seeds of inquiry

Using Short Texts to Enhance
Student Understanding of U.S. History

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v1.0

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PREFACE

"That was so much fun! Why can't we read more texts like that?"

We have both been using short texts for over a decade, long before the Common Core State Standards (CCSS) made short texts popular. Each time, students and teachers alike have frequently responded with words similar to the opening quote. To address this desire for more fun and engaging social studies short readings, we created this book.

Our expectation is that this resource will promote robust learning that is kid friendly and intellectually rigorous. We set forth three primary goals for this text. First, we want to encourage historical thinking and to use content to drive inquiry. We understand that teachers picking up this text want their students to be able to apply discipline-specific skills and to *know* history. Thus, these texts cover a wide span of U.S. historical eras and challenge readers to use historical interpretation tools. Furthermore, many texts reference previous or future eras so that students begin to see the connection between historical events and develop a conceptual understanding of history.

Second, we want to provide concrete activities for helping students read all texts that are assigned. We see many teachers who are frustrated that students do not read and do not understand what they read. Far too often, students lack the structures to help them do more than read the words. The reading activities in this book are designed to help teachers know how to support readers and to motivate students to actively engage in reading content. Students are typically more willing to approach a short text than if they are assigned a multi-page chapter. Furthermore, short texts arouse curiosity, the seed of inquiry. The text activities strengthen the understanding of struggling readers and English learners (ELs) through the ongoing discussion and actions associated with each activity.

Finally, we want teachers and students to enjoy history and to take pleasure in reading. We want to inspire compelling questions from reading short texts that can sustain interest in more sophisticated content sources. From commonly used practices in social studies classrooms, students may learn facts and students may know how to read. But when students aren't motivated, they will experience limited success. One of the best outcomes we have experienced when using short texts is the enjoyment students have when reading. Whether they're trying to guess who the text is about, as in the short text called "Stubby," or they're trying to act out Carry Nation swinging a hatchet during the temperance movement ("Hatchetation"), even hesitant readers typically join in because they want to be part of the fun. Collectively, students learn to gather evidence and evaluate information. They also develop claims based on evidence and seek out reliable sources to corroborate their interpretations. Fundamentally, short texts stimulate intrigue and drive inquiry forward. Thus, student motivation becomes a central key in promoting social studies learning through short texts.

CONTENTS

Part 2

Part 3

PART 1

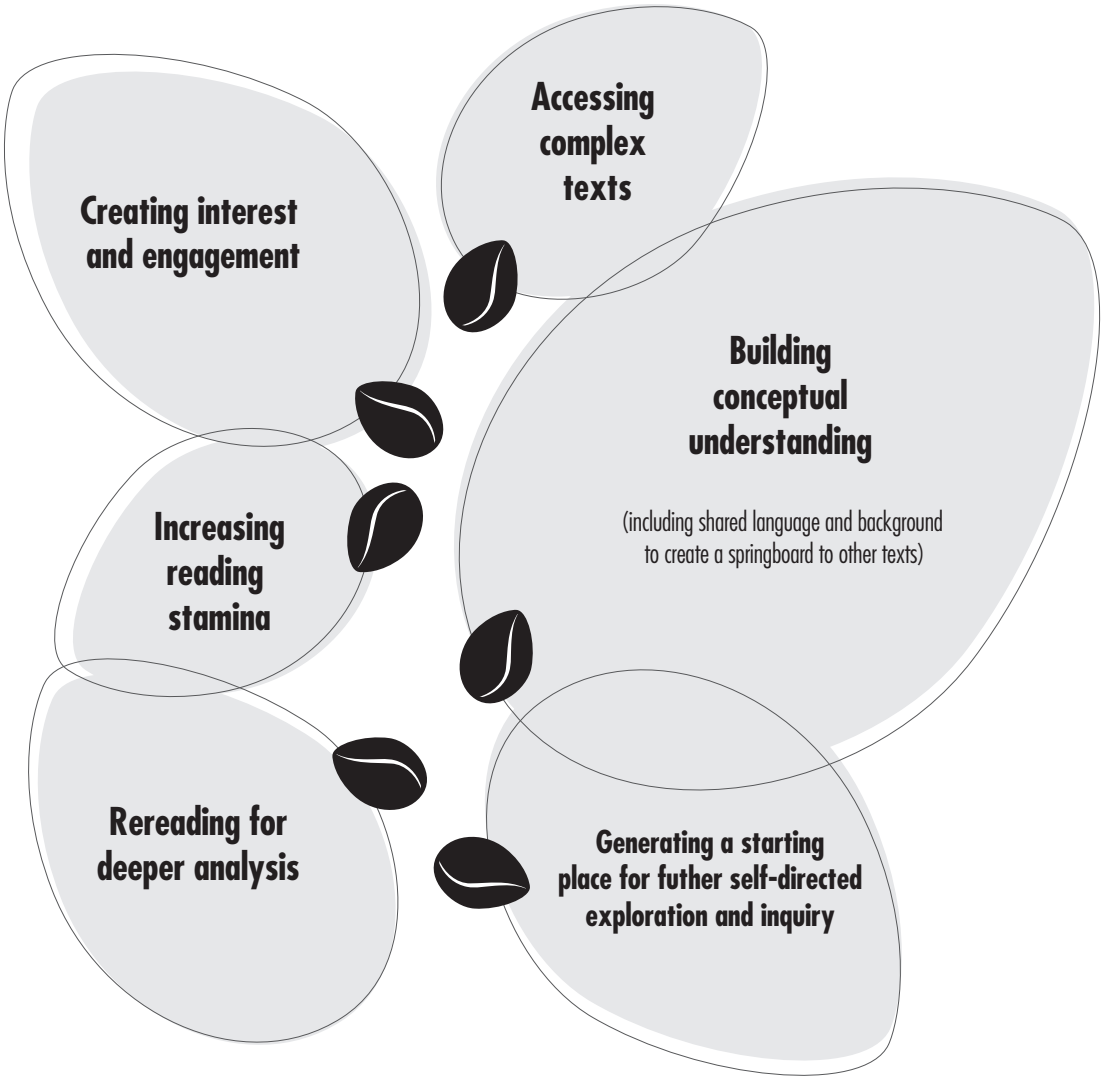
USING SHORT TEXTS TO ENHANCE STUDENT ENGAGEMENT AND COMPREHENSION

Introduction

Every teacher who has assigned reading has watched as students flip or scan through the text to see how many pages they will have to read. The sighs that follow lengthy history readings abound. The results fall short of achieving expectations for independent and knowledgeable readers. However, one of the quickest ways to surprise students is to hand them a short text of three or four paragraphs to read. The typical response from students is, "Is this all? Where's the rest?" At first glance, short texts are inviting and this alone lays the foundation for bringing students into the text. Getting students to choose to read is a powerful motivation for ensuring that students will complete the reading. Of even greater importance is the essentiality of reading to building contextual knowledge and comprehending history. Thus, short texts offer many benefits for teachers and students, including:

- accessing complex texts,
- rereading for deeper analysis,
- increasing reading stamina,
- creating interest and engagement,
- building conceptual understanding (including shared language and background to create a springboard to other texts), and
- generating a starting place for further self-directed exploration and inquiry.

Short texts create pathways to new learning and to helping students understand the past. Short texts inspire curiosity and interest, which are essential to independent learning.



Benefits of Short Texts

Accessing Complex Texts

The Common Core State Standards (National Governors Association Center for Best Practices and Council of Chief State School Officers [NGA & CCSSO], 2010) have re-emphasized the significance of short text as an important tool for developing independent readers. The oversimplification of content has created greater dependence of students on teachers. Students have become conditioned to being told what to think and read; as a result, they lack confidence in their ability to initiate learning or inquiry. The *Publisher's Criteria* noted that the Common Core State Standards (CCSS) "require students to read increasingly complex texts with growing independence" (Coleman & Pimentel, 2012, 3). Yet, for students

to be able to more fully comprehend and appreciate complex texts, multiple exposures and experiences are needed. The limited time in each school day balanced with the amount of content coverage makes it unrealistic to revisit longer works. Short texts offer viable opportunities for accessing complex text, particularly for "students at a wide range of reading levels to participate in the close analysis of more demanding text" (Coleman and Pimentel, 2012, 4). The comprehension tools used with short texts easily transfer and reinforce learning in meaningful ways that promote the sustained interest in content needed for sophisticated texts.

Rereading for Deeper Analysis

In addition to allowing for complete reads during a single period or part of a period, short texts permit students time to reread. While an initial reading allows students to get the gist of the information—what Gallagher (2004) refers to as first draft reading—rereading frees up mental capacity for analysis, the emphasis of many of the Common Core State Standards (CCSS). Analyzing, as required by the Common Core, "requires a response that demonstrates an ability to see patterns and to classify information into component parts." Such analysis might include focus on identifying text details, text structure, writer's craft, sequences, connections to other texts, author's purpose, perspective, and connections between texts, to name a few. When we skip rereading, we fail to introduce students to the richness of the text and the comprehension that comes from sustained thinking about a text.

Rereading in school has become associated with drudgery for many students. They have been asked to reread the same text they just completed, often to focus on speed and fluency. The emphasis on literacy skills has overshadowed and devalued the content in light of teaching students to become fast readers. What has been lost in this process is the opportunity to introduce content from multiple sources and to explore various perspectives through horizontal, across-text reading. The time necessary to reread large sections of text is prohibitive. However, rereading does not have to be a chore and it can serve content goals. Rereading for the sake of rereading isn't a purpose most students enjoy. However, rereading in order to perform a section, for example, frequently engages students not just for one reread but for multiple rereadings and teaches students to value the process as an inquiry tool.

Increasing Reading Stamina

Reading stamina is developed just like physical stamina. If we want students to be able to focus on long, complex texts, we must build their stamina. By starting with short texts and gradually increasing the amount of text, as well as the complexity of the text, we gradually build students' attention and stamina for longer texts. Stamina also has content benefits. The more students read history, the more they will learn about history. Stamina as a form of exposure to content becomes a process for increasing familiarity with the academic language of the discipline and the concepts associated with essential and enduring ideas like time, continuity, change, context, perspective, causation, and argumentation. Stamina can be understood as sustained interest that promotes the compelling questions leading to historical inquiry.

Creating Interest and Engagement

The CCSS describes an independent reader as someone who pursues reading beyond the classroom. Coleman and Pimentel noted that one of the desired outcomes of the Standards is to build each reader's sense of "joy in reading" (2012, 4), as well as to create readers who choose to read as a way to further their own interests. This emphasis urges us to attend to reading holistically.

Cultivating enjoyment of reading requires specific attention to students' motivation. Without careful attention to students' motivation, we can create readers who know how to comprehend, who have multiple strategies for comprehending, but who aren't motivated to read, either in or beyond the classroom. This lack of motivation fails to promote the skills students need to independently gather and evaluate evidence to formulate well-supported claims about the past (National Council for the Social Studies, 2013).

Short texts offer multiple opportunities for generating interest and engagement. Because texts are short, students may be more likely to approach, rather that avoid, the reading. Additionally, short texts allow for discussion about the texts during a single class time, one of the features noted as increasing student motivation (Guthrie, 2008). Finally, short texts offer the option of using multiple short texts about a topic, allowing students to exercise choice, a further component of increasing motivation. This also promotes greater exploration of content and historical perspectives through the use of multiple sources and points of view.

The outcome of motivation is more than just students who are interested in a text. Review of PISA assessments found that reading engagement was more important than students' family background. That is, in spite of coming from a background of low parental education and low socio-economic status, students with high reading engagement scored higher for reading achievement than students with lower reading engagement and the same background characteristics (Guthrie, Schafer, and Huang, 2001).

Building Conceptual Understanding

Students come to view social studies, in particular history, as isolated events and ideas, failing to make the connections that allow meaningful understanding. Emphasis on chronology, factual information, and coverage leads to gaps in historical thinking. For example, students might understand and be able to define a list of vocabulary words related to an era in history but fail to understand how those same definitions create a larger cause and effect within a particular context or along with broader ideas of the discipline. Thinking about history and social studies requires a systematic way of organizing layers of knowledge for conceptual understanding. Conceptual understanding is the comprehension of how the parts work together to create a united, holistic concept.

Conceptual understanding is built on prior contextualized knowledge. By contextual knowledge, we are referring to student understanding of time sensitive cultural norms, values and beliefs as well as the evolution of words and word meanings. Prior knowledge is the set of ideas that students bring into their thinking from learning and life experiences. Prior knowledge exerts a strong influence over a student's comprehension. The more familiar a student is with the content, the more they will comprehend (Leslie and Caldwell, 2011). This connection of high familiarity and awareness with increased comprehension persists in differentiating struggling readers from efficient readers. However, prior knowledge has been called a double-edged sword when it comes to its influence on comprehension (Pressley and Block, 2002).

Greater context awareness supports more accurate historical interpretation by helping students read more like historians and avoid being diverted by their presentism or prior knowledge (Nokes, 2013; Wineburg, 2001; VanSledright, 2010).

While prior knowledge can support a student's understanding, it can also interfere (Massey, 2007; Nokes, 2013; Wineburg, 2001). Readers may bring inaccurate information based on popular and social media to the text. Or, readers may have no background knowledge about a topic which can hinder a students' ability to make inferences from the text. Both scenarios can limit, even interfere, with what a reader understands in the text.

Short texts afford the opportunity to build prior contextual knowledge before approaching a larger unit or text. Short texts can introduce students to particular vocabulary words and ideas, creating a shared language that students and teachers can use to communicate. That is, short texts generate experiences that become anchors for shared knowledge and language, thus scaffolding students toward reading longer and more complex texts. Additionally, short texts introduce contextual-oriented thinking.

Generating a Starting Place for Further Exploration

Finally, short texts that build background and contextual knowledge, as well as generate interest, provide an opportunity for student self-direction. This level of independence is an expectation for career readiness, college preparation, and citizenship (C3 Framework for Social Studies State Standards, NCSS 2013). The short texts in this book are both broad and narrow, leaving ample room for further exploration about why events happened as they did, why a person played the role they did, or how multiple events fit together. This creates an opportunity for teachers to develop primary and secondary source text sets that further explore a particular theme or allow students to conduct individual research about questions they might have. Short texts jumpstart inquiry and interest while supporting comprehension and contextual knowledge.

Building Comprehension

Short or long, the goal of asking students to read the text is to promote understanding. In order to understand the text, they need to think. Two issues are important. First, our goal is that students will do the thinking. There are times for them to be receiving information via lecture but ultimately, we want them to engage their minds. Second, students do not necessarily arrive in our classrooms knowing how to think effectively about text. They may have particular ways of thinking about text, but these may actually hinder comprehension. For example, many students will hear or read a text and think about another experience they've heard or viewed, such as a movie. In comprehension terms, we say they've made a connection. However, the connection is often very superficial ("I've heard about that before") and may actually be distracting ("Did men really wear skirts back then?"). Thus, it becomes our job to teach them how we want them to think. Furthermore, we have to help them develop disciplined, specific habits of mind whereby they exercise thinking in a systematic way that models approaches used by experts, like historians.

Comprehension Strategies

The ways of thinking about text are typically called comprehension strategies. Common to most lists are several predominant strategies:

1. Reading with a purpose
2. Activating relevant background knowledge
3. Creating sensory images
4. Predicting and/or inferring
5. Making connections to one's own background knowledge, prior experiences, other texts, and other sources
6. Using text structure and features
7. Creating summaries
8. Asking questions about the text, the author, and one's understanding
9. Monitoring comprehension and using techniques to fix comprehension
10. Recalling the text from memory and/or rereading
11. Evaluating what is being read
12. Synthesizing and extending comprehension

Historical Thinking and Comprehension

Reading a document for its content and reading a document for historical understanding are two very different activities. The processes of sourcing, corroborating, contextualizing, and questioning are critical to an effective "reading" of a historical resource and the development of authentic historical thinking and understanding (Barton, 2005; Wineburg, 2001). While the verb "read" is most typically used with text documents, similar processes must occur for a historian to "read" a visual resource or other form of historical artifact as well. These skills and considerations are engrained in the mind and work of the historian; however, to the outside observer, the systematic process of questioning that goes into gaining historical understanding and the metacognition required to do so is both invisible and mystifying (Nokes, 2013; VanSledright, 2010). While the historian merely views this process as "doing history," the novice—in particular the novice student—is left lost and struggling to understand the conclusions at the expense of understanding the process. In this way, the gap between comprehension and historical thinking emerges.

Historians intuitively apply the aforementioned comprehension strategies in very specific ways. For example, connecting to background knowledge is intrinsic in identifying the source, corroborating, contextualizing, and other habits of mind associated with historiography. Asking questions for the historian requires seeking answers to questions about perspective, bias, and point of view. Before a historian begins to analyze a primary source, they ask questions about the author's credentials, motivations, and participation in the events at the time the source was created. Additionally, historians consider the audience for whom the document was intended. As they read a primary source, they continue to ask questions and associate information with other sources. Historians use corroboration to compare information learned from several documents. They also seek to understand the source in context. Historians contextualize the content of a primary source, which enables them to appreciate ways of perceiving and thinking that are quite different from conventional ways of perceiving and thinking today. It is through layers of questions that historians develop an understanding that forms their interpretative narrative.

In contrast, students may not be ready for that level of specificity and may need to build their general background knowledge in order to "do history." They lack the ability to transcend time and think about content within its temporal sphere as well as accept that content is not static (Barton, 2005; Nokes, 2013; Wineburg, 2001). Historians are constantly questioning and challenging prior notions of the past as new information is revealed. The ongoing dialog and the uncertainty arising as byproducts of questioning demand skills many students lack.

To address gaps in comprehension and historical thinking, this book provides an intervention at the point of building background knowledge. As Riseman and Wineburg (2008) articulate, there is an absolute necessity of building background knowledge in order to help students contextualize and develop historical understanding. This book serves to initiate inquiry through question-asking, while at the same time focusing on short texts that are intended to be both motivational and readable. As an outcome, authentic student questions drive and sustain historical inquiry. Students seek answers to their questions through primary sources. These primary sources in turn have the potential to inspire new discoveries that challenge, confirm, and sometimes change students' thinking.

Strategy vs. Activity

It is important to distinguish between a reading strategy and a reading activity. We might ask students to complete a KWL chart, which stands for *What I **K**now* about the topic, *What I **W**ant to Know* about the topic, and following the lesson, *What I **L**earned* about the topic. This is a common activity and one that is teacher initiated. The strategy that it is most often used to support it is to activate relevant background knowledge, which is a student thinking process. Strategies are independent tactical skills that students can and will exercise on their own. Other examples of strategies are a) the sourcing questions students ask about the author or time period prior to reading, and b) the questioning in their heads that students do when they read a text. It is critical that we distinguish for ourselves and for our students the differences between the thinking strategies we want them to use and the activities we are doing to encourage them to think in those ways.

Before, During, and After Reading

Strategy instruction is generally divided into the three points of reading, when comprehension can be influenced—before, during, and after reading. While this is a helpful heuristic to think about scaffolding instruction, in reality, we use strategies at all points of intervention in our reading. We may question before, during, and after we read a particularly challenging article. We might create summaries as we go through a dense text instead of just summarizing at the end. Strategic reading is both active and intentional. Most important is that a strategic reader knows which strategy to implement when experiencing difficulty with a text in order to support his or her own comprehension.

Providing instruction in the strategies should move beyond merely introducing each strategy. The strategies need to be modeled with multiple kinds of texts. This will be the critical difference between students having a general knowledge about strategies and students being able to use strategies flexibly in a variety of contexts. While the strategies themselves remain stable (that is, making a connection is the same mental process whether the process is used with a novel, primary source, or a social studies textbook), different texts call for different applications of the strategies and reading behaviors. Depending on the purpose for reading, the strategies students choose to use may change. Additionally, the complexity of the text will determine the number and ways in which students apply strategies. If the text is more difficult, students use more strategies. If the text is easy, students may not use many, if any, strategies. Thus, as a teacher, we want to present texts that vary both in terms of genre and complexity so that students have the opportunity to use different strategies and to monitor how and when they integrate those strategies for comprehension supports.

Strategy instruction is not without its challenges. Strategy practice can turn into an activity to complete, instead of a means to understand text. Filling out a prediction sheet or even making notes about a personal prediction does not ensure that students know when to use prediction or why they would use prediction to support their comprehension. Moreover, strategies—like identifying main ideas—can result in misinterpretation of content (Nokes, 2013). Sometimes, students become experts at naming the comprehension strategies that teachers have modeled and listing the steps involved in the process without actually being able to use the process independently (Duffy, 1993). As Duffy stated, "[The teacher] routinized the task and, in doing so, led students away from the adaptive, flexible reasoning that is central to effective strategy use" (1993, 239).

Think Alouds

The use of strategies is best accomplished through modeling first. This next section will present activities to encourage and support strategy use, but ultimately, strategy use requires that the teacher provide a model of the internal and discipline-specific thinking about text, called a Think Aloud. Teacher Think Alouds are an important part of helping students understand the comprehension strategies that effective readers use. Furthermore, they provide opportunities for teachers to model how experts, like historians, would read a text by sourcing, corroborating, contextualizing, and exercising comparative thinking (Wineburg, 2001). To promote sophisticated reading, Block and Israel (2004) clarify how Think Alouds differ from other practices.

> *"As an instructional practice, Think Alouds differ from prompting, modeling, or giving directions. Think Alouds enable teachers to demonstrate for their students how to select an appropriate comprehension process at a specific point in a particular text. Highly effective Think Alouds also describe why a specific thought process would be effective in overcoming that confusion or reading difficulty."* (p. 154)

Think Alouds should model more than just strategies. Think Alouds should also model metacognitive thinking that helps make students aware of their own reading. Fisher and Frey (2011) offered an excellent format for thinking aloud:

1. Naming the strategy or task
2. Stating the purpose for the strategy or task
3. Explaining when the strategy is used
4. Using analogies to link prior knowledge to new learning
5. Demonstrating how the strategy or task is completed
6. Alerting learners about errors to avoid
7. Assessing the use of the strategy or skill

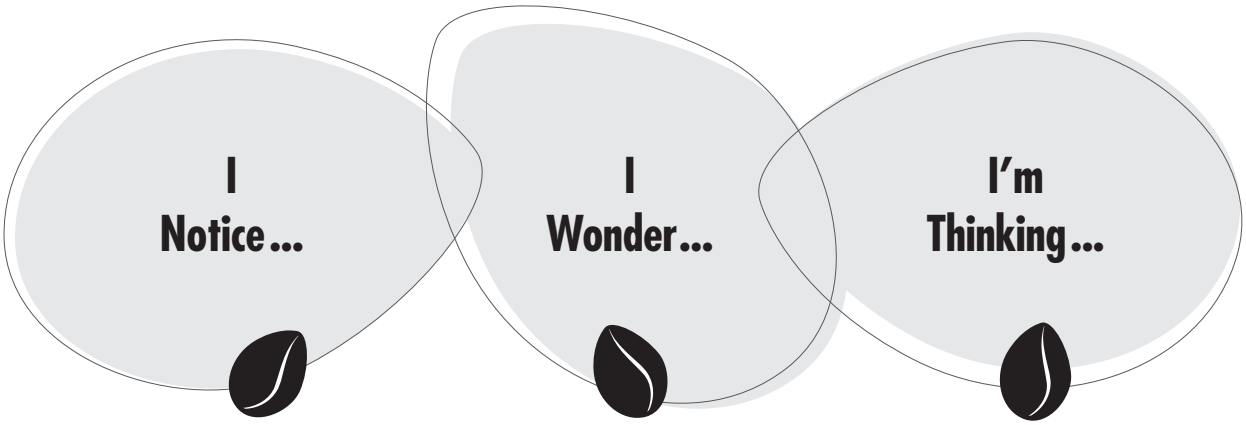
Every Think Aloud will not include every step because Think Alouds are best kept short. The students may join in for a short time before the teacher takes back the primary responsibility. A primary reason why Think Alouds fail to accomplish their purposes is that the teacher dominates the thinking and students become disengaged and do not get to participate soon enough. We recommend 5-10 minutes as the longest amount of time that a teacher should dominate the actual thinking aloud about a text before asking students to join in the thinking. A sample think aloud may be found in Part 2, "Think Aloud Model Example."

Cuing Phrases

When modeling different strategies, cuing phrases can help students identify the thinking that is occurring. For example, we use the phrase, "I noticed" to focus students on the text instead of what they knew or did not know about the content of the book. When we share what we already know about the contents of the text, we can set students up to feel inadequate when they compare their perceived lack of knowledge about the topic to the teacher or other students. Shifting the focus to noticing allows for an equitable opportunity for all students to share something they observed from the text. Also, sometimes what students think they know about a topic can be incorrect and cause the thinking or discussion to go in directions that do not support understanding the text. By considering what is noticed, we offer students with even limited knowledge or vocabulary a way to participate in upcoming observations. Starting with noticing things rather than ideas can help students share an object's name in their primary language and begin to get them involved.

We recommend using three cuing phrases

1. I notice . . .
2. I wonder . . .
3. I'm thinking . . .



We suggest avoiding phrases like, "I'm making a connection" or "I'm visualizing." Our goal is to lessen the tendency to "do" a strategy (student tactic) as an activity (teacher-directed). Instead we encourage the use of a strategy as a way of making sense of a text. We emphasize that identifying cues and figuring out the text is our purpose. We also avoid turning the Think Aloud into an interrogation of students. The Think Aloud is for the teacher to model metacognition, not for the teacher to assess students' knowledge.

Common Challenges

Most of us use reading strategies subconsciously. The argument against explicit demonstration of the Think Alouds is that if we, as teachers, learned these strategies subconsciously, then our students can and will do the same. This is true for some students but not for all. It is those students who struggle with reading the text that benefit most from Think Alouds. In addition, Vygotsky suggested that thinking—real thinking—occurs as a conversation in our heads. Thinking is a composite of many voices from experiential learning that directs us in choosing the right strategies and linking to contextual information. When we are novice learners we seek interaction, verbal dialogue with others, to fill the gaps in process knowledge needed to direct us. Young children often talk out loud through the steps to guide their actions. As we become sophisticated learners, we exercise these processes either in our conscious thoughts or subconsciously. In allowing thinking to be a transparent process, especially when the thinking becomes more advanced than the skills students currently possess, teachers model Vygotsky's sociocultural theory and the zone of proximal development (1978, 1979, and 1999).

English learners (ELs) deserve special consideration when it comes to using Think Alouds to model strategy use. Teachers often wonder if English learners need different reading strategies than native English speakers. Initial evidence suggests English learners do not use significantly different strategies when thinking about text. However, they use some strategies more when reading in their native language and other strategies more when reading in English. A recent study found that Spanish-speaking students monitored their comprehension more when reading in Spanish and they were able to make more connections to the texts in Spanish. When reading in English, they often spent more time rereading text (Pritchard and O'Hara, 2008). Thus, English learners benefit from explicit models that show how others think about the text, as well as ongoing practice using different strategies with new texts. Moreover, English learners gain important access to content knowledge that bridges cultural and experiential gaps prevalent among immigrant students (Antunez, 2002; Cruz and Thornton, 2009).

Gradually Releasing Responsibility

Duffy (1998) used the metaphor of balancing round stones to depict the delicate balance needed to avoid two common challenges: a) giving too much responsibility too quickly, or b) keeping too much of the responsibility for too long. Prompting strategy-use should be an iterative process that allows the give and take of responsibility between students and teacher. The following phases offer a possible sequence for moving from teacher-led Think Alouds to total student responsibility.

Not every student will need the ongoing support of each phase. However, these phases provide a way to support the students who may struggle to read the text because of text difficulty, the presence of language barriers, or challenging content. The gradual release of responsibility nurtures reading and content learning independence.

Phases for Gradually Releasing Responsibility for Comprehension

1. *Think Aloud:* In the first phase, the teacher reads the text aloud and thinks aloud about the text. The teacher carries all of the responsibility for reading the words and making sense of the text.

2. *Shared Thinking:* In the second phase, the teacher reads the text aloud and carries the responsibility for reading. The teacher and the students share the responsibility for thinking about the text.

3. *Partner Read:* Students now take the responsibility for reading but with peer support. The teacher facilitates the student thinking about the text by providing particular prompts and questions as guides to stimulate students' thinking. The teacher may provide an additional mini-lesson or model. Partner groupings are preferred so that students get maximum time reading while still receiving peer support.

4. *Partner Read and Think:* Students are now responsible for reading and thinking about the text with peer support. Students direct their own thinking about the text and share periodically or at the end of instruction. The teacher may provide an additional mini-lesson or model of some thinking process. The students may also model their own thinking for other pairs.

5. *Individual Read and Think:* In this phase, the students become responsible for reading and thinking about the text on their own. Students then share their individual thinking about the text with the whole class, small group, partner, or the teacher. The teacher and/or students may provide an additional mini-lesson.

6. *Transfer:* In this phase, the students try out their thinking with a different text and/or genre. The teacher's responsibility is to closely monitor to see if students need less responsibility for the comprehension of the text, lesson, or model.

PART 2

TEN ACTIVITIES TO USE WITH SHORT TEXTS

Introduction

The following ten activities are designed to provide specific ways to engage student with text and increase their comprehension at the same time. These activities are meant to enhance deeper study of the historical eras. Each activity can be used as a standalone activity. At other times, the activities can be modified by changing the format (see *Have or Have Not* for an example modification of *Important Questions*). Activities can also be strengthened by using multiple activities together (see *Flying Tiger Line* short text for an example of combining *Close Reading* and *What Does It Look Like?*).

Ten Activities for Using Short Texts

1. Think Aloud
2. Metacognitive Flowchart
3. Close Reading
4. Divide and Conquer
5. Dramatic Interpretations
6. Directed Reading-Thinking Activity
7. List, Group, Label, Theorize
8. Questioning the Text
9. What Does It Look Like?
10. Important Questions

While short texts are an important part of historical reading, as well as being important components of the CCSS, students will need to move beyond short texts. Three activities for helping students move beyond short texts into longer texts are also provided.

Activities for Moving Beyond Short Texts

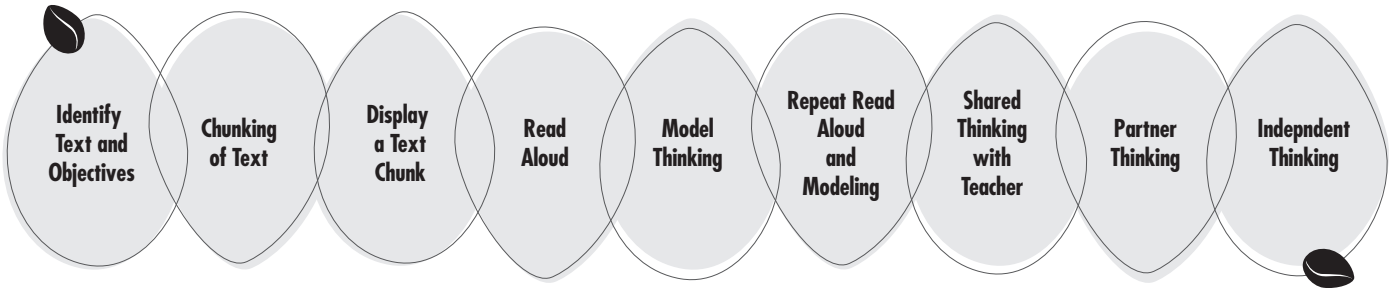
1. Hold that Thought
2. Text Sets
3. Text Series

Each activity contains a general description, an implementation plan listing specific steps, and a teaching example. While the activities are meant to be used with multiple texts, some activities will work more efficiently with some texts than others. For this reason, the lessons in Part 3 offer suggestions of which activities to use to support the reading of specific short texts.

Activity 1: Use Short Text as a Think Aloud Model

A Think Aloud provides an explicit model of the teacher's thinking processes for students. Think Alouds can demonstrate a variety of processes, including how to contextualize the text, how to source the text, or how to use comprehension strategies such as questioning to better understand the text. By asking students to conduct their own Think Aloud about a section of text, the Think Aloud can also become an informal assessment.

Steps for Planning a Think Aloud



1. *Identify Text and Objectives:* Identify the text and one or two learning outcomes. Learning outcomes are instructional objectives that might include historical understanding of an era and using questioning to better understand the text.
2. *Chunking of Text:* Within the text, choose a small number of stopping points to stop and model. It is best to mark these in advance. More detailed modeling can occur if the number of modeling points is kept small.
3. *Display a Text Chunk:* Display only the amount of text to be read for one modeling point.
4. *Read Aloud:* Read the text aloud to students.

5. *Model Thinking:* Model your content and process thinking. The use of cuing phrases can help students focus on the objective. Additionally, an organizer or written model can help support the verbal thinking. (See Appendix A for the chart used in the following model.)
6. *Repeat Read Aloud and Modeling:* Repeat reading aloud and modeling with one or two additional sections of text.
7. *Shared Thinking with Teacher:* Ask students to work with you to continue the thinking. This moves them toward a gradual acceptance of responsibility.
8. *Partner Thinking:* If time permits, ask students to complete an additional section of text in partners so that they have a chance to do the thinking without teacher support.
9. *Independent Thinking:* Student should be given the opportunity to think independently about the text meaning.

The following Think Aloud model focuses on helping students notice what is right there in the text and to begin asking questions. This model provides preparation for a more detailed close reading.

Think Aloud Model Example

Teacher: "When I read, I should be thinking. Thinking in my head is when I ask myself questions as I am reading. If I'm not thinking, I'm probably not paying attention to the text, and I'm probably not going to understand what I read. I want to show you what's going on in my thoughts as I read the following text. I'm going to hand out one paragraph at a time because I want you to focus on what I'm doing with the text as I read. I call these reading segments 'chunks.' Dividing up the reading also helps me think more deeply about the content of the text I am reading."

Paragraph 1 Is Displayed

Apis

Apis was the leader. Together with several young men, they began to plot an act so horrible that it would start a war. Their slogan was, "Death to the tyrant!" They were part of a group made up of people upset about being told what to do by far-off leaders. They called themselves the Black Hand. Others called them terrorists. They wanted their leaders to listen and to respond to their concerns. They also hoped their act would encourage others from their country to resist the leaders' plans.

Teacher: "The title of this story is 'Apis.' I don't recognize that name so I first wonder, "Who's Apis?" Then, I wonder where that name comes from; "What is its origin?" I wonder if it is a made up story since I've never heard the name before. I'm going to keep a *Noticing and Wondering* chart to help me keep track of my thinking. The things that I read—that are right there in the story—those are things I notice. Questions that I have are my wonderings."

Noticing and Wondering Chart

Text Evidence	I notice . . .	I wonder . . .

Teacher: "What I wonder and notice are only important if they help me understand the text. I could list a lot of questions about the text, but that wouldn't be helpful. When I notice things, I want to pay attention to why the author included those details. What I notice also helps me think of questions. For example, I noticed the phrases "start a war" and "Death to the tyrant." Those things sound like they could be real events, so now I wonder if this will be about a fictional character set in a real historic time period. When I wonder about something, I have a reason or a purpose for reading more. I want to find out if the author answers my question. For example, because I wonder what the act of resistance would be, I read on and look for what that act is. My purpose for reading is to look for answers to my questions."

Paragraph 2 Is Displayed

> Apis and the Black Hand heard that one leader and his wife would be traveling in an open car, they knew they had a perfect opportunity for an assassination. They planned each detail very carefully. At the last minute, however, Apis began to worry. "What if this plan started a bigger problem? What if it started a war?" Apis became so concerned that he sent a message that the mission was canceled to the five others involved. The other five men received his message; unfortunately, they ignored the message.

Teacher: "Ok, so I'm going to keep recording what I noticed. I notice that Apis is the leader of the Black Hand and that the Black Hand is opposing the leader. I still don't know what the leader is leading, and I don't know why they are opposing the leader, so I'll write those things down. I also notice that the leader is traveling in an open car, and I wonder when that practice stopped. I don't think they do that anymore, do they? So, I'll list that in my "wondering." Now, I'd like you to join me. What do you notice?"

Teacher and Students Share Thinking: At this point, the students are asked to offer ideas of what they noticed. Asking them to notice first allows most students to participate because it requires only literal understanding. The wondering questions are a bit harder and students may need to be prompted by looking at the "noticings" that are listed and then ask questions such as "Why might that be important? What do you already know that might give you a question?"

Developing Noticing and Wondering *Chart*

Text Evidence	I notice . . .	I wonder . . .
Second Paragraph	Apis leads the Black Hand; they oppose the leader	Leader of what? Why?
	Apis hears the leader's plans.	How did they hear the plans? More traitors? Was one of the Black Hand close to the leader?
	Leader traveling in an open car.	They don't travel in open cars anymore, do they? Didn't that end with JFK? So this was earlier than JFK? (1960s)
	Apis plans an assassination but cancels the mission at the last minute.	Why did Apis change his mind—I thought they wanted to start a war?
	The Black Hand members must have felt very strongly to ignore a message from their leader.	What act? It was an act of resistance against whom—the government? Or was it personal—just against the leader.

