vertical Alignment (connections with other SS content: civics, economics, history, etc.)</p>	<p>The lesson before this covers the Roaring Twenties. S will understand the difference between the two eras and the change that occurred between them. The lesson after this covers FDR's New Deal, and his attempts to counteract the financial ruin of the country.</p> <p>This lesson could also be tied into economics, because it includes content regarding the country's finances, as well as personal individual finances. It could be tied in with World History because the Great Depression has an effect on the World Market. The Great Depression was not only felt on the home front, but also abroad.</p>	
<p>Horizontal Alignment (connections with other content areas: science, English/Language Arts, music, math, art, etc.)</p>	<p>This Great Depression could be tied in with mathematics, because statistics pertaining to financial data could be examined.</p> <p>For the Life History Project the ELA standard regarding reading and analyzing text can be linked to primary source research. "Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain."</p>	
<p>Activity</p>	<p>Description of Activities in Detail</p>	<p>Materials and Time</p>
<p>I. Focus and Review (establish prior knowledge)</p>	<p>Bellringer: When the Ss enter the classroom, they will see an image projected on the board. The image will be a black and white photograph of a bread line during the Great Depression, however, no context regarding the image will be given to S. S will be asked to write about the image in their journals with the prompt: "Describe the image. What do you see? What do you think is happening in the photograph?" Students will be given five minutes to respond.</p> <p>When the five minutes are up, T will ask the students what they thought about the image and reveal the context of the image. This will serve as an introduction to the Great Depression.</p>	<p>10 minutes</p> <p>-Projector -Student journals -Image: http://cdn.history.com/sites/2/2014/01/BE002502-P.jpeg</p>
<p>II. Teacher Input (Present tasks, information, and guidance)</p>	<p>T will give a short lecture from notes about the Great Depression, explaining the causes and how it affected various groups of people.</p> <p>The first portion of the lecture will be about the stock market crash of 1929, including details about how it occurred, what it looked like, and what it meant for Americans. A clip of the bank run scene in <i>It's a Wonderful Life</i> will also be shown to reinforce what happened when the banks closed down.</p> <p>The second portion of the lecture will cover the</p>	<p>25 minutes</p> <p>-Guided notes/Worksheet (See Appendix B) -Bank run scene: https://www.youtube.com/watch?v=iPkJH6BT7dM -Presentation: https://docs.google.com/presentation/d/1NiT</p>

	<p>various causes of the Great Depression, such as over-speculation, buying on credit, and unequal distribution of wealth.</p> <p>The third portion of the lecture will provide information about how the Great Depression affected families of varying backgrounds.</p> <p>Students will be given a guided notes that they will be expected to fill in during the course of the lecture.</p>	<p>MXUca0brhhOMCMq94e1UwpGCUFb-Q5N0GdBNCh9Y/edit?usp=sharing</p>
<p>III. Guided Practice (Elicit performance, provide assessment and feedback)</p>	<p>T will pass out a worksheet for S to complete regarding different groups affected by the Great Depression, such as the wealthy, the poor, women, African Americans.</p> <p>S can work in groups and assist each other in completing the assignment. They can use their textbooks or personal technology to research and find information regarding the worksheet.</p> <p>T will walk around the classroom and assist S when needed. Upon completion of the assignment, T will review the information with S</p>	<p>25 minutes</p> <p>-Guided notes/Worksheet (See Appendix B)</p>
<p>IV. Independent Practice – Working independently of the teacher (Retention and transfer)</p>	<p>S will begin the first part of the culminating assessment for the unit.</p> <p>S will form groups of two. Each group will draw a name at random. This name will correspond to the name of the person they will be examining when reading and analyzing primary sources. The list of names can be found at the Library of Congress webpage. Students will each get a laptop and sit with their partners.</p> <p>S will spend 20 minutes reading and analyzing the Life History of their selected person. Individually, students can jot down answers to the following questions:</p> <ul style="list-style-type: none"> -What did you notice first? -Find something interesting about what you read. -What did you notice but didn't expect? -What did you notice but can't explain? <p>In addition to these questions, S should also reflect on other elements of the source by answering further questions:</p> <ul style="list-style-type: none"> -Who was involved in the creation of this document? -What do you think was occurring when this was made? -Why is this document important? -What can you learn from this document? <p>All of the people examined in the "Life Histories" Culminating project would have lived throughout the</p>	<p>25 minutes</p> <p>-Laptops/Computers -Life History Sources: http://www.loc.gov/teachers/classroommaterials/lessons/dime/history.html</p>

	<p>Twenties and into the Great Depression. S should also take into consideration how their individuals' lives have changed over the two decades. If there is no evidence of this within the documents they examine, S should make inferences about their individual. For example, if they were a farmer, where would they have lived? Do you think they supported prohibition? Do you think they owned a car or a radio?</p> <p>Before beginning this process, S should be aware that these primary source documents may be subject to biases and prejudices. S should be able to identify these. The text in the document may reflect the speech patterns and pronunciations with the use of misspellings and non-standard English. After answering these questions, S can discuss them as partners to see if their answers matched up, or if they differed and why. This will allow S to gain an alternate perspective on the source they just analyzed.</p>	
<p>V. Student-generated Closure</p>	<p>Exit Ticket: S will answer the following question: "How do the lives of the key figures you based your Twitter assignment on differ from the lives of your Life History individuals?"</p> <p>This will create a link for student understanding between content as well as assignments.</p>	<p>5 minutes</p> <p>-Whiteboard with prompt -Student journals</p>

(parts I-V above = 7 points each, or 35 points)

Details to Consider:

(all details below = 7 points)

1. *Assessment and Plan for Evaluation of Student Learning:

The first assessment will be completion of the worksheet. Although it is not in depth, it will assess S's basic research skills. The second assessment will be S's Exit ticket, which will allow T to assess understanding of the material and see if anything needs to be addressed in the next lesson.

2. Adaptations & Modifications:

Students who have trouble seeing or hearing can sit in the front row during the lecture. To adapt the worksheet, the information can be provided in a fill-in-the-blank format, where S will only need to provide a few key words.

Students who need an adaption for the "Life Histories" culminating project can be given a version of the primary source documents that have been adapted to exhibit clearer language. Additionally, they can be given information that explains the document to make it clearer.

3. Classroom management plan:

The desks will be arranged in rows. When the teacher lectures, all students will have the ability to view the teacher and the powerpoint being projected. When working in groups, students will work with classmates close to their seating position, so time will not be wasted moving around. If students need

technology, it will be provided. T will have a laptop cart checked out or the media center booked in advance.

4. Blooms Taxonomy:

Remembering— Students will remember the information about why the Great Depression occurred.

Understanding— Students will understand how different groups were affected by the Great Depression.

Applying— Students will apply knowledge gained from the lecture to the research they complete for their Life History project.

Analyzing— Students will analyze the image during the bellringer to decipher its meaning..

Evaluating— Students will evaluate the differences in the life of figures in the Roaring 20's to the life of individuals during the Great Depression.

Creating— Students will create a Twitter feed for a historical figure based on the knowledge they gained.

5. 21st Century Skills:

Students will develop economic and financial awareness, based on what they learn about the Great Depression. Students will develop research and technological literacy skills during the course of their Life History project.

6. References:

-America: Pathways to the Present, Prentice Hall Textbook

- I used this textbook for reference when planning the lesson.

-Sparknotes

<http://www.sparknotes.com/history/american/depression/>

- I used these notes as a reference when creating my teaching content notes.

-Bread line image

<http://cdn.history.com/sites/2/2014/01/BE002502-P.jpeg>

- I think this image is a good visual representation of the Great Depression. It showcases the hardships that were felt during the time.

-Bank run scene

<https://www.youtube.com/watch?v=iPkJH6BT7dM>

- This scene offers students a visual aide to help them imagine the anxiety Americans felt during the banking crisis.

-Life History

<http://www.loc.gov/teachers/classroommaterials/lessons/dime/history.html>

- This LoC site offers fantastic primary source materials for use in the classroom. Students can engage with the sources to develop an understanding of the American people during the Great Depression Era.

7. Professional Consultations/Conversations/Ideas:

You may notice in this lesson plan and the other lesson plans in this unit that they tend to involve lectures and worksheets. I tried to model the course of these lessons after what I have been observing in my internship. Mr. Tomberlin briefly lectures about the information (he does not use a powerpoint), and then students are given a graphic organizer or other directions to work with each other and research information using the textbook or personal technology. It seems to be effective.

North Carolina Secondary Social Studies Lesson Plan Template

(50 points total)

Subject: American II	Topic: The New Deal
Intern: Claire Eubanks	Date: 15 October 2016
Mentor Teacher: Mr. Tomberlin	Grade Level: 11th

NC Standard Course of Study Objective (taken directly from the NCES):

AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, **New Deal**, Wilmington Race Riots, Eugenics, Civil Rights Movement, AntiWar protests, Watergate, etc.).

- How **Franklin D. Roosevelt** delivered a “**New Deal**” to the American people that aimed to ease the effects of the depression through government programs and agencies that provided direct government relief, recovery and reform.

NCSS Theme addressed:

5: Individuals, Groups, and Institutions

6: Power, Authority, and Governance

C3 Dimension:

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Objective Statement (must be measurable and aligned with assessment; this is specific to THIS lesson): Students will develop an understanding of the New Deal programs and evaluate their effectiveness when applying them to individual Americans during the time period by completing their “Life Histories” culminating project.

