Beginning Inquiry

Short Texts for Inexperienced Readers

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U.S. History

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PREFACE

These short readings represent some of our best teaching moments as well as some of our most engaging studies, which we have used with readers who struggle to access text. Our students have both engaged with the topics and experienced success reading independently with the lower Lexile levels.

When we start writing these texts, we begin with the historical eras as an outline. From there, our tasks are to find (a) what is important and (b) what is engaging. We read broadly. Our reading leads us to ask pages and pages of questions. As our families, colleagues, and students can attest, we share many isolated facts. (For example, the largest denomination printed by the United States was the $100,000 bill and showed an image of Woodrow Wilson.) Some of the questions we ask are of great importance, while others simply reflect a personal interest. For example, Dixie's interests demonstrate an ongoing study of how animals have been used in warfare, and this interest manifested in the Korean War story of Sergeant Reckless in this volume (page 131). That interest continues to spark questions about our responsibilities to animals in warfare.

Why use this text, and why now? What we find is that the topics that interest us and make us ask questions often engage our students more than topics that simply follow a pacing guide. Our inquiry and sense of curiosity is more likely to engross students and facilitate the development of their own questions in response. That is the crux of this text. We want to interest students. We want them to ask questions. We want them to be curious and wonder about many different things. Along the way, we want them to gain some content knowledge; we see content knowledge, however, as an outcome of inquiry, not inquiry as an outcome of content knowledge. We do not want to see students who know a lot of information but are not curious and fail to ask questions about it.

What is unfortunate is that multiple standards and goals sometimes obscure the simplicity of being curious and wondering. If we want to teach students to conduct inquiry, then we as teachers need to avoid giving students all of the questions to explore. We need to let them discover their own questions. Rather than quickly correcting inaccurate or incomplete knowledge, we need to allow time for students to continue to question the accuracy of their first answers. By offering stories about sometimes odd and quirky things and inviting students to be curious, we hope that students will gradually begin to ask their own questions and pursue their own interests. We hope to spark that kind of curiosity with these short texts.

PART 1

FEATURES AND LITERACY CONNECTIONS

Introduction

The texts in this collection target middle and high school students who are reading below grade level. For each lesson, a question section offers instructors a focus that can guide students to deeper inquiry beyond the short text. Each lesson shows potential connections to the College, Career, and Civic Life C3 Framework for Social Studies State Standards[1] (C3) and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS) objectives. Each lesson contains background reading that summarizes some of the important patterns in the era. Each feature is explained in the following sections and is designed to help students who struggle to read grade level text.

Question Sections

Each lesson begins with an introductory question or questions about the historical subject covered. These questions are based on the C3 Framework's presentation of the Inquiry Arc. The C3 framework emphasizes "the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world" (NCSS 2013, 6). An inquiry position helps "students develop questions and plan inquiries; apply disciplinary concepts and tools; evaluate and use evidence; and communicate conclusions and take informed action (NCSS 2013, 6).

The Inquiry Arc begins with questions. These questions may be discipline-specific—focused on history alone, for example. They also may require students to explore other disciplines, such as economics, civics, and geography, in order to discover answers to the questions posed. Students are thus prepared to practice disciplinary thinking—using evidence, identifying claims, and offering argument. To maximize the effectiveness of the Inquiry Arc fully, the short texts should be paired with the extension activities provided in each lesson.

Lexile Level

Each short text is listed with an accompanying Lexile level. These Lexile levels range between 400 and 820, a range that the CCSS associates with the third-grade reading level and accompanying two-year bands. The Lexile levels in this book are appropriate for high school and middle school students who are reading below grade level. In some cases, the Lexile level remains in the upper 700s or lower 800s because of content-specific vocabulary that does not occur commonly in texts outside the historical era. In cases when the vocabulary specific to the historical subject raises the Lexile level, we have suggested specific vocabulary

1 The framework is available at the NCSS website. For a specific description of the Inquiry Arc, see pages 16–64 of the C3 Framework PDF.

to preview prior to asking students to read the text. For detailed vocabulary activities, we suggest *Targeted Vocabulary Strategies for Secondary Social Studies* (Heafner and Massey).

Lexile levels should be treated as approximates. They are appropriate for comparing one text with another text and ranking them in difficulty. These levels are, however, only partly how text difficulty is measured, according to the CCSS, Appendix A. Text difficulty is best determined using three features: (a) quantitative measures such as Lexile levels, (b) qualitative measures of text, and (c) evaluation of the reader and task associated with the text. It is important to remember that a Lexile level is only one component of evaluating a text and is not a description of a reader. [2]

CCSS and C3 Standards

The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects clearly describe the need for all teachers to attend to students' literacy development across the curriculum. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including English/Language Arts (ELA). The grades 6–12 standards are divided into two sections, one for ELA and one for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas also play a role in this development, showing a disciplinary stance toward literacy and other subject areas.

Reflecting the shared responsibility for literacy learning put forward by the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (NGA Center and CCSSO 2010), the C3 Framework incorporates and extends the expectations from the grades K–5 ELA standards and the grades 6–12 standards for literacy in history/social studies, science, and technical subjects.

The ELA and social studies standards can be generally divided into three broad areas. The standards are summarized below, along with an overarching question that can be used to direct students' thinking about texts in general.[3]

KEY IDEAS AND DETAILS—What does the text say?

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

2 For a more detailed description of the three text-leveling features, see Hervey, *The Beginners Guide to Text Complexity*.
3 NGA Center and CCSSO, *Common Core State Standards*, 35.

CRAFT AND STRUCTURE—How is the text written?

1. Interpret words and phrases as they are used in a text—including determining technical, connotative, and figurative meanings—and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS—What does the text mean?