Teacher: "So far, I've been reading aloud and we've been thinking about the text. Now, I want you to read the third paragraph and list your individual noticings and wonderings. Then, share these as a group." [*Note*: Small groups for sharing should have been created prior to the activity. Having students in proximity to their groups would expedite the discussion process. We recommend that groups be no larger than 4-5 students and that they be arranged to be culturally responsive and inclusive.]

Paragraph 3 Is Given to Students

> As the leader and his wife traveled down the street, one of the five committed to the plan threw a bomb at the motorcade. The bomb exploded, injuring two guards in the car in front of the leader. Instead of being frightened, the leader was angry and insisted on continuing the drive. The terrorists' felt they had failed. Police quickly captured the one who threw the bomb, and the other men tried to disappear into the crowd. The leader arrived at his destination, gave a speech, and returned to his car, insisting that his driver take him to see the injured guards at the hospital. He was adamant that no acts of terror would stop him. But his driver took a wrong turn. Gavrilo, of the Black Hand members committed to the plot, was trying to evade the police who had captured his bomb-throwing friend. He made his way down the side-streets planning to escape when he suddenly saw the leader stopped in his car. Gavrilo believed this was his chance. He stepped forward, pulled out his gun, and fired it twice.

Partner Thinking and Teacher Supports: As students read, record, and share, you can confer with individuals who may be having difficulty. With some texts, it may be helpful to add a third column labeled "What I Know" to value students' background knowledge. In this case, prompt students to identify how they "know" something. Is their knowledge based on a book, a movie, something from another class, etc.? In addition to valuing background knowledge, the column also serves as a way to hold the thinking of students in order to come back and revisit if that knowledge was actually correct as more texts are read. This provides the opportunity for students to corroborate evidence in future reading.

Adding Information and Expanding the Noticing and Wondering *Chart*

Text Evidence	I notice . . .	What I know . . .	I wonder . . .
Third paragraph	Black Hand—one of five threw a bomb at leader's motorcade Two guards injured, not leader Leader was angry Police captured bomb thrower Rest of Black Hand disappears—four members Leader travels to hospital to see guards. Gavrilo fired twice at the leader	Archduke Ferdinand was assassinated, but he was killed? This seems different.	Does this mean the leader, Apis, wasn't in on it? Bomb thrower—was it a small bomb? Why wouldn't the leader be more cautious? Did he put extra security on? Did he ride in a covered car? This seems like chance and not a well-planned assassination. Was it successful?

Teacher: "Now I'm going to hand out the last paragraph. When I first read this, I looked at what I noticed and at what I wondered, and I had one more question—'Was this going to be the start of a war?' Let's find out."

Paragraph 4 Is Given to Students

> Blood began to spurt out of the leader's mouth and the leader's wife fell over with her head in her husband's lap. She would die immediately after the bullet struck her in the leg and severed an artery. The leader died soon after from a wound in the neck. Gavrilo was soon tackled by members of the crowd. He managed to swallow some cyanide (a deadly poison) which all of the young men were carrying, but the cyanide was old and it only made him sick. He later went to prison where he died four years later. Meanwhile, the assassination of the leader set off events that culminated in war, the involvement of two dozen countries on multiple continents, and the death of perhaps twenty million people. You know this war as World War I.

Teacher: "I want to conclude by asking you to think about our thinking. Remember, reading should be active—we're always trying to make sense of the text. What have we done in our thinking, in our discussions, and on paper to help us make sense of the text?"

In this Think Aloud, you [the teacher] begin by doing all of the thinking with the text and modeling your thinking for students. However, responsibility is transferred to the students by the end of the text. Understanding is scaffolded through the *Noticing and Wondering* chart. While students may need to see more modeling, be cautious about jumping in too soon with your ideas. Avoid turning the Think Aloud into teacher-dominated talking time. Rather, give space for student thinking. Remember, Think Aloud modeling fails when students are not engaged, typically when the teacher maintains full responsibility for modeling too long. It is better to allow students to try to work with you or with partners to determine their struggles before reclaiming full responsibility for the modeling. Brief Think Alouds modeled over several days are typically more effective than one long Think Aloud model that is teacher-dominated. Repetition of the process with graduate release of comprehension responsibility leads to independent learners who possess the skills needed for sustained inquiry into complex texts.

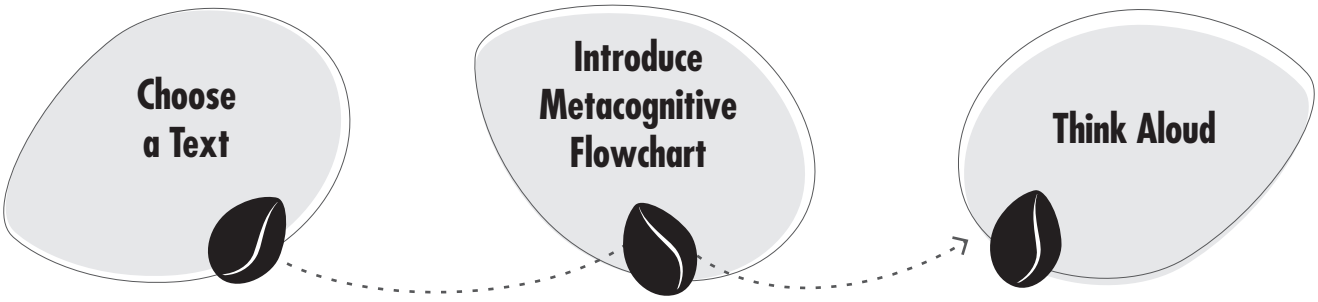
Activity 2: The Metacognitive Flowchart: What to Try When It Doesn't Make Sense

Think Alouds provide an excellent way to model what strategies we use as we read text. However, what does not come through in a typical Think Aloud is the decision-making behind our strategy use. Students can learn what strategies to use without learning why and when to use those strategies. The Common Core State Standards reflect the renewed commitment to complex thinking about a variety of discipline-specific texts. Students need knowledge about how to read (decoding, expressions, prosody, and comprehension) as well as the ability to monitor their reading. This activity addresses the why and when of reading.

The following flowchart is a good follow-up to the Think Aloud activity. As an introduction, the teacher emphasizes the importance of understanding when the text isn't making sense. Additionally, it is helpful to note that everyone will struggle with some texts. A student who excels with fictional text in English may struggle with nonfiction texts in science or social studies. Primary source texts also pose challenges for many students.

Choosing a text that offers you, as a teacher, some confusing sections is an ideal text for modeling. Primary source documents make excellent texts to model from because they offer genuine points of difficulty even for you as a teacher. Other texts that offer authentic opportunities to model confusion and how to address comprehension breakdowns are graphic novels. Graphic novels, such as *The Arrival* (Tan, 2007), offer opportunities for confusion and multiple interpretations. *The Arrival* depicts immigrants' experience in a new country without ever assigning specific emotions or thoughts, leaving students to infer many details. *Maus* (Spiegelman, 1986) recounts actual events in a World War II concentration camp while using mice to tell the story, again offering authentic points of confusion to use as models. Such models are ideal because many students read more graphic novels than do teachers. Students are well-attuned to paying attention to the pictures and are able to offer additional expertise that familiarity with text structure brings.

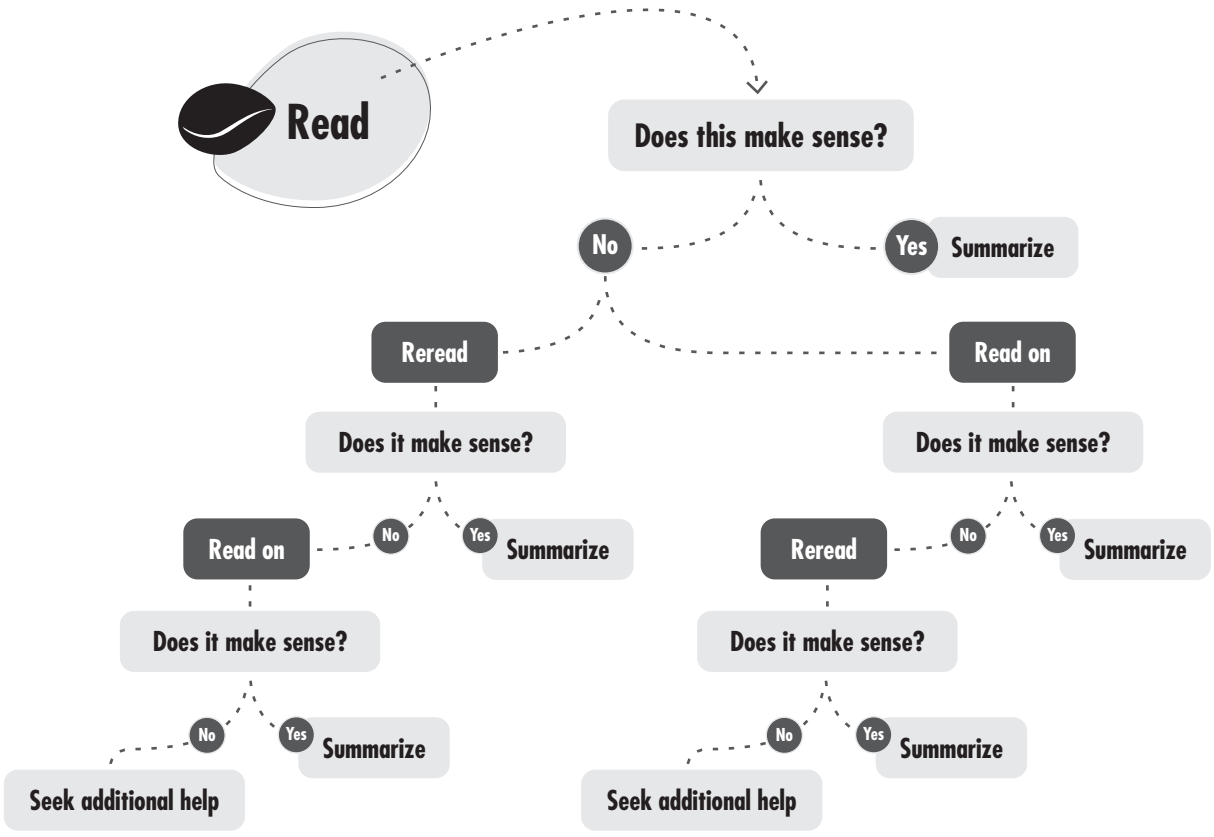
Steps for Introducing the Metacognitive Flowchart



1. *Choose a Text.* Choosing the right text is critical for modeling the Metacognitive Flowchart.
2. *Introduce Metacognitive Flowchart.* Introduce the flowchart (also in Appendix B), along with the steps.
3. *Think Aloud* as in Activity 1. Additionally, add points of confusion in the text and model the decision-making process to either reread or read on in the text.

A flowchart helps students visualize how to monitor their understanding. This could be displayed in class or made into a book mark for students to use in their personal reading.

Read. Does this make sense?



1. *Self-check:* At the start of every paragraph/section, ask, "Does this make sense?" If you can give a one- or two-sentence summary, move on.
2. *Decision:* If it doesn't make sense, make the decision between rereading or reading on for more information.
3. *Reread:* Reread it differently. Slow down. Look at the pictures. Try reading it aloud. Sketch a picture and add labels.
4. *Read on:* Read the next paragraph or the next section. Self-check again. Do you have additional information that will help? If not, make a decision to reread the two paragraphs (or sections) that didn't make sense or read one more section.
5. *Reread:* At the end of the third paragraph (or section), if it still doesn't make sense, try rereading.
6. *Ask:* If it still doesn't make sense, ask a peer or an adult for help.

Example Metacognitive Flowchart

The following is an example of a Think Aloud conducted with a graphic novel—*Alia's Mission: Saving the Books of Iraq* (Stamaty, 2004).

Teacher: "When I first read this book, there were some confusing parts for me. I want to show you where I got confused and talk about the thinking I did to fix that confusion. This is a graphic novel. What I know about graphic novels is that I need to pay close attention to the pictures because the pictures are just as important as the words. So, I started with the cover. On the cover, I noticed some soldiers. I thought they were soldiers because it looked like they have on uniforms and one is carrying a gun. Because of the title, I thought that these soldiers are probably Iraqi soldiers. I saw a woman with a burka—the head covering worn by Muslim women, which also makes me think it might be Iraq. I noticed that she is trying to hide the books she is carrying. Two men are talking on phones—they look like older cell phones. The soldiers on the front are looking and pointing at something, but I don't know what. It looks like there's a traffic jam behind them, so maybe there's a lot of confusion.

"That left me with lots of questions. Who is the woman? Why was she hiding books? What are the soldiers pointing at and talking about? As I thought about the pictures on the cover and all the questions I had, I did a quick check—was I confused? There were certainly a lot of things I didn't know, but because this was just the first part of the book, I knew that I needed to keep reading in the text and as I read, I needed to see if my questions were answered.

"When I opened to the first page, I started with the pictures again and I got more confused. This is a talking book with many different conversations. What happened to the story of the woman? I started to read each of the text boxes and then I realized that the author is giving some background information. Some I knew—like Saddam Hussein was the leader of Iraq. But I also learned some knew information, including who the woman is on the cover. Her name is Alia. One question I have is why the author chose to use a talking book. Author's make choices for reasons so I think that might be important, but I'm not sure why.

"I could either reread or read on in the text. I chose to keep reading even though I have unanswered questions because I thought the author will answer some of my questions in the pages to come. On pages two and three, I noticed that Alia is reading and the author moves from pictures of Alia as a young girl to pictures of what I thought were historical figures, because the text says she was reading about ancient times. I didn't recognize the figures; I thought one might be a god that they worshipped, but I didn't really know.

"I asked a lot of questions just in a few pages. After I looked at just the cover, I knew that there were lots of things that were a little confusing. I used questions to keep track of what was confusing or what I didn't know. We usually refer to this as questioning, and it is a reading strategy I use to identify why I'm confused and to help fix my confusion. When I ask questions about something, it doesn't mean I don't understand. It does mean I don't have enough information yet, so I read on or reread to answer my questions. This helps me stay focused on the text."

This same process can be used and modeled with primary sources. Similar questions about the author, the author's perspective, and motives would be posed. Decisions regarding whether to read on or reread would have to be made as answers are sought. If questions cannot be addressed with information in the text, then sourcing and contextualizing are added steps. The understanding that some questions, but not all, can be answered by the text is also an important historical literacy skill that is learned through the metacognition flowchart activity.

Activity 3: Close Reading

Close reading is a key component of the CCSS. Close reading is only one of a variety of ways to handle a text. It should not be considered the only way to read a text. However, it is important to consider how to structure a close reading in a repeatable fashion so that students begin to understand how to read closely and so that they can ultimately take responsibility for close reading. Additionally, close reading takes careful planning so that it does not result in the teacher initiating queries, one student or a few students responding, and the teacher evaluating the responses as right or wrong (Initiate-Respond-Evaluate [IRE] pattern). This pattern is associated with lack of student motivation and narrow views of text since answers are constantly reviewed as right or wrong. Instead, close reading should resemble scientific inquiry where as many observations, both literal and inferential, are made in order to better understand what's present and ask questions about what's missing. Generally, close reading includes three components: a) rereading the text, b) literal understanding of what the text says, and c) analysis of the text to extend beyond the literal words.

Rereading

Rereading in school has become associated with drudgery for many students. They have been asked to reread the same text they just completed, often to focus on speed and fluency. However, it doesn't have to be a chore. We are all familiar with the child or adolescent who watches the same movie repeatedly. It takes multiple exposures and experiences to be able to more fully comprehend and appreciate content especially when there are many details that are often missed on a single viewing. The same applies to complex texts. Rereading allows for a deeper understanding of the interplay of detailed information. As an added benefit, the frequency of interacting with information reinforces confidence in content knowledge due to the ability to remember and successfully recall facts. This goes beyond rote memorization and instead focuses on using cognitive skills to transfer experiences from immediate to working to long-term memory. Brain research confirms that we repeat to remember and affirms the effectiveness of this process when used within specific time intervals over a span of time (Medina, 2008). By tapping into the natural propensity of children and adolescents to re-watch in order to learn more, rereading provides opportunities to work with content repeatedly within short timeframes. Through use and over time, the skill becomes an inherent thinking process.

Time, however, is a scare resource in schools. The limited time in each school day balanced with the amount of content coverage makes it unrealistic to revisit longer works with the frequency of interaction desired. That is why short texts become so important. Short texts allow students to read and reread in brief time intervals, thus giving students the opportunity to develop the cognitive process skills. Rich short texts that are complex and open to a variety of interpretations and points of view become essential materials for encouraging rereading. An initial viewing or reading allows readers to get the gist of the information—what Gallagher (2004) referred to as first draft reading. However, second draft reading, more commonly called rereading, frees the reader's mental capacity to focus on additional components of text: small details, writer's craft, sequences, connections to other texts, perspective, and author's purpose to name a few. When we skip rereading, we fail to introduce students to the richness of text and the comprehension that comes from sustained thinking about a text. In time-constricted learning spaces, we are faced with figuring out how can we entice students to revisit a text and to hone this important content comprehension skill. Ultimately, the answer lies in changing the purpose for reading with each repetition, as illustrated in the following options.

Literal Understanding

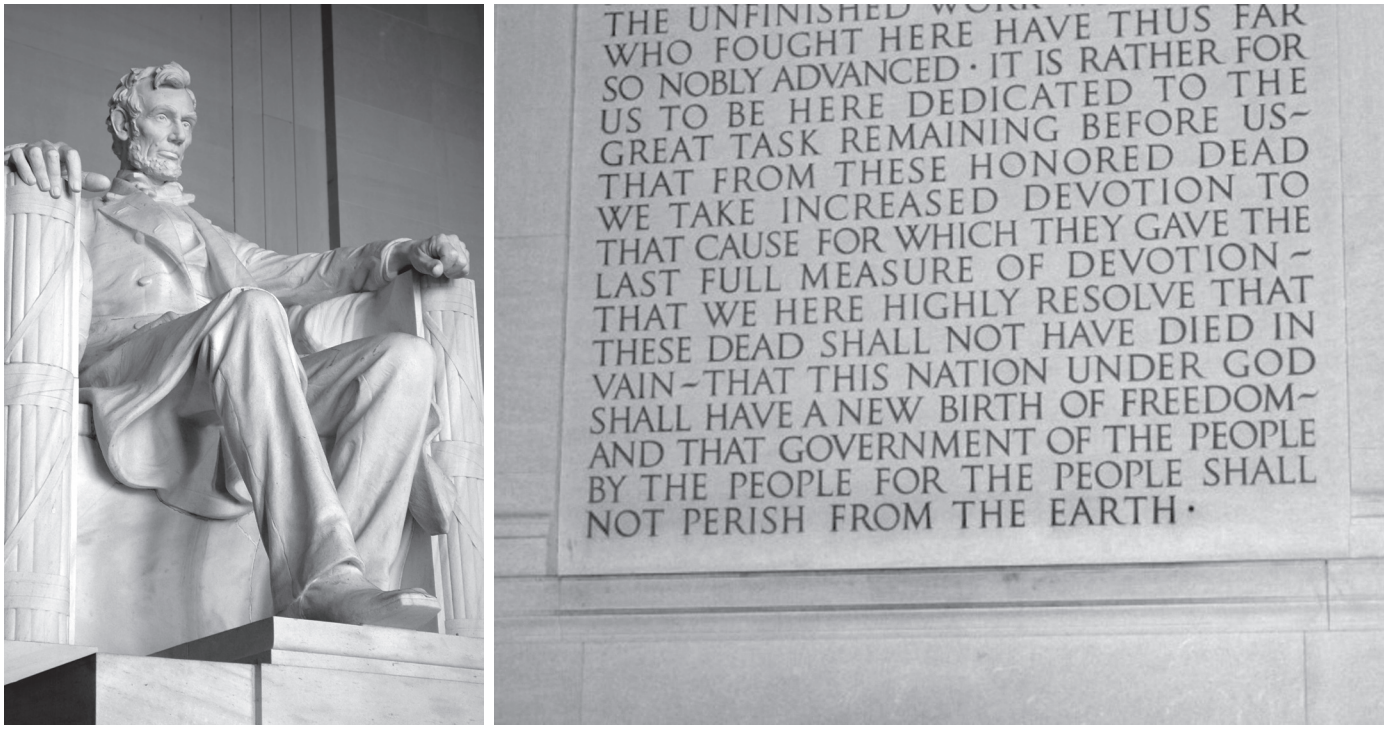
Literal understanding of the text includes examining what the text says explicitly, as well as understanding the vocabulary used in the text. Literal understanding is often prompted by the teacher through specific questions. The CCSS sample videos and lessons use such questions as, "What does 'four score' mean?" from the Gettysburg Address. However, this type of question can be daunting to many students, particularly ELs who may lack the historical and cultural knowledge of native English speakers. It also shifts the emphasis away from the content of the text to the meaning of the academic language (vocabulary) used in the text. Understanding the meaning of "four score" is different from understanding Lincoln's purposeful use of an expression of time. A more open-ended approach would be to ask, "What phrase in the text seems to designate an expression of time?" This allows students to stay close to the text—the focus of close reading, while still not requiring them to know exactly what a score is. Literal understanding is best supported by focusing on who, what, where, when, and why (the 5 Ws). Students can be taught to use the 5 Ws to guide their own analysis. The 5 Ws also open up the option of identifying what information is not present in a text—a skill that is just as important to a historian as identifying what is present. For example, the Gettysburg Address does not provide details about who the speaker is (President Abraham Lincoln) and the ideas that might have influenced his written preparation. Additionally, we draw attention to the examples that follow and how multiple answers are acceptable, rather than only one correct answer being the focus. Rather than absolute outcomes, interpretive thinking is emphasized.

Answers to the 5 Ws may not always be found through literal understanding. The next iterative reading exercise recognizes limitations to what's right there in the text and asks students to make inferences beyond what's right there in the text. The 5 W's also support analytic understanding through analysis. To explain, let's look at our example of the Gettysburg Address again. Using the fifth W, we ask: "Why does time matter? Why would Lincoln have used a quantifiable measure of time to begin his speech?" Conclusions that we might make are: "I think he was trying to draw distinct connections between his speech and the words of the Founding Fathers, specifically Washington, Adams, and Jefferson." The reader might infer that "I have seen some of these ideas before. . . . I think Lincoln uses information from Washington's inaugural addresses." The question of reading beyond the text demands attention be given to details in the text. This level of interpretation is more effective when the 5 W's become a second layer of interpretation. Thus, we recommend using inferencing through analysis as a standalone rereading step. This will establish the basis of examining information beyond the text for accuracy and authenticity. The craft of corroborating these interpretations furthers this skill, as well as one that occurs in the next layer of analysis.

Analysis of the Text

Analysis of the text extends beyond the text's literal words. As an example, we might ask: "What events or ideas would have influenced Lincoln's thinking?" "Whose interests and ideologies are represented in Lincoln's speech?" Or "What were Lincoln's motives for delivering the Gettysburg Address?" For history texts, this includes sourcing the text, referencing the context of when the text was written, and analyzing the authors' biases. It also includes corroborating claims the reader makes about the meaning of the text. Effective analysis of the text will require additional information and/or sources in order to better understand the main text and enable perspective-oriented thinking. Going back to our example, a reader might question the authenticity of Lincoln's words, "Under God." Some historians assert that these words,

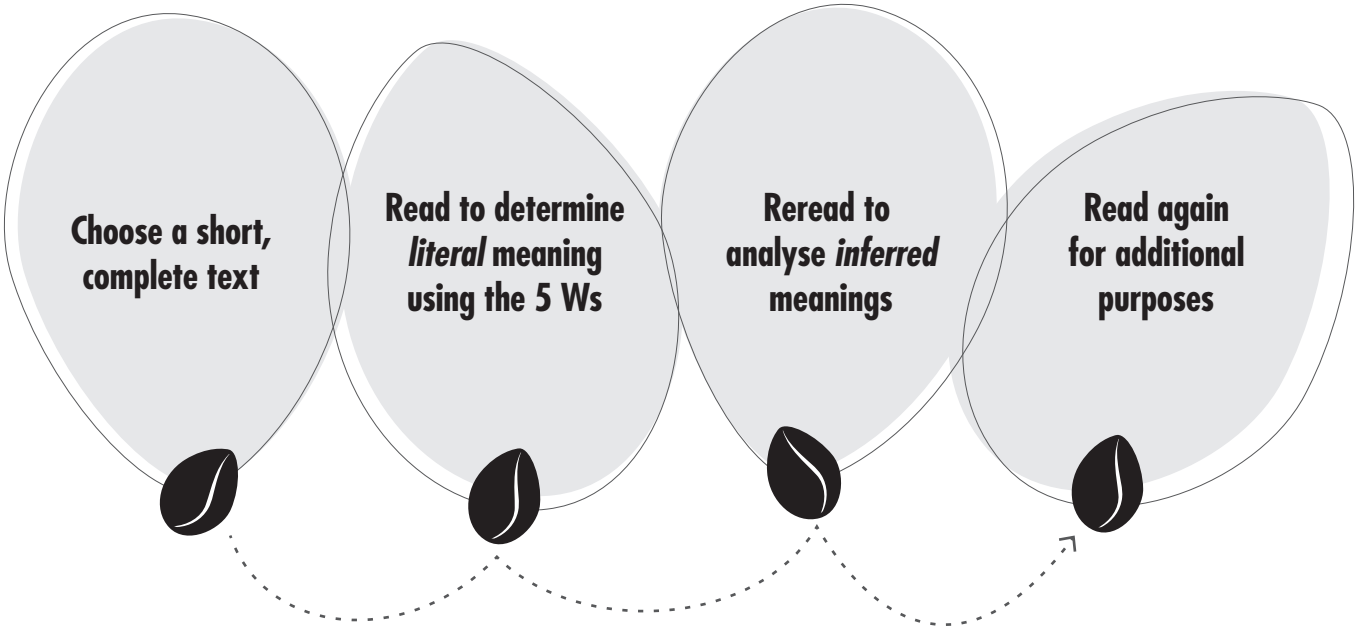
while not present in manuscript drafts, were added by Lincoln when he delivered his speech at Gettysburg. The fact that four independent reporters included this language in the printing of the speech transcript offers evidence that the words were spoken by President Lincoln (Wills, 1992). The following three options show close reading that includes rereading through varying the purpose of each reading, literal understanding, and analysis.



Lincoln Memorial, Washington, DC. A photograph of the monument's transcription of the Gettysburg Address shows its inclusion of the phrase "under God."

Photo source, right: By Tina L Heafner

Steps for Close Reading



1. Choose a short text that is complex enough to reveal new information through rereading.
2. Ask the students to read through the text once to determine the overall literal meaning of the text using the 5 Ws (Who, What, When, Where, and Why?).
3. Ask the students to read through the text a second time to analyze inferred meanings.
4. Additional readings can be added depending on students' motivation and the complexity of the text.

The following examples show how close reading might be used with different types of sources.

Example 1 for Rereading/Viewing: Visual Text

The following questions can be used to direct students to read and reread one, or a collection, of Pablo Picasso's paintings. For our example, we selected Picasso's *Massacre in Korea* (1951):

- Purpose of first viewing: List everything you see. Use the 5Ws to guide your observations. [Literal]
- Purpose of second viewing: List multiple things that are not in the picture but that might describe the historical event it portrays. Include information that belongs or could be included in the picture because it fits the overall idea/place/time period that Picasso is portraying. [Analysis]
- Purpose of third viewing: List questions you have about the source [artist or the person/organization who funded the art]; the perspective [message, intention, political and/or financial motivations]; the authenticity [accuracy of the portrayal of event, person, or place]; the audience [in time and beyond]; and the artistic techniques applied within this painting. [Analysis]
- Purpose of fourth viewing: How does this painting relate to genocide and war (theme)? What does it suggest about American foreign policy? Cite evidence from the painting. [Analysis]

For further analysis, additional art may be used. We recommend Picasso's *Guernica* (1937) and *Le Charnier* (1945). Questions to expand students' understanding are as follows: Are there similar works of art by Picasso that express this point of view? Is there a pattern? What events would have triggered Picasso to create these paintings?

For more information see

- Metropolitan Museum of Art, Pablo Picasso (1881-1973): http://www.metmuseum.org/toah/hd/pica/hd_pica.htm.
- Paris Picasso Museum: http://www.musee-picasso.fr/ [translation is available through Google].
- Stitt, Amber. 2009. "Dissecting Picasso's Political Identity: Three Nude Paintings." *Journal of Art History* 4. http://journal.utarts.com/articles.php?id=16&type=paper.

> *"Art is not the application of a canon of beauty but what the instinct and the brain can conceive beyond any canon. When we love a woman we don't start measuring her limbs."*
>
> —Pablo Picasso

Example 2 for Rereading: Peanuts Comic Strip

The following questions can be used to direct students to read and reread one, or a collection, of the Peanuts comics featuring Snoopy as the WWI flying ace:

- Purpose of first reading: What's going on? List what happens to Snoopy from these comics using the 5 Ws? [Literal]
- Purpose of second reading: List several of the places named in these comics. [Literal]
- Purpose of third reading: List several visuals that the creator, Charles Shultz, uses in these comics? [Literal]
- Purpose of fourth reading: What do these comics tell us about World War I? Why would Shultz use comics to talk about WWI? [Analysis]

> *"I think they assign things to students which are way over their heads, which destroy your love of reading, rather than leading you to it. I don't understand that. Gosh."*
>
> —Charles M. Schulz, *Charles M. Schulz: Conversations* (Inge, 2000)

Example 3 for Rereading: Song Lyrics

Song lyrics offer another rich source of short texts that are perfect for rereading purposes. The following song written by Lewis Allan (Able Meeropol) and made famous by Billie Holliday offers a complex and vivid description of lynching in the South. Lynching was used by white supremacists in Southern states as a way to maintain social, economic, and political order based on fear and racist ideology. When using music, we recommend that students not only read the lyrics but also listen to the song. Music is a sensory experience that needs to be experienced fully to comprehend its impact and value.

Strange Fruit

Written by Lewis Allen
Performed by Billie Holliday

Southern trees bear a strange fruit,
Blood on the leaves and blood at the root,
Black body swinging in the Southern breeze,
Strange fruit hanging from the poplar trees.

Pastoral scene of the gallant South,
The bulging eyes and the twisted mouth,
Scent of magnolia sweet and fresh,
And the sudden smell of burning flesh!

Here is a fruit for the crows to pluck,
For the rain to gather, for the wind to suck,
For the sun to rot, for a tree to drop,
Here is a strange and bitter crop.

- Purpose of first reading: What is this song about? What time period is it about? List evidence. [Literal]
- Purpose of the second reading: List the images and feelings that come to mind as you read and hear this song. Why would the author use those images and evoke those feelings? [Analysis]
- Purpose of third reading: List multiple things that are not described but that might belong/be included in the lyrics because they fit the overall idea/time period. [Analysis]
- Purpose of fourth reading: How does this song relate to racism, lynching, and early civil rights activism (theme)? Cite evidence from the text. [Analysis]

For more information on "Strange Fruit" see

- "Strange Fruit" documentary: http://www.pbs.org/independentlens/strangefruit/film.html and http://www.youtube.com/watch?v=Z9Cz3iaQgKw.
- "The Strange Story of the Man Behind 'Strange Fruit'": http://www.npr.org/2012/09/05/158933012/the-strange-story-of-the-man-behind-strange-fruit.

- "Strange Fruit" sung by Billie Holliday: http://www.youtube.com/watch?v=h4ZyuULy9zs.
- Lyrics: http://www.lyricsfreak.com/b/billie+holiday/strange+fruit_20017859.html or http://www.azlyrics.com/lyrics/billieholiday/strangefruit.html.

The short text for the Great Depression Era entitled *Milk: When it Doesn't Do the Body Good* offers still another example of questions that can be used to prompt close reading.

> *"People have tried to explain in words what music is but have failed. Sometimes a short song can taking just a few minutes can have as much impression on a listener as reading a whole novel can. A song is often a triumph of over simplification. . . . It bounces ideas back . . . and never is heard the same. . . ."*
>
> —PBS Strange Fruit Documentary

Activity 4: Divide and Conquer

Most teachers are familiar with assigning a chapter to read and watching students flip through the pages to figure out how many pages they have to read. If they deem the text too long, they will often complain immediately. Some may go even further and refuse to read the text, based on length alone.

Given this, one simple step to promote thinking strategies, while helping students actually approach and finish the reading, is a technique we refer to as "Divide and Conquer." In this technique, a text is sub-divided into smaller sections. For each section, one, or at most two, reading purposes are given as the focus. Ideally, students are given the text section by section so that they do not know how long the text will ultimately become. Each section should be no longer than one page. This accomplishes two purposes. First, it allows even reticent students to approach the text instead of trying to avoid the reading. Second, the clear purposes allow even struggling readers an opportunity to participate in discussion since most will be able to read (or skim) to find literal information. By asking students to record their answers as they read, the teacher can monitor what students are writing and choose to call on some students who might not volunteer but who have the correct information written down.

Steps for Divide and Conquer

1. Divide a short text into one to two paragraph segments.
2. Determine the purposes for reading each section. The purposes that work best usually track who, what, when, where, and why.
3. Ask students to write their responses to the purpose questions when they finish each section. Their answers should also include their evidence for the answer. This may be literal—"the text says" or inferential evidence.
4. Debrief student responses as a whole class and list responses for everyone to see.
5. Repeat with the additional sections.

The following example shows how reading for "Who" and "What" provides a simple scaffold for both literal and inferential thinking about the text. The emphasis is on helping students use text-based evidence to support their thinking for both literal and inferential questions. A Noticing and Wondering framework, as shown in the Think Aloud example, offers another similar division so that students can focus on very particular purposes within a short text.

Example for Divide and Conquer

First Reading Division/Section

> He was an orphan. He was often hungry and cold, so it seemed like a bit of heaven when he found a whole unit of soldiers who were kind to him. The soldiers nicknamed him Stubby because he was so small. They shared their food with him, even saving some from the mess hall. They played games with him when they weren't training. Stubby joined them on their drills, too. He practiced marching in step, standing at attention, and saluting. He learned what many of the bugle calls meant. Thanks to the work, play, and care of the soldiers, Stubby began to fill out and play more easily.

Read to find out (purpose)	**Text Says/Text Clues**
Who is Stubby?	
Read to figure out (purpose)	**Text Says/Text Clues**
What do you think will happen to Stubby?	

Second Reading Division/Section

> The peace didn't last however. All too soon, the soldiers' training ended and the soldiers received orders that they were headed to the front lines. The war was dragging on longer than expected and reinforcements were desperately needed. Robert Conroy, one of the soldiers, had become especially fond of Stubby, and he worried about what might happen to Stubby once the unit left. Robert and his buddies devised a plan. Perhaps if they could get Stubby aboard the ship to the front lines unnoticed, Stubby could go with them. No officer would order the ship back to port just to return an orphan who wouldn't be missed anyway. When the day came to depart, Robert and his friends put Stubby into a large duffel bag, warning him to be quiet. Their plan worked, and soon Stubby was on his way to France and the war.
>
> Stubby proved to be an excellent sailor. While many of the soldiers were seasick, Stubby was never sick. He even cared for some of the sick soldiers, doing his best to cheer them up. The officers soon became aware of Stubby, but they chose to keep quiet and not say anything. Once the boat arrived in France, the soldiers trained again. Soon, however, Stubby and his unit were ordered to the front lines. The troops dug trenches to keep themselves safe from the new technology—

machine guns and bombs dropped from airplanes. Stubby learned to sit quietly at the bottom of the trench as the shells exploded all around him. But nothing could keep them safe from the poison gas. None of the gas masks given to the soldiers fit Stubby's smaller face, so Robert Conroy made a smaller gas mask for Stubby, though it didn't always work properly.

Question . . .	Text Says/Text Clues
Who is Stubby?	(additional clues)
What do you think Wwill happen to Stubby now? Why?	(additional clues)

Third Reading Division/Section

One day Stubby saw that one of his friends was injured. Stubby jumped up out of the trench and began to run toward his friend, even though both sides were still shooting. His other friends yelled at him to come back, but Stubby ignored them when suddenly, he was hit! The medic took Stubby to the military hospital. The doctors discovered a piece of metal lodged in Stubby's chest. It took a long time for Stubby to recover but finally, Stubby was well enough to leave the hospital. Stubby went back to the front lines. Stubby continued to show how brave he was. One night, he caught an enemy soldier sneaking around the trenches. Stubby grabbed the enemy soldier and hung on until some of the soldiers came to help him.

Some of the French women made Stubby a small uniform and his soldier friends made a pair of dog tags for Stubby. The soldiers began calling him Sergeant Stubby. When the war was finally over, he was awarded a medal and got to shake the president's hand. There's one more important detail about Stubby—he wasn't a person . . .

Question . . .	Text Says/Text Clues
Stubby isn't a person . . . who is he?	(additional clues)
What do you think will happen to Stubby now? Why?	(additional clues)

Explanation of Activity

This is a factual text written about Sergeant Stubby, a dog honored as a World War I hero in the Smithsonian Institutions military history collection. Over time, the amount of text given at a time could be lengthened as students' stamina for longer text increases. In addition, the process evokes the power of inquiry to drive forward and sustain student interest through questioning. This approach can be replicated with primary sources in order to support student reading and interpretation of difficult text.