Concepts/Vocabulary:

-New Deal Programs (see Appendix C)

-Brain Trust: the group of academic advisers that FDR gathered to assist him during the 1932 presidential campaign

Other content area(s) to be integrated (include standards/objectives here—minimum ONE, maximum TWO):

ELA SCoS: Text Types and Purposes (11-12)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(this box = 6 points)

(vertical & horizontal alignment = 2 points)

<p>Vertical Alignment (connections with other SS content: civics, economics, history, etc.)</p>	<p>Directly prior to this, S learned about the Great Depression. Now, students will learn about the actions FDR took to combat the effects of the Great Depression.</p> <p>Civics can also be tied into this lesson because with his New Deal programs, FDR faced criticism that he was pushing the boundaries of the constitution. S can use knowledge from civics to assess whether they believe FDR was justified in his actions.</p>	
<p>Horizontal Alignment (connections with other content areas: science, English/Language Arts, music, math, art, etc.)</p>	<p>This Great Depression could be tied in with mathematics, because statistics pertaining to financial data could be examined.</p> <p>For the Life History Project the ELA standard regarding writing can be linked to the assignment. "Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content"</p>	
<p>Activity</p>	<p>Description of Activities in Detail</p>	<p>Materials and Time</p>
<p>I. Focus and Review (establish prior knowledge)</p>	<p>Bellringer: As Ss walk into class, the following prompt will be displayed on the board: "Brainstorm some possible solutions that might help restore America's economy following the Great Depression."</p> <p>Today's topic is on FDR and his New Deal programs; FDR developed these programs in an effort to restore America's economy.</p> <p>The bellringer will encourage S to begin thinking of ways in which to improve the economy. S will discuss the possible solutions with T. T can use this discussion to introduce FDR and his policies.</p>	<p>10 minutes</p> <p>-Whiteboard w/ prompt -Student journals</p>
<p>II. Teacher Input (Present tasks, information, and guidance)</p>	<p>T will present FDR to S by having them listen to his first Fireside chat. S will also be given a transcript of the audio to follow along with. T will then discuss with S what they thought about the Fireside chat, prompting them with the following questions:</p> <ul style="list-style-type: none"> -Did you understand FDR's speech? (T can clarify if S did not understand it) -What did you make of FDR's speech? -What do you think the American people made of the speech? -What kind of language did Roosevelt use? -How did he explain his programs to the people of the United States? -How did he address the subject of the Great Depression? <p>S can take notes on a separate piece of paper or the transcript if they choose.</p>	<p>15 minutes</p> <p>-Fireside chat audio: https://www.youtube.com/watch?v=jt9f-MZX-58</p> <p>-Fireside chat transcript: http://millercenter.org/president/fdroosevelt/speeches/speech-3298</p>

<p>III. Guided Practice (Elicit performance, provide assessment and feedback)</p>	<p>S will be given a worksheet with the New Deal programs listed on it. S will split up into groups of two. Each group will find information for one of the programs. They will need to find information regarding the date it was established, the acronym, and a description of what the program sought to do. After Ss have this information, they will rotate and share information. By the end of the activity, S should have information for all of the programs.</p> <p>T will walk around the classroom and observe while Ss are working. T will assist if needed. T will review and go over answers with Ss once they have completed the worksheet.</p>	<p>20 minutes</p> <p>-Worksheet (See Appendix C)</p>
<p>IV. Independent Practice – Working independently of the teacher (Retention and transfer)</p>	<p>S will continue to work on the culminating project. This portion will allow S to use their research to develop a product in the form of a written assignment.</p> <p>This is the writing portion of the activity. S will be expected to write an essay in the form of an interview, and provide information (both questions and answers) that will reveal the following:</p> <ul style="list-style-type: none"> -What experiences and problems occurred to the person during the Great Depression? -Explain at least two New Deal agencies and/or organizations which could have provided help to your person or family. S should be specific about how these programs could have helped their person. -S should include an explanation of what their person or family has been doing since the Great Depression and since the last interview. <p>S should also add a conclusion to their interview that reflects on the problems that the person or family faced, and review the New Deal agencies mentioned and how they benefitted the family.</p> <p>Before writing the essay, S should discuss the information that resulted from their research with their partner, and how they should go about including this information in their essay. Ss have the option to take turns interviewing each other about the research.</p> <p>S will be expected to turn in their essays in at the end of class; both Ss' names should be included on the essay.</p>	<p>40 minutes</p> <p>-Laptops/Computers</p>

V. Student-generated Closure	Exit ticket: Students will answer the following questions in their journals: -Which New Deal program was most effective in restoring America’s economy and why? By answering this question, S will show their understanding of the New Deal and to what extent they were effective in restoring the economy. S will use critical thinking skills to answer which program they thought was most effective.	5 minutes -Prompt written on whiteboard -Student Journals
-------------------------------------	---	---

(parts I-V above = 7 points each, or 35 points)

Details to Consider:

(all details below = 7 points)

1. *Assessment and Plan for Evaluation of Student Learning:

The first assessment will be completion of the worksheet. Although it is not in depth, it will assess S’s basic research skills. The second assessment of this lesson is the culminating assessment of the unit. Details regarding that project can be found in Appendix C.

2. Adaptations & Modifications:

Students who have trouble seeing or hearing can sit in the front row during the lecture. To adapt the worksheet, the information can be provided in a fill-in-the-blank format, where S will only need to provide a few key words per historical individual. The transcript is provided with the Fireside Chat audio so students have a textual resource as well.

3. Classroom management plan:

The desks will be arranged in rows. When the teacher lectures, all students will have the ability to view the teacher and the powerpoint being projected. When working in groups, students will work with classmates close to their seating position, so time will not be wasted moving around. If students need technology, it will be provided. T will have a laptop cart checked out or the media center booked in advance.

4. Blooms Taxonomy:

- Remembering— Students will remember the information about FDR’s New Deal Programs.
- Understanding— Students will understand FDR’s Fireside chat and what FDR had to say about the banking crisis.
- Applying— Students will apply their researched information to the Life History project.
- Analyzing— Students will analyze how FDR’s New Deal programs affected Americans.
- Evaluating— Students will evaluate the effectiveness of FDR’s New Deal programs
- Creating— Students will create a written response for their Life History project.

5. 21st Century Skills: Students will develop economic and financial awareness, based on what they learn about the Great Depression. Students may also link some of FDR’s programs to their 21st century counterparts today. Students will develop research and technological literacy skills during the course of their Life History project.

6. References:

- America: Pathways to the Present**, Prentice Hall Textbook
 - I used this textbook for reference when planning the lesson.

-Life History

<http://www.loc.gov/teachers/classroommaterials/lessons/dime/history.html>

- This LoC site offers fantastic primary source materials for use in the classroom. Students can engage with the sources to develop an understanding of the American people during the Great Depression Era.

-Fireside chat audio

<https://www.youtube.com/watch?v=jt9f-MZX-58>

- Fireside chats are a great way for students to actually interact with a primary source and hear FDR with their own ears. The first fireside chat clearly explains the banking crisis for students to easily understand.

-Fireside chat transcript

<http://millercenter.org/president/fdroosevelt/speeches/speech-3298>

- The transcript will offer assistance if students have difficulty hearing the audio.

7. Professional Consultations/Conversations/Ideas:

The culminating project and other parts of the lesson are based off an assignment I completed for my 2204 class. My professor, Dr. Goff, stated, "Your organization and the thought you put into the individual lessons is very good."

When I presented the mini lesson on the New Deal at my internship, my mentor teacher complimented the use of the graphic organizer to take notes on the New Deal programs.

North Carolina Secondary Social Studies Lesson Plan Template

(50 points total)

Subject: World History	Topic: African Kingdoms
Intern: Claire Eubanks	Date: 5 October 2016
Mentor Teacher: N/A	Grade Level: 9th

NC Standard Course of Study Objective (taken directly from the NCES):

WH.H.2.7 Analyze the relationship between trade routes and the development and decline of major empires (e.g. **Ghana, Mali, Songhai**, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).

- How and why ancient trade routes in **West Africa** allowed for the development of major empires such as **Ghana, Mali, and Songhai**.

NCSS Theme addressed:

1: Culture
3: People, Places, and Environments

C3 Dimension:

D2.His.8.9-12: Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Objective Statement (must be measurable and aligned with assessment; this is specific to THIS lesson): Students will develop an understanding of the different African kingdoms by practicing research skills and showcasing that understanding with a performance assessment in the form of a skit.

Concepts/Vocabulary:

Concepts:
Trade Routes/ Trade Systems
Religious influence
Oral Traditions
Economic Systems

Vocab:

Subsistence farming - farmers grow enough to feed themselves and their families.
Stateless societies - not governed by a state; has no government

Other content area(s) to be integrated (include standards/objectives here—minimum ONE, maximum TWO):

Theatre ES: B.C.2 Use performance to communicate ideas and feelings.
ELA: Writing, Text Types and Purposes (9-12) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(this box = 6 points)

(vertical & horizontal alignment = 2 points)

<p>Vertical Alignment (connections with other SS content: civics, economics, history, etc.)</p>	<p>Ss should be familiar with Islam because the Islamic World and the birth of Islam would have been covered in the previous lesson. Lessons following would include other areas of the world during the middle ages.</p> <p>Geography also aligns with this topic because Ss will be looking at the geography of the area with maps and the growth and spread of empires, as well as culture and religion.</p> <p>NCSS: Culture: Religion is seen as a cultural aspect and students will be learning to understand the influence that religion had on different groups and people People, Places, and Environments: Location of groups had influence on how prosperous those groups were. Some interacted with the environment via farming, others while others encountered rich materials in the environment.</p>	
<p>Horizontal Alignment (connections with other content areas: science, English/Language Arts, music, math, art, etc.)</p>	<p>Theatre: B.C.2 Use performance to communicate ideas and feelings. -Ss will be practicing skills that might be found in a theatre classroom when they complete their skit performances.</p> <p>Language Arts: Writing(9-12) -- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. -Ss will exhibit creative writing skills to describe and imagined historical event. Their writing should be well-structured and details should be well-chosen.</p>	
<p>Activity</p>	<p>Description of Activities in Detail</p>	<p>Materials and Time</p>
<p>I. Focus and Review (establish prior knowledge)</p>	<p>T will demonstrate on a map how Islam came into Africa, and where it spread to (Through Egypt and North Africa and deeper into West Africa). If T has access to a smartboard, S may be selected to come up and draw the path of Islam into Africa. If there is no access to a Smartboard, T can project the image of the map onto the whiteboard and S can draw the route with a marker.</p> <p>By having the visual aid of a map, S will be able to understand how the Islamic beliefs spread to Africa. S will gain an understanding of the importance of location for kingdoms and trade. Additionally, S will be able to put this understanding into practice if they have the opportunity to interact with the map.</p>	
<p>II. Teacher Input (Present tasks, information, and guidance)</p>	<p>S will be given a short answer worksheet to work on in groups. To understand the differences between the various African Kingdoms, S will gather information from textual (textbook) and/or online sources (Google). The worksheet will be relatively short. Just long enough so that Ss have the opportunity explore the content and develop an understanding of key ideas (such as trade and religion) and explore vocabulary and key characters.</p>	