Texts used in this manner can be manipulated to offer some students additional support by lowering the reading level. For example, if the second page of the Stubby text was still too challenging for some struggling readers or English learners, the text could be retyped to shorten some of the sentences, take out a few of the sentences, and generally create a lower reading level in the text. With slight manipulation of the font size, students need not be singled out as receiving an easier text. This process of "Divide and Conquer" is highly effective with texts that have natural breaks, such as song lyrics, poetry, and letters. Paragraphs serve as useful breaks in narratives and fit well with this method.

For more information see

- Smithsonian's Sergeant Stubby: http://amhistory.si.edu/militaryhistory/collection/object.asp?ID=15.
- Sergeant Stubby on Facebook: https://www.facebook.com/pages/Sergeant-Stubby/38116548341.
- Sergeant Stubby on YouTube: http://www.youtube.com/watch?v=20bwOpj8DSc.
- H.RES.740—"Expressing Support for the Designation of March 13 as 'K-9 Veterans Day'": http://thomas.loc.gov/cgi-bin/query/z?c112:H.+Res.+740.

Activity 5: Dramatic Interpretations

Dramatic Interpretations provide ways to build understanding, demonstrate mastery, and support interpretation. Three types of dramatic interpretations are mentioned here: tableau, freeze frame, and reader's theater.

Tableau

Tableau, a silent enactment of the text or moments from a text, creates an active way for students to use the text (Wilhelm, 2002). Because it requires rereading, short texts work best for Tableau. Dramatic portrayals such as Tableau allow students to work together in small groups and collaboratively negotiate meaning. Guidelines for participation help groups find ways to get everyone involved. Additionally, silent presentation allows shy students to participate along with everyone without needing to remember lines. As students work together, trust is established, making a safer community while promoting shared thinking. To enact a Tableau, students create a visual using their bodies. For example, students might read a selection from Fredrick Douglass's slave narrative showing the slaves going to the master's house. Tableau requires the student actors to remain silent and still. A narrator can add commentary or read a short amount of the text aloud as the student actors assume positions and then freeze their motion. Students must consider what emotions should be conveyed through physical position and expression. One way to deepen understanding is to require that students portray a Tableau from different perspectives. In this case, they might present the first scene from the perspective of the master and the second from the perspective of the slaves. Students find the movement enjoyable. Additionally physical movement has been a long-used component of effective instruction for English learners through Total Physical Response methods (e.g. Stone, 2009). Students' understanding of Tableau will be enhanced by exposing students to the pioneers of film, specifically silent films. In addition, excerpts from graphic novels (e.g. *A People's History of an*

American Empire, Still I Rise: A Graphic History of African Americans, or *The United States Constitution: A Graphic Adaptation*) or books with a narrative structure (e.g. *Witness*) make for excellent resources to facilitate a Tableau.

Additional resources

- For an overview of using Tableau, see http://www.youtube.com/watch?v=Nlxw9qflKxk.
- American Memory Film collection: http://www.loc.gov/rr/mopic/ndlmps.html.
- Music and the Performing Arts at the Library of Congress: http://www.loc.gov/rr/perform/.
- National Recording Preservation Board: http://www.loc.gov/rr/record/nrpb/.
- Silent Movies (LOC): http://www.loc.gov/loc/lcib/08012/detail/silent.html.
- Smithsonian Folkways: http://www.folkways.si.edu/abraham-lass/play-me-a-movie-piano-music-to-accompany-silent-movie-scenes/soundtracks-musicals/music/album/smithsonian.

Freeze Frame

A variation of the Tableau is Freeze Frame. This activity mimics the artistic pose of still-life art. A still-life is a picture of objects that do not move, such as vases, bowls of fruit, and bottles. The artist sets up a still-life usually in the studio to do a study of the objects and to visually present the interaction between objects. Still-life may be a drawing or a painting. The artist looks at the objects and studies their shapes, where the light falls, and the shadows the objects make in relation to one another. Freeze Frame requires students to reread text for the purpose of creating a scene that represents the complex ideas of the text that an artist might render in a single painting. Students use their physically presence to create objects that would appear within the frame. The advantage of this activity is that it opens dialogue about what might be outside the frame and how what is within the frame is staged. It raises awareness of the limitations of and the need for authenticating the "truth" of visual texts. Photographs, as well as art, are excellent primary sources to further explore these issues associated with historical interpretation. Freeze Frame also works well as a collection of images. Using excerpts from texts, student groups are assigned parts of the text and each is given the task of creating a "frame" (e.g. picture) of reference to explain the meaning of their text. As each group presents their Freeze Frame, more information about the text is revealed. This process could be coupled with Divide and Conquer or Chunking activities. As students interpret more information about text they can change or modify their interpretations, mirroring processes of sourcing and corroboration.

Additional resources

- A More Perfect Union: http://amhistory.si.edu/perfectunion/collection/index.html.
- Japanese American Internment, Ansel Adams Photos: http://teachinghistory.org/best-practices/examples-of-historical-thinking/25291.
- Library of Congress Prints and Photographs: http://www.loc.gov/pictures/.
- National Parks, Landscape Art & American Imagination: http://arthistory327.wordpress.com/tag/westward-expansion/.

- National Museum of American History: http://americanhistory.si.edu/.
- National Museum of American History: http://americanhistory.si.edu/collections/subjects/art.
- Still-life and Metropolitan Museum of Art: http://www.metmuseum.org/toah/hi/hi_still.htm.

Reader's Theater

An additional method for helping students understand a text is Reader's Theater. Not only does Reader's Theater give an authentic reason for students to reread a text, but it also builds comprehension as students prepare to perform segments of text. Reader's Theater does not require costumes or props because the focus remains on the text and the oral performance. Each student takes the part of a character or narrator. Many scripts are available for free online. There are also compilations of scripts specific to U.S. History for middle and secondary students in the books listed below. After practice, groups of students can write their own scripts about a particular time period or event.

Steps for dramatic interpretations

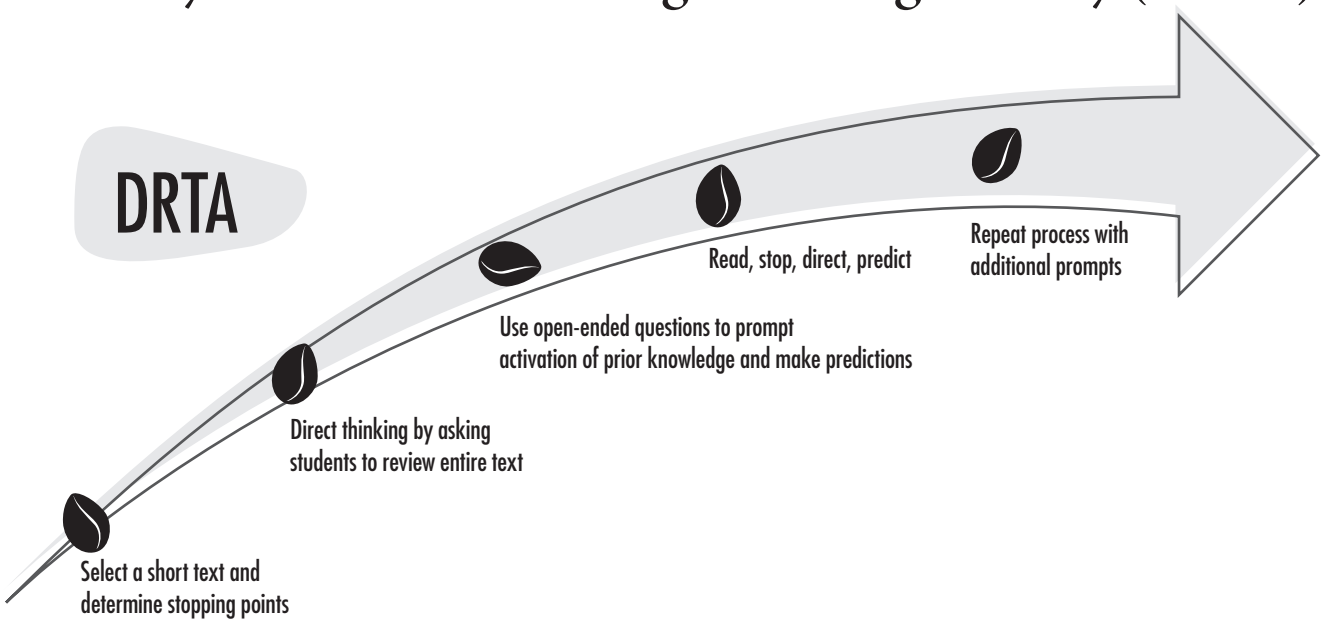
1. Choose a short text or section of text. Ask students to read through the text once to understand the overall meaning.
2. Ask students to read through the text a second time and highlight words that offer images.
3. Divide students into small groups. Each group can depict the same section of text through Tableau or Reader's Theater, or a single text can be divided so that each group portrays a different section of text.
4. If using Reader's Theater, ask students to rewrite their short text into script form. If using Tableau, ask students to write a brief synopsis for a narrator to read. If using Freeze Frame, students must describe in writing the objects in the frame and the relationship among them. For Reader's Theater or Tableau, the other actors should show three different scenes using their bodies as the narrator reads.
5. Allow students to practice their performances for a limited time. Ideally, students should be able to read, practice, and perform in one class period.
6. Debrief the interpretations as a whole class. Focus on what new meanings and interpretations came from seeing the text performed.

Additional Resources and Examples

- For additional information about using drama with text, Book It Repertory Theatre offers multiple adaptations of text at http://book-it.org/. Examples of their adaptations can be found at the Book It Rep Theatre Channel http://www.youtube.com/user/bookitreptheatre.
- For a description about Reader's Theater, see http://www.literacyconnections.com/rasinski-readers-theater.php.

- For examples of Reader's Theater appropriate for U.S. history see
    - Boone, Charles. 2014. *Acting History*. Vol. 1, *The Colonial Era to Reconstruction*. Vol. 2, *The Gilded Age to World War II*. Vol. 3, *The Cold War to the Present*. Culver City, CA: Interact.
    - Hennessey, Gail Skrobeck. 2007. *Reader's Theater Scripts: Secondary*. Huntington Beach, CA: Shell Educational Publishing.
    - Lacey, Bill. 1995. *American History Activators: Early History–Nineteenth Century*. Culver City, CA: Interact.
    - Lacey, Bill. 1995. *American History Activators: Twentieth Century*. Vol. 1, *1917–1949*. Vol. 2, *1950–1979*. Culver City, CA: Interact.
    - Rasinski, Timothy, and Lorraine Griffith. 2007. *Building Fluency Through Practice and Performance: American History*. Huntington Beach, CA: Shell Educational Publishing.
- For a description of tableau, see
    - http://teachertube.com/viewVideo.php?video_id=79333
    - Wilhelm, Jeffrey. 2002. *Deepening Comprehension with Action Strategies*. New York: Scholastic.

Activity 6: Directed Reading-Thinking Activity (DRTA)



Directed Reading-Thinking Activity (DRTA) is a teaching technique that is useful to help encourage students' coordinated use of multiple comprehension strategies. The specific comprehension strategies used are questioning, prediction, and monitoring. Discussion is also a critical component of DRTA, making it ideal for use with whole class or small groups. Like Divide and Conquer, it utilizes small segments of a larger text with built-in time for discussion.

Steps for DRTA

1. The teacher selects a short text and determines stopping points for students to think and respond.

2. To begin the process, the teacher **directs** the thinking by asking students to review the entire text—title, subtitles, end-of-passage questions, bold words.

3. The teacher uses open-ended questions to prompt students to activate prior knowledge and make predictions. Sample questions include:

   a. Given the title of this piece, what do you think the text will be about?

   b. Do you think this piece is factual or fictional, based on what you've previewed?

   Students and/or the teacher will record the predictions. An organizer is useful for tracking student thinking (see template in Appendix C).

	Prediction	Verified	Not Verified	Need Additional Information
Preview				
Part 1				

4. Students **read** the first segment of text and stop. The teacher directs students to review the predictions they made before reading the text. A simple prediction chart can help the teacher and student keep track of predictions, as well as provide an easy framework to examine if the prediction has been verified or not. The teacher should emphasize that predictions are not right or wrong. Instead, predictions are logical hypotheses that help the reader **think** about the text in an active way. The most important part of the prediction process is that it makes sense given the textual evidence.

5. This process is repeated for each segment of text. Additional question prompts include:

   a. Was your prediction logical? How do you know?

   b. What evidence in the text supports your prediction?

   c. How would you revise your prediction given what you've read in this segment?

Example DRTA from "Fresh Fish" (Part 3, 1920s Lesson)

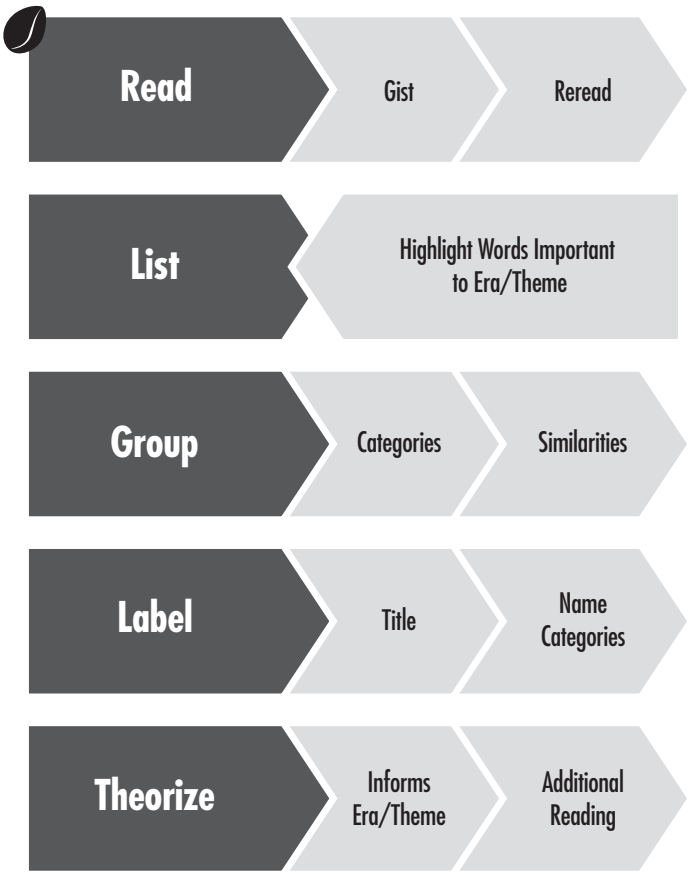
	Prediction	Verified	Not Verified	Need Additional Information
Paragraphs 1 & 2	Roy sold alcohol from an illegal still that he hid, perhaps at his home, or perhaps somewhere close to the water since the text is called "Fresh Fish"		X	
Paragraph 3	Since Roy barely avoided capture once and because he employed so many people, he will be captured.	X		

DRTA works best with short texts. Given the level of discussion and teacher-direction, it can take a full class period to thoroughly utilize DRTA. Later, students can be asked to work in small groups or independently while tracking their thinking on a DRTA chart, but initially, the teacher should direct the thinking.

Activity 7: List, Group, Label, Theorize

Hilda Taba (1962) is credited with creating List, Group, Label, a teaching activity to help introduce students to organizational thinking and content area vocabulary. List, Group, Label, Theorize is an adaption that helps students focus on words and meaning. Why focus on theorizing? One of the common breakdowns of content comprehension is the failure to understand why information is important. While students can often identify the facts of a text, they may miss the more important understanding of how and why the facts are important to the bigger picture. Also, facts may be distracters and nonrelevant information. Essentially, theorizing is about helping students focus on the "so what" of comprehension. Completing this activity prompts students to consider the bigger picture as well as the significance of each detail. It also serves as an informal assessment that allows teachers to identify breakdowns in understanding and scaffold additional readings or activities to strengthen students' understanding of an individual event's connection to the broader discipline-specific concepts and/or themes.

This activity should be used in the initial days of a unit to allow students the opportunity to test their theories throughout the rest of the unit. Initial attempts will probably result in theories that are incomplete or incorrect. These examinations frequently reveal misunderstandings and gaps in prior knowledge. Students should be given additional opportunities to verify or change their theories, either by revisiting the same short text after further study, or by reading additional texts that will help them gain a broader understanding of the concept or theme.



Steps for List, Group, Label, Theorize

1. Assign students a short text to read. Allow them to read through the text once to gain an overall sense of meaning.
2. Ask students to reread the text and highlight words that are important to the overall era or theme. Students should complete this independently.
3. After students have highlighted important words and/or phrases, group four or five students together and have them compile a shared list of words important to understanding the era or theme. It is best to have a list of several words.
4. Working together, students should group the words into like categories. A template can be used to help students focus their work (see Appendix D).
5. Once categories have been established, students should then provide a label or title for each category.
6. Students should theorize about how each category informs the overall theme or era.
7. The List, Group, Label, Theorize activity should be followed with additional reading.

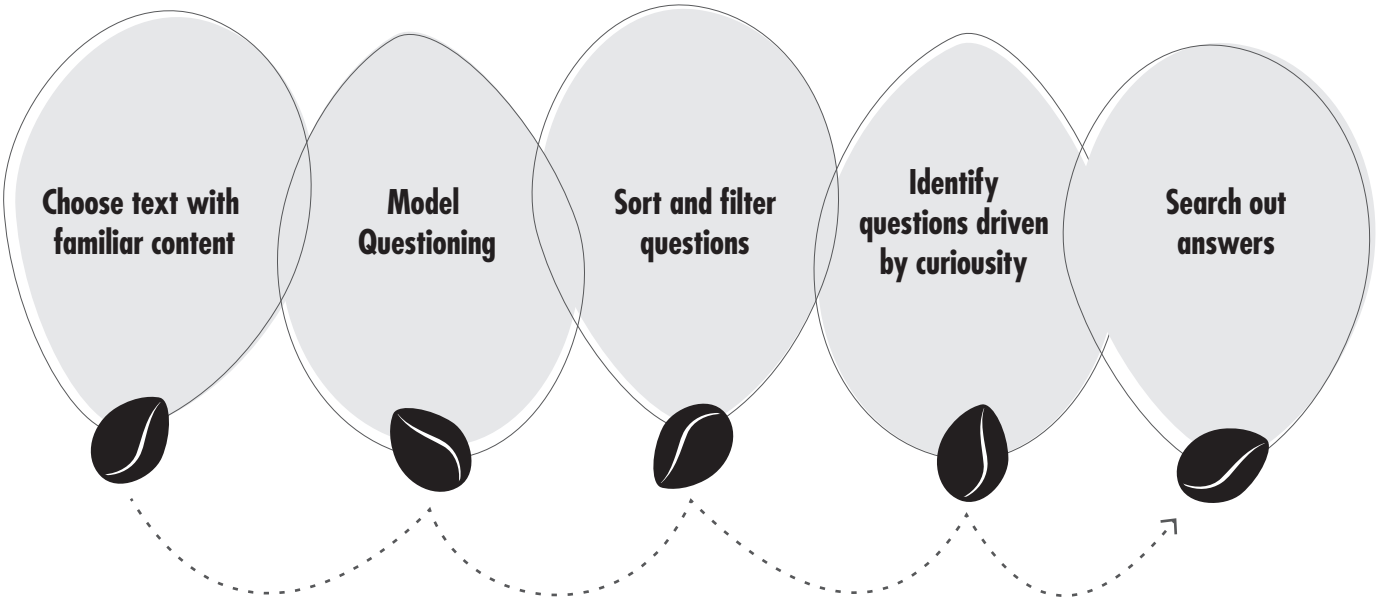
Example for List, Group, Label, Theorize using Bulldogs, Brands, and Rodeos (Part 3 African American History Lessons)

Unit/Text Theme: African American History				
Shared list of important words from the text: William Tecumseh Sherman, South, Civil War, freed slaves, Special Field Order Number 15, "40 acres and a mule" policy, temporary order, sharecroppers, Andrew Johnson, shares, poverty, falling price of cotton , Ku Klux Klan, violence, unfair, West, Bill Pickett, brands, cowboys, bulldogging, rodeo, prejudices				
Category 1: People and Events	**Category 2:** Places	**Category 3:** Policies and Practices	**Category 4:** American West	**Category 5:** Outcomes and Results
• William Tecumseh • Sherman • Civil War • Andrew Johnson • Bill Pickett • freed slaves • Sharecroppers • Ku Klux Klan • land owners	• South • American West • Texas • Coastal regions of Georgia	• temporary order • Special field Order Number 15 • "40 acres and a mule" • sharecropping • shares • unfair	• ranches • cattle • brands • bulldogging • rodeo	• Poverty • price of cotton was falling • violence • prejudices • accepting
Theory: How does this category inform the overall theme?	**Theory:** How does this category inform the overall theme?	**Theory:** How does this category inform the overall theme?	**Theory:** How does this category inform the overall theme?	**Theory:** How does this category inform the overall theme?
A variety of people shaped the experiences of the African Americans following the Civil War. Some were African Americans shaping their own destiny, but many were white politicians and leaders making policies that affected African Americans without their input.	The Civil War destroyed much of the infrastructure within the central South. Many African Americans and whites continued to pursue opportunities in the West, following agricultural opportunities, as well as gold and other opportunities to get rich.	National policies and practices continued to keep many African Americans in unfair situations. As would soon be true of the Native Americans, politicians promised things that did not occur or ended up keeping minorities in subservient roles.	The American West offered unique opportunities to many people, including African Americans. Because of the railroad, meat could be shipped from large ranches in the West to the East coast, creating opportunities for cowboys. There were new opportunities for African Americans in the West without all of the prejudices of the North and South.	African Americans faced many obstacles following the Civil War including prejudice, violence, and poverty. Reconstruction did little to break the cycle for African Americans. However, the West offered new opportunities for African Americans to own land and work independently.

Activity 8: Questioning the Text

Students are often asked questions about the text. In Questioning the Text, the emphasis is on students asking questions of the text instead of the teacher asking questions about the text. Asking questions about a text is an important strategy for comprehension and one that independent learners exercise when reading. Inquiry is also driven by personal interest and questioning. Even though students might not have the answers for the questions that they ask, generating questions is part of active reading and the inquiry process. Generating good questions requires connecting to prior knowledge. It requires filtering prior knowledge through the lens of relevancy. It also requires that students monitor their own understanding for confusion and generate questions to address those points of confusion.

These are complex thinking processes that require practice. Students do not automatically understand how to write a good question for two reasons. First, they may not understand how to monitor their own confusion. This monitoring is often referred to as metacognition, and recognizing—and admitting—confusion requires deeper thinking, as well as risk-taking. Second, students are accustomed to answering questions instead of asking questions. That makes modeling good questioning a critical component of Questioning the Text. Finally, when encouraging students to ask questions, it is important to value those questions and allow students time to search out additional answers. Asking students to ask questions without allowing them to answer their own questions devalues the question-asking process and will likely discourage future questions.



Steps

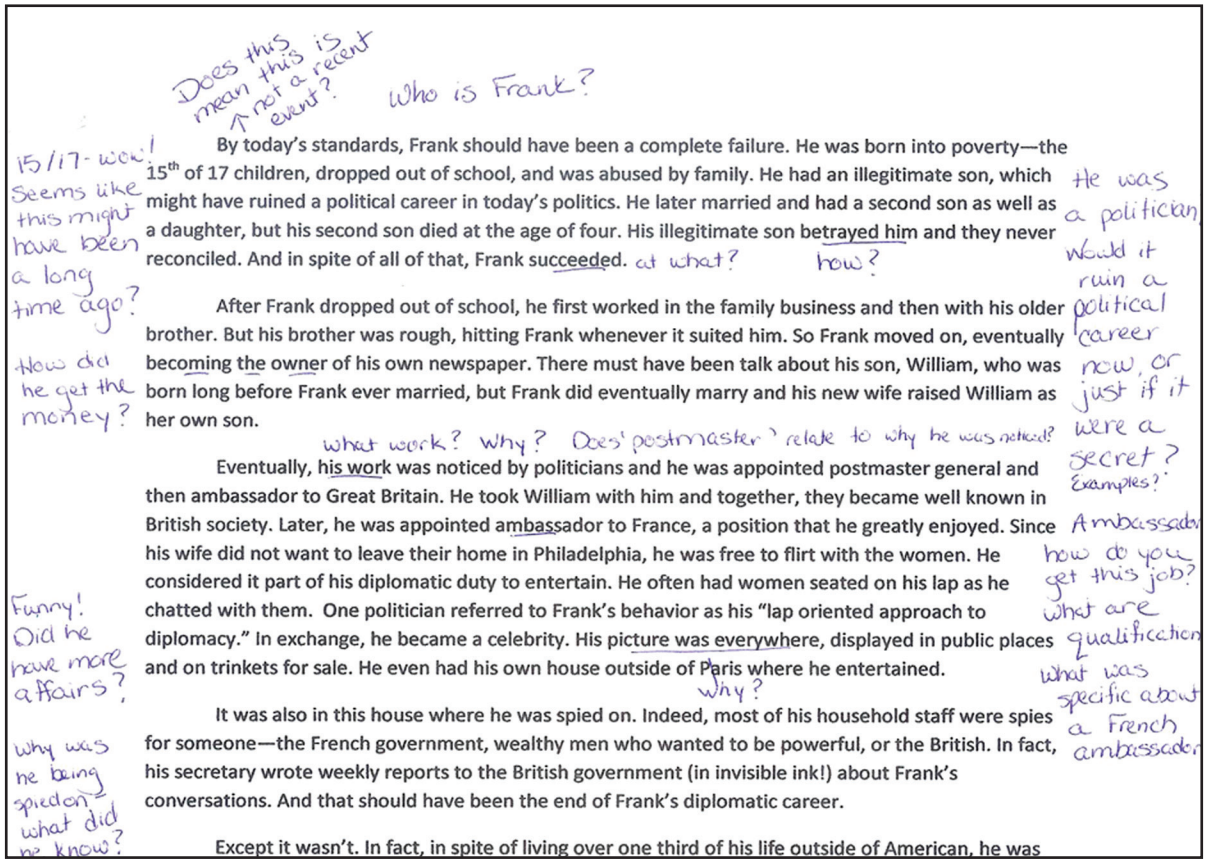
1. *Choose text with familiar content.* Choose a text about which students have some background knowledge—knowledge about the subject, the context, or the format of the text.

2. *Model questioning.* Model question-asking by thinking out loud and tracking your thinking. It may be helpful to introduce a question framework such as Who, What, Where, When, Why, How, depending on the type of text. Do not answer the questions at this time.

3. *Sort and filter questions.* Once the questions have been recorded, go back over the questions and reflect on what kind of question was asked, how it *identifies a point of confusion*, how it *shows a missing piece of information*, or how it *shows comprehension* of the text so far. As students participate in this part, it may also be necessary to identify questions that are extraneous and don't further comprehension.

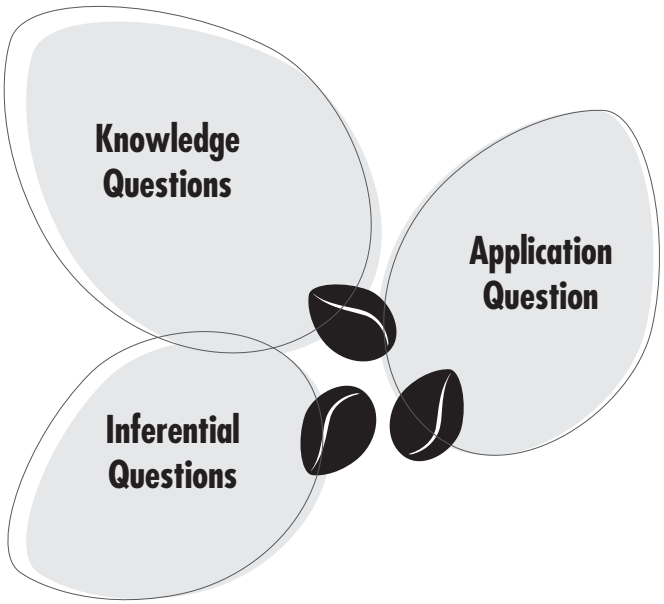
4. *Identify questions and search out answers.* Ask students to identify one or two of the questions they are most curious about and allow them time to search out the answers. This step is best accomplished in class initially, rather than assigning homework, so that direction can be given about the authority of sources.

Example for Questioning the Text



Text written by authors. Mark-up of text created by Dixie Massey.

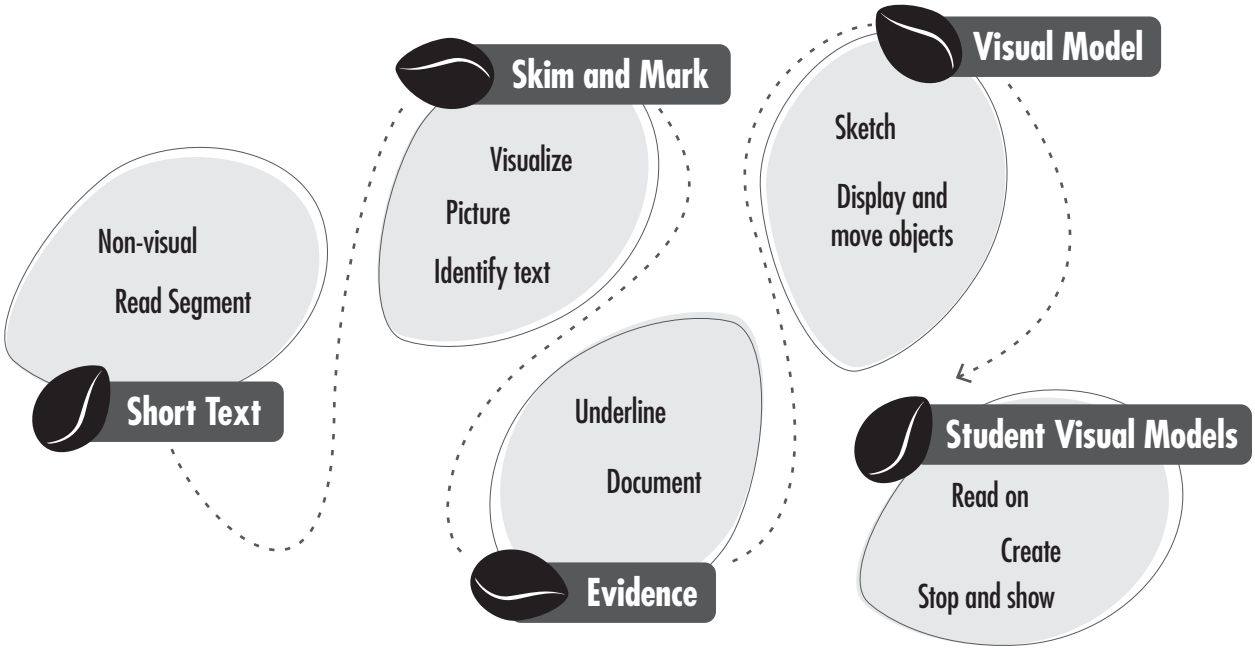
Follow up: Thinking metacognitively about kinds of questions asked: Knowledge, Inference, and Application categories help students examine the types of questions asked. These categories can also be used to encourage students to move beyond knowledge questions.



1. *Need more information/knowledge questions (can be answered with additional texts)*
    - Who was Frank?
    - What did Frank succeed in doing?
    - How did Frank's son betray him?
    - Was Frank a politician?
    - What was Frank's work?
    - Why was his work noticed by politicians?
    - How does one get an ambassador's job? Are there specific qualifications? Is there anything specific about an ambassador's qualifications to go to France?
    - Did he have more affairs?
    - Why was he being spied on, and what did he know?
2. *Inferential Questions (questions indicate making an inference based on the text and/or prior knowledge)*
    - Does this mean a recent event?
    - Does his appointment to postmaster relate to his work that was noticed by politicians?
    - He's famous in France (his picture was everywhere)? Why? Is his work promoting French interests?
3. *Application Questions*
    - Would an illegitimate son ruin a political career now, or only if he was a secret? Are there examples of this today?

Activity 9: What Does It Look Like?

There are many situations in history texts where understanding is created or enhanced by creating a mental image of the text. Efficient readers are readers who can create their own mental images without relying on the text's pictures.



Steps

1. The teacher presents the students with a **short text** that does not have any visuals and **reads** through a short segment of text.

2. Ask students to **skim** through the text and to **mark** any places where they believe having a visual such as a map or a picture might help them understand the text better. It is important to allow students to participate in the process of identifying the section of text for visualizing in order to help students become more metacognitive about the use of visualizing as a strategy.

3. After identifying a passage for visualizing, the teacher underlines words/phrases that provide evidence for the model. This is a crucial step, or students may rely on connections to outside sources such as movies and television that may be very visual but not accurate for the text presented.

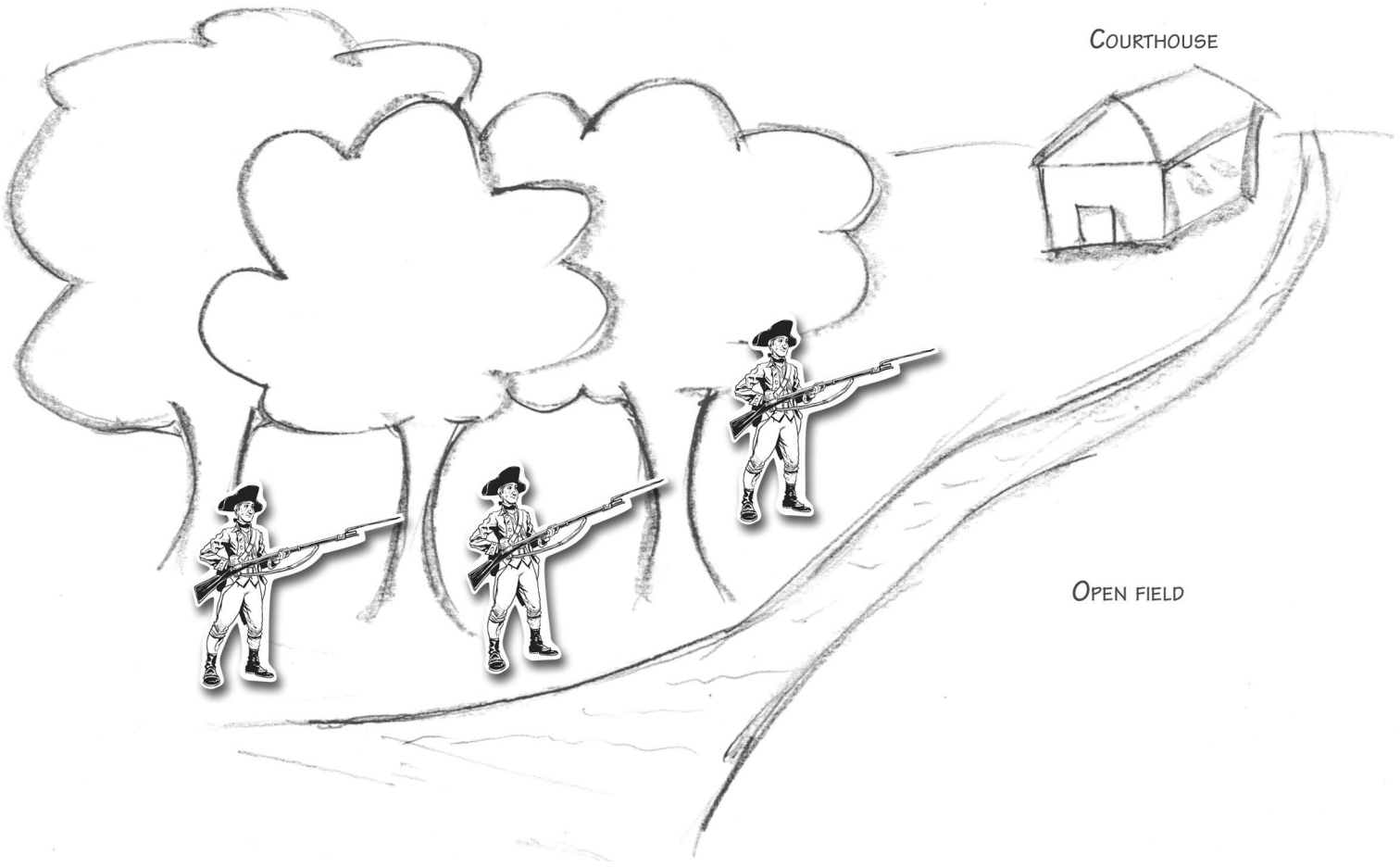
4. The teacher then creates the visual model based on reading short segments. Depending on the text used, visuals can include quick sketches or more tactile options such as army figures used to depict a battle.

5. After visually modeling one or two segments of the text, the teacher then asks students to take responsibility for creating the visuals. The teacher should identify specific points where the students should stop and show their visuals before moving on to more text.

Example of What Does It Look Like?

The Battle of Guilford County Courthouse led up to the Battle of Yorktown. It was a crucial battle because, while the colonist soldiers technically lost, Lord Cornwallis fired grapeshot into his own British troops in order to escape. After sharing excerpts of the battle from www.britishbattles.com/battle-guilford.htm, students express confusion over the movement of troops. The text says, "The British advanced up a road through thickly wooded country to an area cleared for grazing a half mile short of the Courthouse."