	<p>Information about the African Kingdoms will be clearly laid out in the worksheet, so S have an understanding of the themes and concepts that will be addressed in the unit.</p> <p>Once the majority of Ss have completed the worksheet, T will review the sheet with the class and answer any questions that S may have.</p>	
<p>III. Guided Practice (Elicit performance, provide assessment and feedback)</p>	<p>T will select two Ss from the class. One S will serve as an example of a trading empire. T will explain to the class that this S has access to resources such as gold and ivory. The other S will serve as the opposite. T will explain that this student only has access to farmland, which is how they maintain their lifestyle. T will ask the class to choose which student will be the more successful community. The two example Ss will be on either side of the room and the remainder of the class will go to whichever side they believe to be the most successful. Once Ss have chosen, T will ask individual Ss to explain their reasoning for their choice. T will then explain to the Ss that sometimes the other nontrading society would attempt to conquer the trading-society to gain control of their resources. T will ask the class what African Kingdoms were depicted in the demonstration which they should have a general knowledge of now from the worksheet they completed previously. By being directly involved with the activity, Ss will be given the opportunity to explore and make choices based on what they have learned thus far. The Ss will be given the opportunity to engage with the content to build an understanding of it. They can apply the knowledge they gained from the activity to the skit they will create in the next lesson.</p>	<p>10 minutes</p>
<p>IV. Independent Practice – Working independently of the teacher (Retention and transfer)</p>	<p>To demonstrate Africa’s oral history tradition, Ss will be required to perform skits on what they learned about from the previous activity and the worksheet. Ss will be split into groups to work on this. The skit can take a variety of forms. For example, S can do a news report on Mansa Musa’s pilgrimage, S can act out their reactions to visiting a trading city such as Kilwa or Timbuktu, or S can pick a kingdom and briefly act out its history.</p> <p>Following the skits, Ss will share their thoughts on the performances.</p> <p>Ss will be for historical accuracy, and bonus points will be given for creativity. The activity will be student-driven, as students perform skits to</p>	<p>-Costumes/props (ask theatre dept, to borrow if T has none)</p> <p>40 minutes</p>

	showcase what they have learned throughout the lesson as well as demonstrate their understanding of the material.	
V. Student-generated Closure	To end, Ss will be required to write a diary entry from someone who was involved trade throughout the kingdoms or someone who was with or witnessed Mansa Musa's journey to Mecca. This can be assigned as a homework assignment and should illustrate what Ss learned and took away from the lesson. What they write about may reflect what was most compelling to them about the lesson or what they learned the most about. Upon writing the diary entry, students will be required to briefly explain why they chose that particular event. The writing exercise will give Ss an opportunity to engage with the content and produce material based on their understanding of the history.	-Journal -Personal device to view graphic 5 minutes

(parts I-V above = 7 points each, or 35 points)

Details to Consider:

(all details below = 7 points)

1. *Assessment and Plan for Evaluation of Student Learning: The worksheet, skit, and homework assignment can all be used as assessments. The worksheet would demonstrate research skills, the skit and homework assignment would demonstrate understanding of the content.

2. Adaptations & Modifications: Ss who do not feel comfortable performing will be allowed to simply turn in a script they write individually, or create a storyboard if they cannot write the script. If S cannot complete the homework assignment, they may illustrate what they learned instead of writing it.

3. Classroom management plan: Desks will be arranged in rows so that T is the focal point when guiding S and explaining the activity. During the guided practice activity, as well as the skit activity, the desks can be easily pushed to the back of the room to create more space for S. T will move around the classroom during completion of the worksheet and activities. T will remind students to remain on task if S are caught not discussing the content. T will make them self available if students have questions about the content or assignment.

4. Blooms Taxonomy:

Remembering—

Understanding— students will understand how trade affected growth of empires by completing the worksheet

Applying— students will apply knowledge gained from the worksheet and the guided practice activity to develop their own interpretation of Africa during this time

Analyzing— students will analyze the effects of trade of the different empires

Evaluating—students will evaluate whether trading empires or non-trading empires were more prosperous.

Creating— students will create a skit and to demonstrate what they learned about the different African Kingdoms

5. 21st Century Skills: This lesson pertains to global awareness in that Ss are introduced to the spread of culture between two different areas. The skit and writing assignment also encourage creativity. Ss are given the environment to be imaginative. The skit also promotes leadership and responsibility within the groups, as each group member is given a specific task to complete.

6. References:

-Africa and Middle East Map

http://www.ibm.com/ibm/ideasfromibm/ae/en/branches/img/map_MEA_t_930x660.gif

- This map provides students with a visual aid when learning the content. The blank map has clear boundaries that separate modern African countries, but can be labeled to depict past kingdoms that the lesson covers.

*Worksheet and skit assignment listed below

7. Professional Consultations/Conversations/Ideas:

Mrs. Shepherd's comments on this lesson plan provided ideas and insights that I had not yet even considered. I used these comments as a guide to revise this lesson plan.

Additionally, I've discussed with Mrs. Phipps and my mentor teacher that the use of maps is very effective in teaching history. Many students do not have knowledge of the geography of an area such as Africa. I think that by including a map of Africa on the worksheet, it solidifies some of the geography the students are learning about.

North Carolina Secondary Social Studies Lesson Plan Template

(50 points total)

Subject: American II	Topic: Immigration and Nativism
Intern: Claire Eubanks	Date: 21 September 2016
Mentor Teacher: N/A	Grade Level: 11

NC Standard Course of Study Objective (taken directly from the NCES):

AH2.H.3.4 Analyze voluntary and involuntary **immigration** trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., **new immigrants**, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).

- How traditional **nativist** attitudes impacted various groups of **immigrants** and the cultural development of the United States (e.g., Italians, Roman Catholics, Eastern Europeans, Jews, Chinese, Mexican and Muslim)

NCSS Theme addressed:

1: Culture
4: Individual Development and Identity

C3 Dimension:

D2.His.8.9-12: Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Objective Statement (must be measurable and aligned with assessment; this is specific to THIS lesson):

The students will analyze anti-immigration images and use evidence from the images to support conclusions made about the images. Students will present ideas to group members about nativism and the groups that were affected. Students will understand the cause and effects of immigration.

Concepts/Vocabulary:

Nativism - the policy of protecting the interests of native-born or established inhabitants against those of immigrants.

Immigration - the action of coming to live permanently in a foreign country.

Emigration - is the act of leaving one's resident country with the intent to settle elsewhere.

Nationalism - patriotic feeling, principles, or efforts.

Other content area(s) to be integrated (include standards/objectives here—minimum ONE, maximum TWO):

ELA SCOS:

Reading Standards for Informational Text (11-12)

Speaking and Listening Standards (11-12)

(this box = 6 points)

(vertical & horizontal alignment = 2 points)

<p>Vertical Alignment (connections with other SS content: civics, economics, history, etc.)</p>	<p>Students should be familiar with anti-immigrant groups that developed prior to the civil war. Since the previous lesson which this theme appear was focused primarily on political groups, this lesson will focus on nativism. While this lesson mainly pertains to nativism in the late-nineteenth century, students should recall that it was touched upon in a previous lesson.</p> <p>Students should also be familiar from previous lessons with the rise of industrialization and cities, which was a major pull factor for migrants. If students have taken World History, they will be familiar with the push factor for Asian and European migrants in the nineteenth century.</p> <p>NCSS: Culture (cultures of different migrant groups and stereotypes of those cultures), Individual Development and Identity (were immigrants' identities different after coming to the US?)</p>	
<p>Horizontal Alignment (connections with other content areas: science, English/Language Arts, music, math, art, etc.)</p>	<p>Reading(11-12) -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Speaking and Listening(11-12) -- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>While students are not necessarily “reading” a text, they are analyzing images, and should cite evidence from the images to support conclusions they have made. Students will also be sharing different and complex ideas with one another regarding the images they analyzed.</p>	
<p>Activity</p>	<p>Description of Activities in Detail</p>	<p>Materials and Time</p>
<p>I. Focus and Review (establish prior knowledge)</p>	<p>Upon entering the classroom, S will pick up two maps placed on a table: a map of America (the states and major cities will be pre-labeled) and a map of Europe (the countries will be labeled) S will color European countries one color, and use that color to label the area in America that immigrants from that area traveled to. Areas with multiple groups of immigrants can be labeled with different colored stripes. Ss may use their textbooks or personal devices to assist them in the activity. S should only label areas they are positive about -- areas they are unsure of, they can tentatively label in pencil. The maps can be used later as materials to study from, so they must be labeled with the correct information (which T will review following this activity). While students are completing this task, T will observe S to gauge how much they know about the subject.</p>	<p>-Maps of America and Europe, labeled with the areas the lesson will focus on Blank map of US: http://www.printablee.com/postpic/2012/09/blank-us-map-with-states-labeled_170056.jpg Blank map of Europe: http://www.enchantedlearning.com/subjects/continents/Europe/label/labelanswers.GIF -Colored pencils -Textbook</p> <p>10 Minutes</p>

<p>II. Teacher Input (Present tasks, information, and guidance)</p>	<p>T will review the two maps with S. T will project the two blank maps on the board, and ask for S input as to which areas should be labeled which colors. Individual students who know the material will be chosen to label the maps for the class. If no one knows the information, students can use the information they gained from their textbooks or devices to attempt to label the class. T will standby and make corrections if needed. The class will follow along and label the areas they did not previously have labeled.</p> <p>Following the map activity, the class will briefly discuss the reason for immigration. The goal is to get S to think critically about why migration occurred during this period. At this time, T can ask the students some of the push and pull factors to review. Discussion questions include but are not limited to: What caused major migrations from Europe to America during this period? How did the immigrants lives differ after traveling to America? Did they pursue industrial work or agricultural work? Why? How did this impact the settlement of certain immigrants?</p> <p>T will use this time as an opportunity to solidify any prior knowledge S might have, as well as fill in any gaps in understanding that S have. If S responses in the discussion are lacking, T can take the time to give a brief lecture from teaching notes on immigration and it's causes.</p>	<p>-Projector -Digital version of maps</p> <p>15 minutes</p>
<p>III. Guided Practice (Elicit performance, provide assessment and feedback)</p>	<p>The next portion of the lesson will focus on the effects of immigration and the nativist response.</p> <p>T will project an image of an anti-immigration (specifically anti-irish) propaganda cartoon: "Uncle Sam's Lodging House." T will ask students to take the time to analyze the image using the LoC analysis tool and jot down details they notice about the image.</p> <p>Once S have had time to inspect the image, T will ask students the following questions:</p> <ol style="list-style-type: none"> 1. How would you describe this image? 2. What is happening in this image? 3. What details stood out to you, and what do you think those details mean? <p>T will write down responses on the whiteboard, and use the responses as a segue to define the term nativism to the students. T will use S responses to point out the nativist elements and theme of the image. T will ask students to describe how different groups were represented in the image, and what those representations might entail.</p>	<p>-Projector -Digital image of "Uncle Sam's Lodging House" -T: white board/markers -S: paper and pencil</p> <p>http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf</p> <p>25 minutes</p>

<p>IV. Independent Practice – Working independently of the teacher (Retention and transfer)</p>	<p>T will pass out the primary source documents: anti-immigration cartoons similar to the example the teacher used. Each student will get one of the five documents.</p> <p>Part one: S will be given time to analyze the documents, similarly to how they did so in the T-led activity. To assist them in doing so, on a sheet of paper, S will create a graphic organizer. The paper should be folded into thirds, with each section labeled accordingly: image description, group(s) portrayed, evidence of nativism. S will each complete section with examples from what they derive from their documents. (10 minutes)</p> <p>Part two: S will group up based on which document they were assigned. S will compare the elements of the image they wrote down and come to a consensus about the image. (10 minutes)</p> <p>Part three: S will group again with a group of new members, each with a different document. Group members will present their documents to each other and describe major details they noted from the images. (15 minutes)</p> <p>T will walk around the classroom to observe group work and check for understanding. T will answer any questions S might have.</p> <p>Additionally, S will turn in the graphic organizer to T at the end of class to be assessed. The graphic organizer will be returned to S at a later date.</p>	<p>-Primary source cartoons 1-5 Uncle Sam's Lodging House: http://www.loc.gov/pictures/resource/ppmsca.28483/ 1. Chinese immigrants at the San Francisco Custom House: http://www.loc.gov/pictures/resource/cph.3b39848/ 2. Where the blame lies: http://www.loc.gov/pictures/item/97515495/ 3. The Great Fear of the Period: http://www.loc.gov/pictures/item/98502829/ 4. Uncle Sam presents his return quota of "assisted" immigrants: http://www.loc.gov/pictures/resource/cai.2a14364/ 5. Where both platforms agree: http://www.loc.gov/pictures/item/90707286/</p> <p>-paper, pencil</p> <p>35 Minutes</p>
<p>V. Student-generated Closure</p>	<p>To end the lesson, S will complete an exit ticket. S will answer the following questions on a half sheet of paper, which will be turned into a box located near the classroom exit.</p> <ol style="list-style-type: none"> 1. What was one common theme you noticed among the images? 2. Is there anything you did not understand from the lesson? 3. Ponder this: What is the difference between Nationalism and Nativism? 4. Additional: Any other comments you have pertaining to nativism? 	<p>-Half sheet of paper, pencil</p> <p>5 minutes</p>

(parts I-V above = 7 points each, or 35 points)

Details to Consider:

(all details below = 7 points)

1. *Assessment and Plan for Evaluation of Student Learning: Assessments in this lesson are formative. The first assessment is the bellringer, which allows T to assess Ss' prior knowledge. The second assessment is the graphic organizer. While it is unlikely T will have the opportunity to assess the graphic organizers within the classroom, T can look over them in the evening to see if anything seemed unclear to the majority of S. In the following class, T will address any issues noted. While S are completing group work, T will listen in on conversations and ask questions to guide the discussion of the material.

2. Adaptations & Modifications: T can adapt the documents for diverse learners by adding labels to the images to guide students. Labels can be applied in various forms of language, depending on S's needs.

3. Classroom management plan: Desks will be arranged in rows so that T is the focal point when guiding S and explaining the activity. When S get into groups, they may need to get up and move around the classroom to find their assigned group members, but desks shouldn't need to be moved, and it should not take long to get into groups. T will move around the classroom during bellringer and individual and group activities. T will remind students to remain on task if S are caught not discussing the documents. T will make themselves available if students have questions about the documents. If many students are struggling, T can go through the analysis of the document again to address questions.

4. Blooms Taxonomy:

Remembering—bellringer, which group migrated where

Understanding—causes of immigration

Applying—apply background knowledge of immigration to effects of immigration

Analyzing—image/cartoon analysis

Evaluating—apply evidence to analysis

5. 21st Century Skills: The lesson pertains to global awareness due to its immigration theme. Migration of groups is something that has occurred throughout human history is a very relevant in the current era. The topic of current migrations, such as the Syrian migration or Hispanic migration may come up during the course of the lesson; students should recognize the parallels between the nativist dialogue in the nineteenth century and twenty-first century.

6. References:

-Nativism and Anti-Irish Sentiment in the United States

http://www.flowofhistory.org/c_toolkit/acts/nativism.html

- This preexisting lesson found online provided inspiration for the creation of my nativism lesson. It used primary source cartoons to examine Anti-Irish sentiment. I expanded that idea to include other immigrant groups.

-Primary Source Analysis Tool:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf

- This primary source analysis tool can be used within the classroom to assist students while they examine various primary source cartoons. Students will have an easier time examining documents with the help of this tool because they will know what to look for in the document.

-Supplementary documents (primary source cartoons):

Uncle Sam's Lodging House: <http://www.loc.gov/pictures/resource/ppmsca.28483/>

1. Chinese immigrants at the San Francisco Custom House:
<http://www.loc.gov/pictures/resource/cph.3b39848/>
2. Where the blame lies: <http://www.loc.gov/pictures/item/97515495/>
3. The Great Fear of the Period: <http://www.loc.gov/pictures/item/98502829/>
4. Uncle Sam presents his return quota of "assisted" immigrants:
<http://www.loc.gov/pictures/resource/cai.2a14364/>
5. Where both platforms agree: <http://www.loc.gov/pictures/item/90707286/>
 - These cartoons are fairly clear primary source documents that provide students with examples of what Nativism looked like and the sentiments held towards particular immigrant groups. These images were chosen because they are fairly straightforward.

-Blank Maps

Blank map of US: http://www.printablee.com/postpic/2012/09/blank-us-map-with-states-labeled_170056.jpg

Blank map of Europe:

<http://www.enchantedlearning.com/subjects/continents/Europe/label/labelanswers.GIF>

- These clear, blank maps were found online, and will be used within the activity.

7. Professional Consultations/Conversations/Ideas:

Mrs. Shepherd's comments on this lesson plan provided ideas and insights that I had not yet even considered. I used these comments as a guide to revise this lesson plan.

North Carolina Secondary Social Studies Lesson Plan Template

(50 points total)

Subject: Civics and Economic	Topic: The Bill of Rights
Intern: Claire Eubanks	Date: 15 October 2015
Mentor Teacher: N/A	Grade Level: 10th

NC Standard Course of Study Objective (taken directly from the NCES):

CE.C&G.2.6 Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., **Bill of Rights**, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.).

- *f* The limits of governmental authority over the people. (Rule of law, equal justice under the law, private property rights, federalism, due process, **individual rights as set forth in the Bill of Rights**)

NCSS Theme addressed:

6: Power, Authority, and Governance

10: Civic Ideals and Practices

C3 Dimension:

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives

Objective Statement (must be measurable and aligned with assessment; this is specific to THIS lesson): Students will establish an understanding of the ten amendments in the Bill of Rights by locating information about the amendments and showcasing their interpretation of the amendment in a charades-skit.

Concepts/Vocabulary:

Bill of Rights: the collective name for the first ten amendments to the United States Constitution

Federalist: The supporters of the proposed Constitution called themselves "Federalists." Their adopted name implied a commitment to a loose, decentralized system of government.

Anti-Federalist: a movement that opposed the creation of a stronger U.S. federal government.

Amendments 1-10 (see teaching notes below for list of amendments)

Other content area(s) to be integrated (include standards/objectives here—minimum ONE, maximum TWO):

Theatre: B.C.2 Use performance to communicate ideas and feelings.

(this box = 6 points)

(vertical & horizontal alignment = 2 points)

<p>Vertical Alignment (connections with other SS content: civics, economics, history, etc.)</p>	<p>This lesson aligns with American History I because it covers history relating to the creation of the constitution and the Federalists and Anti-Federalists.</p> <p>While the Federalists and Anti-Federalists will be covered in this lesson, much of the lesson will focus on what resulted from their discourse: the Bill of Rights. The Bill of Rights will be explored for its function within the American Government.</p>	
<p>Horizontal Alignment (connections with other content areas: science, English/Language Arts, music, math, art, etc.)</p>	<p>Theatre: B.C.2 Use performance to communicate ideas and feelings.</p> <p>This lesson aligns with theater standards because Ss are acting out their interpretation of the amendments. Their acting needs to be clear enough for other Ss to understand what what the actors are trying to illustrate in their skits.</p>	
<p>Activity</p>	<p>Description of Activities in Detail</p>	<p>Materials and Time</p>
<p>I. Focus and Review (establish prior knowledge)</p>	<p>Students will be given a mini pre-quiz on the Bill of Rights. The questions will be projected on the board and students will answer them on a sheet of notebook paper. The questions are as listed:</p> <ol style="list-style-type: none"> 1. What is the Bill of Rights? 2. Which group advocated for the Bill of Rights? 3. List as many amendments, including a brief description, from the Bill of Rights as you can. <p>Students will be given a limited amount of time to work on the pre-quiz, so it will only judge what they immediately know about the material. The pre-quiz will not be counted as a grade and will only be used as a formative assessment to establish prior knowledge.</p>	<p><i>5 minutes</i></p> <ul style="list-style-type: none"> -Projector -Sheet of paper
<p>II. Teacher Input (Present tasks, information, and guidance)</p>	<p>T will introduce the lesson by reviewing the bell ringer and giving a short lecture from teaching notes giving a short lecture from teaching notes about the Federalists and Anti-Federalists, and how discourse between the two groups resulted in the creation of the Bill of Rights.</p>	<p><i>10 minutes</i></p> <ul style="list-style-type: none"> -Teaching notes -Presentation: https://docs.google.com/presentation/d/1MZxn0Tf6VsO7gWUzs0RQiwgDJdejFrhYw1OtJY0LG0/edit?usp=sharing
<p>III. Guided Practice (Elicit performance, provide assessment and feedback)</p>	<p>S will be given a notes sheet with a chart. They will be expected to find information about the Bill of Rights. The first ten amendments will be included on the chart, and students will fill in the remaining information: a description of the amendments as written, a description in their own words, and notable court cases. S can use their books and personal devices to assist them in gathering information. They may also consult students sitting near them. T will</p>	<p><i>25 minutes</i></p> <ul style="list-style-type: none"> -Notes sheet -Textbook -Personal Device