Here, the teacher pauses to underline "British," "road," "thickly wooded," and "area cleared." She quickly sketches a road and trees around a clearing on a paper and shows it via a document camera. The text models are quick sketches so that students can see how they might use this with their own reading. Polished drawings are often disregarded if students feel they can't draw. Next, the teacher adds Army figures on top of the paper, perhaps even colored with red washable marker to indicate the British.



A reader's sketch of the Battle of Guilford Courthouse.

With this setting established, the teacher reads the next sentence: "Beyond this area the woods continued until the road reached the Courthouse where there was another large cleared area." This single sentence is full of information that can be depicted visually and is important in the layout for the battle. Again, the teacher adds additional woods, extends the road from the first sketch, and adds a Courthouse

with either a drawing or a small building taken from a Monopoly game for example. Additionally, a second large clearing is shown, perhaps by taping a second piece of paper.

The model continues in this way. Because some battle sequences are so detailed, they are often rich with opportunities to visualize and students enjoy the tactile nature of lining up Army figures to depict battle lines and movement. It is important to move slowly through these dense texts so that students understand the importance of each sentence. Students can then show the movement of the lines as they read on their own or in small groups while the teacher monitors them.

At the conclusion of the activity, it is helpful to revisit the strategy of visualization and ask students to think metacognitively about when they might need to use visualization in a text. In the short text entitled "Roy" from Part 3 of this text, the movement of the bootleggers is another type of selection that highlights the importance of using visualization to better understand the events of a text.

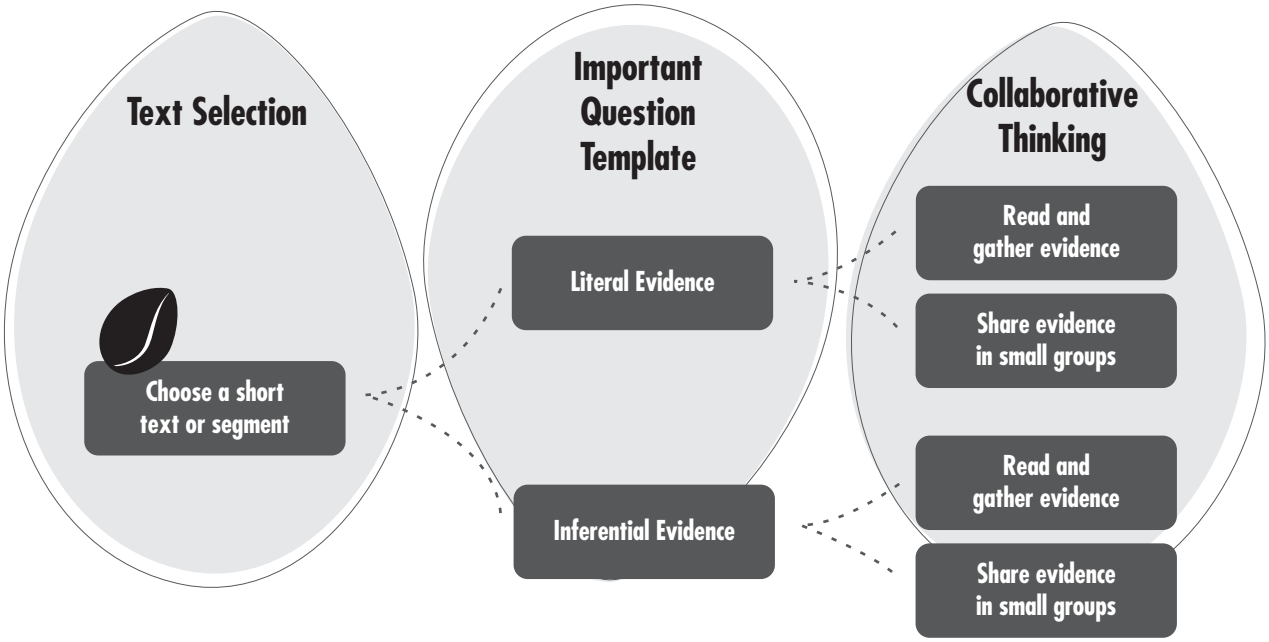
The Battle of Guilford Courthouse, American Revolution, March 15, 1781.

For more information about the Battle of Guilford Courthouse

- National Parks Service: http://www.nps.gov/guco/index.htm.
- Maps of Guilford Courthouse National Military Park: http://www.nps.gov/akr/photosmultimedia/photogallery.htm?id=3317BE19-1DD8-B71C-07654061DD9260D9.
- Interactive map of the Battle of Guildford Courthouse: http://docsouth.unc.edu/commland/edu/virtualtour/guilford/gucomap/.
- Guilford Courthouse: A Pivotal Battle in the War for Independence: http://www.nps.gov/nr/twhp/wwwlps/lessons/32guilford/32guilford.htm.
- The Battle of Guilford Courthouse: An Animated Map: http://www.youtube.com/watch?v=XpiretI7BHM.
- Battle of Guildford Courthouse: http://www.history.com/topics/battle-of-guilford-courthouse.

Activity 10: Important Questions

Reading historical texts always requires the reader to understand who, what, where, when, why, and how. The benefit of using these questions is that they address both the literal and inferential understanding of the text. Additionally, the six cue words (who, what, where, when, why, and how) are easily remembered and applicable to multiple disciplinary texts. The Important Question Template (Appendix E) provides space for both literal and inferential evidence. Important Questions can also be used as an assessment in order to better understand students' literal and inferential comprehension.



Steps

1. *Select Text.* Choose a short text or a segment of text to read.
2. *Important Question Template.* Provide the Important Question Template and explain the difference between evidence that is stated directly in the text and evidence that is inferred. Literal evidence can be identified as a word or phrase in the text and students may write that word or quote it as evidence.
3. *Collaborative Thinking.* After students read and gather evidence, small groups should share their evidence, comparing responses.

Important Questions Example

In the following example, students read sections of "The Equality State" as listed in Part 3 section. For this example, the title of "The Equality State" was withheld from students by blocking it out on student copies. Students did not know the answer to which state was being described until after they completed the reading and the chart.

Important Questions from "The Equality State" (Part 3, Women's Suffrage Lesson)

	Literal evidence in the text	**Inferred from evidence in the text**
***What* is this text about?** Women's rights	"What state was the first to give women the right to vote" "Remember the ladies"	Women were politically aware and influential before they had the right to vote—such as Abigail Adam's influence on her husband and later the Temperance Movement
***Where/When* did the events described take place?** Multiple time periods	1770s, prior to Civil War Colonies, western territories	Western Territory, low population—perhaps North Dakota since this has a low population currently.
***Who* wrote the text?** Authors of textbook	Authors listed	N/A
***Why* are these events important?** Show women's right to vote was part of a long process that was both idealistic and practical	Territories needed a specific number of people in order to gain statehood.	The Temperance Movement gave women a platform for reform, but in order to be more effective, they needed to be able to vote.
***How* do these events affect the present?**		Women play an increasingly important role in elections, both in who is elected and as elected officials. However, there is still disparity in elected offices—no woman has yet been elected to president. Additionally, many countries around the world do not afford women the right to vote. These countries are often the same ones who deny girls education and have a history of social abuse.

Moving Beyond Short Text

We have highlighted the utility of short texts throughout this book. Short texts are useful for modeling instruction with students. They allow close reading, rereading, and time for discussion. However, the nature of short texts and explicit instruction is that students are interrupted frequently. Teachers interrupt to provide guidance, partners interrupt to ask a question or share, or the individual student interrupts the flow of his or her own reading to document thinking.

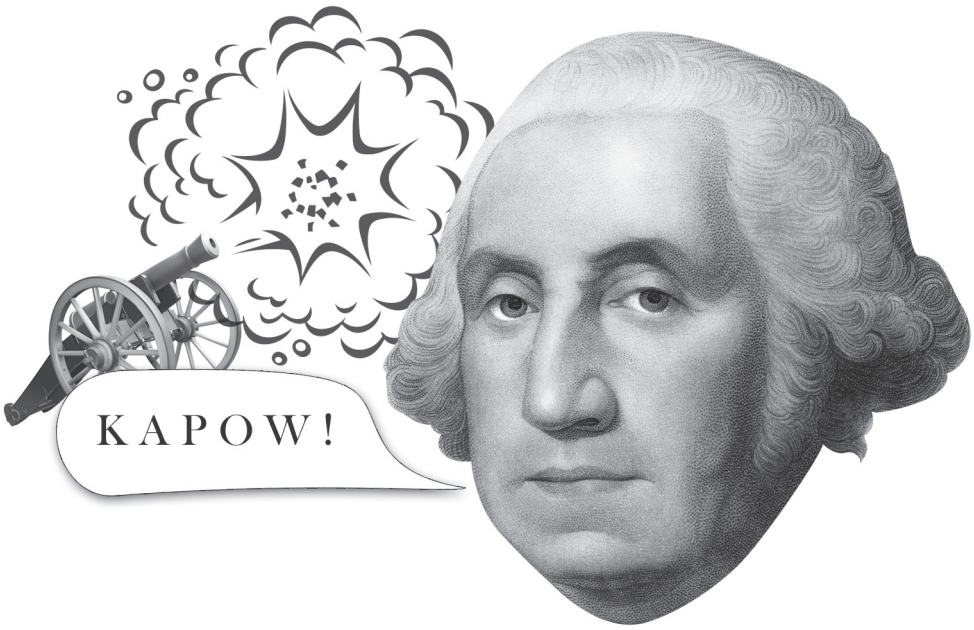
While it is important to document and share thinking about texts, it is also important to build students' stamina for longer texts. Stamina for text is created in the same way stamina for exercise is generated. When training to run long distances, the ideal training schedule includes some shorter runs and some longer runs in order to build both speed and endurance. Over time the runs can be lengthened and the pace increased, but this requires strategic planning and practice. The same is true for reading. Students need periods of explicit instruction with shorter texts to build their skills, and then they need periods of longer, uninterrupted reading to build their stamina. We talk to students about building up their "reading muscles," and we set goals for the amount of time we'll spend reading a text.

Hold That Thought

Students may experience difficulty transitioning to longer texts not just because of the stamina it takes to read longer texts, but also because they are not used to holding onto the meaning of longer texts. Hold That Thought provides short activities designed to help students hold onto the thinking they've already done about the text while also helping them re-enter the text. Because of the nature of schools, students are often expected to re-enter a text after a day or several-day break. Those days without thinking about the text often result in a lower comprehension than if the text was used continuously for several days in a row.

When we model how to re-enter into a longer text, we talk to students about the things that the writers of television shows and movie sequels do to help us remember what has already happened, such as replaying scenes from previous shows or movies. Next, we talk about how we might re-create similar ways to help us re-enter a book. Students come up with ideas such as drawing pictures to help them remember what has happened. Technology makes it feasible for teachers to compile student drawings into a PowerPoint or Prezi collage that we can view before we start reading again, just like a television recap. Video can also be used to catch snippets of conversations that groups are having and use the video to review what was discussed in the last meeting.

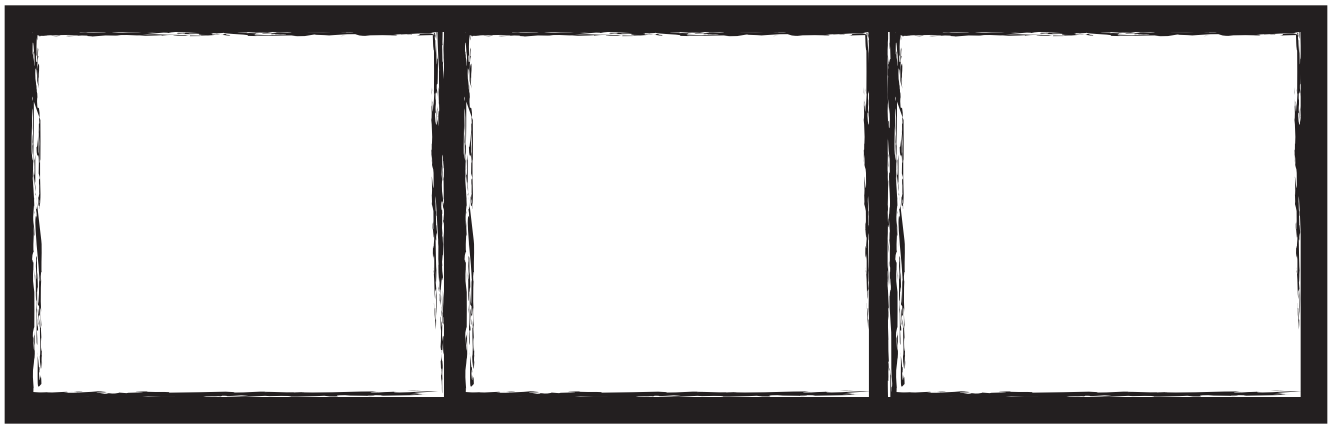
Bookmarks provide other alternatives for Hold That Thought. The Hold That Thought bookmarks allow students to re-create what they've read in both graphic format and written format. In each case, students should be given five to ten minutes at the end of the reading session to recap what they've read. When they re-enter the text, they first review their own bookmarks and the bookmarks of their small discussion group when appropriate.



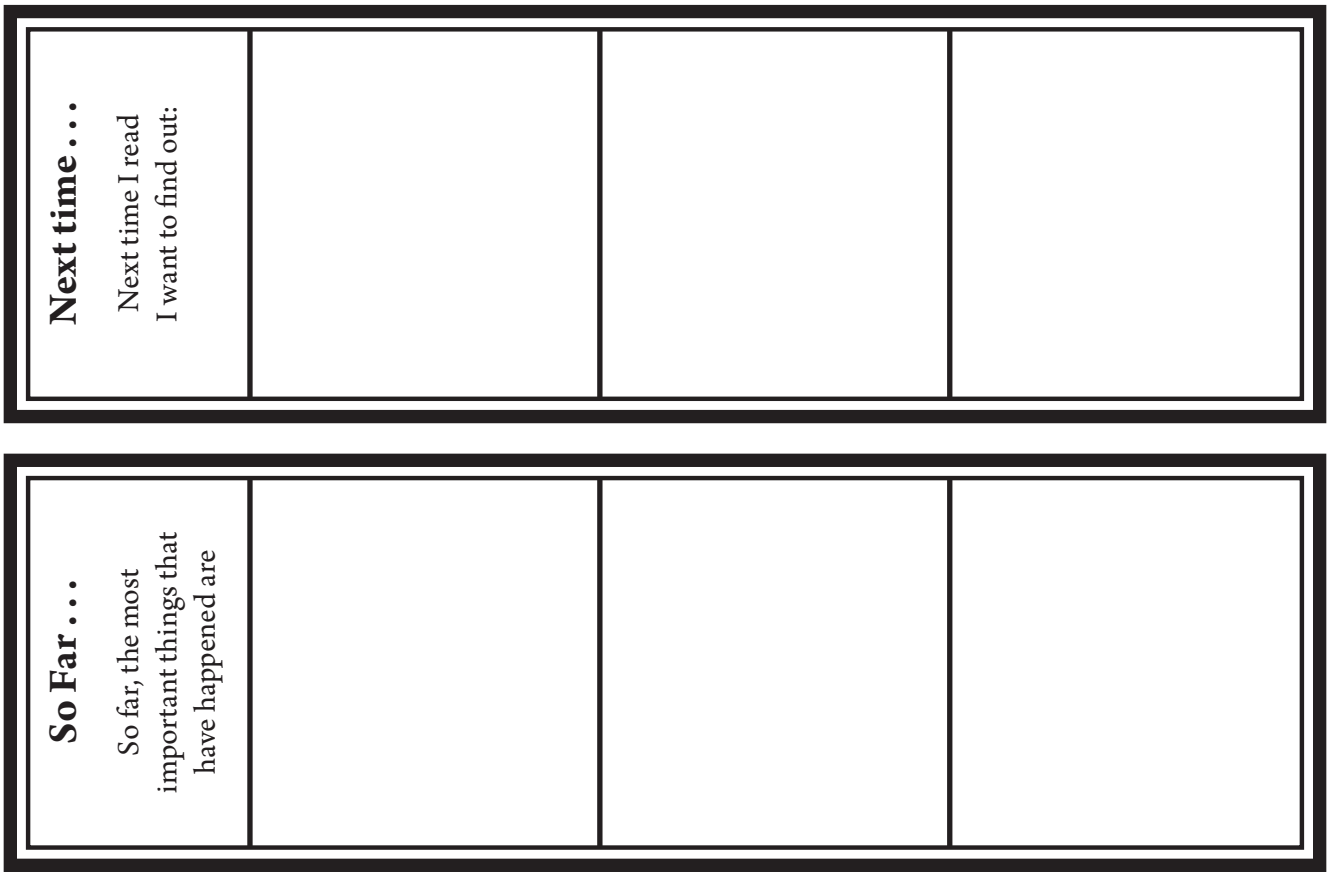
For the Hold That Thought "Go Graphic" Bookmark, we encourage students to use the conventions of graphic novels, including sound words, action lines, and thought boxes to illustrate their thinking. Depicting George Washington saying "Kapow!" while a cannon is fired can help students find humor in what they may view as dry reading and create a way to remember events of the Revolutionary War. This extends the visualization strategy from the What Does It Look Like? activity by using it as a way to both summarize and then re-enter a text.

These options serve as footprints denoting where students have been in their reading and a path for where they're going in the book. We emphasize that our recaps are short excerpts. Sometimes students want to go into great detail in drawings or video. By setting time limits such as, "We're going to spend the next five minutes creating a scene," and making different students or group members responsible for different parts of the text, students learn to spend short amounts of time describing what was important in the text.

"Go Graphic" Bookmark



Hold That Thought Bookmarks



Text Sets and Text Series

Text sets offer one instructional tool for helping students access texts that are at their reading level. Text sets are collections of texts created about a single over-arching concept. These multi-level collections about the same topic allow increasing independence on the part of the students, permitting them to begin to make choices about which texts they'll read and how they'll demonstrate understanding of that text. They provide an opportunity for creating social interaction as students become "experts" about a text and share their knowledge with others. Text sets offer exposure to multiple genres instead of just what is presented in an anthology or textbook. However, they do allow room for a required book to be used. The required text may even be the anchor text that everyone reads in part, while additional texts are used to address students' varying reading levels, interest levels, and provide broader content knowledge.

Even if all the students in a group or small class are at similar reading levels, use of diverse texts through a text set allows students to read broadly about a topic, build important schema, recommend texts to each other, and apply thinking to new texts not introduced by the teacher. Text sets allow students to focus on concepts while accessing text that is matched to their reading level. They also allow students some choice, something that may increase their motivation for reading (Guthrie, 2008).

Similar to a text set, a text series is a collection of texts focused on the same topic. While a text set is used to meet a variety of reading levels, a text series is used to meet the needs of students at a similar reading level in order to increase overall conceptual knowledge and vocabulary about a particular topic. For example, a teacher might create a text series about immigration, starting readers with a reading at the 1080 lexile level. The next reading in the series might move up gradually through higher lexile levels, culminating with the final readings at the stretch-band level of lexiles. The text set creates a stair-step of texts about the same topic so that students build background experience with the topic and are able to leverage their understanding to read texts that might otherwise be too difficult for them.

Example Text Sets and Text Series for U.S. History can be found at the following sites

- The Reading and Writing Project, Social Studies: http://readingandwritingproject.com/resources/classroom-libraries/text-sets.html.
- The National Council for Social Studies, Resources: http://publications.socialstudies.org/se/6906/6906318.pdf.
- Civil War text set: http://www.soe.vcu.edu/files/2012/04/11th-Grade-History-Brennan-Maynard.pdf.
- World War II text set: http://www.soe.vcu.edu/files/2012/04/11th-Grade-History-Jamie-Bowling.pdf.
- Digital Nonfiction Text Sets: http://readingandwritingproject.com/resources/classroom-libraries/text-sets.html.
- U.S. History.org: http://www.ushistory.org/.

PART 3

TOPICS IN AMERICAN HISTORY: LESSONS AND TEXTS

Introduction

In the following section, you will find a short text to accompany thirty-one historical eras from U.S. history. Each lesson begins with a teacher's guide that identifies the lexile level, lists where to find primary documents to accompany the lesson, suggests recommended activities, and provides teaching notes and references. Following the teacher guides, you will find reproducible Student Handouts containing the short texts.

The Historical Coverage

The short texts presented in Part 3 represent important, commonly taught historical eras in U.S. history. The texts begin with Exploration of the New World and Colonial America and encompass significant events such as the Revolutionary War, World War I, and World War II, as well as timeframes such as the 1950s and 1960s. The final text concludes with September 11, 2001. Each text is designed to be used as a stand-alone text and does not require familiarity with any previous short texts.

Lexile Level

Lexile level is used to determine the readability of a text. Scores are assigned based on text difficulty, vocabulary, text structure, and sentence length; a lower score indicates easier text. Lexile levels help teachers and students identify texts that can be matched with individual reading skills. These scores also provide grade-band alignment so that targeted grade-level expectations are quantifiable. It should be noted that quantitative measures are only part of the definition of complex text, as noted in Appendix A of the CCSS. Teachers should also consider qualitative measures and text-to-reader matches.

Accompanying Primary Documents

In order to learn historical thinking, we recognize that students will need to examine a variety of sources. The primary documents lists, provided at the beginning of each lesson, identify sources that inform the short text. Ideally, these primary documents can be used for follow-up study. The short texts are designed to interest students in the topic and build background knowledge. The primary documents offer ways to explore the topic more deeply. In many cases, the primary documents represent more challenging reading in language and length. Thus, the interest and background knowledge generated by the short texts serve as a way to help students engage in and understand these more challenging documents.

Recommended Activities

The recommended activities accompanying each short text provide suggestions for how to scaffold the reading of the text. These recommended activities are meant to provide a model and direct application of the activities found in Part 2. These activities highlight specific reading strategies that are appropriate for the short texts they accompany.

Teaching Notes

The teaching notes extend the recommended activities. In these notes, we provide additional information that is pertinent to teaching the recommended activities. For example, we identify places where we would split the text into even shorter segments. We also suggest modifications to the original activities as listed in Part 2 as a way to emphasize that all of our activities and texts are best when adapted to particular contexts and particular students.

References

The references that follow each short text provide background for the story. We wanted to make our own thinking transparent by offering sources that we used to create each story. These sources may be used as further texts for students to explore, as well as for evaluation of authorial stances and biases.

Short Text Readings

Each text was written by the authors using primary source documents. We recognize the importance of primary sources for historical reading and thinking. We also recognize that primary documents alone can be daunting or inaccessible to students. Here, we have created texts that offer a range of reading lexile levels. These texts could easily be manipulated to offer more or less challenging texts depending on students' ages and reading levels. Additionally, these texts are meant to be introductory excerpts for a particular era or event and are not intended to replace more in-depth study. Finally, these texts are about high-interest events or dilemmas and are intended to engage students in thinking while generating motivation for further study.

Eras and Short Texts by Title and Lexile

- Era of Exploration: Where in the United States?—Lexile 1000
- Colonial America: Silk, Ships, and Smoking—Lexile 1110
- African American History: Bulldogs, Brands, and Rodeos—Lexile 1010
- Women's Suffrage: The Equality State—Lexile 1250
- American Revolution: Scotchtown—Lexile 1070
- The New Nation: Not so Modern Germ Warfare—Lexile 1110
- Writing the Constitution: Frank—Lexile 940

- Slavery: The Great Dismal Swamp—Lexile 1080
- America, 1828-1850: Past Problems, Current Issues—Lexile 1060
- Westward Expansion: Stuck in a Rut—Lexile 1190
- Sectionalism: It's on the Map—1260
- Civil War: Brouhaha on the Senate Floor—Lexile 1080
- Labor History: Strikes and Blood—Lexile 1170
- Reconstruction: Full Steam Ahead—Lexile 1180
- Gilded Age: Have and Have Not—Lexile 1110
- Immigration: Religion and Schools—Lexile 1190
- Early Twentieth Century: Imperialism, Isolationism, and Internationalism—Lexile 1330
- Progressivism/Age of Reform: Hatchetation—Lexile 940
- World War I: Sergeant Stubby—Lexile 920
- 1920s: "Fresh Fish" for Sale—Lexile 1080
- Great Depression: Milk: When It Doesn't Do the Body Good—Lexile 1460
- World War II: Bombing Japan—Lexile 930
- Cold War: Top Secret—Lexile 1200
- 1950s: Space Animals—Lexile 1240
- Civil Rights: Fighting for Freedom—Lexile 1220
- Vietnam War: Flying Tiger Line—Lexile 900
- 1960s: Medical Release—Lexile 1180
- 1970s: Fight, Don't Vote—Lexile 1200
- Native American History 1: Boarding School—Lexile 1220
- Native American History 2: Bats, Spiders, and Indians—Lexile 970
- Recent History: Stealing History—Lexile 970
- September 11: Payback—Lexile 1190

Era of Exploration

Short Text: *Where in the United States?*

Lexile Level: 1000

Accompanying Primary Documents

- Online artifacts and images: Florida Museum of Natural History, History of St. Augustine http://www.flmnh.ufl.edu/staugustine/index.asp?unit=1

Recommended Activities

- Think Aloud (handout, pg. 155)
- Directed Reading-Thinking Activity (handout, pg. 158)
- List, Group, Label, Theorize (handout, pg. 159)

Teaching Notes

Any of the three recommended activities for this text (Think Aloud, Directed Reading-Thinking Activities, or List, Group, Label, Theorize) should provide the opportunity to break this text into sections (chunking) and pause for questions and reflection. After the initial section, the following questions might be used as Think Aloud questions or as questions posed to the students:

Questions to Consider

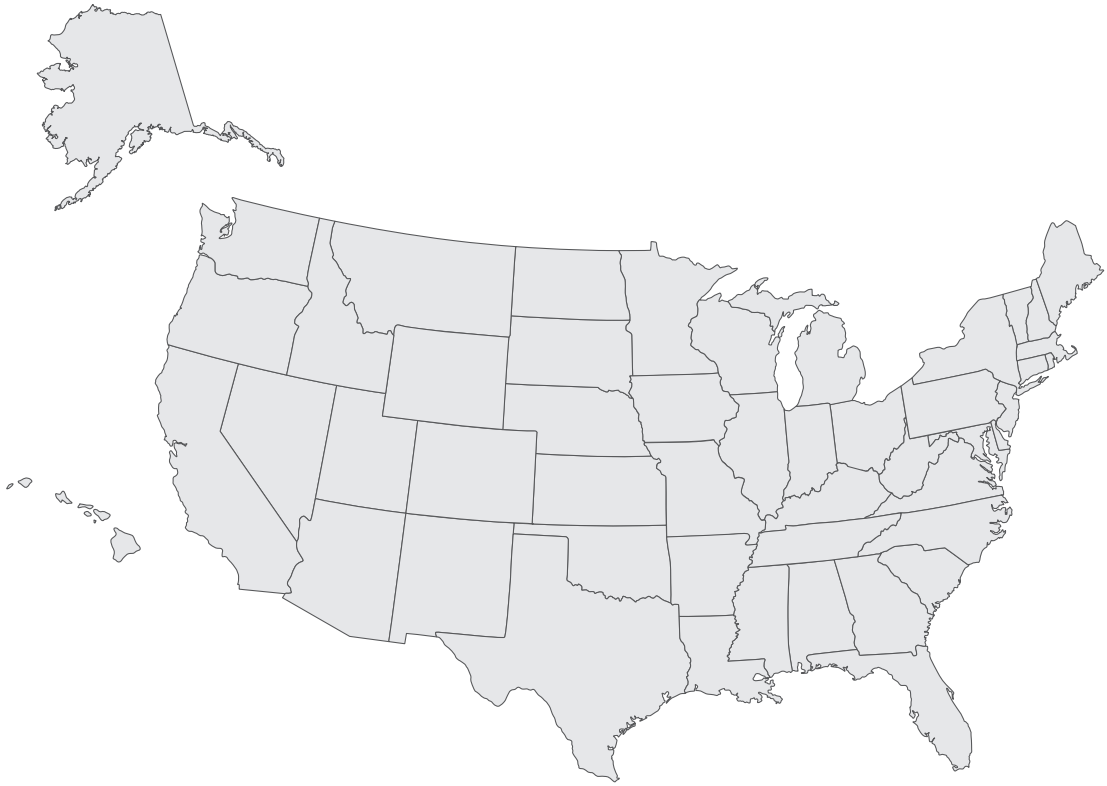
1. Where was Pedro from?
2. What were his purposes for coming to the United States?
3. Where do you think Pedro settled and why? Cite your evidence using the nine clues that are listed.

After modeling how you, as a teacher, would answer these questions, ask students to respond to them. The same pattern can be repeated with the second section labeled "The Answer." Ideally, students should not see this section of the text until after the first section has been thoroughly reviewed. The final section labeled "More to the Story" can also be used to model the pattern. If the Think Aloud model is used, the first two sections can be used to model your thinking for students, while the third section could then be used for students to practice their own thinking aloud with a partner.

References

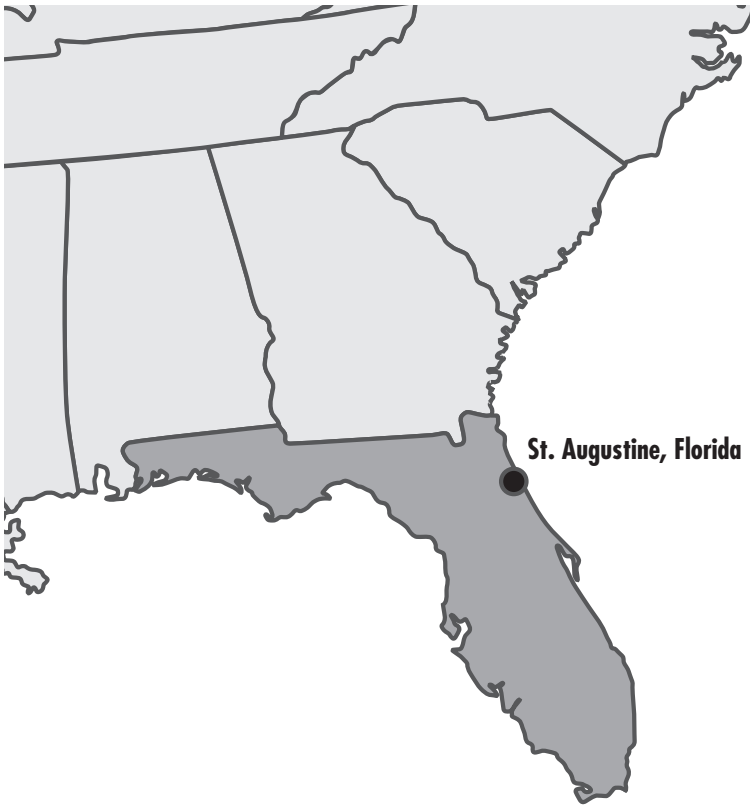
- The City of Augustine: http://staugustine.com/history ; http://staugustine.com/news/local -news/2012-02-25/pedro-menendez- turns-493-during-noche-de-gala#.UZ6dD5xknQM.
- Exploring Florida: http://fcit.usf.edu/florida/lessons/timucua/timucua1.htm.
- St. Augustine Historic Society Research Library: http://www.staugustinehistoricalsociety.org /library.html.

WHERE IN THE UNITED STATES?



My name is Pedro Menéndez de Aviles. You may call me Pedro. Here are several clues about where I am.

- It is somewhere in the United States.
- I have traveled by boat from Spain.
- I am in search of wealth for my country.
- I brought beads with me for trading.
- When I arrived, I met the Timucua people.
- The Timucua hunted for food, as well as raised corn, beans, and squash. They made many of their farming tools from shells found from the ocean.
- I was not the first European to land here. I had to first defeat French settlers already living at Fort Caroline.
- Legend says that the Fountain of Youth exists in this area.
- This settlement eventually became a permanent town and remains the oldest European town in the Unites States.



The Answer

St. Augustine, Florida. Pedro Menéndez de Aviles traveled to claim new territory for Spain, bringing wealth and prestige for the country and for himself. He named it St. Augustine on September 8, 1565, seventy years after Columbus sailed to the Americas and forty-two years before Jamestown was founded in Virginia.

More to the Story

The people of St. Augustine faced many challenges. Twenty-one years after Pedro named St. Augustine, another explorer, Francis Drake, sailed to St. Augustine. Drake sailed for the English Queen, and England and Spain were at war. Drake fired at the people of St. Augustine from his boat, forcing the people of St. Augustine to flee. When they left, the Indians looted the settlers' belongings. Drake and his sailors took what the Indians left behind. One of the Spanish settlers shot and killed an Englishman, prompting Drake to order that St. Augustine be burned to the ground. With help from Cuba, St. Augustine was rebuilt, though the war between England and Spain continued into the seventeenth century.

Colonial America

Short Text: *Silk, Ships, and Smoking*

Lexile Level: 1110

Accompanying Primary Documents

- Colonial Williamsburg, Online Exhibit of Period Clothing, much of which used silk http://www.history.org/history/museums/clothingexhibit/index.cfm.
- The Town of Old Salem http://www.oldsalem.org/townsalem.html.

Recommended Activities

- Directed Reading-Thinking Activity (handout, pg. 158)
- Questioning the Text
- List, Group, Label, Theorize (handout, pg. 159)

Teaching Notes

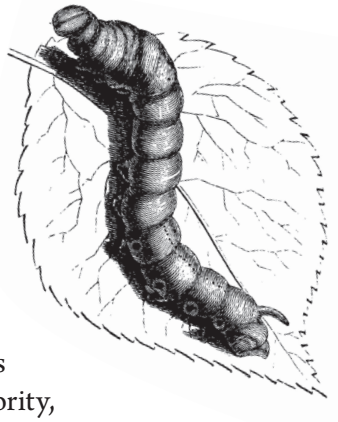
This passage introduces the word "sericulture," which will be new for most students. Sericulture is the process of making silk. Most silk came from Asia, and later from other parts of Europe. England wanted to develop the silk industry, since it was a valuable fabric for clothing in the era.

List, Group, Label, Theorize will work well with this text because there are many known words and concepts, with a few like "sericulture" that will be new. Letting students list, group, and label first will allow them to identify a purpose for reading and then read to determine if they were accurate with their sorting.

References

- Colonial Virginia: http://www.encyclopediavirginia.org/Colonial_Virginia.
- Historic Jamestown: http://archive.tobacco.org/History/jamestown.html.
- Lee, Peter. *Annals of the Nuneaton Silk Trade*: http://www.nuneatonlocalhistorygroup.org.uk/index.php/local-history/105-annals-of-the-nuneaton-silk-trade.
- Lenman, Bruce. *Virginia's Father: King James I:* http://www.history.org/foundation/journal/autumn01/jamesi.cfm.

SILK, SHIPS, AND SMOKING



In the kindest descriptions, James was described as unattractive. More honest observations described him as short and bow-legged, with poor personal hygiene and a propensity for slobbering when he ate. He came from a chaotic home. His mother, Mary, had a boyfriend and a husband. When the boyfriend turned up dead, Mary believed her husband had had him killed. Soon, her husband was found dead, and Mary was the number one suspect. Mary was eventually imprisoned.

Perhaps this isn't the picture you had in mind when you imagine a King of England, but that was just who James (known as James I) was—the King of England. He took over from his mother after she was beheaded. In spite of his challenges, James was determined to make England a powerful force in the New World. Under his authority, the Virginia Company of London was granted a charter, permitting them to establish settlements in North America. This led to the establishment of Jamestown in 1607. But the new colonists were barely surviving. James believed that if he could help them make and trade goods, it would help the colonists and generate revenue for England. He had an idea he believed would be perfect—sericulture.

James' idea was not new; it had been used successfully in many parts of the world, especially China. Workers watch carefully as silkworms lay eggs. The eggs must be kept at a warm temperature. Temperatures that are too hot or too cold will damage the eggs. After the eggs hatch, the larvae must be hand-fed specific leaves—white mulberry leaves. The worms eat almost continuously for almost four weeks and the sound of large numbers of worms eating has been described as heavy falling rain. Eventually, the worms stop eating and begin to spin their cocoons, using liquid secreted from two glands in their bodies, to form a single thread over a mile long. The worms are now referred to as pupae and it is at this stage that they are killed, usually by roasting them—creating a horrible smell—or boiling them in water. Once the pupae are dead, the long process begins of unraveling the single thread forming the cocoon. A single thread is too delicate to use, so it is combined with several other cocoon threads. Finally, it is usable for weaving or knitting.

The fabric created from the worms was silk, a valuable fabric used in men's and women's clothing of the time. James I believed he could create a growing economy based on silk. Unfortunately, the ship carrying the silkworms and the person who knew how to cultivate silk worms was lost at sea when it was attacked by a Spanish ship in 1620. In the meantime, Virginians had learned to grow a different crop that would come to affect the trade and economy of the area for centuries and contribute to the Civil War. A Virginian colonist named John Rolfe, with the help of Pocahontas, helped fellow colonists cultivate tobacco. People living in England and beyond couldn't get enough of tobacco, prompting colonists in America to grow tobacco everywhere, even in the streets of Jamestown. Laws had to be passed requiring that farmers devote some of their land to raising food instead of only tobacco. This may have been another reason that James I wanted to start silk production in the colonies, for he viewed smoking as a vile and stinking custom. However, tobacco production contributed huge amounts of money to his treasury and certainly contributed to the survival of the colonists in America.