	<p>circulate the room and check if anyone needs assistance. Once students are near completion, or if time is running out, T will review the notes with the students.</p> <p>The first two columns should be filled out completely, however, the notable court cases column can be saved for a later lesson. If students find anything about court cases while researching the amendments, they can make note of it on the sheet.</p>	
<p>IV. Independent Practice – Working independently of the teacher (Retention and transfer)</p>	<p>Part one: S will be split up into groups of two or three, depending on the size of the class. Each group will be assigned a different amendment. Groups will be expected to plan a short 1-2 minute presentation depicting the amendment. They can use words, hand gestures, or props. If Ss are struggling, T can give them examples of ideas but will not tell them what they should actually act out.</p> <p>Part two: Instead of immediately telling the class what amendment they are acting out, the rest of the class will have to guess which amendment it is (similar to charades). Ss should raise their hands to guess, rather than call out the answers. Scores will be recorded for the number of correct guesses each group gets.</p>	<p><i>45 minutes</i></p> <p><i>(15 minutes for planning)</i></p> <p><i>30 minutes for presenting)</i></p> <p>-Props (if needed)</p>
<p>V. Student-generated Closure</p>	<p>S will answer the following question as an exit-ticket: Which amendment do you believe is important and why?</p> <p>This question will check for S understanding of the content and by asking S to explain their answer, they will need to have knowledge of the content and developed reasoning skills to justify their answer.</p>	<p><i>5 minutes</i></p> <p>-Half sheet of paper (exit ticket)</p>

(parts I-V above = 7 points each, or 35 points)

Details to Consider:

(all details below = 7 points)

1. *Assessment and Plan for Evaluation of Student Learning:

The pre-quiz will assess what students already know about the content, and if they know it well enough to reproduce it in a short time frame. The skit will showcase student understanding and interpretation of the content. The exit ticket can be used to evaluate student reasoning of the content.

2. Adaptations & Modifications:

For Ss who have difficulty writing notes, an alternative notes-sheet can be created. Ss will instead have to match the definition with the amendment, rather than copy the definition down.

Some amendments are easier concepts to grasp than others. During the activity when students are planning on what to act out, T can assign the more difficult amendments to students who have a better understanding of the content and who are doing well in the class. The amendments that are easier to grasp can be assigned to students who may be struggling.

3. Classroom management plan:

When completing the notes-sheet, Ss will have the opportunity to work with classmates who are located near them. However, groups will be predetermined for the charades activity, students will change seats to be near their group member(s). If Ss work in pairs and do not cooperate well with each other, groups can be rearranged to accommodate.

4. Blooms Taxonomy:

Remembering— remember the definition of the amendment

Understanding— understand the meaning of each amendment and why it is important (notes-sheet)

Applying— apply knowledge of the amendments to create a presentation depicting the amendment

Analyzing— analyze other classmates skits and interpretation of the content

5. 21st Century Skills:

This lesson will encourage students to think about their rights as 21st century citizens, and how they apply to their lives. S can compare the arguments from the Federalists and Anti-Federalists to arguments and interpretations of the constitution today.

6. References:

-Sparknotes

<http://www.sparknotes.com/history/american/constitution/section3.rhtml>

- I used these notes as a reference when creating my teaching content notes.

-Bill of Rights

<https://www.billofrightsinstitute.org/founding-documents/bill-of-rights/>

- This website includes the full text of each amendment in the Bill of Rights.

https://users.csc.calpoly.edu/~jdalbey/Public/Bill_of_Rights.html

- This website includes basic text summaries for the amendments. These summaries are similar to what students may produce when they write the amendments in their own words.

7. Professional Consultations/Conversations/Ideas:

Mr. Tomberlin, my mentor teacher, has expressed how helpful graphic organizers and guided notes sheets can be. I developed a notes-sheet for students that is fairly basic, but can be used throughout the lesson and even in following lessons. It also makes for a good resource for students to study from.

Appendix A: The Roaring Twenties

Instructional Methods:

Integration with Fine Arts: 1920's music, modern music applied to 1920's

Lecture

Graphic Organizer: Worksheet

Role-Playing: Taking on the role of a historical figure for the Twitter assignment

Historical Thinking: Applying research to Twitter Assignment

Teaching Notes:

DEFINITIONS:

communism/Red Scare - promotion of fear of a potential rise of communism or radical leftism

Harlem Renaissance - The Harlem Renaissance was the name given to the cultural, social, and artistic explosion that took place in Harlem between the end of World War I and the middle of the 1930s.

Teapot Dome - The Teapot Dome scandal was a bribery incident that took place in the United States from 1921 to 1922, during the administration of President Warren G. Harding.

Jazz Age - The Jazz Age was a post-World War I movement in the 1920s, from which Jazz music and dance emerged.

Prohibition - Prohibition in the United States was a nationwide constitutional ban on the production, importation, transportation and sale of alcoholic beverages that remained in place from 1920 to 1933.

Fundamentalism - Fundamentalism was a movement that arose in the early 20th century within American Protestantism reacting against "modernist" theology and biblical criticism as well as changes in the nation's cultural and social scene.

OVERVIEW:

- The twenties were a heady time of rapid change, artistic innovation, and high-society antics.
- Popular culture roared to life as the economy boomed. New technologies, soaring business profits, and higher wages allowed more and more Americans to purchase a wide range of consumer goods.
- After the War, some Americans hoped for the return of progressivist policies, others, such as Fundamentalists, were suspicious of change.
- Red Scare: Americans fear Russia and communism after the Bolshevik revolution of 1917. 1919-1920 included a "nationwide crusade" against people who were suspected of communism.
- Prohibition: The 18th Amendment, passed in 1919, banned alcohol. Enforced by the Volstead Act. Prohibition was popular in the South, where white southerners wanted to keep alcohol away from African Americans. It was also popular in the West, where alcohol was associated with crime.
- Prosperity in the mid-1920s could be attributed to World War I and Treasury Secretary Andrew Mellon's tax policies.
- Sports became a big business in the economy.
- Many families bought on credit. Advertising made new goods desirable, and families bought exciting new products such as radios, vacuum cleaners, and refrigerators, eager to forget WWI. Store owners let people buy in installments.
- Modernism, a philosophy of the 1920's, inspired people to question social conventions.
- Sacco/Vanzetti - Anarchist immigrants who were accused of murder at a Massachusetts factory. Although believed by many to be innocent, they were executed via electrocution.

POLITICS:

- Decade of Republican dominance: Harding, Coolidge, Hoover.
- Harding's presidency was riddled with scandal. He appointed many unqualified friends to cabinet positions. The worse scandal during his presidency was Teapot Dome. Harding's secretary of Interior leased government oil reserves to two private oil companies in return for illegal payments.
- Harding died on 2 August 1923 and Coolidge took office. Voters reelected him in 1924.
- Hoover elected in 1928.

POPULAR CULTURE:

- Prosperity provided Americans with more leisure time. Literature, film, and music became a significant part of the 1920's culture.
- Music and Literature flourished in Harlem, inspiring the Harlem Renaissance and Jazz's Golden Age
- Jazz music became incredibly popular. It originated in black communities in New Orleans and slowly moved its way north and became a national phenomenon thanks to the radio.
- Along with new music came new dances such as the Charleston and the jitterbug.
- In the 1920's voice broadcasts were transmitted over the radio. The radio made educational and cultural contributions.

AUTOMOBILE:

- During this era, electricity and more advanced machinery made factories nearly twice as efficient as they had been under steam power in the 1800s.
- Perhaps the greatest increase in efficiency came when Henry Ford perfected the assembly-line production method.
- The increasing availability of such consumer goods pushed modernization forward, and the U.S. economy began to move away from heavy industry toward the production of these commodities.
- The automobile quickly became the symbol of the new America. Although Americans did not invent the car, they certainly perfected it. Much of the credit for this feat went to Ford and his assembly-line method, which transformed the car from a luxury item into a necessity for modern living.
- The automobile allowed people to leave the inner city and live elsewhere without changing jobs.
- During the 1920s, more people purchased houses in new residential communities within an easy drive of the metropolitan centers. After a decade, these suburbs had grown exponentially, making the car more of a necessity than ever.
- By the mid-1920s, even many working-class families could afford a brand-new Model T Ford, priced at just over \$250.
- Increasing demand for the automobile in turn trickled down to many other industries. The demand for oil boomed.
- By 1930, almost one third of Americans owned cars.

MIGRATION AND CITIES:

- The decade saw millions of people flock to the cities from country farmlands
- African Americans moved the South to northern cities in what was known as the Great Migration.
- Immigrants, especially eastern Europeans, also flooded the cities.
- Great Migration was the term coined for the mass movement of African Americans from the north to the South. New York Harlem: 14,000 African Americans in 1914 to 200,000 in 1930.
- Marcus Garvey: Return to Africa movement, ideas later inspired "black pride" movements.

- The number of American city dwellers (those who lived in towns with a population greater than 2,500 people) came to outnumber those who lived in rural areas for the first time in U.S. history.
- New architectural techniques allowed builders to construct taller buildings. The first skyscrapers were constructed in the 1920s.

AVIATION:

- Aviation developed quickly after the Wright brothers flight in 1903; by the 1920s, airplanes were becoming a significant part of American life.
- In 1927, stunt flyer Charles Lindbergh soared to international fame when he made the first solo flight across the Atlantic Ocean (from New York to Paris) in his single-engine plane, the *Spirit of St. Louis*.

WOMEN:

- In 1920, the Nineteenth Amendment granted American women the right to vote.
- Women gained financial independence as the number of women in the workforce grew, although they were generally confined to “traditional” women’s jobs such as secretarial work and teaching.
- About 15 percent of women were employed by 1930.
- A new symbol of the Jazz Age emerged: the image of the short-haired, short-skirted, independent-minded, and sexually liberated “flapper” woman.
- With this new image of women, a sexual revolution followed as attitudes toward sex changed and birth control became widely accepted and available.

PROHIBITION:

- Ratified in 1919, the Eighteenth Amendment to the Constitution outlawed the sale, manufacture, and consumption of alcohol.
- Congress also passed the Volstead Act, which established the federal Prohibition Bureau to enforce the amendment.
- Enforcement of the ban on alcohol proved difficult as bootleggers continued to produce and sell liquor illegally, and drinking continued to take place in underground speakeasies.
- Prohibition only lasted fourteen years. Congress repealed it by ratifying the Twenty-First Amendment in 1933.