African American History

Short Text: *Bulldogs, Brands, and Rodeos*

Lexile Level: 1010

Accompanying Primary Documents

- Images from the 101 Ranch Wild West Show: http://www.loc.gov/pictures/item/91791138/.
- Trials of the Trail: African-American Cowboy Will Crittendon Reprinted in Jim Lanning and Judy Lanning, eds., *Texas Cowboys: Memories of Early Days* (College Station: Texas A&M University Press, 1984), 169–175. Also available at http://historymatters.gmu.edu/d/4934/.

Recommended Activities

- Metacognitive Flowchart (handout, pg. 157)
- What Does It Look Like?

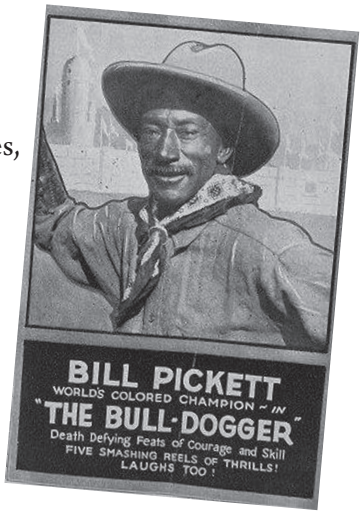
Teaching Notes

The paragraphs in this text provide logical stopping points for implementing the Metacognitive Flowchart activity. Provide students with a visual of the Metacognitive Flowchart. Working in pairs, students can read each paragraph silently. Once each partner finishes the paragraph, they report if the paragraph makes sense or doesn't make sense. If the paragraph makes sense, then the partner describes what the paragraph is about. If the paragraph doesn't make sense, the partner has the options of rereading, reading on, or listening to the other partner describe the text.

References

- Footage of Bill Pickett in "The Bulldogger" (1921): http://www.youtube.com/watch?v=AH5j9s4wm8E.
- Hanes, Bailey. 1997. *Bill Pickett, Bulldogger: The Biography of a Black Cowboy*. Norman: University of Oklahoma.
- PBS *Texas Ranch House: Black Cowboys:* http://www.pbs.org/wnet/ranchhouse/pop_blackcowboy.html.
- Wagner, Tricia Martineau. 2001. (2011) *Black Cowboys of the Old West: True, Sensational, and Little-Known Stories from History.* Guilford, CN: Twodot Publishers.

BULLDOGS, BRANDS, AND RODEOS



Bill Pickett's father and mother were former slaves who were forced to flee from South Carolina with their masters to the American West. After the Civil War, they were declared free. They settled in Texas, north of Austin, and raised thirteen children. Bill, whose real name was Willie, helped his parents raise chickens, pigs, corn, tomatoes, and collards. But Bill didn't enjoy farming. He preferred to watch the cowboys move Texas cattle along the Chisholm Trail up into Kansas, where the cows would be sold and shipped via railroad. Bill began to dream about being one of those cowboys.

Bill would rather have watched cowboys than go to school. One day, while playing hooky from school, he noticed that some cowboys were branding the calves. The calves were wriggling and trying to get free. Bill told the cowboys that he could hold the calves still. The cowboys laughed, but one accepted Bill's offer. After one of the cowboys roped the calf, Bill ran over to it and bit the calf on its upper lip while the cowboys pressed a hot branding iron on the calf's side. It was the strangest thing those cowboys had seen, but it worked! By the time he was fifteen, Bill set out on his own, working for various cattle owners. He learned to rope and ride. Soon, Bill was considered to be one of the best at riding wild horses and gentling them to be used around cattle.

One day, a rodeo came to a nearby town, and Bill was determined to be a part of it. He performed his lip-biting stunt in front of a large crowd, riding his horse next to a cow, jumping from his horse, grabbing the cow, and biting the animal's lip. The crowd loved it, and soon Bill was riding at rodeos throughout the west. Bill faced the same prejudices that all African Americans faced; some rodeos wouldn't let him compete because he was black. But some in the West didn't seem to care. The same states that had been the first to give women the right to vote were also more accepting of Bill. Wyoming and Colorado newspapers printed exciting stories about Bill and his skills. Slowly, Bill began to earn his living in the rodeo, eventually performing for one of the most famous shows of the early 1900s—the 101 Ranch Wild West Show. Bill and his horse, Spradley, became the show's most famous act. In 1971, Bill Pickett became the first African American inducted into the National Cowboy Hall of Fame.

Where did Bill get his idea to bite a calf in the lip? Bill credited a dog—specifically, a bulldog. As a child watching the cowboys, he noticed one of the cowboy's dogs chasing after the cow. Though the bulldog was much smaller than the cow, the dog grabbed the cow by the lower lip and kept the cow from running away until cowboys could come with ropes and horses. "Bulldogging" became the name of the rodeo sport where a cowboy rides a horse alongside a steer, jumps from the horse to the steer, and wrestles the steer to the ground. Bill Pickett made it famous by using a real bulldog's tactic of biting the steer's lip.

Note: During the height of the American West cattle drives, about one in four of the 35,000 cowboys were African American. Rodeoing became a popular way of showing off the talents that the cowboys developed in their work. Today, steer wrestling—also called bulldogging—continues to be one of the main events in the standard rodeo, though Bill's method of biting the steer on the lip has been abandoned. See actual footage of Bill Pickett in "The Bulldogger" (1921): http://www.youtube.com/watch?v=AH5j9s4wm8E.

Women's Suffrage

Short Text: *The Equality State*

Lexile Level: 1250

Accompanying Primary Documents

- The Adams Letters: http://www.masshist.org/publications/apde/index.php.
- Women's Suffrage: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/.
- Temperance Movement: http://library.brown.edu/cds/temperance/.

Recommended Activities

- Close Reading
- Divide and Conquer
- Important Questions

Teaching Notes

This short text references a variety of time periods and movements, as well as including a primary source quote directly in the text. This makes the text ideal for close reading. Close Reading should focus, first, on what is explicitly stated in the text so that students understand the information presented. Repeated readings to support close reading should focus on the movement between time periods and how they are related.

Divide and Conquer is another activity designed to parse the text into smaller segments so that each section can be understood independently. The suggested division of the text into three segments is shown. Each segment focuses on a separate but related foundational concept for women's suffrage.

Students with greater experience using close reading independently or teachers who want to provide a challenge to students may want to use Important Questions as a way of assessing what students can do independently prior to providing more detailed instruction.

References

- Women's History Month Collections (Library of Congress): http://www.womenshistorymonth.gov/collections.html.
- Women's Suffrage LOC: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/.
- Wyoming and Woman Suffrage: http://education.nationalgeographic.com/education/news/woman-suffrage/?ar_a=1.

Woman suffrage headquarters in Cleveland. A (far right), Miss Belle Sherwin, President of the National League of Women Voters; B (holding flag), Judge Florence E. Allen; C (left), Mrs. Malcolm McBride.

Photo source: Public domain, via Wikimedia Commons

THE EQUALITY STATE

Recommended Section 1

Which state was the first to give women the right to vote?

The debate over giving women the right vote started in the colonies. As early as 1776, Abigail Adams urged her husband—a member of the Continental Congress and later the President of the United States—to "*remember the ladies.*" She went on to write:

> *"Do not put such unlimited power into the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."*

Recommended Section 2

Prior to the Civil War, women began working hard to limit alcohol consumption as a result of seeing the negative effects of excessive drinking on families and children. Women leaders of the Temperance Movement (which worked to limit the consumption of alcohol) realized that in order to affect the laws controlling alcohol, they would need to have the right to vote. Thus, the right for women to vote became linked to the Temperance Movement as a grassroots movement for social and political change.

Recommended Section 3

Others had different reasons for letting women vote. There were not nearly as many women in the new territories of the West as there were men. Territories knew that by giving women the right to vote, they might attract more women to the live in the territory. Also, by allowing women to vote, they were more likely to meet the requirement made in the U.S. Constitution that a territory must have a large enough voting population to support a state government.

That's how a territory with very few people became the first territory or state to give women the right to vote in 1869, fifty years before women were given the right to vote by a Constitutional Amendment. Proud of their status as the first to grant women the right to vote, the same territory went on to be home to the first female justice of the peace, first all-woman jury, first female bailiff, first woman elected to the state Senate, first woman elected to the state House of Representatives, the first all-female city government, and the first female governor. All of these firsts came from the state with the lowest population of all fifty states. Nicknamed the "Equality State," Wyoming led the way to creating equality for women.

American Revolution

Short Text: *Scotchtown*

Lexile Level: 1070

Accompanying Primary Documents

- Collection of primary documents available at Colonial Williamsburg: http://www.history.org/almanack/people/bios/biohen.cfm.

Recommended Activities

- Think Aloud (handout, pg. 155)
- Directed Reading-Thinking Activity (handout, pg. 158)
- Divide and Conquer

Teaching Notes

This longer text offers opportunities for multiple activities. One possible way to use this text is to conduct a Think Aloud with the first section or first two sections and then ask students to complete the third section on their own with the Directed Reading-Thinking Activity or Divide and Conquer. Possible questions for Divide and Conquer are listed below, but these might also be adapted for Directed Reading-Thinking Activity.

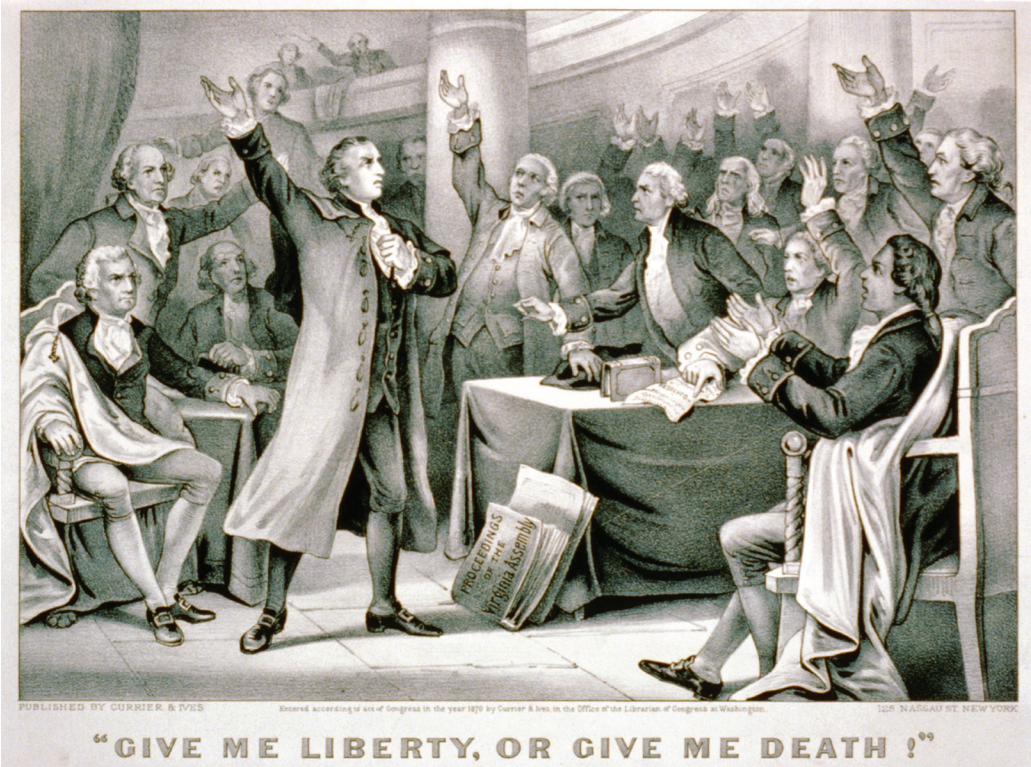
Divide and Conquer

1. Section 1 recommended questions:
    a. What do we know about the location of Scotchtown? What can we infer?
    b. What revolution do you think the author is referring to and why?
2. Section 2 recommended questions:
    a. What Revolution do you think the author is describing and why? Highlight your evidence.
    b. What opposing points of view are present? Note evidence in the text.
3. Section 3 recommended questions:
    a. How did these three men contribute to revolution?
    b. Who was the revolution for and who was excluded?

References

- Crawford, Alan Pell. 2001-2002. "The Upstart, the Speaker, the Scandals, and Scotchtown." *Colonial Williamsburg Journal* (Winter). http://www.history.org/foundation/journal/winter01-02/henry.cfm.
- *Encyclopedia of Virginia Biography.* Vol. I–IV, *Burgesses and Other Prominent Persons*. http://arlisherring.com/tng/getperson.php?personID=I043755&tree=Herring.
- Scotchtown: http://preservationvirginia.org/visit/property-detail/the-house-and-plantation.

SCOTCHTOWN



Patrick Henry's renowned speech to the Virginia Assembly, March 23, 1775.

Recommended Section 1

The house had a large undivided attic, eight large rooms on the main floor, and a basement. The rooms were nothing fancy and guests described them as plain. The house was surrounded by hundreds of acres suitable for growing crops and close enough to rivers to use boats as means to ship the crops to other merchants. The property, referred to as Scotchtown, had a darker side, including murder and insanity. Consider three of its owners: a murderer, a shady politician, and a man of contradictions. Yet all three would ultimately contribute to revolution.

Recommended Section 2

A Murderer

Colonel John Chiswell tried growing crops on the surrounding land but wasn't making the kind of money he wanted. He invested much of his money in a nearby mine. Chiswell stopped by a local tavern on his way back to Scotchtown after visiting his mine. He began to argue with his friend, a merchant named Routledge. Spectators reported that both men threw cups of punch at each other and hurled candlesticks. They also traded insults, with Chiswell calling Routledge a "rebel Presbyterian." Finally, Chiswell called for his sword. From there, the accounts varied. Some said Chiswell's arm was restrained by his friends and that a

very drunk Routledge charged Chiswell, resulting in running himself through with the sword. Routledge's friends maintained that Chiswell charged Routledge with the sword and killed him.

Chiswell was arrested and put in jail. Initially, he was held without bail, but as he was being transferred from one jail to another, three judges—all friends of Chiswell—stopped the sheriff escorting Chiswell and "suggested" bail instead of jail. Chiswell was given bail, which he and his friends/judges paid—and returned home. However, Chiswell was found dead before his trial. The doctor swore the cause of death was "nervous fits" due to stress, but most people thought it was suicide. The locals would not allow him to be buried in any of the town's cemeteries, so his body was returned to Scotchtown and buried on the property, but not before an angry mob stopped the wagon carrying the coffin and demanded that the coffin be opened to verify that Chiswell was indeed dead.

Many people were outraged, believing that Chiswell received special treatment because he was part of the upper class. Even though he was actually nearly bankrupt, his rich friends helped him get released on bail. Townspeople suggested the whole incident continued the unfair system of an elite upper class ruling the lower classes and even being able to get away with murder. The rumblings of revolution were beginning.

Recommended Section 3

A Shady Politician

The next owner of Scotchtown was John Robinson. Robinson was a powerful politician, acting as both Speaker of the House and the treasurer of Virginia. His politics always favored the elite upper class. He was very wealthy, owning over 20,000 acres and 400 slaves. John Robinson noticed that many in the upper class were deeply in debt, so he proposed a bill that would require the general public to assume the debt and leave many of the upper class debt free. Robinson called those who opposed the bill traitors guilty of treason. Still, the bill did not pass. Robinson died soon after, and it was discovered that he was also deeply in debt. There were additional questions about how he had used his office of treasurer to offer loans to his friends. The growing unrest over giving too much power to any individual was paving the way for revolution and a new system.

A Man of Contradictions

In an interesting twist of fate, one person who Robinson had labeled guilty of treason was the next owner of Scotchtown. Patrick Henry was a lawyer who had no problems publically criticizing the current ruling powers and calling for a new system. Though he dressed poorly compared to others of his position, he owned almost 1,000 acres and several slaves. He moved his six children and wife to Scotchtown, but soon after, his wife began showing signs of mental illness. Henry considered placing her in a nearby mental hospital. Treatments at the hospital included forced bowel emptying, forced vomiting, blood-letting, and electrical shocks to cure the mentally insane. Ultimately, he restrained his wife in the basement apartment. And so, the irony was that Henry publically argued for freedom while his own wife was restrained and his numerous slaves worked the tobacco fields on his plantation. In March 1775, he rode to the nearby church and offered a stirring speech, calling for the assembly to throw off the unjust rule. He ended by saying, Give me Liberty or give me death!

One house, three owners, and each planted different seeds of revolution. Chiswell and Robinson's elitism and perpetuation of the English system of rule fueled new leaders, such as Patrick Henry, who called for a new system that was not under British control. The Continental Congress would carefully draft a government with a careful system of checks and balances so that no single person had ultimate control.

The New Nation

Short Text: *Not So Modern Germ Warfare*

Lexile Level: 1110

Accompanying Primary Documents

- Geo rge Washington's orders: http://www.mountvernon.org/sites/mountvernon.org/files/Smallpox.pdf#zoom=65.
- The Adams Letters: http://www.masshist.org/publications/apde/index.php.

Recommended Activities

- Dramatic Interpretation
- Extension: Text Sets and Text Series

Teaching Notes

Dramatic Interpretation offers opportunities for students to consider some of the referenced elements in this text in more detail. Ask small groups of students to read the text and highlight three times in history that disease has been used in warfare. Once groups have identified these three points, they should work together to create a Tableau showing that moment in history. Remind students that a Tableau is a frozen scene; however, they may choose to use more than one scene to depict an event. For example, they might use two or three scenes to show the use of catapults during the Middle Ages.

This text is also an excellent opportunity to implement the Moving Beyond Short Text activities. Students could explore biological warfare in different time periods through text sets or text series. The text also presents a logical opportunity for cross-disciplinary work in science connected to disease and immunity.

References

- Becker, A. M. 2004. "Smallpox in Washington's Army: Strategic Implications of the Disease during the American Revolutionary War." *The Journal of Military History* 68 (2): 381-430. http://www.jstor.org/stable/3397473.
- Center for Disease Control (CDC) and History of Smallpox: http://www.bt.cdc.gov/agent/smallpox/training/overview/pdf/eradicationhistory.pdf.

- Colonial Germ Warfare: http://www.history.org/foundation/journal/spring04/warfare.cfm.
- Gen. George Washington: A Threat of Bioterrorism, 1775: http://www.archives.gov/exhibits/eyewitness/html.php?section=4.

Lord Jeffrey Amherst, a commanding officer in the British military during the French and Indian War (1754–1763). It is believed that Amherst approved the use of smallpox-contaminated blankets to infect Native Americans, engaging in an early form of biological warfare.

Illustration source: Library of Congress, LC-USZ62-45182

NOT SO MODERN GERM WARFARE

Modern warfare carries a deep concern about biological weapons, but this concern is not new. History indicates that, in the 1300s, the bodies of people who died from the Black Death (bubonic plague) were loaded into catapults and hurled into enemy cities to infect the inhabitants. Japan released ticks contaminated with the plague in World War II in an attempt to infect the Chinese. And the colonies might never have achieved independence and become the United States if George Washington hadn't stopped the smallpox virus carried by British troops from infecting the colonial militia.

Smallpox is a nasty virus. Initial symptoms include fever, backache, headache, and vomiting. Next, spots appear on the tongue and throat. These spots spread and worsen, filling with pus and becoming extremely painful. These blisters, called pustules, gradually harden and have been described as feeling as though there are BB pellets or peas under the skin. The blisters generally cover the individual so that little or no clear skin is left. The pustules eventually scab and fall off, leaving the individual with pitted scars. This is the enemy that the American Colonists had to fight if they were ever to defeat the British soldiers.

Europe in general, and Great Britain specifically, had been dealing with smallpox for centuries. Fatality rates were high, but one could survive smallpox. Once an individual survived smallpox, he was immune to ever catching the disease again. In Europe, with its densely populated cities, generation after generation passed the disease on to their children. By adulthood, most Europeans were immune. Once colonists settled in the Americas, the sparse population meant that the disease was not passed on, and as a result, second and third generation colonists had no immunity.

As British soldiers arrived to keep the colonies under control, they brought with them smallpox, which was more of a threat than the fighting. The letters between John and Abigail Adams described this threat. Twelve thousand American soldiers and seven thousand British soldiers surrounded Boston, where Abigail and their four children were staying. There were some reports that the British sent infected soldiers in order to spread the disease to the colonists. John Adams, who was away at the Continental Congress had already been inoculated. Abigail eventually had her children inoculated. Initially, George Washington ordered that none of his soldiers be inoculated because he could not afford to have so many soldiers incapacitated or die. Eventually, however, he required new recruits be inoculated in a move that many historians believe was one of the greatest decisions of the Revolutionary War.

Writing the Constitution

Short Text: *Frank*

Lexile Level: 940

Accompanying Primary Documents

- The Library of Congress Benjamin Franklin Papers: "In His Own Words": http://www.loc.gov/exhibits/treasures/franklin-home.html.
- PBS "Ben Franklin" collection of primary documents, including Benjamin Franklin's autobiography: http://www.earlyamerica.com/lives/franklin/chapt1/.

Recommended Activities

- Close Reading
- Divide and Conquer
- Important Questions

Teaching Notes

The focus of this text is both literal and inferential. This short text is written as a mystery. Clues are presented and careful attention to the text should allow students to make logical predictions about what "Frank" did, if not who he was. Thus, a good way to begin using this text is to use Close Reading with the initial two paragraphs.

After Close Reading has been used with the first section of text, Divide and Conquer can be used to help students attend to the clues within the text. Leaving off the final sentence that tells who Frank really is, as well as the final note, will make sure that students read the text to find evidence instead of skipping to the end to find the answer. If using Divide and Conquer, present logical focus questions to students prior to reading the text:

- *When:* During what time period do you think Frank lived? What evidence in the text supports your answer?
- *Who:* Who was Frank? (Include what kind of work Frank did and which historical figure you think he is.)
- *Why:* Why do historians view Frank as successful?

References

- "Charters of Freedom: A New World Is at Hand": http://archives.gov/exhibits/charters/
- Ellis, Joseph J. 2010. *First Family: Abigail and John*. New York: Alfred A. Knopf.
- "In Their Own Words: John Adams and Ben Franklin": http://blogs.archives.gov /prologue/?p=9603.
- The Franklin Institute: http://www.fi.edu/franklin/.

Benjamin Franklin (left), John Adams (center), and Thomas Jefferson (right) go over a draft of the Declaration of Independence.

FRANK

By today's standards, Frank should have been a complete failure. He was born into poverty—the fifteenth of seventeen children—dropped out of school, and was abused by his family. He had an illegitimate son, something which might have ruined a political career in today's politics. He later married and had a second son, as well as a daughter, but his second son died at the age of four. His illegitimate son betrayed him and they never reconciled. And in spite of all of that, Frank succeeded.

After Frank dropped out of school, he first worked in the family business and then with his older brother. However, his brother was rough, hitting Frank whenever it suited him. So Frank moved on, eventually becoming the owner of his own newspaper. There must have been talk about his son, William, who was born long before Frank ever married, but Frank did eventually marry and his new wife raised William as her own son.

Eventually, his work was noticed by politicians, and he was appointed postmaster general and then ambassador to Great Britain. He took William with him, and together they became well known in British society. Later, he was appointed ambassador to France, a position that he greatly enjoyed. Since his wife did not want to leave their home in Philadelphia, he was free to flirt with the women. He considered it part of his diplomatic duty to entertain. He often had women seated on his lap as he chatted with them. One politician referred to Frank's behavior as his "lap oriented approach to diplomacy." In exchange, he became a celebrity. His picture was everywhere, displayed in public places and on trinkets for sale. He even had his own house outside of Paris where he entertained.

It was also in this house where he was spied on. Indeed, most of his household staff were spies for someone—the French government, wealthy men who wanted to be powerful, or the British government. In fact, his secretary wrote weekly reports to the British government (in invisible ink!) about Frank's conversations. That should have been the end of Frank's diplomatic career.

Except it wasn't. In fact, in spite of living over one third of his life outside of America, he was one of the greatest Americans of all time. Although he dropped out of school at the age of ten after only two years of formal education, history views the man that should have been a failure as exactly the opposite. His list of accomplishments is lengthy: a scientist, an inventor, a musician, a writer, a statesman, an ambassador, a signer of the Declaration of Independence, and a Framer of the Constitution. You know him as Benjamin Franklin.

Note: John Adams accompanied Benjamin Franklin to France and was irritated and disgusted by Franklin's flirting with the French women. Adams referred to it as Franklin's "lap oriented approach to diplomacy." Benjamin Franklin's illegitimate son, William, was appointed a royal governor by the British. Franklin urged him to side with the colonists, but William would not. The two argued and never reconciled.

Slavery

Short Text: *The Great Dismal Swamp*

Lexile Level: 1080

Accompanying Primary Documents

- William Byrd's diary: http://docsouth.unc.edu/nc/byrd/byrd.html.
- Robert Arnold (1888), quoted from Great Dismal Swamp, Albemarle, North Carolina: http://www.gutenberg.org/ebooks/20186.

Recommended Activities

- Think Aloud (handout, pg. 155)
- Metacognitive Flowchart (handout, pg. 157)
- Close Reading
- What Does It Look Like?
- Extension: Text Sets and Text Series

Teaching Notes

This selection offers a complex text that will work well for teacher modeling and scaffolding through the use of the Think Aloud, Metacognitive Flowchart, or Close Reading activities. It also offers a variety of opportunities for extension through text sets or text series. Visualization techniques like What Does It Look Like? can be accompanied by a primary source picture analysis. Regardless of the activities used, specific attention should be given to the multiple time periods represented in the text: James I, Charles II, Colonial, and Antebellum/Civil War. Draw attention to the reverse order in which Charles II and James I are introduced—out of chronological order. Also, emphasize how the earliest decisions made continued to affect the region for centuries. Finally, attention should be given to the map and the relationships between physical geography and historical events.

References

- Blackburn, 2011. Letter from Virginia: http://archive.archaeology.org/1109/letter/great_dismal_swamp_slavery_maroons.html.
- Byrd, William. 1967. *Histories of the Dividing Line Betwixt Virginia and North Carolina*. Introduction and Notes by William K. Boyd. New York: Dover Publications.
- Colonial North Carolina: http://www.learnnc.org/lp/editions/nchist-colonial/1.0.

THE GREAT DISMAL SWAMP

Call it a dead zone, a battleground, or a no-man's land. Whatever the name, it was trouble from the start. King Charles II became King of England in 1660. As a reward to those who helped him take the throne, Charles II rewarded eight of his friends with a grant of land under the Charter of Carolina (1663). Decades previously, James I had authorized the Virginia Charter company the same land, so it was now a matter of establishing the boundary between the Virginia Charter's land and the Carolina Charter's land. But faulty surveying equipment and harsh conditions didn't help solve the problem, and for a while, each colony agreed to a dead zone where neither colony was allowed to settle. This went unresolved for decades, with neither colony too concerned because the border land in question wasn't needed.

An escaped slave travels through the thick foliage of the Great Dismal Swamp. A colony of runaway slaves, called maroons, made its homes in this swamp.

Over time, living conditions in the colonies gradually began to improve. As colonists grew their own food, death from scurvy decreased, as did diseases like typhoid fever. Colonists began living longer. Thousands of immigrants arrived in the new colonies each year. Indentured servants were living long enough in the colonies to become free men who also began to look for their own property. This created a problem.

Early in colonial Virginia, there were so few colonists and so much land that land was cheap. Wealthy planters made money growing tobacco and used their money to invest in large tracts of land, even if they couldn't farm all of the land they owned. Wealthy Virginians began moving into the region around Albemarle Sound. Virginian government officials in Jamestown couldn't control the region and North Carolina had no official settlement in the region. The result? Those colonists from Virginia, North Carolina, or other colonies who couldn't pay debts, didn't want to pay taxes, or were running away from a master, found a home in the area.

Finally, colonial governors Alexander Spotswood of Virginia and Charles Eden of North Carolina decided the boundaries should be identified. In 1728, an official survey was begun. Each colony appointed surveyors to identify the actual border and commissioners to provide ongoing resources for the trip. The result was four surveyors, seven commissioners, and a variety of hired laborers to survey the boundary line.

William Byrd II, one of the Virginia commissioners, kept a diary of the adventure, though he wrote in cipher. He provided nicknames for each of the commissioners, including "Jumble" and "Shoebrush."

In his diary, he described an expedition of constant arguments between all parties. If that weren't enough, the land to be surveyed was impassable in many places. Byrd wrote,

> *The Reeds which grew about 12 feet high, were so thick, & so interlaced with Bamboe-Briars, that our Pioneers were forc't to open a Passage. The Ground, if I may properly call it so, was so Spungy, that the Prints of our Feet were instantly fill'd with Water. But the greatest Grievance was from large Cypresses, which the Wind had blown down and heap'd upon one another. On the Limbs of most of them grew Sharp Snags, Pointing every way like so many Pikes.*

At last, the line between North Carolina and Virginia was established, but the Great Dismal Swamp proved to be unconquerable. George Washington tried to grow rice in it, with no success. Many people were lost in the swamp. And then there were the stories. One legend hints about buried treasure still lost in the swamp. Supposedly, a seventeenth century French warship loaded with doubloons floated up the Elizabeth River to escape a storm. The British discovered their enemies and pursued them so the French hid their treasure in the cypress trees to keep the British from capturing it. Another story begins with two lovers. One, an Indian maiden, died just before her wedding. Her groom-to-be was so full of grief, he eventually went crazy. He came to believe that his love's family led her into the swamp to keep her from marrying him. He determined that she was still alive in the swamp, waiting for him to rescue her. As he neared Lake Drummond inside the swamp, he saw a firefly lamp hung on the end of her canoe. He walked out into the waters of the lake and drowned, but he and his love were reunited in death, and they can still be seen paddling together on the water.

During the antebellum and Civil War period, many slaves followed the Underground Railroad to the Great Dismal Swamp. The swamp also became a permanent home to a colony of runaway slaves (called maroons). Within the swamp, slaves built rough cabins, living off the food that was abundant in the swamp. Some earned money, clothes, or food by cutting logs that were sold or traded to shingle makers. Occasionally, white men searched for the slaves using specially trained dogs, but a more formidable enemy to the slaves hiding in the swamp were the freed black slaves who bought the logs. Thus, it was to the slaves' advantage to make sure that ghost tales were told and retold and that the strange lights occurring naturally in the swamp (for example, foxfire, the light given off as part of the decomposition process of wood and fungi) were explained as supernatural spirits.

History suggests that hundreds, even thousands, of maroons lived in the swamp. Currently, the Great Dismal Swamp is being excavated by archaeology teams hoping to learn more about the people who made a life in the no-man's land.

Quote taken from:

- William Byrd's diary: *The History of the Dividing Line Betwixt Virginia and North Carolina* and *The Secret History of the Line Betwixt Virginia and North Carolina*. http://docsouth.unc.edu/nc/byrd/byrd.html.

America, 1828–1850

Short Text: *Past Problems, Current Issues*

Lexile Level: 1060

Accompanying Primary Documents

- Library of Congress collection of primary sources and secondary sources for the Indian Removal Act of 1830 and accompanying congressional debate: http://www.loc.gov/rr/program/bib/ourdocs/Indian.html.
- Smithsonian Source: http://www.smithsoniansource.org/display/primarysource/results.aspx?hId=1000.

Recommended Activities

- List, Group, Label, Theorize (handout, pg. 159)
- Questioning the Text

Teaching Notes

The handout for List, Group, Label, Theorize may be found in Appendix A.

Suggested words for List, Group, Label, Theorize: presidential campaign, electoral college, Indian Removal Act of 1830, popular vote, George W. Bush, Henry Clay, Andrew Jackson, John Quincy Adams, Secretary of State, Speaker of the House, Corrupt Bargain, elitist, duel, inauguration, veto.

If using the Questioning the Text activity, students will first read the text. Next, work through the kinds of questions asked as a class or in small groups. Finally, the text may be extended through the following questions (which might also be used as the basis of Close Reading):

1. Describe the similarities and differences between the election of 2004 and 1824.
2. How might the electoral system be revised to eliminate such controversial elections? Should it be revised?
3. What should the role of a president's personal life play on his ability to be elected? How much of a president's personal life should be reported in the media?
4. Jackson and Congress passed the Indian Removal Act of 1830. What were the outcomes of this Act? What is the current status of Indian tribes with the United States Government?

References

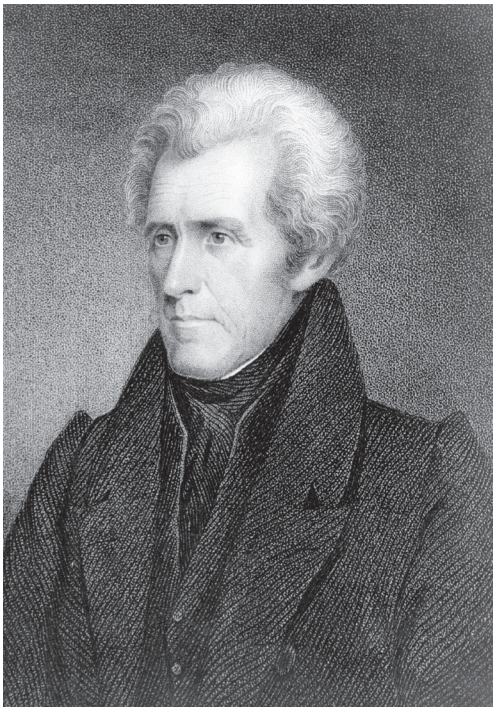
- "Election of 1828: Mudsling and Party Papers": http://www.archives.ncdcr.gov/exhibits/dmedia/sect-1828.xml.
- Indian Removal: http://docsouth.unc.edu/nc/mcpherson/summary.html.
- Politics and the New Nation: http://www.ushistory.org/us/23d.asp.
- Presidential Election of 1828: http://www.loc.gov/rr/program/bib/elections/election1828.html.

PAST PROBLEMS, CURRENT ISSUES

The presidential campaign was particularly controversial. The incumbent president was the son of a previous president. The Electoral College vote was in dispute, along with the popular vote. Ultimately, the winner was declared by a different branch of the government.

Each of these facts was true of the 2004 election of George W. Bush. Astonishingly, they were true even before that. In the election of 1824, John Quincy Adams was elected over Andrew Jackson. The winner had to be declared by the House of Representatives, led by Speaker of the House, Henry Clay. After Adams was declared winner, Clay was appointed Secretary of State, leading to wide speculation that Adams and Clay had reached an agreement about Clay's position if he helped Adams win the election. The election itself was nicknamed "The Corrupt Bargain."

This upheaval set up an even greater bitter dispute for the election of 1828 when Adams and Jackson faced each other a second time. Jackson had begun campaigning as soon as the results of the 1824 election had been declared. By 1827, the two men began a concentrated effort to undermine the other's character. Because of Adams's famous father and his own time spent abroad and working in politics, Adams was labeled an elitist who did not understand the common worker. Jackson's temper was legendary. He had killed a man in a duel and ordered the execution of militia members who had deserted. Perhaps the ugliest attack was against Jackson's marriage. Jackson's wife, Rachel, had been previously married, though Jackson and Rachel had been together for nearly thirty years. However, there was some uncertainty (that still remains) whether Rachel was actually divorced by the time she married Jackson. Supporters of Adams circulated a publication asking, "Ought a convicted adulteress and her paramour husband be placed in the highest offices of this free and Christian land?" Weeks after the election, Rachel died of heart issues, before her husband took office. She was buried in the white dress she had intended to wear for his inauguration.



Andrew Jackson

Jackson was re-elected in 1832. During his years as president, he went through four secretaries of state and five secretaries of treasury. He was nicknamed King Andrew because of his domineering methods. In his eight years as president, he vetoed twelve bills, more than had all six of the previous presidents combined. The major law that was passed, under Jackson's urging, was referred to as the Indian Removal Act of 1830 that resulted in the forced removal of Indian tribes to lands west of the Mississippi River.

Westward Expansion

Short Text: *Stuck in a Rut*

Lexile Level: 1190

Accompanying Primary Documents

- Library of Congress Westward Expansion primary documents: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/pdf/teacher_guide.pdf and http://www.loc.gov/teachers/classroommaterials/primarysourcesets/westward/.
- Lewis and Clark's travel journals and accompanying images: http://lewisandclarkjournals.unl.edu/.

Recommended Activities

- Modified Directed Reading-Thinking Activity (handout, pg. 158)

Teaching Notes

The image of Deep Rut Hill is designed to be used as part of Directed Reading-Thinking Activity. Guiding questions are included with the text so that students can work independently in small groups. This use of an image is comparable to the Visual Inventory. For more information, refer to Heafner and Massey (2012), *Targeted Vocabulary Strategies for Secondary Social Studies.* Social Studies School Services.

References

- Oregon Trail: http://www.nps.gov/oreg/planyourvisit/loader.cfm?csModule=security/getfile&PageID=409740.
- Detailed map of the Oregon Trail: http://www.historyglobe.com/ot/travellinks.htm.
- History of the American West, 1860-1920: Photographs from the Collection of the Denver Public Library: http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/file.html.
- LOC Oregon Trail: http://www.loc.gov/search/?q=Oregon%20Trail.