Notable Figures of the 1920's

Warren G. Harding _____ - _____ (Birth and Death dates)	
Calvin Coolidge _____ - _____	
Herbert Hoover _____ - _____	
Charles A. Lindbergh _____ - _____	
Henry Ford _____ - _____	
F. Scott Fitzgerald _____ - _____	
Zelda Fitzgerald _____ - _____	
T.S. Eliot _____ - _____	
Eugene V. Debs _____ - _____	
Nicola Sacco _____ - _____	

Bartolomeo Vanzetti _____ - _____	
Marcus Garvey _____ - _____	
Andrew Mellon _____ - _____	
Langston Hughes _____ - _____	
Zora Neale Hurston _____ - _____	
Babe Ruth _____ - _____	
Louis Armstrong _____ - _____	
Bessie Smith _____ - _____	

Twitter Assignment Rubric

	3 points	2 points	1 point	0 point
Content	Student includes appropriate historical content and demonstrates an understanding of the material.	Student includes relevant historical content and demonstrates some understanding of the material.	Student includes related historical content but demonstrates little understanding of the material.	Students does not tweet at all or content is completely irrelevant
Amount of Tweets	Students tweets at least 15 times	Student tweets at least 10 times	Student tweets at least 5 times	Students does not tweet at all
Interaction	Student tweets @ at least 5 classmates	Student tweets @ at least 3-4 classmates	Student tweets @ at least 1-2 classmates	Student does not tweet @ any classmates
Bio	Student includes a brief but accurate biography of the historical figure	Student includes a biography with relevant biographical features	Student includes a biography, but it lacks key biographical features	Student does not include a biography
Picture	Student includes a profile picture that accurately represents their historical figure	Student includes a profile picture that is related to their historical figure in some way	Student includes a profile picture but it does not accurately represent their historical figure	Student does not include a profile picture

Appendix B: The Great Depression

Instructional Methods:

Lecture

Video/Movie Clip: Bank Run video clip

Graphic organizer: Worksheet

Grouping: Completion of worksheet, culminating project

Analyzing documents: Life History (culminating project) primary sources

Historical Thinking: Identify bias within primary sources

Teaching Notes:

ECONOMY in the Late 1920's:

- Easy victory for Hoover during the election of 1928. Effective secretary of commerce for Coolidge and Harding. People expected prosperity to continue.
- Market seemed to be in fine shape. In 1925, market value of stocks was \$27 billion. In 1928, stocks rose by nearly \$11.4 billion.
- By early October 1929, stock values hit \$87 billion. Stock market was regarded as the “nation’s economic weathervane.”
- Working people were also doing well. The unemployment rate averaged below 4%. Since 1914 real wages had increased by 40%.
- Lincoln Steffens: “Big Business in America is producing what the Socialists held up as their goal: food, shelter, and clothing for all. You will see it during the Hoover administration.”
- -Business is admired and sought after. The three Republican presidents of the 1920's equated the interests of the nation with the interests of the business world.
- People of the late 20's were wildly buying stocks with borrowed money; Hoover administration did nothing to discourage the borrowing.
- Organized labor lost members during the 1920's, partly because workers' standard of living seemed to be improving.
- To keep workers contented and avoid union organizers, companies met some of their workers' needs without prompting by unions.
- Welfare capitalism: Employers raised wages and provided benefits – paid vacations, health plans, English classes for recent immigrants.

SIGNS OF TROUBLE:

- Rich got richer. Corporations dominated American industry rather than small businesses.
- In 1929, 200 large companies controlled roughly half of American industry.
- Personal wealth concentrated to only a small percentage of American families.
 - 1929, 24,000 families had incomes of more than \$100,000. Held 34% of the country's total savings. 513 of those families were millionaires.
- -71% of American individuals and families earned less than \$2,500 a year.
- Nearly 80% of all families had no savings.
- Many people earned very little, and every member of the family, including children, had to work to get by.
- Many families bought on credit.

- Advertising made new goods desirable, and families bought exciting new products such as radios, vacuum cleaners, and refrigerators, eager to forget WWI.
- Store owners let people buy in installments.
- People sought to “get rich quick.”
- Speculation became widespread.
- Small investors would put all of their savings into the market.
- Stockbrokers let buyers buy on margin if they could not afford stocks at face value.
- Overproduction in manufacturing was also an economic concern during the era leading up to the depression.
 - During the 1920s, factories produced an increasing amount of popular consumer goods in an effort to match demand.
 - Although factory output soared as more companies utilized new machines to increase production, wages for American workers remained basically the same, so demand did not keep up with supply.
 - Eventually, the price of goods plummeted when there were more goods in the market than people could afford to buy.
 - The effect was magnified after the stock market crash, when people had even less money to spend.
- Farmers faced a similar overproduction crisis.
 - Soaring debt forced many farmers to plant an increasing amount of profitable cash crops such as wheat.
 - The repeated wheat crops deprived the soil of nutrients and contributed to the 1930s environmental disaster of the Dust Bowl in the West

CAUSES OF THE GREAT DEPRESSION:

- tariffs and war debt policies that cut down the foreign market for American goods
- over-speculation and the availability of cheap and easy credit
- a crisis in the farm sector
- an unequal distribution of the wealth
- The panic of the American people and their lack of confidence only worsened the Depression.
- Although President Hoover attempted to comfort and reassure the American people, he was ultimately blamed by the people for the Depression.

GLOBAL DEPRESSION:

- The aftermath of World War I in Europe also played a significant role in the downward spiral of the global economy in the late 1920s.
- Under the terms of the Treaty of Versailles, Germany owed France and England enormous war reparations that were virtually impossible for the country to afford.
- France and England owed millions of dollars in war loans to the United States.
- Economic downturns spread through Europe, beginning in Germany, as each country became unable to pay off its debts.

HOOVER:

- President Herbert Hoover and other officials downplayed the stock market crash
 - claimed that the economic slump would be only temporary and that it would actually help clean up corruption and bad business practices within the system.
- When the situation did not improve, Hoover advocated a strict laissez-faire policy
 - the federal government should not interfere with the economy but rather let the economy right itself.

- Hoover argued that the nation would pull out of the slump if American families merely stayed determined, continued to work hard, and practiced self-reliance.

GROUPS AFFECTED DURING THE DEPRESSION:

- African Americans:
 - They suffered more than others during the depression and the unemployment rate was much higher for them than for the general population.
 - Before 1933 African Americans were excluded from relief efforts.
- Hispanic Americans:
 - Fared no better than African Americans.
 - Field workers, immigrants who worked crops throughout the West, saw their wages plunge to less than ten cents an hour.
 - Immigration was “choked off” to preserve jobs for U.S. citizens, and aliens were prohibited from being employed by relief projects.
 - Tens of thousands of Hispanic Americans were deported, including their American-born children.
 - The Mexican American population dropped almost forty percent from 1930 to 1940.
- Asian Americans:
 - Had similar experiences.
 - Asian immigrants were still excluded from U.S. citizenship and were not allowed to own land.
- Women:
 - Felt the burden of the depression much more than men did.
 - Wives and mothers were responsible for stretching meager budgets to create inexpensive meals and patching old clothes.
 - Some women went to work as well. This caused criticism, because working women thought to be depriving men of jobs.
- Bonus Army:
 - Middle-aged World War I veterans were also among the hardest hit by the depression.
 - In 1924, Congress had agreed to pay veterans a bonus stipend that could be collected in 1945
 - As the depression worsened, however, more and more veterans demanded their bonus early. When Congress refused to pay, more than 20,000 veterans formed the “Bonus Army” and marched on Washington, D.C., in the summer of 1932.
 - They set up a giant Hooverville in front of the Capitol and refused to leave until they had been paid.
 - President Hoover reacted by ordering General Douglas MacArthur to use force to remove the veterans from the Capitol grounds. Federal troops used tear gas and fire to destroy the makeshift camp.

Great Depression Guided Notes and Information Sheet

List the Causes of the Great Depression:

- _____
- _____
- _____
- _____

Provide details about how each group was affected by the Great Depression:

Wealthy Families	Farming Communities	Women Wives and mothers had to stretch budgets for meals. Patched old clothes. Some worked, but were believed to be depriving men of jobs.
Children	African Americans	Immigrants

Appendix C: The New Deal

Instructional Methods:

Video/Movie clips: Fireside Chat audio clip

Graphic Organizer: Worksheet

Historical Thinking: using research to create a writing product (culminating project), critical thinking (Exit Ticket)

Grouping: culminating project partners

Teaching Notes:

FDR:

- FDR came from a wealthy background and was the Theodore Roosevelt's 5th cousin (for clarification purposes). He came from Hyde Park on the Hudson River, north of New York City.
- In 1921, at the age of 39, FDR was diagnosed with polio, which paralyzed both of his legs. He often used a wheelchair, though avoided being photographed in it so that he would not appear weak to the American people.
- Although FDR was wealthy, he cared for lower class citizens and aimed to help those in need. The American people recognized this, and elected Roosevelt, a Democratic candidate, president in 1932. He defeated the largely unpopular incumbent Hoover.
- It had been a decade since a Democrat had held office, and Roosevelt won by a landslide. In his acceptance speech, he vowed to help "the forgotten man at the bottom of the pyramid."
- Even before he was officially inaugurated, FDR got straight to work with his carefully selected advisors known as the "Brain Trust." Once he was in office, FDR would be ready to institute the New Deal.

NEW DEAL:

- The first set of New Deal programs were instituted during the first Hundred Days (March 9 – June 16, 1933).
- Three categories that New Deal programs fell under: Relief, Recovery, and Reform; some programs were not limited to a single category, often falling under more than one.
- Goals of Roosevelt and his Brain Trust, which are as follows:
 1. They believed the depression has resulted from imbalances in the nation's capitalist economy, and they wished to correct these imbalances.
 2. The Brain Trust believed that the greatest flaw of America's capitalist economy was underconsumption. The balance between consumption and production needed to be restored.
 3. The immense size and economic power of corporations needed to be checked by government and by organization among workers and small producers
 4. The government needed to moderate the imbalance of wealth created by American capitalism.
- The first initiative FDR took when he became president was to declare a national four-day "bank holiday." During this time, the New Dealers drafted the Emergency Banking Act, which gave the secretary of treasury the power to decide which banks could be safely reopened.
- Additionally, to secure the confidence of depositors, Congress passed the Glass-Steagall Banking Act, which guaranteed bank customers that the federal government would reimburse them of their deposits if their banks failed.