STUCK IN A RUT

What does this picture show—and why?

Check these clues to see if your prediction is correct:

1. The location of this photo is still visible today near Guernsey, WY.
2. The rock is sandstone, a sedimentary rock that is porous, soft enough to carve, but still resistant to erosion, making it a popular building and paving material.
3. The Arapaho Tribe, part of the Native American groups referred to as the Plains Indians roamed this area hunting buffalo.
4. Beginning in 1812 and lasting almost sixty years, thousands of white settlers passed through this location.
5. The Union Pacific Railroad was completed in 1869, marking the end of the migration through location.

Answer: If you've guessed that this photograph shows part of the Oregon Trail, you are correct! This photo shows Deep Rut Hill near Guernsey, Wyoming. The geography of the plains meant that almost all of the wagons moving West went over this exact trail. After crossing the flat lands of Nebraska, pioneers were looking forward to seeing Ft. Laramie for protection and welcome supplies, as well as the reduced chance of being sickened with cholera. The North Platte River flows slowly through Nebraska, meaning that emigrants were using the water that had been contaminated by previous emigrants and their animals for their drinking and cooking. Once leaving Ft. Laramie, settlers headed onward into the higher plains and foothills of the Rocky Mountains where the river flowed more quickly. Deep Rut Hill was one of many of the rocky hills that settlers encountered, but because of the heavy traffic on this single hill, the ruts from over 150 years ago are still plainly visible, having been eroded to a depth of six feet!

Sectionalism

Short Text: *It's on the Map*

Lexile Level: 1260

Accompanying Primary Documents

- Collection of Primary documents for the election of 1856: http://www.pitt.edu/~amerimus/LP1868Election.html and http://www.georgiahistory.com/containers/1580.

Recommended Activities

- Modified Directed Reading-Thinking Activity
- Think Aloud (handout, pg. 155)
- Metacognitive Flowchart (handout, pg. 157)

Teaching Notes

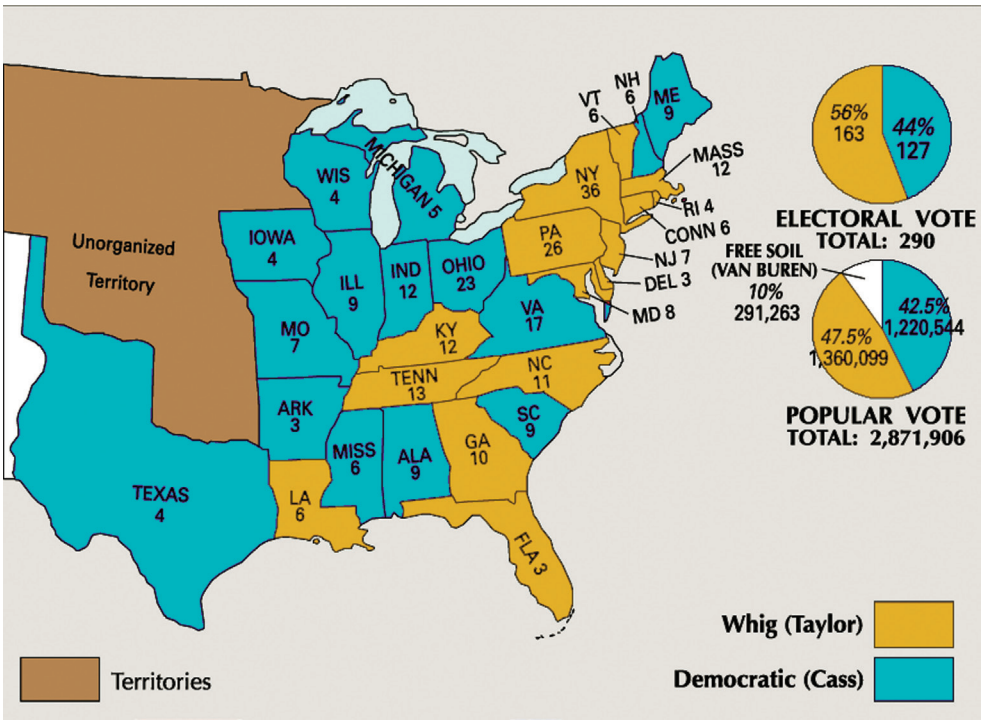
This text is designed to give students experience interpreting and comparing graphics. It is presented in a modified Directed Reading-Thinking Activity. It could also be used for a teacher Think Aloud model or with the Metacognitive Flowchart.

References

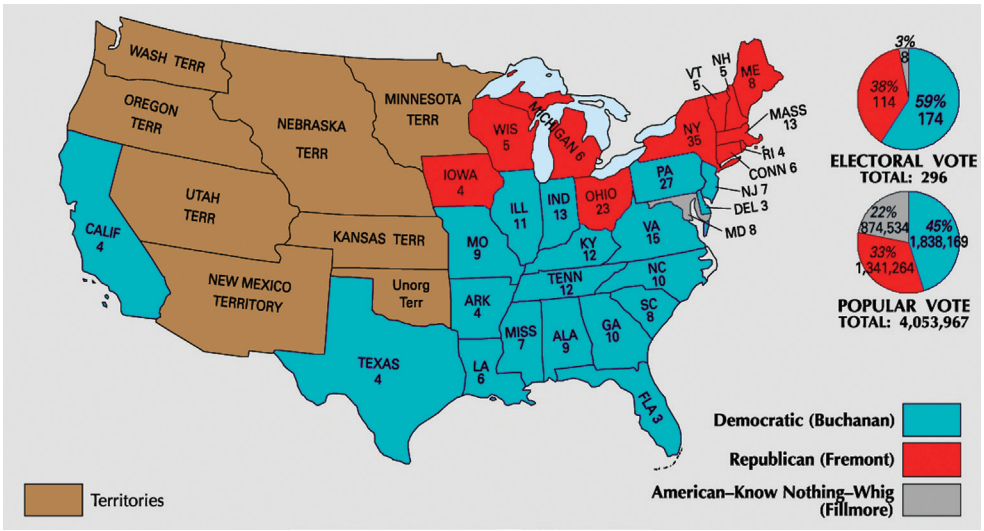
- Atlas of U.S. Election Results: http://uselectionatlas.org/RESULTS/.
- Electoral Maps.org: http://www.100bestwebsites.org/alt/evmaps/electoral-maps.htm.
- Historic Election Results: http://www.archives.gov/federal-register/electoral-college/historical.html.
- The American Presidency Project: http://www.presidency.ucsb.edu/elections.php.

IT'S ON THE MAP

1849—Zachary Taylor, a Whig, was elected



1856—James Buchanan, a Democrat, was elected



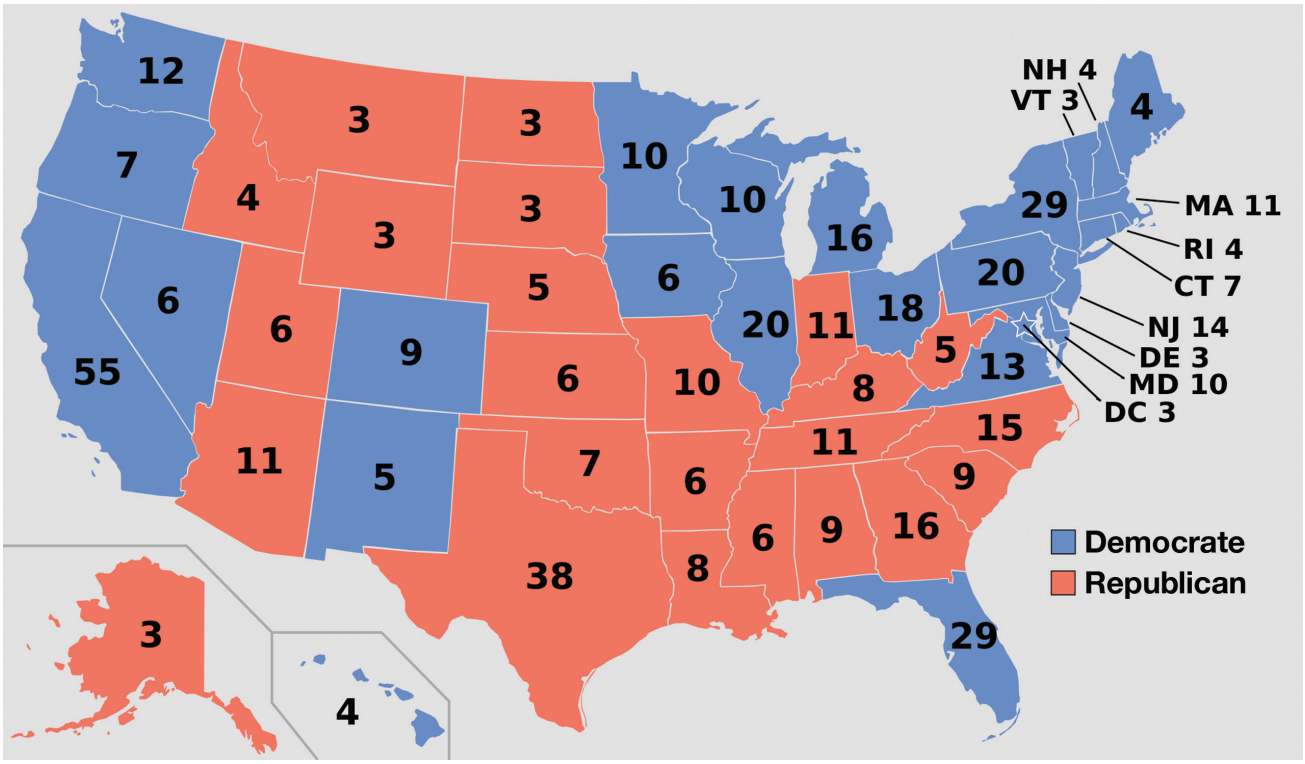
The two maps show for which presidential candidates states voted in the elections of 1848 and 1856

1. Identify which states voted similarly in each election.
2. Describe changes you see between the 1848 election and the 1856 election.

The 1850s are often referred to as a time of rising Sectionalism. Sectionalism means that a group of states worked together to protect their own interest—as opposed to supporting a national (also called federal) agenda. The Southern states had specific interests in several elements that differed from the Northern interests, including slavery and tariffs. This contributed to the growing tensions that ultimately culminated in the Civil War.

Next, consider the map of the 2012 presidential election.

2012 election



3. How is this map the same as the map from 1856?
4. How is it different?
5. Based on what you see in these maps, how has sectionalism changed?

Civil War

Short Text: *Brouhaha on the Senate Floor*

Lexile Level: 1080

Accompanying Primary Documents

- Williard Saulsbury's voting records: http://www.govtrack.us/congress/members/willard_saulsbury/409586.
- General Orders suspending habeas corpus (1863): http://teachinghistory.org/system/files/habeas_corpus_draft.pdf.

Recommended Activities

- Dramatic Interpretations
- What Does It Look Like?
- Extension: Text Sets and Text Series

Teaching Notes

This text lends itself to visualizing through Dramatic Interpretation or What Does It Look Like. Small groups might share their interpretations or visuals with the whole class. Alternately, different segments of the text might be divided and assigned so that each group has a different element to visualize. For example, by using the primary sources and other supporting texts, groups could show through Dramatic Interpretation or art the different contexts in which the Writ of Habeas Corpus was used. Text Sets and Text Series are good accompaniments to extend student understanding of the Constitution, habeas corpus, and executive powers.

References

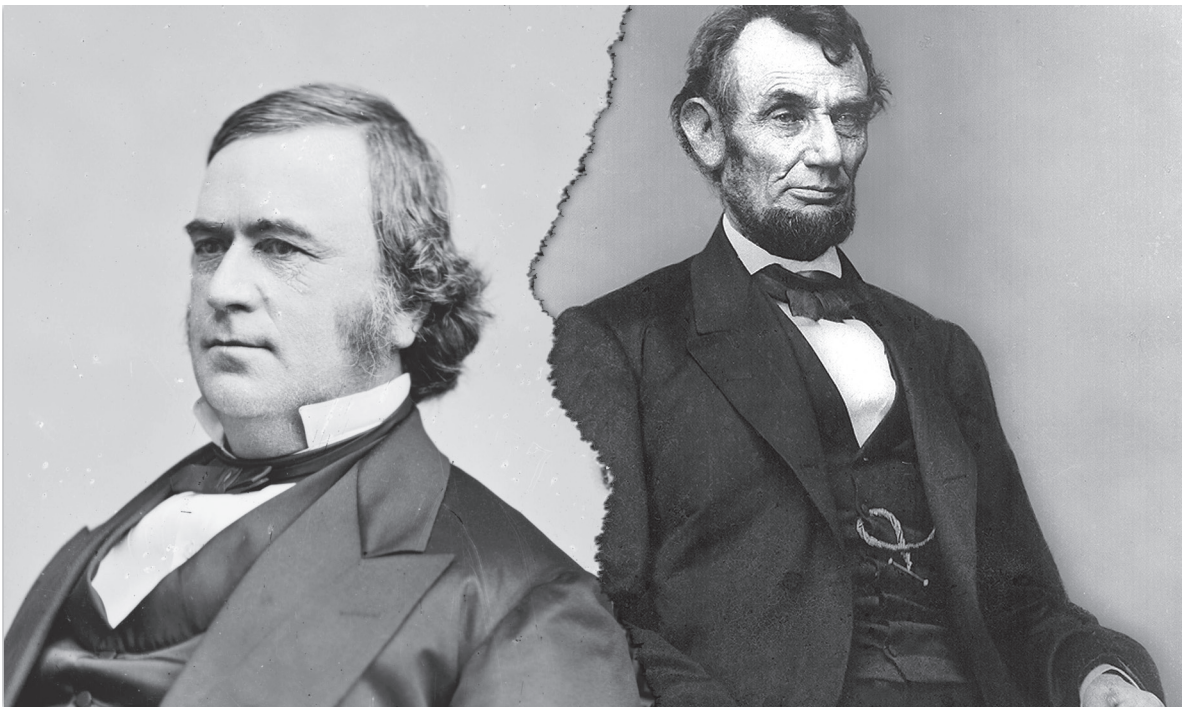
- Abraham Lincoln and Civil Liberties in Wartime: http://www.heritage.org/research/lecture/abraham-lincoln-and-civil-liberties-in-wartime.
- Georgia. Governor (1857-1865: Brown) Message of His Excellency Joseph E. Brown, to the Extra [Secret] Session of the Legislature, Convened March [10th], 1864: http://docsouth.unc.edu/imls/gagov/cover.html.
- Goodwin, Doris Kearns. 2005. *Team of Rivals: The Political Genius of Abraham Lincoln.* New York: Simon and Schuster.
- Habeas Corpus: http://www.law.cornell.edu/wex/habeas_corpus.

BROUHAHA ON THE SENATE FLOOR

The senator stood on the Senate floor. He was clearly upset and clearly intoxicated, but he was determined to prevent the vote. He called the president all sorts of names, including "weak" and "imbecile." Others would say his language was "fit only for a drunken fishwife." When the vice president called him to order, the senator refused to be moved. He pulled his gun when the Sergeant at Arms approached, shouting, "Damn you! If you touch me, I'll shoot you dead!"

Shocking behavior for a lawyer-turned-senator in the 1860s. It would be easy to assume that this conflict was over the question of whether to allow slavery or outlaw slavery, but in fact, this conflict occurred after the South had seceded from the Union. Instead, this episode showed the ongoing dissention between the Democrats and Republicans under President Lincoln's administration. In this case, Willard Saulsbury, a Democratic Senator from Delaware, was opposing Lincoln's suspension of habeas corpus.

A writ of habeas corpus requires that a prisoner be brought before a court to determine if the government has a right to continue detaining them. However, the Constitution allows habeas corpus to be suspended in cases of rebellion or invasion when the public safety is threatened. President Lincoln suspended habeas corpus. So did Ulysses S. Grant, in response to the Ku Klux Klan's activities in South Carolina, Franklin D. Roosevelt with his Executive Order 9066 for Japanese-Americans, and George W. Bush during the War on Terror.



Left, Willard Saulsbury; right, Abraham Lincoln

Labor History

Short Text: *Strikes and Blood*

Lexile Level: 1170

Accompanying Primary Documents

- The original account: http://explorepahistory.com/odocument.php?docId=1-4-1CF.
- Supporting documents, including other newspaper accounts: http://railroads.unl.edu/topics/strike.php.

Recommended Activities

- Close Reading
- Directed Reading-Thinking Activity (handout, pg. 158)
- Important Questions

Teaching Notes

Activity 1

This text is appropriate for multiple readings through the Close Reading activity framework.

The entire text can be reread for the following purposes:

- Purpose of first reading: What's going on? List what happens using the 5 Ws? [Literal]
- Purpose of second reading: List the places named in this article. List the number of troops called out to each location. [Literal]
- Purpose of third reading: Describe the reaction to the strikes from the workers' perspective and the Railroad owners' perspectives based on evidence from this text. [Analysis, Sourcing] (This may be extended by using the primary source documents for further evidence.)
- Purpose of fourth reading: What does this article imply about the labor/management relationships during the 1870s?

Activity 2

An alternative approach to Close Reading would be to start with only the first quote and paragraph and use the Close Reading questions. After this paragraph is completed, ask the students to read the remainder of the article independently and respond to one or two of the Close Reading purpose questions above.

"We will have bread or blood. We will wade up to our waists in blood before we leave."

The speakers of these words got exactly that—bloodshed. In fact, the entire National Guard, as well as 700 federal troops, were activated to address the rebellion in Pennsylvania in 1877.

- Purpose of first reading: What's going on? List what happens using the 5 Ws? [Literal]
- Purpose of second reading: What reason(s) would the Pennsylvania governor have to call in the National Guard and request federal troops from the U.S. President Rutherford Hayes. [Literal]
- What is the context? What is known about 1877? [Contextualization]

Activity 3

The use of images, like the one of the burning depot, could serve as a pre-reading visualization strategy. Students could be asked to figure the cause of the fire through a Directed Reading-Thinking Activity. This activity is comparable to the Visual Inventory. For more information, refer to Heafner and Massey (2012), *Targeted Vocabulary Strategies for Secondary Social Studies.*

Activity 4

Examining historical markers also provides evidence of the past, particularly how the past is remembered. Historical markers are short texts, as well as community resources, which are easily accessible to teachers and students. For our example, we recommend using a Close Reading activity with an image of either the Reading Railroad Massacre or the 1877 Railroad Strike historical markers. With either, students would be asked to examine the image and text of the historical marker. Looking explicitly at what the text says, infers, and avoids is an excellent application of Close Reading and historical inquiry. Questions to pose are:

- Purpose of first reading: 5 Ws [Literal]
    - Who is mentioned in the text?
    - What historical event is being remembered?
    - When did the event occur?
    - Where did this happen?
    - Why did this event occur?
    - What questions do you have?
- Purpose of second reading: Inferencing [Analysis]
    - What message does the choice of words convey?
    - Why was this marker made?
    - Where would you find this marker? Include details about the place, e.g. state, city, part of city, etc.

  - Who would have created this?
  - When was the marker created?
  - What purpose does it serve?
  - What information is missing?
  - What questions do you have?

- Purpose of third reading: What is the legacy of the marker? [Analysis]
  - Who will read this marker? Include predictive information about the characteristics and backgrounds of the readers.
  - How will this event be remembered?
  - What questions do you have?

A variation of this activity is Important Questions. See Appendix E for the Important Questions framework.

For more information see Behind the Marker:

- http://explorepahistory.com/hmarker.php?markerId=1-A-1C1.
- http://explorepahistory.com/hmarker.php?markerId=1-A-1AD.

References

- New York Herald Archives: http://fultonhistory.com/Newspaper%2014/New%20York%20NY%20Herald/New%20York%20NY%20Herald%201877/New%20York%20NY%20Herald%201877%20-%202404.pdf.
- The great railroad strike, 1877, Howard Zinn: http://libcom.org/history/articles/us-rail-strikes-1877.
- The Great [railroad] Strike [Pittsburgh, Pa. 1877]: http://www.loc.gov/pictures/resource/cph.3b09310/.
- The Strike of 1877: http://teachingamericanhistorymd.net/000001/000000/000070/html/t70.html.

STRIKES AND BLOOD

The burning of Union Depot, Pittsburgh, Pennsylvania, July 21–22, 1877.

"We will have bread or blood. We will wade up to our waists in blood before we leave."

The speakers of these words got exactly that—bloodshed. In fact, the entire National Guard, as well as 700 federal troops, were activated to address the rebellion in Pennsylvania, 1877.

The introductory words were spoken by striking railroad workers in Pittsburgh as taunts to the National Guard troops. The United States was in an economic depression. The railroads had laid off many workers hired just a few years before, requiring more work of its remaining workers and cutting wages by 20 percent or more. At the same time, the railroads paid 10 percent dividends to their shareholders. The disparity of treatment fueled the first strike by railroad workers in the United States.

By July, frustrated railroad workers and their sympathizers blocked trains in Baltimore, Maryland, and Martinsburg, West Virginia. Railroad leaders demanded protection. Thomas Scott, the president of the Pennsylvania Railroad appealed directly to President Rutherford Hayes, knowing that Hayes would help since Scott had been a significant contributor and supporter of Hayes's election. Hayes ordered the striking

workers to disperse, but the Pittsburgh city police and local National Guard units sided with the strikers and refused to enforce the order. Soon, railroad workers all across Pennsylvania joined the strike, halting all commercial train travel. Pennsylavania Governor Hartranft ordered other National Guard units from Philadelphia to control the strikers. At one point, National Guard members were trapped in the railway roundhouse and the strikers and sympathizers set the roundhouse on fire. Guardsmen shot into the crowd, killing twenty, including three children. The strikers and sympathizers retaliated by setting the railroad yards in Pittsburgh on fire, ultimately burning 39 buildings, 104 locomotives, 46 passenger cars, and 506 freight cars.

The strike then spread to other cities. In Reading, Pennsylvania, ten strikers were shot and killed by National Guardsmen, earning it the nickname "Reading Railroad Massacre." By the end of July, Governor Hartranft had called out every National Guard regiment in the state, but even this was not enough, so he brought 700 regular U.S. troops. With close to 3,700 total troops, the railroad workers were forced to go back to work by July 30, 1877. The strikes spread to other cities such as Chicago. By the end of the railroad strikes, more than 100 were dead and more than 1,000 were in jail. In spite of the damages and money paid in settlement with strikers, Pennsylvania Railroad announced a $2.3 million profit for the year of 1877.

Reconstruction

Short Text: *Full Steam Ahead*

Lexile Level: 1180

Accompanying Primary Documents

- Jim Crow Images and Documents: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/.
- An account of Robert Smalls's capture of "Planter," *Harper's Weekly* (June 1862): http://www.sonofthesouth.net/leefoundation/civil-war/1862/june/robert-smalls-planter.htm.

Recommended Activities

- Dramatic Interpretations
- Questioning the Text
- What Does It Look Like?
- Close Reading
- Extension: Text Sets and Text Series

Teaching Notes

This text lends itself to visualizing through Dramatic Interpretation or What Does It Look Like. Small groups might share their interpretations or visuals with the whole class for the first paragraph.

Additionally, this text is short but also complex enough so that students should be able to annotate the text and ask multiple questions about Robert Smalls and about Jim Crow laws. The primary documents can be used to extend the activity and help students answer questions that are not answered by the text.

Close Reading could be used with a lyric analysis of "Jump Jim Crow" or a copy of the *Harper's Weekly*'s story on Robert Smalls. Additional visualization strategies would support student interpretations of primary source photographs.

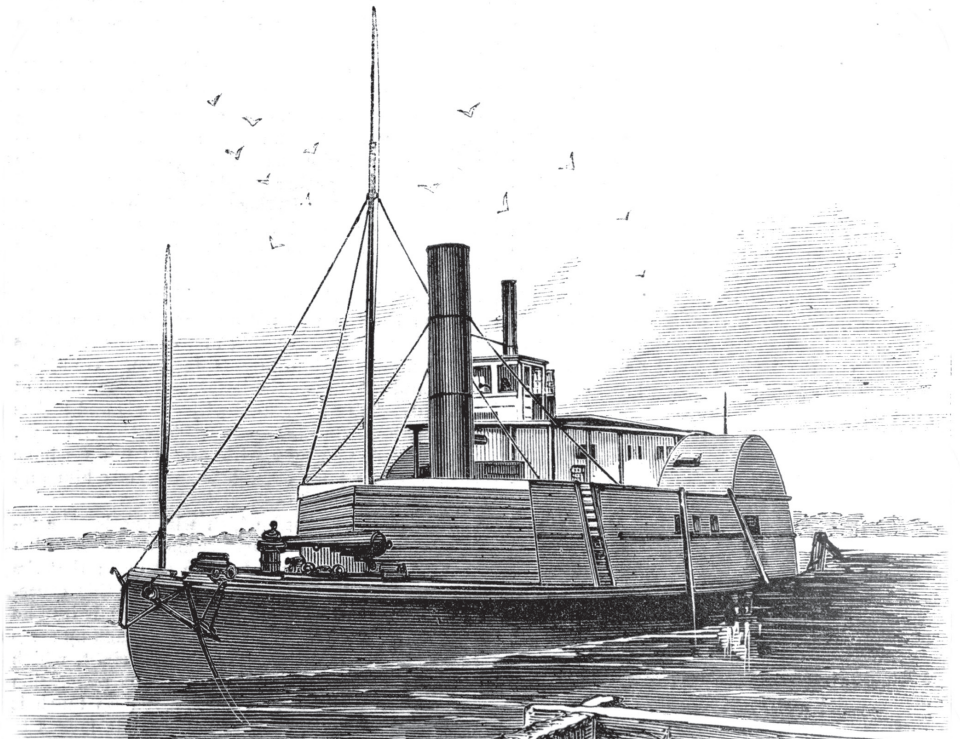
References

- A Century of Racial Segregation, 1849-1950: http://www.loc.gov/exhibits/brown/brown-segregation.html.
- Dray, Phillip. 2008. *Capitol Men*. Boston: Houghton Mifflin Company.
- Jim Crow Museum: http://www.ferris.edu/jimcrow/who.htm.

FULL STEAM AHEAD

Like many congressmen, Robert Smalls had made a name for himself through acts of courage and daring during the Civil War. Originally, he had been a crew member on a steamship that was used to transport cotton to larger trans-Atlantic ocean liners. When the Civil War broke out, Smalls's ship was seized by the Confederates to transport troops. Smalls's sympathies were with the North. One evening, when all but three other crew members had left the ship for entertainment in a nearby town, Smalls piloted the ship past five Confederate gun batteries, surrendering the CSS *Planter* to Union forces! He was just twenty-three years old. He continued his daring feats working on or near the water, deactivating mines—which he had helped plant when under Confederate control—and destroying railroad bridges that crossed the waters.

Following his brave acts during the Civil War, he founded the Republican Club in Beaufort County, South Carolina. He served on the school board. He was elected to the House and Senate of South Carolina's state legislature and then to the U.S. Congress, where he served for five terms. He served with former slaves and former slave owners in the period known as Reconstruction. For South Carolina and the South, Reconstruction was a time of continued conflict between the powerful leaders wanting to continue white supremacy by enacting Jim Crow laws and those leaders wanting to reform the system and extend the right to vote to African Americans. Smalls was one of the ones working to bring reform to the South. He had every reason to work so hard. Smalls was black. Born into slavery and raised as a slave, he spent over six decades working for the reforms that he first fought for so daringly when he steered the steamship to freedom.



Gilded Age

Short Text: *Have and Have Not*

Lexile Level: 1110

Accompanying Primary Documents

- Photos taken of the tenements: http://xroads.virginia.edu/~ma01/davis/photography/images/riisphotos/slideshow1.html.
- Essays and images from the Gilded Age: http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age.

Recommended Activities

- What Does It Look Like?
- Important Questions

Teaching Notes

This text uses many descriptions that can be easily skipped unless students are asked to slow down and process the ideas. The description of the banquet table countered by the squalor of the tenements make good paragraphs to visualize both to understand the text and to understand the contrast between the wealthy and the poor during this era.

Important Questions (see Appendix E) is another useful activity with this text. It is helpful to provide students with a way of tracking the contrasts between the wealthy and poor. Use the Important Questions template with three sections of the text. Ask students to fill out the template after reading the first section. It may be useful to distribute each section separately so that students focus on only one section at a time, using three separate templates for each section, as shown below. In the following example, each section has been assigned a slightly modified template since students will not have that information if they read sections separately. The template could be extended to consider present-day contrasts between the rich and poor through sources such as the Census Bureau's reports on poverty at http://www.census.gov/hhes/www/poverty/.

References

- Riis, Jacob A. 1890. *How the Other Half Lives*. New York: Charles Scribner's Sons. http://pdcrodas.webs.ull.es/anglo/RiisHowTheOtherHalfLives.pdf.
- Tenement Life in 1890 New York: http://www.loc.gov/pictures/search/?q=LOT 6300&fi=number&op=PHRASE&va=exact&co!=coll&sg=true&st=gallery.
- McAllister, W. (1890). Society as I Have Found It, pp. 233-235. Free download from Googlebooks: https://play.google.com/books/reader?id=2ywaAAAAYAAJ&printsec=frontcover&output=reader&authuser=0&hl=en&pg=GBS.PA236.
- U.S. Census Bureau Poverty Data: http://www.census.gov/hhes/www/poverty/poverty.html.

Important Questions Section 1

	Literal evidence in the text	**Inferred from evidence in the text**
What is this section about?		
Where/When did the events described take place?		

Important Questions Section 2

	Literal evidence in the text	**Inferred from evidence in the text**
What is this section about?		
Where/When did the events described take place?		
Why are these events important?		

Important Questions Section 3

	Literal evidence in the text	**Inferred from evidence in the text**
Why did such a contrast exist between the wealthy and poor in the 1870s?		
Opinion: Has the divide between the wealthy and poor in America changed since the 1870s? If so, how? If not, why not?		

HAVE AND HAVE NOT

This print illustrates a procession of wealthy people exiting a church in New York City, surrounded by poor citizens huddled on the street. The text over the entrance to the church states, "He that giveth to the poor lendeth to the Lord."

Section 1

Marion Fish liked to throw extravagant parties, but then, she could afford to throw as many parties as she wished. She was a millionaire many times over. Once, in honor of a family member's birthday, she decided to give a dinner party for family and friends. The party was extravagant as always, with only the richest members of society being invited. Typical dinner parties of her time cost thousands of dollars. Perhaps none of this is shocking until one considers that Marion was honoring not a person but her dog. The entire dinner party was given in honor of her dog—who arrived at the party wearing a diamond color worth between $10,000 and $15,000. While guests dined, the birthday dog and the other dogs in attendance dined on birthday cake on the veranda.

It seems that the rich are always trying out do one another with the amount they spend and extravagant displays of their wealth. Did you read about the New Yorker who decided to have a party for no particular reason except to show off his wealth? He had a massive table created to fill an entire ballroom that would

seat all seventy-two guests. The table was covered with flowers and small, golden bird cages with songbirds singing in each cage. The only part of the massive table not covered in flowers and bird cages was the spot in the center, which was covered with water. Astonishingly enough, it was a real lake, complete with four live swans swimming in the lake. All went calmly except for the one instance when two of the swans got into a fight while swimming on the lake table.

Section 2

Unfortunately, most in New York and around the country are not extravagantly wealthy. They're not even middle class. Many live below the poverty line. At the same time that the rich are flaunting their wealth, the poorest struggle to survive. Houses have no heat or running water. In many instances, twenty people lived in a single small room, trying to survive. Disease regularly kills many of the poorest, while the rich remain relatively untouched, or receive medical care that saves their lives. The summer months are particularly brutal, with an estimated three to four babies dying each night of suffocation in poorly ventilated rooms.

Section 3

This description of the discrepancy between the wealthy and the poor is a modern-day struggle, but even though the events could take place in present-day New York City, they actually took place in the Gilded Age: the 1870s to the early 1900s. This reality of the wealthy/poor divide confronts us with an issue that is unsettling: we as a nation have continued to do little or nothing to solve these issues for more than a century.

Illustration source: Library of Congress, LC-USZ62-45182

Immigration

Short Text: *Religion and Schools*

Lexile Level: 1190

Accompanying Primary Documents

- Image of Pope from New England Primer: http://www.loc.gov/pictures/item/2006679907/.
- Riot in Philadelphia, June [i.e. July] 7th 1844 http://www.loc.gov/pictures/item/2003654121/.

Recommended Activities

- Close Reading
- List, Group, Label, Theorize (handout, pg. 159)

Teaching Notes

Close Reading and List, Group, Label, Theorize are two activities that help students focus on the big ideas represented by this short text. An additional modification would be to begin with the question posed at the end of the text: Was America founded on religious freedom? After students discuss this question, photos from the primary source list could be presented. Following these two introductory experiences, the short text could be read and the question of religious freedom visited again.

References

- Chaos in the Streets, Philadelphia Riots of 1844: http://exhibits.library.villanova.edu/chaos-in-the-streets-the-philadelphia-riots-of-1844.
- Immigration in New York City: http://www.fordham.edu/academics/colleges__graduate_s/undergraduate_colleg/fordham_college_at_l/special_programs/honors_program/hudsonfulton_celebra/homepage/the_basics_of_nyc/immigration_32224.asp.
- The Story of American Public Education: http://www.pbs.org/kcet/publicschool/photo_gallery/photo2.html.

RELIGION AND SCHOOLS

Riot in Philadelphia, Pennsylvania, July 7, 1844.

Immigrants poured into New York City from all around the world. In the 1830s and 1840s, a large number of immigrants were Irish—specifically Irish Catholics. More than their nation of origin, it was their Catholic religion that caused many to hate them. The Irish Catholics pushed back, banding together to protest the use of anti-Catholic biases in the schools. They noted that their children were required to read the Protestant Bible and absorb a variety of anti-Catholic sentiments. For example, the New England Primer—a beginning reading book with which students learned to read—showed a crude image labeled "The Pope, or Man of Sin." This figure was labeled with the letters A–H, with lines to be memorized such as "Thou shalt find in his head heresy." Many Irish Catholics refused to send their children to the Protestant schools, requesting that separate schools be established that would support Catholic beliefs, but Protestants protested public funding for religious schools. More than thirty people were killed in Philadelphia alone in conflicts over these questions, known as the "Bible Riots." By the 1850s, the Catholics had succeeded in creating a national system of Catholic schools that were privately funded, becoming the major competitor of public schools in New York City and across the nation. This conflict adds to the debate: Was America founded on religious freedom?

Early Twentieth Century

Short Text: *Imperialism, Isolationism, and Internationalism*

Lexile Level: 1330

Accompanying Primary Documents

- National Endowment for the Humanities collection of primary sources on Woodrow Wilson's foreign policy: http://edsitement.neh.gov/curriculum-unit/woodrow-wilson-and-foreign-policy for in-depth lessons, teacher resources, and an extensive collection of primary.
- Roosevelt's Imperialism: What Would Lincoln Do?: http://www.loc.gov/pictures/item/2011645572/.

Recommended Activities

- Metacognitive Flowchart (handout, pg. 157)
- List, Group, Label, Theorize (handout, pg. 159)
- Questioning the Text

Teaching Notes

This complex text may present a particular challenge to students because of the specific vocabulary and because of the wide span of time that it covers. The text moves back and forth between time periods and is not always sequential. Thus, activities should help students monitor their understanding of sequence.

This is a good text to use as an informal assessment to see if students are able to understand the text on their own, or if they are able to identify their own confusion. Beginning with the Metacognitive Flowchart activity will serve as an assessment of both understanding and comprehension monitoring. To support a closer reading, List, Group, Label, Theorize or Questioning the Text can be used during a second reading to promote attention to the details within the text.

References

- National Endowment for the Humanities collection of primary sources on Woodrow Wilson's foreign policy: http://edsitement.neh.gov/curriculum-unit/woodrow-wilson-and-foreign-policy.
- The "Wilsonian" Path to War: http://blogs.archives.gov/prologue/?p=4631.
- Theodore Roosevelt: http://www.whitehouse.gov/about/presidents/theodoreroosevelt.

IMPERIALISM, ISOLATIONISM, AND INTERNATIONALISM

This political cartoon features an overweight Uncle Sam getting fitted for a new suit. A trio of journalists offer Uncle Sam a spoonful of their "anti-expansion policy." The caption reads, "The Antis—Here, take a dose of this anti-fat and get slim again! Uncle Sam—No, Sonny! I never did take any of that stuff, and I'm too old to begin!"

As the United States entered the twentieth century, their position in world affairs continued to evolve, moving from imperialism, to internationalism, to isolationism. Foreign policy was shaped by individual interests and philosophies, as well as by reactionary moves to world events.

Theodore Roosevelt became the youngest president when he assumed executive responsibilities for the assassinated William McKinley (the third Republican president to be assassinated in under fifty years). He believed that as president, he not only was allowed but also "should take whatever action necessary for the public good unless expressly forbidden by law or the Constitution."[1] He believed that the United States had the right to expand its borders to promote economic growth and interests, a philosophy known as imperialism.

1 Gerhard Casper, 2007. "Caesarism in Democratic Politics—Reflections on Max Weber," Robert G. Wesson Lecture.

When Woodrow Wilson was elected in 1912, he introduced a different emphasis to foreign policy, an approach known as internationalism, or Wilsonianism. This philosophy emphasized supporting democracy as a priority instead of only promoting the economic interests of the United States. When World War I began, Wilson declared the United States to be neutral and even ran for re-election in 1916 on the slogan "He kept America out of war." This proved to be a premature declaration, however. By 1917, the United States had entered World War I. Over 115,000 U.S. soldiers were killed and over 200,000 were wounded.

Only two decades before, the American people had supported "a splendid little War" known as the Spanish-American War, but the horror of poison gas, machine guns, air warfare, and the resultant much larger number of casualties shocked civilians and politicians, who showed their displeasure by refusing to participate in Wilson's League of Nations. The Republican-controlled Senate, led by a group of senators known as the Irreconcilables (including William Borah and Henry Cabot Lodge) rejected the clause in the Treaty of Versailles that compelled the United States to come to the defense of other nations. Among the outcomes of the increased isolationism were higher tariffs on foreign goods coming into the United States and an end to the nearly open door for European immigrants. Instead, by 1929, only 150,000 immigrants were allowed into the United States each year. By the time Adolf Hitler took over Austria in 1938 and invaded Poland in 1939, the United States was committed to isolationism. Not until the bombs came down on Pearl Harbor would the United States be forced to reconsider its foreign policy.

Illustration Source: Courtesy of the Library of Congress, LC-USZC4-2158

Progressivism/Age of Reform

Short Text: *Hachetation*

Lexile Level: 940

Accompanying Primary Documents

- Kansas State Historical Museum online exhibits: http://www.kshs.org/p/online-exhibits-carry-a-nation-introduction/10588.
- Brown University, Teaching History: http://library.brown.edu/cds/temperance/.

Recommended Activities

- What Does It Look Like?
- Dramatic Interpretations

Teaching Notes

This text offers rich opportunities for using the activities based on visualizing—Dramatic Interpretations and What Does It Look Like. Ask small groups of students to read the text and block out three scenes—three different events in Carry Nation's life. Once groups have identified these three points, they should work together as a group to create either a visual (What Does It Look Like?) for each scene, or a tableau (Dramatic Interpretation) showing that event. For an overview of using tableau, see http://www.youtube.com/watch?v=Nlxw9qflKxk. Provide students with an opportunity to share their visuals with the whole class.

These activities may be extended to the primary source documents, particularly the essays listed in the primary source documents, for a more complex text. Students can be asked to create a visual based on the selected essay to summarize the essay's important points. If technology is available, students can use http://www.alice.org/index.php or a similar free software program to create their own comics/graphic novels for the text.

References

- Blumenthal, Karen. 2011. *Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition*. New York: Roaring Brook Press.
- The LOC.gov Wise Guide. "Carrie Nation: First Mother Against Drunk Driving": http://www.loc.gov/wiseguide/dec06/nation.html.
- Hatchetation: http://www.pbs.org/kenburns/prohibition/media_detail/2082490795/.
- The Famous and Original Bar Room Smasher: http://www.kshs.org/p/online-exhibits-carry-a-nation-introduction/10588.

HATCHETATION

Carry had been married for less than a year to a young doctor. Her parents had been against the marriage, but after two years of secretly dating, Carry turned twenty-one and married anyway. Now, she and her husband were expecting their first child.

Carry A. Nation

Her husband's drinking didn't start then, but it didn't improve either. He came home drunk, and many nights he didn't come home at all. He neglected his medical practice, and it wasn't long before Nation didn't have enough money to buy food. Ashamed, she returned to her parents in order to make sure she and her unborn baby survived. Within the year, her husband drank himself to death.

Over time, Nation turned her grief and anger toward one thing—alcohol. She joined the Women's Christian Temperance Union (WCTU) and worked to close down the saloons in Medicine Lodge, Kansas, by staging protests. But she wasn't satisfied. She needed something more dramatic than just protests. Instead, she sought out "the place where the serpent drink crushed the hopes of my early years." She wanted all of the saloons in Kansas to be closed.

One afternoon, she wrapped rocks, broken bricks, and empty bottles in paper. She loaded these into her buggy and drove to a nearby town. Early the next morning, she arrived at a saloon in Kiowa, Kansas. She tucked the wrapped rocks under her arm so that they resembled packages and marched into the saloon. The saloon keeper tried to talk to her, but Nation was fed up with talking. She began throwing her bricks at windows, mirrors, and the bottles of alcohol, breaking all that she could. When she ran out of bricks, she reloaded and went to another saloon, repeating her trail of destruction. One of the large mirrors failed to shatter, so Nation grabbed a ball from the pool table and hurled it at the mirror, shattering the glass. She ruined three saloons before the sheriff and mayor detained her but ultimately let her go without arresting her.

Nation learned a lesson in the three Kiowa saloons, but it wasn't to avoid violence. Instead, the next time she went saloon-smashing, she took her second husband's cane and a sturdy iron rod so she could smash glass without needing to carry loads of bricks and rocks. She entered a saloon and attacked everything she could, including the painting above the bar depicting a naked women. For this rampage, she was arrested. She was jailed for more than two weeks, but upon her release, she destroyed another saloon in Wichita. This time, she used a hatchet, for which she would become even more infamous. She nicknamed her hatchet-destruction "hatchetation."

Over the next ten years, she and her supporters destroyed hundreds of saloons, and she was jailed twenty-two times. She died in 1911, nine years before the Eighteenth Amendment to the U.S. Constitution prohibited the sale and consumption of alcohol.

World War I

Short Text: *Sergeant Stubby*

Lexile Level: 920

Accompanying Primary Documents

- Stubby's body has been preserved and is on display at the Smithsonian Institute. A visual display may be found: http://amhistory.si.edu/militaryhistory/exhibition/flash.html?path=8.1.r_15.
- A House resolution was proposed in 2012 to improve and to honor military dogs. Stg. Stubby was referenced in this resolution found at the Library of Congress: http://thomas.loc.gov/cgi-bin /query/z?c112:H.+Res.+740.

Recommended Activities

- Divide and Conquer

Teaching Notes

This text is presented as a mystery. By following the Divide and Conquer activity, students collect clues about Stubby's identity. This activity works well when a single section of text is distributed, students read independently, and then everyone shares their responses in a whole group discussion forum. The answer is not given in the text in order to keep students from skipping to the end. The answer, that Stubby was a dog, may be found on the video listed or by viewing the reference links.

References

- America Comes Alive, Sergeant Stubby: http://americacomesalive.com/2011/07/18/sergeant -stubby-1916-or-1917-march-16-1926-world-war-i-mascot/.
- Sergeant Stubby, War Hero: http://www.youtube.com/watch?v=20bwOpj8DSc.
- Stubby, the 26th Division Mascot: http://worldwar1letters.wordpress.com/the-adventure-unfolds /over-there-1918-1919/stubby-the-26th-div-mascot/.
- The Price of Freedom: Stubby: http://amhistory.si.edu/militaryhistory/collection/object .asp?ID=15.

Sergeant Stubby, a decorated canine war hero of World War I.

Section 1: Divide and Conquer

Read to find out (purpose)	Text Says/Text Clues
Who is Stubby?	
What do you think will happen to Stubby?	

Section 2: Divide and Conquer

Question . . .	Text Says/Text Clues
Who is Stubby?	(additional clues)
What do you think will happen to Stubby now? Why?	

Section 3: Divide and Conquer

Question . . .	Text Says/Text Clues
Stubby isn't a person . . . who is he?	(additional clues)
What do you think will happen to Stubby now? Why?	

SERGEANT STUBBY

Section 1

He was an orphan. He was often hungry and cold, so it seemed like a bit of heaven when he found a whole unit of soldiers who were kind to him. The soldiers nicknamed him Stubby because he was so small. They shared their food with him, even saving some from the mess hall. They played games with him when they weren't training. Stubby joined them on their drills, too. He practiced marching in step, standing at attention, and saluting. He learned what many of the bugle calls meant. Thanks to the work, play, and care of the soldiers, Stubby began to fill out and play more easily.

Section 2

The peace didn't last however. All too soon, the soldiers' training ended and they received orders that they were headed to the front lines. The war was dragging on longer than expected and reinforcements were desperately needed. Robert Conroy, one of the soldiers, had become especially fond of Stubby, and he worried about what might happen to Stubby once the unit left. Robert and his buddies devised a plan. Perhaps if they could get Stubby aboard the ship to the front lines unnoticed, Stubby could go with them. No officer would order the ship back to port just to return an orphan who wouldn't be missed anyway. When the day came to depart, Robert and his friends put Stubby into a large duffel bag, warning him to be quiet. Their plan worked, and soon Stubby was on his way to France and the war.

Stubby proved to be an excellent sailor. While many of the soldiers were seasick, Stubby was never sick. He even cared for some of the sick soldiers, doing his best to cheer them up. The officers soon became aware of Stubby, but they chose to keep quiet and not say anything. Once the boat arrived in France, the soldiers trained again. Soon, however, Stubby and his unit were ordered to the front lines. The troops dug trenches to keep themselves safe from the new technology—machine guns and bombs dropped from airplanes. Stubby learned to sit quietly at the bottom of the trench as the shells exploded all around him. But nothing could keep them safe from the poison gas. None of the gas masks given to the soldiers fit Stubby's smaller face, so Robert Conroy made a smaller gas mask for Stubby, though it didn't always work properly.

Section 3

One day Stubby saw that one of his friends was injured. Stubby jumped up out of the trench and began to run toward his friend, even though both sides were still shooting. His other friends yelled at him to come back, but Stubby ignored them when suddenly, he was hit! The medic took Stubby to the military hospital. The doctors discovered a piece of metal lodged in Stubby's chest. It took a long time for Stubby to recover but finally, Stubby was well enough to leave the hospital. Stubby went back to the front lines. Stubby continued to show how brave he was. One night, he caught an enemy soldier sneaking around the trenches. Stubby grabbed the enemy soldier and hung on until some of the soldiers came to help him.

Some of the French women made Stubby a small uniform and his soldier friends made a pair of dog tags for Stubby. The soldiers began calling him Sergeant Stubby. When the war was finally over, he was awarded a medal and got to shake the president's hand. There's one more important detail about Stubby—he wasn't a person . . .

Answer: http://www.youtube.com/watch?v=20bwOpj8DSc.

1920s

Short Text: *"Fresh Fish" for Sale*

Lexile Level: 1080

Accompanying Primary Documents

- Collection of Prohibition-era primary sources: http://www.archives.gov/education/lessons/volstead-act/.
- Prohibition Era, 1920-1933, Primary Sources in Special Collections: http://libguides.uky.edu/SCProhibit.

Recommended Activities

- Directed Reading-Thinking Activity (handout, pg. 158)
- Questioning the Text
- Extension: Text Sets and Text Series

Teaching Notes

This text describes a colorful character in the history of Prohibition. For many years, states were allowed to make their own laws and many, such as Roy Olmstead's home state of Washington, outlawed alcohol before the Constitutional Amendment made it a federal crime. A similar scenario is currently taking place once again in Washington state. The state has made it legal to use marijuana, though it is still illegal to buy or sell marijuana. It is still a federal crime to use marijuana.

After introducing this text that brings a personal story to Prohibition through Directed Reading-Thinking Activity or Questioning the Text, there are many opportunities for extending the information through text sets and text series, beginning with the sources listed under primary sources and in the references. Additional materials should be added, and in order to emphasize the role of law and government, current information about the legalization of marijuana could be included.

References

- Burns, Ken. 2011. *Prohibition*: http://www.pbs.org/kenburns/prohibition/media_detail/2082733861-olmstead/.
- Olmstead v. United States: The Constitutional Challenges of Prohibition Enforcement: http://www.fjc.gov/history/home.nsf/page/tu_olmstead_bio_olmstead.html.

- Prohibition and the Progressive Era: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/prohib/.
- Thompson, Neal. 2006. *Driving with the Devil: Southern Moonshine, Detroit Wheels, and the Birth of NASCAR*. New York: Three Rivers Press.

A cartoon features Georgia and Maine each holding containers of disguised liquor and with pockets filled with bottles. The caption reads, "Said Prohibition Maine to Prohibition Georgia: 'Here's looking at you.'"

Illustration Source: Courtesy of the Library of Congress, LC-DIG-ppmsca-26196

"FRESH FISH" FOR SALE

Roy Olmstead was a lieutenant with the Seattle Police. He made arrests and kept the public safe. He had family members who were also on the police force. But none of that stopped Olmstead from breaking the law.

In 1916, the state of Washington had a law against buying or selling alcohol. Many states around the United States had similar laws, and by 1920, the Eighteenth Amendment to the Constitution of the United States would make it a federal crime to buy and sell alcohol. But just because it was illegal didn't mean distributing alcohol wasn't lucrative.

Olmstead purchased Canadian Whiskey, had it shipped to Seattle, Washington, via boat, and unloaded the whiskey onto trucks labeled "Fresh Fish." From there, he distributed the whiskey to many different people who were still continuing to sell alcohol. He used his second wife's job as a children's storyteller on a local radio program to help alert his employees when it was safe to move the whiskey. Olmstead barely managed to escape capture during one unloading, and the police force had enough information to force him to quit his job as a police officer. The loss of his job with the police force allowed him to focus all of his time distributing whiskey. His illegal business was soon one of the area's largest employers. His organization delivered approximately 200 cases to the Seattle area every day, earning almost $200,000 each month.

Olmstead was eventually arrested and convicted. He spent four years in prison and was released in 1931. In less than two years, the Twenty-First Amendment was passed, repealing the Eighteenth Amendment and making it once again legal to buy and sell alcohol. But, while the Twenty-First Amendment ended prohibition, it certainly did not end some of the industries created during prohibition. For example, the cars made in the Appalachian region to outrun law enforcement while delivering alcohol illegally gave rise to the beginnings of NASCAR, one of the largest sports in the United States. And organized crime, led by the likes of Al Capone, was just getting started.

Olmstead left prison as a changed man, one who swore off alcohol and its evil effects. He is said to have befriended the judge who convicted him. In 1935, Olmstead received a presidential pardon. Some suggest that NASCAR's moonshine running can be traced to the Whiskey Rebellion in 1794. Rum running has been a way of life for centuries in the Americas, initiated in the Caribbean and furthered by Scotch-Irish frontiersmen in the Southern colonies. It was big business in the U.S. during the prohibition era and Roy Olmstead was the "King of the Puget Sound (King County) Bootleggers."

Great Depression

Short Text: *Milk: When It Doesn't Do the Body Good*

Lexile Level: 1460

Accompanying Primary Documents

- Schuster, Bob. 1999. "Wisconsin's 1933 Milk Strikes on the States Editorial Pages": http://www.wlhn.org/wisconsonian/may99/wispapers_milkstrike.htm. This source compiles primary sources and newspaper headings from Wisconsin during the 1933 Milk Strikes.
- Milk strike photograph from Library of Congress: http://www.loc.gov/pictures/item/fsa1998018791/PP/.

Recommended Activities

- Close Reading

Teaching Notes

Suggested Close Reading questions (using the 5Ws as a questioning strategy):

Allow students to read the text through once.

1. What is this text about? (The Grand Tour question—can students identify what's important without being prompted first?)

   Answer: Ask students to reread the text and highlight any words/phrases they see as important details. This provides a shift from the overall topic to the details that are important.

2. When did this occur?

   Answer: 1933

3. What is the significance of this time period in Wisconsin? In the United States?

   Answer: The Great Depression was being felt all over that nation. This was on top of falling farm prices. Wisconsin was one of the biggest milk producing states in the nation and farmers were struggling to make a living. They were selling milk for less money than it cost them to produce it.

4. Who is involved in the conflict?

   Answer: Farmers, the National Guard. Inferred might also be the state government of Wisconsin, which authorized the National Guard to be under the direction of local sheriffs.

5. Why were the two sides in conflict?

   Answer: "Supposedly all over milk" is what the text offers as a reason. From this, it could be inferred that farmers were struggling to make a living, they were frustrated, and they were pushing for their milk to bring higher prices.

   Background: Farmers were pushing for higher prices by organizing in groups that were similar to unions (the Milk Pool and the Farm Holiday Association). Farmers were refusing to sell their milk and began destroying milk shipped from other farmers.

6. Why would the text say "Supposedly all over milk?"

   Answer: This statement signifies the complexity of the argument and suggests there might be more than just two sides, and more than just milk at the heart of the issue.

   Background: Farmers all across the country were frustrated. Many farmers lost their farms as problems such as the Dust Bowl and the Great Depression drove prices down while increasing the cost of production. Additionally, there was general public unrest. In the "Wisconsin Milk Strikes," jobless sympathizers joined the conflict even though they weren't farmers. Some farmers didn't want to strike at all, but didn't want to betray their neighbors. Some farmers were protesting the monopolies of bigger corporations on milk production. In Wisconsin, about 10 percent of the milk produced was for drinking and about 90 percent of the milk was made into butter, cheese, or other dairy products. Farmers who produced milk to drink received higher prices than farmers who produced milk for other dairy products, so there was conflict between farmers.

7. What does this text suggest about the general attitude of farmers in 1933?

   Answer: There was an attitude of unrest and willingness to undergo conflict. Additionally, both sides were willing to use force to prove their points.

References

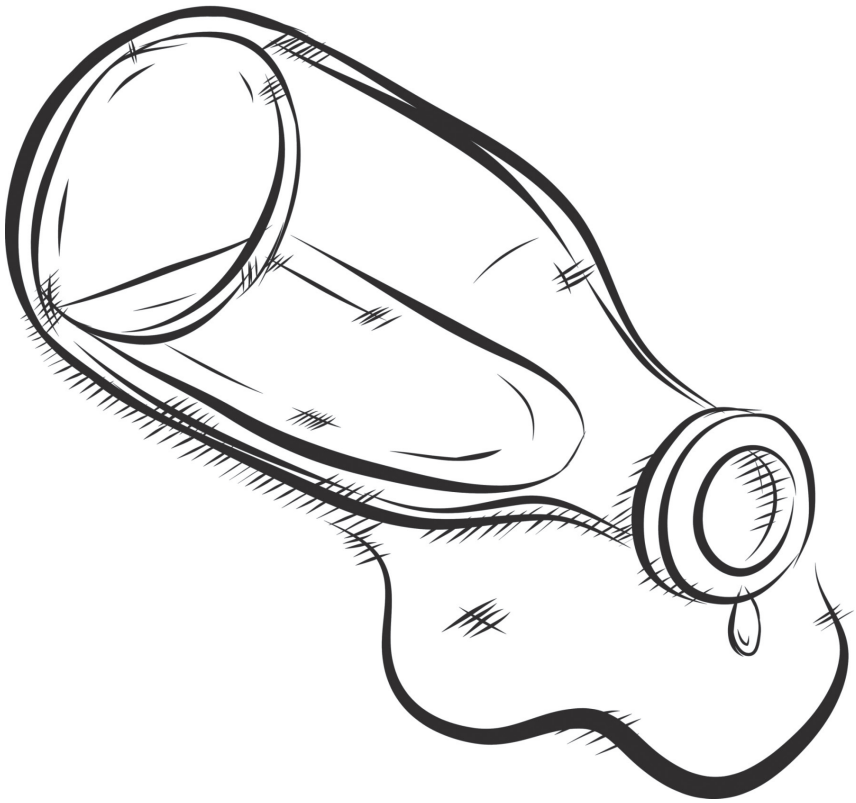
- Brooks, Neil. 1958. "The Pricing of Milk under Federal Marketing Orders." *George Washington Law Review* 181. http://nationalaglawcenter.org/assets/bibarticles/brooks_milk.pdf.
- Jacobs, Herbert. 1951. "The Wisconsin Milk Strikes." *Wisconsin Magazine of History* 31 (1): 30-35. http://content.wisconsinhistory.org/cdm/ref/collection/wmh/id/18864.
- Kriger, Thomas J. 1998. "The 1939 Dairy Farmers Union Milk Strike in Heuvelton and Canton, New York: The Story in Words and Pictures." *Journal for Multi Media History* 1 (1). http://www.albany.edu/jmmh/vol1no1/dairy1.html.
- The Great Depression: http://www.loc.gov/teachers/classroommaterials/themes/great-depression/.

MILK: WHEN IT DOESN'T DO THE BODY GOOD

On May 16, 1933, National Guardsmen in Wisconsin were dispatched. They were equipped with rifles fixed with bayonets, as well as gas masks and a highly potent tear gas in order to challenge the pickets. The result was protestors being shoved with guardsmen's bayonets, tear gas bombs being tossed back and forth between the two sides like balls until they exploded, the shooting of multiple men, and the death of at least one teenager—supposedly all over milk.

"Experience before and since [the enactment of the federal legislation for the regulation of milk marketing] has disclosed that the 'milk problem' is exquisitely complicated."

—Neil Brooks (1958, p. 1)



World War II

Short Text: *Bombing Japan*

Lexile Level: 930

Accompanying Primary Documents

- Photo of the bat bomb: http://www.army.mil/article/6993/Bats_Over_Tokyo/.
- Collection of primary documents related to the Atomic Bomb, the Harry S. Truman Presidential Library collection, "Decision to Drop the Atomic Bomb": http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/.

Recommended Activities

- Directed Reading-Thinking Activity (handout, pg. 158)
- Divide and Conquer

Teaching Notes

This text works well with activities that consider sections of the text such as Divide and Conquer and Directed Reading-Thinking Activity. By giving students parts of the text, they can make honest inferences about what creature is being described in the first section. They can further consider what decision was made after the Carlsbad Auxiliary Army Airfield was burned. Section 3 can be extended with the primary documents from the Harry S. Truman Presidential Library collection.

References

- Dr. Lytle Adams's incendiary "bat bomb" of World War II: http://www.ncbi.nlm.nih.gov/pubmed/15666497.
- Drumm, Patrick, and Christopher Ovre. 2011. "A Batman to the Rescue." *Monitor on Psychology* 42 (4): 24. http://www.apa.org/monitor/2011/04/batman.aspx.
- Weird Weapons: http://www.youtube.com/watch?v=gcpdtcRLeVY.
- World War II on the Home Front: http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf.

BOMBING JAPAN

Section 1

What creature do the following facts describe?

- There are more than 1,200 species of this creature in the world.
- Many of the different species are the size of your hand or smaller. The smallest weighs about as much as a dime.
- They make up almost one-fourth of all the mammals in the world.
- They are more effective and environmentally friendly than insecticides.
- Many of the world's trees depend on these creatures to survive.
- Scientists in several countries are trying to use the enzymes found in the saliva of some species of this creature to treat heart conditions.
- This creature's feces are used as fertilizer and enzymes in the feces are being used in laundry detergents.
- They were part of a plan to end World War II.

Section 2

World War II? That's right! It all started when a dentist, Dr. Lytle Adams, decided to take a vacation in spite of the looming war. His vacation took him far from Pennsylvania, where he practiced dentistry, to New Mexico. While he was there, he visited Carlsbad Caverns. Later that day, he turned on the radio and heard the reports about Pearl Harbor. Japan had sent two waves of attack. The first wave of planes targeted the airfields and planes at Pearl Harbor. The second wave of torpedo planes focused on the battleships, ruining the Pacific Fleet force on December 7, 1941.

Dr. Adams was horrified and angry. And he wanted to be part of the war effort. He started considering what he had seen on vacation in those Caverns—millions and millions of bats. Bats—the creatures described in the facts listed above. Bats—the mammals that make up almost one-fourth of all of the world's mammals. If he could come up with a way to attach tiny incendiary bombs to bats, the bats could be released over Japanese cities. As the bats found places to roost in houses, buildings, or trees, their incendiary bombs would start fires all over the Japanese cities. The benefit of fires, Dr. Adams thought, would be that they would destroy the infrastructure of Japan with relatively small loss of human life.

Adams just happened to know the president's wife. Within a month, he made a proposal to the White House. Soon Dr. Feiser of the National Research Defense Committee created a device that carried a small amount of napalm and could be sewn onto a bat. The device could then be ignited by a timer.

The project was named "Project X-ray," and it worked in theory. But there were a few problems. For example, the bats didn't like to remain still while the incendiary devices were attached. Scientist tried to make them so cold that they entered a state of hibernation, but then they didn't warm up and wake up fast enough when dropped from airplanes. Work continued, and finally in 1943, the Army was ready to show off their solutions. Unfortunately, some of the bats woke up too early and flew off to roost in the buildings around the airfield—and the incendiary bombs worked! Most of the buildings around the Carlsbad Auxiliary Army Airfield burned to the ground!

A building on the Carlsbad Auxiliary Army Airfield set ablaze by rogue bats from the Bat Bomb project.

Section 3

The Army decided to get out of the bat-bomb business, but the Navy decided to continue the work. They were working on it as late as the spring of 1944. Of course, by that time, the military had another project well underway—the Manhattan Project that would result in the dropping of two atomic bombs on Japan and the beginning of the nuclear arms race.

Cold War

Short Text: *Top Secret*

Lexile Level: 1200 (for primary document)

Accompanying Primary Documents

- Primary Reference available through the Dwight D. Eisenhower Library: http://www.eisenhower.archives.gov/research/online_documents/aerial_intelligence/1954_11_24.pdf.
- U-2 Incident is described in detail: http://www.coldwar.org/.

Recommended Activities

- Close Reading

Teaching Notes

Ask students to read the Primary Reference. Suggested Close Reading questions include:

1. What does this memo describe?
2. What is important about the date?
3. What does the sentence "Mr. Allen Dulles indicated that his organization could not finance this whole sum without drawing attention to it" mean?
4. What reasons would the president and secretary of defense have for developing the project described?

After students have read and discussed the Primary Reference, ask students to read the supporting information.

References

- Soviets Down American Airplane: http://www.nytimes.com/learning/general/onthisday/big/0501.html.
- The Cold War Museum: http://www.coldwar.org/articles/60s/u2_incident.asp.
- U-2 Overflights and the Capture of Francis Gary Powers, 1960: http://history.state.gov/milestones/1953-1960/U2-incident.

TOP SECRET

Introduction

Conduct a Close Reading of the Memorandum below.

November 24, 1954

MEMORANDUM OF CONFERENCE WITH THE PRESIDENT
0810 24 November 1954

Others present: Secretary of State
(for part of meeting)
Secretary of Defense
Mr. Allen Dulles
Secretary of Air Force
General Twining
Lt. General Cabell
Lt. General Putt
Colonel Goodpaster

Authorization was sought from the President to go ahead on a program to produce thirty special high performance aircraft at a cost of about $35 million. The President approved this action. Mr. Allen Dulles indicated that his organization could not finance this whole sum without drawing attention to it, and it was agreed that Defense would seek to carry a substantial part of the financing.

The Secretary of Defense sought the President's agreement to taking one last look at the type of operations planned when the aircraft are available. The President indicated agreement.

To a question by the President, the Secretary of State indicated that difficulties might arise out of these operations, but that "we could live through them."

In summary, the President directed those present to go ahead and get the equipment, but before initiating operations to come in for one last look at the plans.

A. J. Goodpaster

TOP SECRET

DECLASSIFIED
E.O. 12065, Sec. 3-204
MR80-234 #1
By DJH Date 3/11/82

Supporting Text

This memo describes the approval for developing thirty of the Lockheed U-2 airplanes. The U-2, nicknamed "The Dragon Lady," was an airplane specially designed to fly at high altitudes (70,000 feet, compared to the typical commercial airplane's 30,000 feet) in order to gather reconnaissance information and photos while avoiding anti-aircraft artillery and even the radar available at that time. The U-2 provided vital information during the Cold War and was used to gather information from over the Soviet Union, China, North Vietnam, and Cuba.

The specially designed plane was notoriously difficult to fly. The first flight occurred at the Area 51 test site in Nevada on August 1, 1955. The pilot had to wear a suit that was essentially the same as the kind astronauts wear: a three-layer design with one layer crocheted by hand. The suit had an inflation system and a venting system to keep the pilot's body temperature cool in all the layers. Pilots began breathing 100 percent oxygen prior to takeoff in order to prevent hypoxia and decompression sickness. A urine collection device allowed pilots to fly long missions.

All of these precautions, however, could not keep the CIA pilot, Francis Gary Powers, from being shot down by the Soviets. He was captured and interrogated by the Soviets for 107 days, then convicted of espionage and sentenced to ten years in prison. He was released after two years in a spy exchange. The U-2 plane continues to fly, making it one of the few aircraft that has been in service for more than fifty years.

Lockheed U-2 airplane, also known as the Dragon Lady.

1950s

Short Text: *Space Animals*

Lexile Level: 1240

Accompanying Primary Documents

- Department of Defense released video showing effects of space travel on animals: http://archive.org/details/gov.dod.dimoc.26170.
- Image of HAM, the monkey, preparing for flight: http://grin.hq.nasa.gov/ABSTRACTS/GPN-2000-001002.html.

Recommended Activities

- List, Group, Label, Theorize (handout, pg. 159)
- Questioning the Text

Teaching Notes

List, Group, Label, Theorize and Questioning the Text should help students focus on not just what is happening in this text, but the bigger question of why the research on space travel was so competitive and what the competition signified for international relations, particularly between the United States and the Soviet Union. Students should ideally link this text to the Cold War era and question or theorize how the Cold War influenced the space race. Also, have students examine the technological advances that moved space travel from animal experiments to human adventures. A guiding question could be: What led to the feats of June 20, 1969?

References

- Gray, Tara. 1998. "A Brief History of Animals in Space." NASA. http://history.nasa.gov/printFriendly/animals.html.
- Jorden, William J. 1957. "Soviet Fires Earth Satellite into Space." *New York Times* (October 5). http://www.nytimes.com/partners/aol/special/sputnik/sput-01.html.
- Logsdon, John M. 2007. "Space in the Post–Cold War Environment." Chpt. 6 in *Societal Impact of Spaceflight*, Steven J. Dick and Roger D. Launius, eds. Washington, D.C.: NASA, Office of External Relations, History Division. http://history.nasa.gov/sp4801-chapter6.pdf.

SPACE ANIMALS

In 1961, HAM became the first chimpanzee to be launched into space.

What do mice, dogs, and monkeys have in common—besides tails and four legs, that is? All three species beat humans into space. In the 1950s, the Cold War dominated foreign policy and the two superpowers—the Soviet Union and the United States—turned their attention to space exploration. Scientists were still working on multiple designs that would allow them to launch a rocket into orbit and then return the rocket to earth. Throughout the 1950s, animals were used to test various effects of space travel, particularly the effects of gravity, since prevailing doubts concerned whether humans could survive the effects of long-lasting weightlessness.

During the late 1940s, the United States launched several rockets with monkeys and mice aboard. The monkeys were all killed on impact when the rocket returned to Earth, but the mice survived the impact. In 1951, a monkey named Yorick survived the impact of the rocket returning to earth after reaching an

altitude of 236,000 feet without entering orbit. The Soviets ran tests with their share of mice, but opted to conduct more trials on dogs than on monkeys because they believed dogs to be less active.

In 1957, the Soviets successfully launched the first satellite from the Earth, called *Sputnik I*. This launch caused near panic. Americans feared that the Soviets would now have the capacity to launch nuclear missiles at the United States. *Sputnik II* was launched a month later, and this time the satellite carried a dog named Laika. Laika was a small stray pulled from the streets. She died soon after the satellite reached orbit.

It took more than a decade for scientists to design and perfect the technology that could reach orbital levels and return to earth without harming the animals—and later humans. HAM became the first chimpanzee in space in 1961, when he flew 422 miles at an altitude of 157 miles and a speed of 5,857 miles per hour, resulting in 6.6 minutes of weightlessness. HAM was an acronym for Holloman Aero Med—the program at the Holloman Air Force Base responsible for much spaceflight testing. HAM's postflight examiners found that HAM was "slightly fatigued and dehydrated"[1] but in generally good health. HAM went on to live first at the Washington Zoo and then to the North Carolina Zoological Park until his death in 1983 of non-space-travel related causes. His skeleton was preserved for ongoing study.

Establishing the ability of the United States to influence world events became a primary interest of presidents in the post-World War II era. Space leadership in the 1960s and during the Cold War meant outpacing the Soviet Union in visible, challenging space exploration endeavors. Winning the race to put the first chimpanzee, and ultimately the first man, on the moon were a few examples of how the space race made the United States a leading world nation.

1 Tara Gray. 1998. "A Brief History of Animals in Space." NASA.

Civil Rights

Short Text: *Fighting for Freedom*

Lexile Level: 1220

Accompanying Primary Documents

- Executive Order 9981: http://www.trumanlibrary.org/9981.htm.
- Oral Histories of officers and enlisted soldiers during integration of military: http://www.trumanlibrary.org/deseg.htm#oh.

Recommended Activities

- Close Reading
- Metacognitive Flowchart (handout, pg. 157)
- Important Questions

Teaching Notes

The difficulty of this text is not in the vocabulary but rather in the broad timeframe referenced, making it suitable for Close Reading and/or for use with the Metacognitive Flowchart. Both of these activities will allow the teacher to model bringing in appropriate background knowledge. Important Questions can also be started with this text and then extended to the primary documents and the references in order to gain a broader understanding of the era.

References

- International Civil Rights Center and Museum: http://www.sitinmovement.org/.
- Separate Is Not Equal: Brown vs. Board of Education: http://americanhistory.si.edu/brown/history/2-battleground/pursuit-equality-1.html.
- The Tuskegee Airmen National Museum: http://www.tuskegeeairmennationalmuseum.org/.
- United States Department of Defense Remembering the Legacy of African Americans in the Naval History and Heritage: http://www.history.navy.mil/.

FIGHTING FOR FREEDOM

Tuskegee Airmen

The history of the U.S. Military provides a microcosm of the struggle for Civil Rights that African Americans have waged for centuries. During the Civil War, approximately 180,000 freed and runaway slaves fought for the Union Army. The bravery of African American soldiers witnessed by President Abraham Lincoln shaped his perceptions of race and is said to have served as motivation for the Emancipation Proclamation. Following the Civil War, units of black soldiers under the command of white officers were established to protect those settlers moving west against the Native Americans. The Native Americans gave the African Americans the nickname of "buffalo soldiers," for their appearance, as well as for their toughness and bravery.

During World War I, over a quarter million African Americans served in the United States military. Freddie Stowers, at the young age of twenty-one, led a squad of all-black soldiers in taking out a machine-gun post. They defeated German troops in the area known as "no-man's land" in France. The Harlem

Hellfighters were an all-black unit that served on the front lines for six months, longer than any other American unit in the war.

Dori Miller showed similar bravery in World War II. He was assigned to assist with the ship's kitchen and was gathering laundry when the Japanese attacked Pearl Harbor. Because of his physical strength, he was able to carry wounded soldiers to safety. He was subsequently assigned to man an anti-aircraft gun that he had not been trained to operate, using it to shoot down four Japanese planes during the Pearl Harbor attack. His courage earned him a Navy Cross—the first ever awarded to an African American.

Prior to 1940, African Americans were not allowed to fly for the military. At the urging and pressure from Civil Rights organizations, a special squadron of all-black pilots was created. They were known as the Tuskegee Airmen. Based on the service of over one million African Americans during World War II, Harry Truman signed Executive Order 9981, intended to end segregation in the military and create "integrated" units. It stated: "It is hereby declared to be the policy of the president that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion, or national origin." However, it wasn't until the end of 1954 that the last all-African American military unit was disbanded—the same year that the *Brown v. Board of Education* case was decided by the U.S. Supreme Court, making "separate but equal" schools unconstitutional.

Military service allowed whites and blacks to share a common purpose, uniting to serve and protect the same country. Further, heroic acts of service and courage proved to many that African Americans were capable of all that whites were. Still, Civil Rights for African Americans lagged behind Civil Rights for whites, even a century after the Civil War. Some would argue that African Americans in the United States still do not experience the same level of Civil Rights that whites do today.

Vietnam War

Short Text: *Flying Tiger Line*

Lexile Level: 900

Accompanying Primary Documents

- Department of Transportation Online Special Collections (http://dotlibrary.specialcollection.net), Historical Aircraft Accident Reports, 1962, Civil Aeronautics Board Accident Report: http://ntl1.specialcollection.net/scripts/ws.dll?file&fn=8&name=S%3A\DOT_56GB\airplane%20accidents\websearch\031562A.pdf.
- Spokane Daily Chronicle: http://news.google.com/newspapers?id=ji8VAAAAIBAJ&sjid=i_cDAAAAIBAJ&pg=6823,4560512.

Recommended Activities

- What Does It Look Like?
- Close Reading
- Extension: Text Set and Text Series

Teaching Notes

This text and the primary sources and extension text set sources offer many opportunities for integration of history, geography, and even archeology. What Does It Look Like? should be modified for this text in order to get the students to chart the referenced information on a map. A map showing time zone differences, such as http://www.worldtimezone.com/, will be most helpful. This is important not only to identify the movements of troops and the Flying Tiger Line Flight 739, but also to be able to interpret the information given in the primary sources. The newspaper accounts offer slightly different dates, which may at first seem contradictory. However, once students are aware of where Flight 739 touched down, Close Readings of the accounts should help students understand that differing time zones explain the different days given in the accounts.