PROGRAMS:

- Civilian Conservation Corps (CCC) – March 1933: offered young men, 18-25, a chance to earn wages by building roads, developing parks, planting trees, and helping to conserve natural resources. The men earned \$30 a month, but were required to send \$25 home to their families.
- Agricultural Adjustment Administration (AAA) – May 1933: sought to raise crop prices by lowering production, which government achieved with parity payments for fallow ground.
- Tennessee Valley Authority (TVA) – May 1933: created to build dams along the Tennessee Valley River to supply impoverished rural communities with cheap electricity.
- National Recovery Administration (NRA) – June 1933: encouraged industrialization reform with its “Blue Eagle” program and established codes to define fair working conditions, to set prices, and to minimize competition.
- Public Works Administration (PWA) – June 1933: provided more jobs by creating needed federal infrastructure.

ADDITIONAL PROGRAMS:

- The second Hundred Days of FDR’s New Deal: By 1935, the Roosevelt Administration was seeking ways to build upon the programs created in the first hundred days. The economy had improved during FDR’s time in office, though not as much as he would have liked. Unemployment still remained high.
- Resettlement Administration/Farm Security Administration (RA/FSA) – April 1935/1937: Provided monetary loans for farmers to buy land and relocate. Helped tenant farmers become landholders and established camps for migrant farm workers.
- Works Progress Administration (WPA) – April/May 1935: gave unemployed Americans government funded jobs on public work projects. These projects included roads, bridges, parks, public buildings, airports, and more.
- National Youth Administration (NYA) – June 1935: part of the WPA. Provided part-time jobs for high-school students and college students to help them stay in school. Also helped young adults not in school find jobs.
- Wagner Act – July 1935: guaranteed industrial workers the right to organize unions and included standards by which the government would award its contracts, such as wage and price minimums.
- Social Security Act (SS) – August 1935: provided a pension for retired workers and their spouses and aided people with disabilities.
- Revenue Act – August 1935: raised the federal income tax on higher income levels. Also known as the “Soak the Rich Tax.”

NEW DEAL’S EFFECTS ON VARIOUS GROUPS:

- African Americans:
 - While they did benefit from many New Deal programs, a little less than half of African Americans were sharecroppers or tenant farmers who suffered from the provisions of the first Agricultural Administration Act.
 - FDR failed to support civil rights or legislation such as the anti-lynching bill for fear that he would lose the support of Southern Democrats. Despite this, it was under Roosevelt’s administration that more African Americans were appointed to government positions than ever before.
- Native Americans:
 - They were the poorest of the poor.
 - They did benefit from the repeal of the Dawes Act of 1887 and the introduction of the Indian Reorganization Act of 1934, thanks to James Collier, the commissioner of the Bureau of Indian affairs. The law restored tribal ownership of lands, recognized tribal constitutions and governments, and provided loans to tribes for economic development.

- The Indian Emergency Conservation Program was also established under Collier; it was essentially a Native American CCC for projects on reservations.
- Women:
 - The New Deal offered mixed results for women.
 - The NRA set wage codes which sometimes set lower minimum wages for women.
 - The CCC hired only men, and the FERA and CWA were hesitant to hire women.
 - Despite this the number of women in the workforce continued to grow.

New Deal Programs

Program	Date	Acronym	Description
Agricultural Adjustment Administration	May 1933	AAA	Sought to raise crop prices by lowering production, which government achieved with parity payments for fallow ground
Civilian Conservation Corps			
Civil Works Administration			
Federal Emergency Relief Administration			
Federal Housing Administration			
Farm Security Administration			
Home Owners Loan Corporation			
National Recovery Administration			
National Youth Administration			

Public Works Administration			
Rural Electrification Administration			
Social Security Administration			
Tennessee Valley Authority			
Work Projects (Progress) Administration			

Culminating Project: Life Histories

The purpose of the project is to allow students to explore primary sources and gain a broader understanding of the New Deal programs they learned about and what kind of people the different programs affected.

Objectives:

- Students will be able to examine and analyze primary sources for their significance.
- Students will improve their research skills.
- Students will improve their essay writing skills.
- Students will gain a more personal understanding of the New Deal era, after reading accounts from everyday American citizens from the 1930's.

	3	2	1	0
Historical Content	Extensive amount of historical content is included and is exhibited within the product	Moderate amount of historical content is included and is relevant within the product	Little amount of historical content is included	No historical content is included, or historical content included is inaccurate
Organization	Product is well organized and clear, with fluid transitions between topics.	Product is somewhat organized and generally includes transitions	Product is somewhat disorganized and lacks transitions	Product lacks any form of organization
Research	Extensive research was done on the topic, and is exhibited within the product	Moderate amount of research was done on the topic, relevant within the product	Little research was done on the topic	No research was done on the topic
Creativity	Student clearly engages with the content and perspectives of the past	Student put effort into developing a creative product, somewhat engages with the perspectives of the past.	Little effort was put into developing a creative product	The product lacks any form of effort or creativity

These details were included in the 2nd and 3rd unit plans in the lesson, but I felt they would be appropriate here as well.

Students will form groups of two. Each group will draw a name at random. This name will correspond to the name of the person they will be examining when reading and analyzing primary sources. The list of names can be found at the Library of Congress webpage (located at this link: <http://www.loc.gov/teachers/classroommaterials/lessons/dime/history.html>).

Students will spend 20 minutes reading and analyzing the Life History of their selected person. Individually, students can jot down answers to the following questions:

- What did you notice first?
- Find something interesting about what you read.
- What did you notice but didn't expect?
- What did you notice but can't explain?

In addition to these questions, students should also reflect on other elements of the source by answering further questions:

- Who was involved in the creation of this document?
- What do you think was occurring when this was made?
- Why is this document important?
- What can you learn from this document?

All of the people examined in the "Life Histories" Culminating project would have lived throughout the Twenties and into the Great Depression. S should also take into consideration how their individuals' lives have changed over the two decades. If there is no evidence of this within the documents they examine, S should make inferences about their individual. For example, if they were a farmer, where would they have lived? Do you think they supported prohibition? Do you think they owned a car or a radio?

Before beginning this process, students should be aware that these primary source documents may be subject to biases and prejudices. Students should be able to identify these. The text in the document may reflect the speech patterns and pronunciations with the use of misspellings and non-standard English. After answering these questions, students can discuss them as partners to see if their answers matched up, or if they differed and why. This will allow students to gain an alternate perspective on the source they just analyzed.

Once students gain an understanding of the document they just analyzed, together students will be expected to research New Deal programs or agencies that may have benefitted or improved the life of the person they read about in the previous part of the activity. Students can use their textbooks for this portion of the activity, or they can use Google if they choose. While doing so, student have the opportunity to discuss their research with their partners.

Students will be expected to write an essay in the form of an interview, and provide information (both questions and answers) that will reveal the following:

- What experiences and problems occurred to the person during the Great Depression?
- Explain at least two New Deal agencies and/or organizations which could have provided help to your person or family. Students should be specific about how these programs could have helped their person.
- Students should include an explanation of what their person or family has been doing since the Great Depression and since the last interview.

Students should also add a conclusion to their interview that reflects on the problems that the person or family faced, and review the New Deal agencies mentioned and how they benefitted the family.

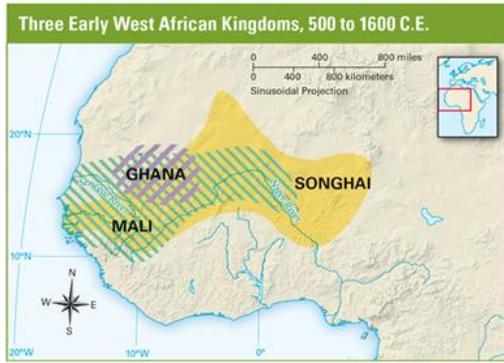
Before writing the essay, students should discuss the information that resulted from their research with their partner, and how they should go about including this information in their essay. It might be fun for students to take turns interviewing each other about the research.

Students will be expected to turn in their essays in at the end of class; both students' names should be included on the essay.

Appendix D: African Kingdoms

Teaching Notes

GHANA, MALI, SONGHAI KINGDOMS



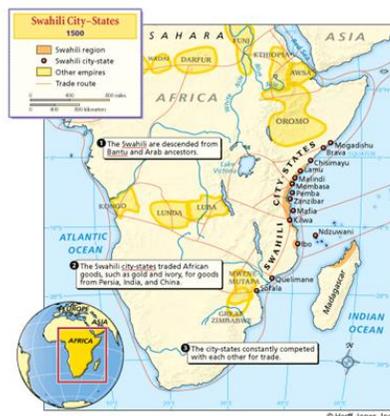
- Background info:
 - Kush: 1000 BCE – 150 CE. Located between Egypt and Nubia. First a farming economy, and then trading state (iron products, ivory, gold, ebony, slaves). Provided iron to Roman Empire, Arabia, India.
 - Rise of a new power: Axum. 150 CE. Founded by colony of Arabs. Located along the Red Sea. Trade Route between India and Mediterranean. Exported ivory, frankincense, myrrh, and slaves. 4th century, King Ezana conquers the Kush & ivory trade. 330 Ezana converts to Christianity and makes it the official religion of Axum.
 - Islam begins to spread to Africa. 641, Arabs take control of Egypt.

WESTERN AFRICA

- **Ghana:**
 - Trading state in West Africa, emerged as early as 500 AD.
 - Abundance of iron ore = tools and weapons
 - Also had an abundance of gold. Had control of one of the richest gold-producing areas in all of Africa.
 - Trade exports: ivory, ostrich feathers, hides, and slaves.
 - Imports included metal goods, textiles, horses, and salt. Salt was highly desired for food and health. Ghanaians would trade their gold for it.
 - Berbers, nomads who traveled by camel caravans, carried trade across the desert. Camels were crucial for desert trade. Caravans typically took 40-60 to reach destination.
 - Kings and trading merchants in Ghana prospered.
 - Weakened by wars, Ghana collapsed during the 1100s.
- **Mali:**
 - Established in the mid-thirteenth century by Sundiata Keita. Defeated the Ghanaians and captured their capital in 1240. United the people of Mali.
 - Built wealth and power on the gold and salt trade. Timbuktu was a large and famous trading city.
 - Mansa Musa (1312-1337) expanded the kingdom twice its size. Strong central government with provinces rule by governors.

- Once establishing a secure rule, Mansa Musa made the pilgrimage to Mecca as a Muslim. Was accompanied by servants and soldiers, camels carrying gold and other supplies. Spread his wealth with gifts and purchases, which caused the value of gold to fall.
- Mansa Musa encouraged mosque-building and the study of the Quran. Imported scholars and books.
- He was the last powerful ruler of Mali. 1359, a civil war divided Mali.
- **Songhai:**
 - 1009 a ruler called Kossi converted to Islam and established the first Songhai state, the Dia dynasty.
 - Benefitted from Muslim trade routes linking Arabia, North Africa, and West Africa. Gao is the chief trade center.
 - 1464 Sunni Ali establishes the Sunni dynasty. Conquests lead to the gain of Timbuktu and Jenne, giving Songhai the control of the gold/salt trade.
 - Reached its height during the reign of Muhammad Ture. Overthrew son of Sunni Ali and established the new Askia dynasty.
 - Continue to expand the Empire, divided it into provinces.
 - Period of slow decline after Ture's reign. Near the end of the 16th century sultan of Morocco occupied much of Songhai.

- **Eastern/Southern Africa:**



- - Bantu people migrated into eastern Africa, established small farming communities. Movements were based on subsistence farming (grains, yams, melons, beans).
 - Indian Ocean was abundant in trade. Eastern Africa formed trading ports such as Mogadishu, Mombasa, Kilwa.
 - Kilwa had two extravagant structures: Great Mosque of Kilwa and the Husuni Kubwa palace. Kilwa began to decline and was sacked in 1505 by the Portuguese.
 - Swahili (culture and language) emerges in Eastern Africa.
 - Stateless societies
 - Grassland regions south of Zambezi River: economy of farming, cattle herding, and trade developed over many centuries.
 - In the 11th centuries, independent villages eventually began to consolidate.
 - 1300-1450 Zimbabwe was the wealthiest and most powerful state. Prospered from gold trade. Great Zimbabwe was the capital.

By the mid-15th century. Great Zimbabwe was abandoned likely due to damaged land.

African Kingdoms

On the map below, draw the boundaries and label where the Kingdoms of Ghana, Mali, and Songhai were located. Label the trading ports Mogadishu, Mombasa, Kilwa. Label the state of Zimbabwe. Make a key and use different colors.



Questions:

1. Which regions of the world traded with the African kingdoms Ghana, Mali, and Songhai? (Provide at least two trading partnerships). Explain why trade was important to the growth of these regions.
2. What kind of goods did these kingdoms export? What did they import?
3. Who were the Berbers?
4. What religion(s) did these kingdoms follow? What about the trading cities in the east? What kind of impact did religion have on the areas of Africa?
5. Who was Mansa Musa? What did he do? Why was he important?

6. How did Western Africa, Eastern Africa and Southern Africa differ from each other?

7. How did the kingdoms of Africa gain power, and how did they decline?

African Kingdoms: Oral Tradition Assignment

As you have learned, much of Africa's history during this time period was passed on through oral tradition. Imagine that you are a historian during this time period. You will be assigned a kingdom in Africa, and you must create and perform skit detailing the history of the kingdom. Ask yourself, what do you think is most important and why?

You will be put into a group of roughly 4 members, and each group will be assigned an African Kingdom. In addition to these instructions, you will receive a sheet with your assigned group and kingdom. Your group will design a skit and write a script about the assigned kingdom. Each member in the group will be assigned a role: director, script writer, storyboard artist, and costume manager, however, you are expected to collaborate and work together to decide on a scenario. Each group will have roughly three minutes to perform. You will turn in to me for grading after your script after your performance.

Think about key people and events! Who was important and why is it important that we remember them? What events were significant during this time period?

For example, if you are assigned the kingdom of Mali your group can pretend you are news reporters doing a report on Mansa Musa's pilgrimage. What would you want your viewers to know about Mansa Musa and his pilgrimage?

You must have my approval for your plan before beginning on your skit. You will be graded on historical accuracy as well as creativity.

Rubric

	3	2	1	0
Content	Students address at least three historical details in their skit	Students address two historical details in their skit	Students address one historical detail in their skit	Students do not address historical content in their skit
Performance	Students speak loudly and do not have their backs to the class during the skit	Students are audible and rarely have their backs to the class during the skit	Students are difficult to hear and have their backs to the class during part of the skit	Students do not make an effort during the performance
Length	Skit is 2-3 minutes in length.	Skit is 1-2 minutes in length.	Skit is 30 seconds to 1 minute in length.	Skit is under 30 seconds in length.
Collaboration	Students work effectively with peers to produce a well-rounded skit	Students work together with some distractions to produce a skit	Students distract each other during the majority of the skit production	Students do not work together to produce a skit
Creativity	Students use props in an effective manner to present the content	Students use some props in an effective manner while others have little relation to the skit	The props students use have little relation to the skit	Students do not use props during their skits

Appendix E: Immigration and Nativism

Teaching Notes:

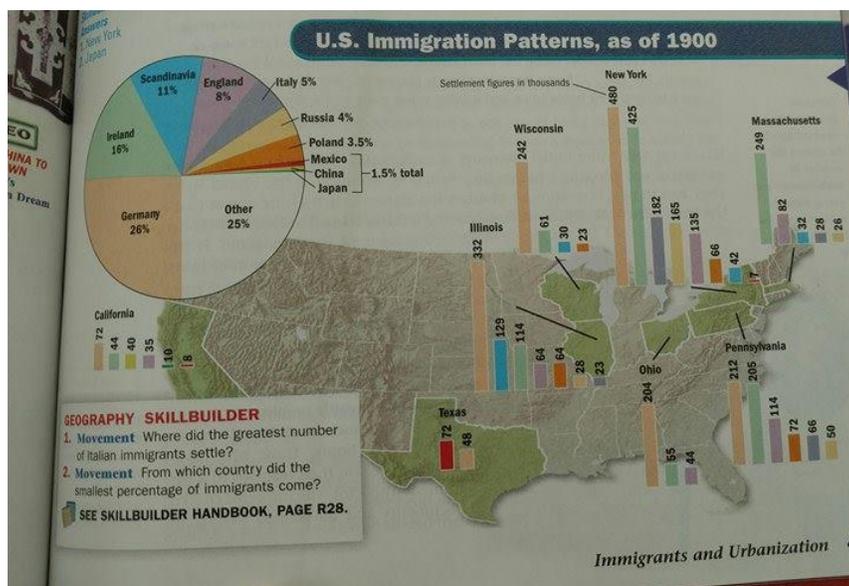
DEFINITIONS

Nativism - the policy of protecting the interests of native-born or established inhabitants against those of immigrants.

Immigration - the action of coming to live permanently in a foreign country.

Emigration - is the act of leaving one's resident country with the intent to settle elsewhere.

Nationalism - patriotic feeling, principles, or efforts.



- 1870-1920: ~20 million Europeans arrived in the US.
- Before 1890: most immigrants came from areas in western and northern Europe.
- 1890's: Increasing numbers came from southern and eastern Europe.
- Push factors:
 - Religious persecution. Jews were driven out of Russia by pogroms.
 - Other Europeans left because of the rising population. Europe was becoming overcrowded and it was difficult to find work. Additionally, land became scarce for farming. Farmers competed with laborers for too few industrial jobs.
 - The reforms and revolutions also inspired Europeans to seek independence in the United States.
- Pull factors:
 - The prospect of labor, both industrial and agricultural
 - The prospect of independence and freedom.
- Asian immigrants:
 - Europeans arrived in the east coast, Asians arrived in the west coast.

- 1851-1883: 300,000 Chinese.
- Many came due to the gold rush of 1848.
- Chinese immigrants assisted in building the nation's railroads. When the railroads were completed, they turned to farming, mining, and domestic service.
- In 1882, Congress passed the Chinese Exclusion Act, limiting immigration.
- Many Japanese traveled to Hawai'i for work with Hawaiian planters. When Hawai'i was annexed in 1898, many Japanese travelled to the West coast.
- By 1920, more than 200,000 Japanese lived on the west coast.
- Nativism: native-born Americans rejected the immigrants, and as a result, anti-immigrant groups formed, which led to a demand for restriction on immigrants

Appendix F: The Bill of Rights

Instructional Methods:

Lecture

Graphic Organizer: Notes Sheet

Grouping

Relevance: Students can connect their exit ticket response to current issues

Teaching Notes:

FEDERALISTS vs. ANTIFEDERALISTS

- Debates erupted throughout the states about whether the new Constitution was an improvement from the Articles of Confederation.
- Federalists favored the Constitution and a strong central government.
 - The Federalists counted among their number many of the wealthier, propertied, and more educated Americans, including John Adams, George Washington, Benjamin Franklin, James Madison, and Alexander Hamilton, among others.
- Anti-Federalists favored a weaker central government in favor of stronger state legislatures.
 - Not all of them liked the Articles of Confederation, but none of them wanted the new Constitution to be ratified.
 - Generally from the poorer classes in the West, but also with the support of patriots like Samuel Adams and Patrick Henry.
 - The Anti-Federalists feared that a stronger national government would one day destroy the liberties Americans had won in the Revolution.
 - Worried that the new Constitution didn't list any specific rights for the people.

FEDERALIST PAPERS

- In support of the Constitution, Alexander Hamilton, James Madison, and John Jay published a series of anonymous essays now known as the Federalist Papers.
- These propaganda essays extolled the benefits of a strong central government and allayed fears about civil liberties.

BILL OF RIGHTS:

- Most New Yorkers, North Carolinians, Virginians, and Rhode Islanders agreed to ratify the Constitution only if the document was amended to include a list of undeniable rights and liberties of the people.
- The new Congress kept its promise to do so and in 1791 established a committee to draft a Bill of Rights.

- **Amendment I**
 - Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.
 - Freedom of religion, speech, press, assembly, and petition.
- **Amendment II**
 - A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.
 - Right to keep and bear arms in order to maintain a well regulated militia.
- **Amendment III**
 - No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.
 - No quartering of soldiers.
- **Amendment IV**
 - The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.
 - Freedom from unreasonable searches and seizures.
- **Amendment V**
 - No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.
 - Right to due process of law, freedom from self-incrimination, double jeopardy.
- **Amendment VI**
 - In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.
 - Rights of accused persons, e.g., right to a speedy and public trial.

- **Amendment VII**
 - In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.
 - Right of trial by jury in civil cases.
- **Amendment VIII**
 - Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
 - Freedom from excessive bail, cruel and unusual punishments.
- **Amendment IX**
 - The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.
 - Other rights of the people.
- **Amendment X**
 - The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.
 - Powers reserved to the states.

Bill of Rights Worksheet

Amendment	As written in the Bill of Rights	Description in your own words	Notable Court Cases
I			
II			
III			
IV			
V			
VI			

VII			
VIII			
IX			
X			