Flying Tiger Line Flight 739 was certainly not the only flight lost. A decades-long search was recently closed for the flight named "Spooky 21." A text set exploring what happened to Spooky 21—particularly how the wreckage was identified and how families were given closure—would be a good extension of the remaining mystery for Flying Tiger Line Flight 739.

References

- Historical Aircraft Accident Reports, 1962, Civil Aeronautics Board Accident Report: http://ntl1.specialcollection.net/scripts/ws.dll?file&fn=8&name=S%3A\DOT_56GB\airplane%20accidents\websearch\031562A.pdf.
- Interactive Flight of Spooky: http://www.newsobserver.com/2013/05/25/2916644/interactive-the-flight-of-spooky.html#2.
- Mystery of Spooky 21: http://www.warhistoryonline.com/war-articles/the-mystery-of-spooky-21-the-top-secret-mission-that-claimed-lives-of-six-u-s-airmen-after-flight-vanished-over-vietnam-jungle-and-the-50-year-effort-to-find-their-remains.html.

FLYING TIGER LINE

An aircraft from the Flying Tiger Line.

The plane crash information reported: "Flying Tiger Line, Flight 739, left Travis Air Force Base in Honolulu on March 14th, 1962. The destination of 93 Army Rangers, three Vietnamese soldiers, and eleven crew-members was the island of Guam, from which they would head to Clark Air Force Base in Manila, and finally on to South Vietnam."

Crews were dispatched to investigate. There was one major complication, however. There was no plane. No plane, no cargo, no bodies, no wreckage—nothing. It was as if the plane had just disappeared into thin air.

The plane did indeed land in Guam on March 15. However, sometime during the six-hour flight to Clark Air Force Base, the plane disappeared. Newspapers reported that ships in the area had recorded explosions and trailing lights. The search involved a huge, open-sea search of approximately 200,000 square miles.

The events occurred as concerns over the U.S. involvement in Vietnam were escalating. President Kennedy aimed to increase military involvement in South Vietnam by sending more machinery and advisers rather than large numbers of troops (The December 1961 White Paper). On the same day, a second Flying Tiger plane crashed. With the disappearance of Flight 739 and the crash of a second plane, sabotage and conspiracy theories ran rampant. What really happened to Flight 739 and all of the passengers? To this day, the events remain a mystery.

Photo source: By RuthAS (CC-BY-3.0 via Wikimedia Commons), http://creativecommons.org/licenses/by/2.0/

1960s

Short Text: *Medical Release*

Lexile Level: 1180

Accompanying Primary Documents

- C-SPAN video of DNC convention speeches: http://www.c-spanvideo.org/program/3412-1.
- Debate between Richard Nixon and John F. Kennedy: http://archive.org/details/1960_kennedy-nixon_1.

Recommended Activities

- Divide and Conquer
- List, Group, Label, Theorize (handout, pg. 159)

Teaching Notes

Suggested sections are given for the Divide and Conquer activity. Students can be asked to focus on who they think is described in section one, and why they think these things might matter in the second and third sections.

List, Group, Label, Theorize can be used as described in the activities. It can also be modified to ask students to take a stance about the health of elected officials. A modified template asks students to respond to the reading purpose prior to reading the text. Following the List, Group, Label portion of the activity, students are asked to respond to how all of the groups they labeled inform the stance they took on the overall purpose. This theory statement can be extended into the reading of more primary sources and texts.

References

- Medical History of the Presidents of the United States: http://www.doctorzebra.com/prez/g_roster.htm.
- "'The President Is Ill': How Health Has Impacted the U.S. Presidency": http://www.pbs.org/newshour/rundown/2012/11/the-president-is-ill-how-health-has-impacted-the-us-presidency.html.
- Webley, Kayla. 2010. "How the Nixon-Kennedy Debates Changed the World." *Time* (September 23). http://www.time.com/time/nation/article/0,8599,2021078,00.html.

MEDICAL RELEASE

Section 1

He was suffering from muscle weakness, fatigue, and chronic pain. In order to manage his multiple illnesses, he was receiving amphetamine shots for back pain and steroids for Addison's disease. He was also on medication for hypothyroidism, allergies, colitis, and at least one psychotic episode. At the same time, he was arguably the most powerful man in the world, responsible for decisions about nuclear weapons, among other things. John, otherwise known as President John F. Kennedy (JFK), was not a healthy man.

John F. Kennedy

Section 2

The health of the president was an important issue in the 1960s. In 1960, Lyndon B. Johnson (LBJ) and John F. Kennedy vied for the nomination of the Democratic National Committee. Among the many issues covered, including space exploration, Civil Rights, religion, and Cuba, the health of both men became an issue. For decades, presidents had tried to conceal any physical illnesses that might be perceived as weakness. Most famously, Woodrow Wilson suffered a massive stroke while in office, which left him paralyzed and impacted his vision. His wife and his doctor hid his condition from outsiders for seventeen months. In contrast, Dwight D. Eisenhower—president during LBJ and JFK's debates—made his health issues public, revealing that he had suffered a heart attack, undergone surgery, and suffered a mild stroke, all while in office. Eisenhower's health challenges became part of the debate for the nomination of the Democratic National Convention. JFK and his supporters drew the public's attention to the fact that LBJ had suffered a heart attack in 1955.

Section 3

JFK ultimately won the nomination by one ballot. He went on to debate Richard Nixon, the Republican nominee, in the first-ever televised presidential debate. Nixon had his own health issues and was still recovering from an infection that had required hospitalization. Reporters described him as sickly and sweaty. The popular story goes that radio listeners felt Nixon had won the debates, while television viewers thought Kennedy was the winner. JFK went on to win the election, capitalizing on opportunities to show himself as vigorous and healthy by playing football with his family, sailing, or engaged in other physical pursuits.

All of that ended when JFK was assassinated in 1963. For decades, JFK's family went to great lengths to conceal the extent of his illnesses. After his assassination, Lyndon Johnson, the man that Kennedy had portrayed as being in poor health, took over the presidency and was later re-elected for office. These events all raised the question of how much the public should be informed about the health of presidential candidates.

Template for List, Group, Label, Theorize

Text Title: Medical Release			
Reading Purpose: Does the public have a right to know about the health of officials who are elected or about to be elected?			
Shared list of important words from the text:			
Category 1 _____ (provide your own title or label)	**Category 2** _____ (provide your own title or label)	**Category 3** _____ (provide your own title or label)	**Category 4** _____ (provide your own title or label)
Theory: How do these groups and labels inform and/or change the initial opinion you had about the public's right to know about the health of elected officials and candidates?			

1970s

Short Text: *Fight, Don't Vote*

Lexile Level: 1200

Accompanying Primary Documents

- Collection of documents: Chambers, John Whiteclay. 1975. *Draftees or Volunteers: A Documentary History of the Debate over Military Conscription in the United States, 1787-1973*. New York: Garland Publishers.
- "The Conscription a Great National Benefit." 1863. *New York Times* 12 (July 13). http://www.yale.edu/glc/archive/961.htm.

Recommended Activities

- Directed Reading-Thinking Activity (handout, pg. 158)
- Modified What Does It Look Like?

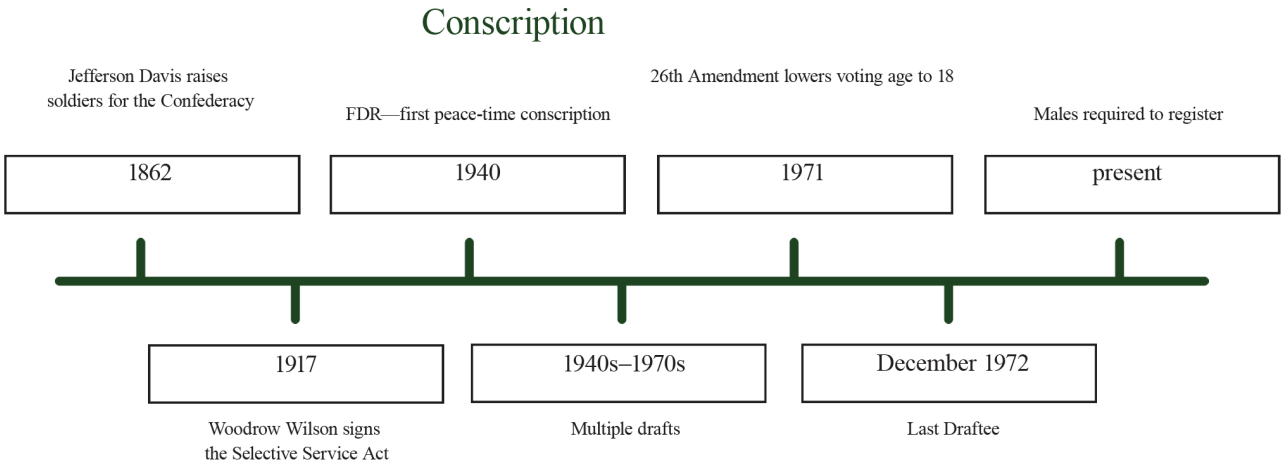
Teaching Notes

This text can be prefaced with two questions that serve as guiding purpose statements to help students focus on their reading. Suggested questions are:

1. Should the United States maintain the Selective Service System and require males to register?
2. Women are now allowed to serve in combat positions. Should they also be required to register with the Selective Service?

Using the Directed Reading-Thinking Activity with this text should focus on helping students slow down and consider each era represented within this text. Another way to help students focus on the distinct eras and what is known about the contexts of those eras is to modify What Does It Look Like. Instead of depicting the characters or settings described in the text, students can create a mini-timeline to represent the use of conscription over time. Multiple timeline software and web programs exist. The following example was created using the free Timeline Maker program at http://www.softschools.com/members/timeline_tool/.

Example Timeline



References

- Anderson, Martin. 1976. *Conscription: A Select and Annotated Bibliography*. Stanford, CA: Hoover Institution Press. http://books.google.com/books?id=yrCOBIn1m1IC&pg=PP1#v=onepage&q&f=false.
- Chambers, John Whiteclay II. 2002. "Conscription." *The Oxford Companion to American Military History*. Encyclopedia.com: http://www.encyclopedia.com.
- Meier, Michael T. 1994. "Civil War Draft Records: Exemptions and Enrollments." *Prologue Magazine* 26 (4). http://www.archives.gov/publications/prologue/1994/winter/civil-war-draft-records.html.
- Timeline of Conscription: http://www.pbs.org/newshour/extra/teachers/lessonplans/socialstudies/timeline%20of%20of%20conscription.pdf.

FIGHT, DON'T VOTE

Young men register for the military draft during World War I in New York City, June 5, 1917.

Have you ever considered a career as a preacher or rabbi? In the 1960s and 1970s, a large number of men who had not considered such careers began giving serious thought to becoming a member of the clergy. Why? Conscription.

Conscription, otherwise known as "the draft," was not new in the 1970s. In fact, conscription had been around for over a century—always with controversy. Confederate President Jefferson Davis signed the first conscription act into law in 1862 in an effort to raise troops to match the sheer size of the Union Army. Some made comparisons between conscription and slavery, but conscription remained.

Woodrow Wilson was the next president to use conscription to raise soldiers for World War I. Only 73,000 people volunteered, far short of the goal of raising 1 million volunteers, so the Selective Service Act of 1917 was enacted for men between twenty-one and thirty-one years of age, including African Americans. The ten million men who registered were viewed as too few in number, so the age bracket was changed to include men aged eighteen to forty-five years in 1918. This raised the number of men registered to 24 million. Out of this number, almost 3 million were in the military.

Franklin D. Roosevelt authorized the first conscription act during peace-time, though "peace" was short-lived. In 1940, all men between ages twenty-one and forty-five were again required to register. After

the Pearl Harbor attack, men between ages eighteen and sixty-four were required to register. Further Selective Service Acts were passed following the conclusion of World War II, but it was the Vietnam-era conscription acts that again stirred abundant controversy.

Vietnam had been a controversial conflict from the beginning. The role of the United States was always somewhat murky, and men sought various means to avoid the draft. Some joined the National Guard since few from the Guard were sent to Vietnam. Others escaped to Canada. Still others joined the ministry as a way to avoid the draft.

The 1970s were times of many social causes, from reproductive freedom presented in *Roe v. Wade* (1973), to feminist movements working for equality in the workplace, to protests against nuclear weapons. Included in these social movements was dissatisfaction with the fact that young men were required to register and could be drafted to fight but could not vote, because at that time, the voting age was still twenty-one. In March 1971, the Twenty-Sixth Amendment to the U.S. Constitution was passed, lowering the voting age to eighteen years for both men and women.

Registration with the Selective Service is still required for all males turning eighteen years of age, though the draft hasn't been used for decades. The last man drafted, Jeff Mellinger, was drafted in December, 1972. He went on to serve almost forty years in the military, retiring in 2011. Women have never been required to register for the draft in the United States, though they have been required to serve in the military in other countries.

Native American History: Lesson 1

Short Text: *Boarding School*

Lexile Level: 1220

Accompanying Primary Documents

- Library of Congress Indian Boarding School Lesson Plans: http://www.loc.gov/teachers/classroommaterials/lessons/indianschools/preparation.html.
- University of Washington Digital Collections, Ethnic Groups: http://content.lib.washington.edu/cdm4/topics-ethnic.php.

Recommended Activities

- Close Reading
- Questioning the Text
- Extension: Moving Beyond Short Text

Teaching Notes

Close Reading and Questioning the Text both focus on the questions raised by this text and the overall policy toward Native Americans. If using Close Reading, you remain in control of the questions to understand the text. Questioning the Text depends on students asking their own questions about the text. The two activities can be used together, with the first paragraph being the text for Close Reading and the remaining paragraphs being the text students read independently to generate their own questions. It is highly probable that questions generated from this text will not be answered in the text, so additional sources should be used in order to address student questions.

References

- Center for Native American Youth: http://www.cnay.org.
- Indian Boarding Schools, Library of Congress: http://www.loc.gov/teachers/classroommaterials/lessons/indianschools/.
- National Museum of the American Indian: http://nmai.si.edu/home/.
- Native American Heritage: http://www.archives.gov/research/native-americans/.

Native American History: Lesson 1

BOARDING SCHOOL

It was only a matter of time before the Native American ways of life were destroyed and replaced. The U.S. government had been breaking treaties and pushing the Native Americans onto smaller and smaller reservations for years. By the end of the Civil War, the government focused fully on "The Indian Problem." With a surplus of troops, as well as many people wanting to move West to strike it rich, obtain cheap land, or simply make a new start after the destruction wrought by the Civil War, the U.S. government made it a priority to either annihilate or assimilate the Native American population.

The most popular method of assimilation was through education. Hundreds of boarding schools were built near reservations. Typically, missionaries taught at the schools, teaching English, reading, writing, and religion. Depending on the location of the schools, Native American students were taught local skills such as farming. However, the teachers deemed the progress of their students unsatisfactory since the students would go home again and become re-associated with Native American customs. The result was that new boarding schools were built further from the reservations, and eventually, Native American students were taken thousands of miles from their homes and placed into boarding schools on the East Coast. Here, the students were forced to abandon their customary styles of dress. Their hair was cut, they heard nothing but English spoken, and there was no way for them to visit their families. Roughly 10 percent of the Native American population in 1900 went through these boarding schools.

Native American graduates of the Carlisle Boarding School

Today Native American youth face equally daunting challenges. The Center for Native American Youth reports the following statistics:[1]

- Over 30 percent of Native Americans under the age of eighteen live in poverty.
- Alcoholism mortality rates are 514 percent higher than the general population.
- Native American teens have the highest suicide rates of any population group.
- The Native American high school graduation rate is under 50 percent, while over 75 percent of white students graduate from high school. Barely 13 percent of Native Americans will obtain an undergraduate degree, compared with 24 percent of the general population.

During the late 19th and early 20th centuries, the Native American Educators and U.S. Government agencies viewed their boarding school program as successful, and congratulated themselves for having "saved" Native American students. More than 100 years later, we must question the impact of their policies on Native Americans.

1 Statistics taken from "Fast Facts" at http://www.cnay.org/uploads/FastFacts.pdf.

Native American History: Lesson 2

Short Text: *Bats, Spiders, and Indians*

Lexile Level: 970

Accompanying Primary Documents

- National Museum of the American Indian: http://nmai.si.edu/home/.
- Native American Heritage: http://www.archives.gov/research/native-americans/.

Recommended Activities

- Questioning the Text
- Metacognitive Flowchart (handout, pg. 157)
- Important Questions
- Extension: Moving Beyond Short Text

Teaching Notes

Questioning the Text or Metacognitive Flowchart activity will help students focus on not just what is happening in this text but the bigger question of why legendary expectations might have been placed on the first Native American baseball player.

Students with greater experience using close reading independently or teachers who want to provide a challenge to students may want to use Important Questions as a way of assessing what students can do independently prior to providing more detailed instruction.

This text is also an excellent opportunity to implement the Moving Beyond Short Text activities. Students could explore governmental policies toward Native Americans during the 1890s. Additionally, students could examine societal views toward Native Americans in different time periods through text sets or text series.

References

- Baseball and Native Americans: http://www.baseball-almanac.com/legendary/american_indian_baseball_players.shtml.
- Buffalo Sports Hall of Fame: http://buffalosportshallfame.com/member/lewis-deerfoot-bennett/.
- Cleveland Indians, the Early Years: http://cleveland.indians.mlb.com/cle/history/cle_history_overview.jsp.
- Fleitz, David L. 2002. *Louis Sockalexis: The First Cleveland Indian*. Jefferson, NC: McFarland & Company.

BATS, SPIDERS, AND INDIANS

Cleveland Spiders, 1898

What do spiders and bats have in common? Besides giving us goose bumps, they also both lived during the time of the dinosaurs. So, what does that have to do with Indians? A giant in his time, one Indian towered over his opponents and became a legend. This Indian swung a bat.

"Take me out to the ball game . . ." and the Seventh Inning Stretch are commonplace events in America. Baseball has a long heritage in the United States—one that can be traced back to post-Civil War times. Baseball has been called America's pastime and has strong patriotic roots.

In one northern city, baseball is legendary. Professional baseball in Cleveland is one of the city's oldest traditions, dating back to Reconstruction. Cleveland is just one of four cities with a longstanding baseball heritage. Other old baseball-loving cities are Chicago, Boston, and Detroit.

The first professional baseball game in Cleveland was played over 147 years ago. On June 2, 1869, the Cleveland Forest Citys met the Cincinnati Red Stockings. Baseball had its ups and downs in those early years, but found roots when the Cleveland Forest Citys joined the National League (baseball's biggest club) in 1876.

In the 1890s, Cleveland's team was named the Spiders and enjoyed much success—three trips to the era's equivalent of the World Series in 1892, 1895, and 1896—under the leadership of Hall of Fame pitcher Cy Young. However, this success was short-lived, as baseball, along with the nation's population, shifted attention westward. The owner of the Spiders sent the best players to his new St. Louis franchise.

So, how did the Spiders come to be known as the Indians, especially after their early successes? In 1897, one of the league's best, but now not widely remembered, players joined the Spiders. In just ninety-four games over three seasons, Louis Francis Sockalexis hit a record .338. Despite the poor record of the Spiders, Sockalexis filled League Park with fans. However, his fame as a "wonder" began before he ever took the field.

The Chief, as Sockalexis was called, was the first Native American baseball player. He was the son of the chief of the Maine Penobscot tribe. Sockalexis was a phenomenal high school track, football, and baseball athlete. His talents were most recognizable as a Notre Dame baseball player. "Sock" was a left-handed power hitter, right-handed cannon-arm thrower, and displayed blazing speeds. In a single game, he stole six bases and made a throw of 414 feet. He even inspired stories like the popular Frank Merriwell series.

In his first two months of professional baseball, Sock made the newspaper headlines every day. He endured demeaning war whoops and racial slurs by opposing fans. The larger than life persona and the burden of racial hatred toward Native Americans were too much to bear. Sockalexis's drinking—a problem he had dealt with throughout most of his athletic career—was escalated by a foot injury in 1898, the year his professional baseball career ended. A popular magazine of the time stated that the Native American athlete had been "handicapped by the racial traits of character."[1] Rather, the attitudes and unrealistic expectations of the white culture prevailed. Louis Francis Sockalexis died on December 24, 1913.

In 1915, a Cleveland newspaper ran a contest to rename the hometown baseball team. The name "Indians" was suggested in honor of the Indian player named Louis Sockalexis. That year, the Spiders became the Cleveland Indians. Jennings, the author of *Rounding Third*,[2] wrote that, "Louis Sockalexis was stuff that legends are made on."

1 David L. Fleitz, 2002. *Louis Sockalexis*, Jefferson, NC: McFarland & Company, pg. 165.
2 Jack Smiles, 2005. *"Ee-Yah": The Life and Times of Hughie Jennings, Baseball Hall of Famer*, Jefferson, NC: McFarland & Company.

Recent History

Short Text: *Stealing History*

Lexile Level: 970

Accompanying Primary Documents

- FBI Top Ten Art Crimes: http://www.fbi.gov/about-us/investigate/vc_majorthefts/arttheft/iraqi-stolen-and-looted-artifacts.
- Explore the artifacts of the Iraq Museum: http://www.theiraqmuseum.com.

Recommended Activities

- Dramatic Interpretation
- What Does It Look Like?

Teaching Notes

This text offers fun opportunities for using the activities based on visualizing—Dramatic Interpretations and What Does It Look Like. One possibility includes distributing or projecting only the first paragraph and asking students to draw what they read about. Students can then discuss who the king was, why he was wanted, and what might have happened to him, before reading the remaining text to answer the same questions.

References

- Art Crime Team: http://www.fbi.gov/about-us/investigate/vc_majorthefts/arttheft/iraqi-stolen-and-looted-artifacts.
- Block, Melissa. 2010. "Looted Iraqi Relics Return Home." An interview with Farah Brockman. National Public Radio. Transcript at http://www.npr.org/templates/story/story.php?storyId=129731037.
- Looting Iraq: http://www.smithsonianmag.com/specialsections/making-a-difference/monument-sidebar.html#ixzz2TO2hHnMx.
- Records of the Monuments, Fine Arts, and Archives (MFAA) Section of the Reparations and Restitution Branch, OMGUS, 1945-1951: http://www.archives.gov/research/microfilm/m1949.pdf.

STEALING HISTORY

King Entemena was missing—and high on the FBI's most wanted list. When asked to describe King Entemena, Farah Stockman of the *Boston Globe* offered the following description: "Well, he's rather short, and he's about three feet tall, dark. He's wearing a skirt. He has inscriptions on his arms and on his back, and he has no head."

King Entemena was a real king in ancient Mesopotamia—though he is long-since dead. The King Entemena in question was a statue representing the king, which was stolen from the Iraq Museum in 2003. Curators of the Museum were accustomed to hiding priceless art and artifacts during the numerous conflicts under Saddam Hussein's regime, but this particular statue was much too heavy to move, so he was left in his original place. As the United States military invaded Iraq in the spring of 2003, the Hussein regime fled, leaving ongoing chaos. By the time U.S. troops arrived and museum staff were able to return, an estimated 15,000 items had been taken or destroyed, including King Entemena's statue. He was rolled down the stairs, breaking each stair as he hit.

The Monuments Men recover plundered paintings from Germany's Neuschwanstein Castle during World War II.

The Monuments Men were established in 1943 to protect cultural property during and after World War II. They have been credited with preserving thousands of works of art that were displaced or confiscated by the Nazis. Following World War II, they returned works of art and other cultural items to their rightful owners. But during the invasion of Iraq, no such group was in place. Instead, there was just one man.

Marine Colonel Matthew Bogdanos was horrified by and angry at the looting. He asked for and received permission to form a new Monuments team. Bogdanos and his team of fourteen other members began an inventory of missing artifacts, as well as establishing a secure border around the museum complex. Descriptions of missing artifacts were distributed to border guards, customs agents, and international police agencies.

The theft of King Entemena was listed on the FBI's Top Ten Art Crimes. Eventually, he was recovered in an clandestine operation in 2006. The FBI organized the recovery and turned him over to the Iraqi Prime Minister, Nouri al-Maliki. However, Iraq was deemed too unsafe for King Entemena's return, and so he has been kept in America. Iraq still has yet to recover many of their artifacts. Disturbingly, some of the artifacts that were returned to Iraq have once again been reported missing.

September 11

Short Text: *Payback*

Lexile Level: 1190

Accompanying Primary Documents

- http://www.9-11commission.gov/.
- http://www.911memorial.org/museum/.

Recommended Activities:

- Close Reading

Teaching Notes

Close Reading is the recommended activity with this text. The text moves between the present, the Oklahoma City Bombing, and September 11, 2001. Students may need help filling in background knowledge and the context of the events in order to develop a full understanding.

References

- George W. Bush September 11 Resources: http://www.georgewbushlibrary.smu.edu/en/Topics/September-11-2001.aspx.
- Paul Howell quote taken from Oral Histories, 9-11 Memorial: http://www.911memorial.org/blog/okc-bombing-victim%E2%80%99s-father-coped-loss-helping-911-families.
- Ronaldo Vega quote taken from 9-11 Memorial Blog, May 22, 2013: http://www.911memorial.org/blog/ok-nyc-bond-forged-tragedy-kept-through-prayer.
- Oklahoma City National Memorial: http://www.oklahomacitynationalmemorial.org/secondary.php?section=1&ordering=131&catid=24.

PAYBACK

Paul flashed back to the destruction—collapsed floors and offices torn apart, people screaming, crying, or—worst of all—making no sound at all. Karan, his beautiful youngest daughter had been working on the third floor when the chaos started. She was one of the last to be pulled from the wreckage. The explosion killed 168 people and injured more than 680 others.

But the present scene was different. Planes had been flown into the buildings. Instead of hundreds, there were thousands dead. Instead of one site of destruction, there had been attacks at two additional sites.

The immediate aftermath of the attacks on the World Trade Center in New York City, September 11, 2001.

Paul Howell was dragged into the chaos of the first scene—the 1995 Oklahoma City bombing, when Timothy McVeigh detonated a Ryder moving truck in front of the Alfred P. Murrah Federal Building. Howell's daughter worked on the third floor of the building as a loan officer for Federal Employees Credit Union. Six and one-half years later, because of this experience, Howell chose to participate in the 9/11 relief effort by providing assistance to victims' family members, preparing them for what they would see, and talking with them about how they could cope. In an oral history he recorded, Paul noted, "I wanted them to know that we had been through it, and we had survived it, and they could do the same thing. . . . There is life beyond that point."[1]

The Oklahoma City bombing and the September 11 attacks were different in scope, context, and intent, and yet, as Paul Howell's example shows, these acts of violence became the foundation for New Yorkers and Oklahomans to find a new common bond. Paul died in March, 2013, but the bond that he helped form between New York and Oklahoma City continues. When tragedy hit Oklahoma again in May, 2013, in the form of an EF-5 tornado which leveled the suburbs of Oklahoma City, Ronaldo Vega, designer of the 9/11 Memorial wrote: "We have had the privilege of knowing a group who survived the Oklahoma City bombing on April 19, 1995 and they have been a source of strength and healing in our own struggles to make peace with our 9/11 tragedy in New York City. . . . We have formed a bond much like a family in closeness. . . . We have companioned our sorrow."[2] He affirmed that New York would be there again for Oklahoma—just as Paul Howell had proven.

Photo Source: By Michael Foran (CC-BY-2.0, via Wikimedia Commons), http://creativecommons.org/licenses/by/2.0/

1 Paul Howell, audio comment, The Memo Blog, http://www.911memorial.org/blog/okc-bombing-victim%E2%80%99s-father-coped-loss-helping-911-families.

2 Ronaldo Vega, "OK-NYC Bond Forged by Tragedy, Kept Through Prayer," The Memo Blog, May 22, 2013: http://www.911memorial.org/blog/ok-nyc-bond-forged-tragedy-kept-through-prayer.

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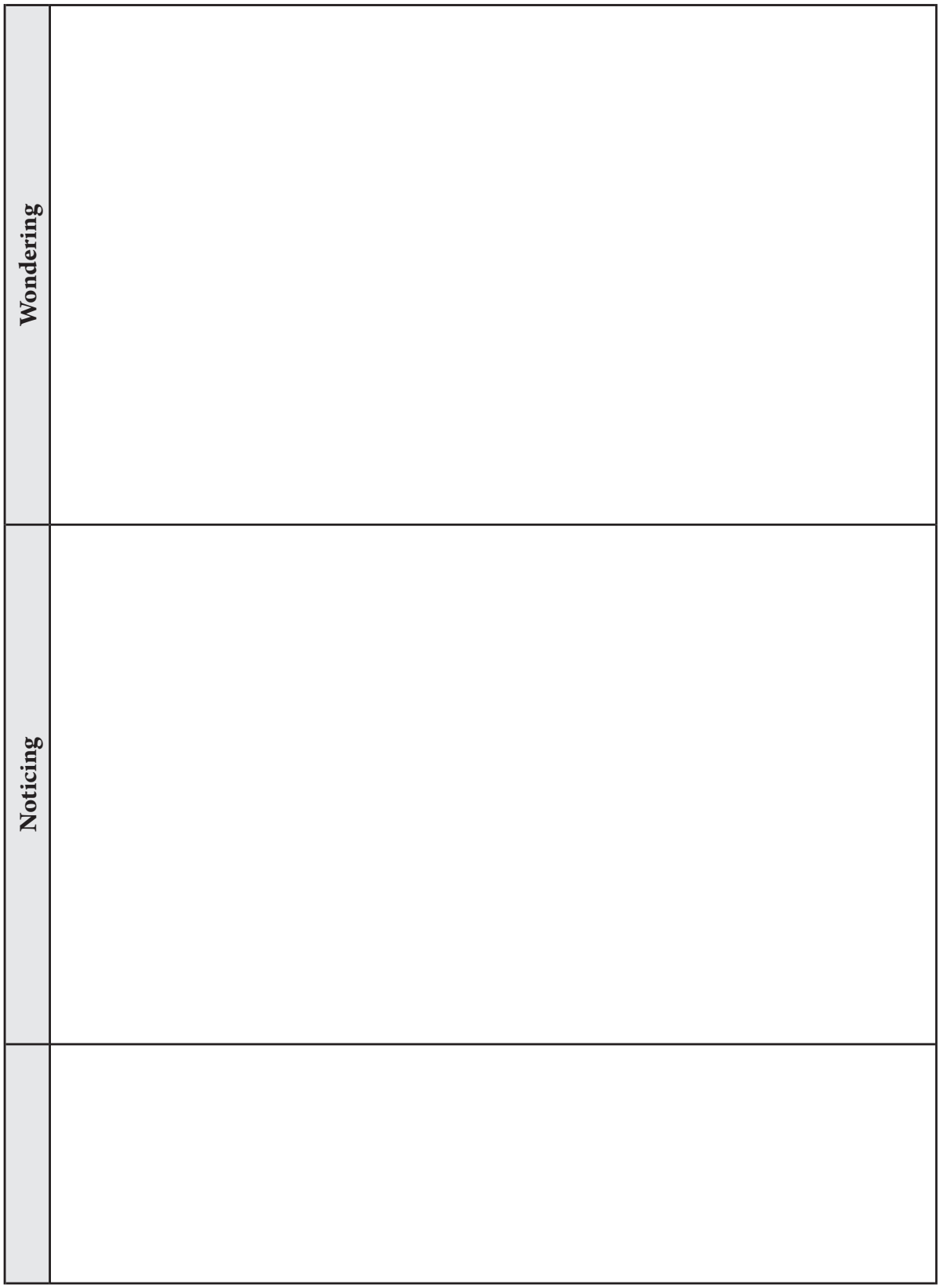
Template for Think Aloud

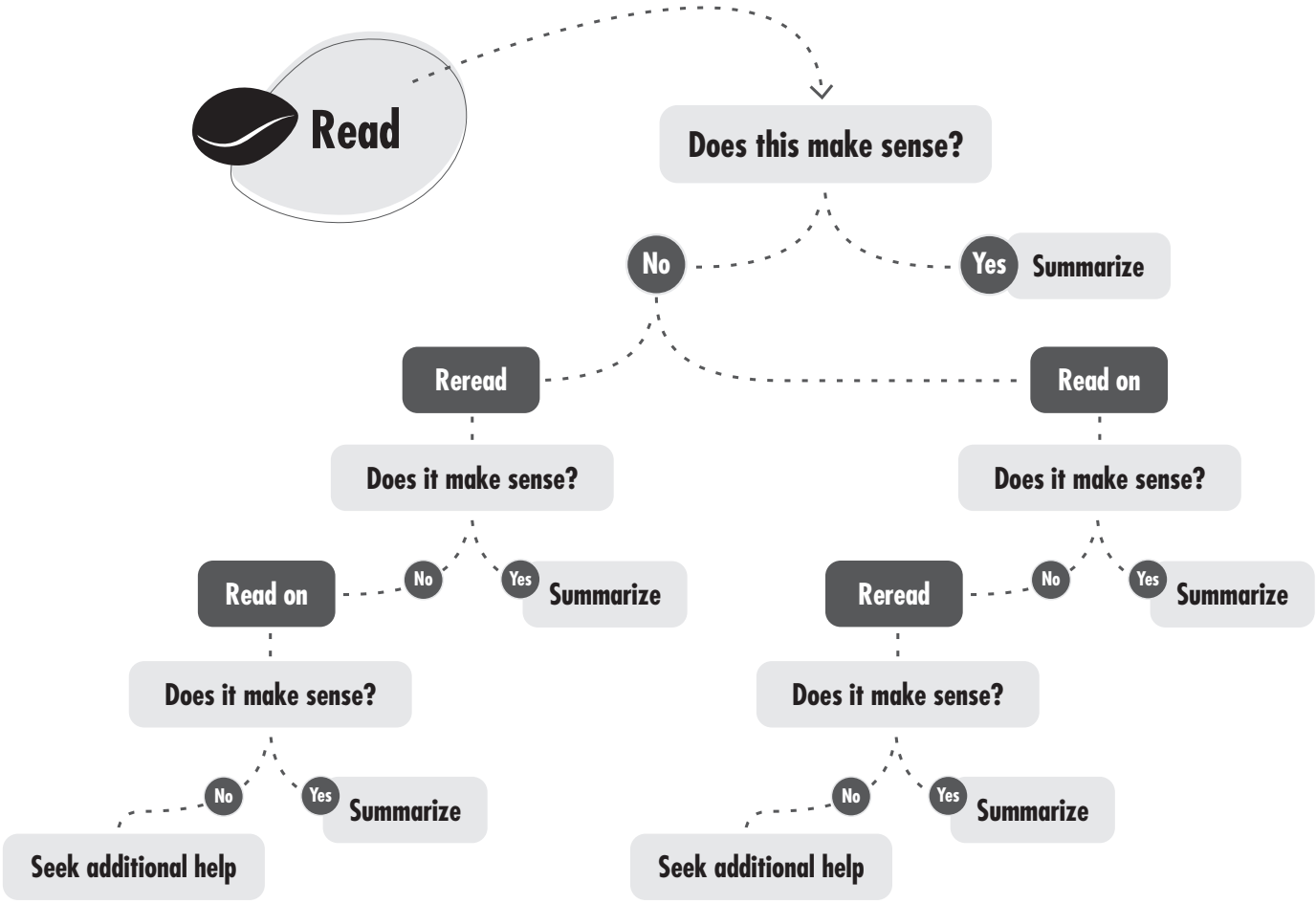


Template for Think Aloud

	Noticing	What I know	Wondering

Metacognitive Flowchart

Read. Does this make sense?



1. *Self-check:* At the start of every paragraph/section, ask, "Does this make sense?" If you can give a one- or two-sentence summary, move on.
2. *Decision:* If it doesn't make sense, make a decision between rereading or reading on for more information.
3. *Reread:* Reread it differently. Slow down. Look at the pictures. Try reading it aloud. Sketch a picture and add labels.
4. *Read on:* Read the next paragraph or the next section. Self-check again. Do you have additional information that will help? If not, make a decision to reread the two paragraphs (or sections) that didn't make sense or read one more section.
5. *Reread:* At the end of the third paragraph (or section), if it still doesn't make sense, try rereading.
6. *Ask:* If it still doesn't make sense, ask a peer or an adult for help.

Template for Directed Reading-Thinking Activity

	Prediction	Verified	Not Verified	Need Additional Information
Preview				
Part 1				
Part 2				
Part 3				

Template for List, Group, Label, Theorize

Unit/Text Theme:			
Shared list of important words from the text:			
Category 1 _____ (provide your own title or label)	**Category 2** _____ (provide your own title or label)	**Category 3** _____ (provide your own title or label)	**Category 4** _____ (provide your own title or label)
Theory: How does this category inform the overall theme?	**Theory:** How does this category inform the overall theme?	**Theory:** How does this category inform the overall theme?	**Theory:** How does this category inform the overall theme?

Template for Important Questions

	Literal evidence in the text	Inferred from evidence in the text
***What* is this text about?**		
***Where/When* did the events described take place?**		
***Who* wrote the text?**		
***Why* are these events important?**		
***How* do these events affect the present?**		