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Standard 10 differs from the others in that it offers guidelines for what and how students will read—they will read complex texts. There has been a lot of emphasis on this particular standard, asking students to read more and more difficult pieces of writing.

While the CCSS and C3 are separate documents, we concur with the approach that the National Council of Social Studies has demonstrated when presenting the two documents as vitally linked and supportive of a unified framework of instruction. The following chart summarizes the connections between the C3 and the CCSS. [4]

Connections between C3 and CCSS Standards

C3 Dimensions	Aligned Standards from CCSS
DIMENSION 1: Developing Questions and Planning Inquiries	CCSS.ELA-LITERACY.CCRA.R.1
DIMENSION 2: Civics, Economics, Geography, History	CCSS.ELA-LITERACY.CCRA.R.1–R.10
DIMENSION 3: Gathering and Evaluating Sources and Developing Claims and Using Evidence	CCSS.ELA-LITERACY.CCRA.R.1–R.10
DIMENSION 4: Communicating and Critiquing Conclusions and Taking Informed Action	CCSS.ELA-LITERACY.CCRA.R.1

4 NCSS, *The College, Career, and Civic Life (C3) Framework*, 26–63.

In this collection of short texts, you will find connections to both the C3 and CCSS standards. The focus of these texts is on Dimension 2 (Applying Disciplinary Concepts and Tools: History) and Dimension 3 (Evaluating Sources and Using Evidence). Civic, economic, and geographic understandings of Dimension 2 are also evident in some of the short texts. With extension activities, and by using the short text as a starting point for larger inquiry, Dimensions 1 and 4 are easily included as well.

Teaching Notes

Some of the short texts contain brief teaching notes that provide additional explanations for instruction. These notes provide opportunities for the instructor to scaffold students' learning. For example, for some stories, we have divided a text into two parts, with discussion following each part. This allows the teacher to check for student understanding.

At times, the teaching notes include particular vocabulary words the teacher may ask students to consider; however, we chose not to include a vocabulary section for each story. Standard 6 of the Common Core State Standards addresses the necessity of understanding vocabulary specific to domains related to history and the social studies (CCSS.ELA-LITERACY.RH.6-8.4). More specifically, the College and Career Readiness for Language standard (CCSS.ELA-LITERACY.CCRA.L.6) states that students should "Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression." While we want students to be as independent as possible with vocabulary knowledge, we also understand that content vocabulary may pose particular challenges for students if the short text is their first exposure to certain historical eras. Such specific vocabulary will both raise the Lexile level of the text and pose comprehension challenges to readers. In instances where the Lexile level is significantly affected by specific words that will be difficult for students to understand from textual clues, we suggest teaching some specific words prior to beginning the lesson in order to mediate these challenges. We encourage a variety of vocabulary activities that allow students to experience words in different ways, as opposed to simply memorizing definitions. We recommend *Targeted Vocabulary Strategies for Secondary Social Studies* (Heafner and Massey) for presenting words in a variety of ways.

Activities

The suggested activities are meant to offer methods for formative assessment of the C3 and CCSS objectives. These formative assessments are presented as writing activities. Students who struggle to read at grade level, however, may also struggle to write with detail. When possible, we suggest other types of assessments, including letting students give their responses orally (either through one-on-one conversation or through audio recordings in tablet computers or other technology).

Extension Activities

The extension activities offer more information about the historical subject and cross-curricular connections. As we noted in the Preface, our hope is that the texts invite students to formulate their own inquiries, and the extension activities provide opportunities for students to ask questions and explore related topics. Additionally, we conceived the extension activities as a way to differentiate learning. Small groups of students may choose to complete different extension activities based on their own interests. Alternately, groups of students may be assigned different extension activities based on ability levels.

References

The references section includes citation information for the material contained in the short text. Additional primary source references are also included for further reading.

Background Reading

Each short text is introduced with background reading. While the short text is typically focused on a very specific incident or event within a much broader era, the background texts provide a broader overview of the era.

The background reading may or may not be completed prior to the reading of the short texts. In some cases, such as the Westward Expansion lesson, the background reading provides more description about the short text. If the teacher wants to maximize the invitation for students to make inferences from the short text, the background reading should be saved until after the short text is completed.

In some cases, the background reading is written at a higher Lexile level than the main text. You may read the background information to the students, or you can let the students read the main text *before* the background reading to help the students develop some experience with the topic and vocabulary. All of the background reading Lexile levels are within the stretch Lexile-band range for 6–8th grade, so you can decide to assign the background reading to the students and use it as an informal assessment for how well they understand text within their range. The Teaching Notes section to follow provides further information.

Literacy Practices to Support Social Studies Learning

The short stories in this text are written specifically to support students who struggle to read at grade level. Helping students read and think independently about social studies texts is our primary goal. In the following pages, we will explain why students should read both closely and broadly. We encourage you to assess *why* students struggle to read and attend to cognitive and metacognitive thinking about texts. We also encourage social interaction around texts, different ways to build reading stamina, and attention to students' motivation.

Read Closely and Broadly

The CCSS has highlighted the use of close reading as a common approach to reading texts. Close reading is not a new approach but rather a technique that has been around for decades as part of the literary criticism tradition. In literary criticism, the text itself is considered authoritative, and readers are encouraged to focus on what the text says. This is typically accomplished through multiple readings of the same piece of writing. It is not uncommon for a class to read a single text every day for four or five days in a row.

We recognize close reading as a valid practice, one that historians and social scientists have used extensively before it became popularized again. We also recognize it, however, as one of many approaches to a text. The danger of too much close reading is that the text is treated as the only authority, marginalizing students' own background and experiences. Additionally, we have observed students' extreme frustration with too much of this practice. Activities that are labeled as "close reading" are used at all grade levels, including extensively at the elementary levels. A typical practice for third graders preparing for end of year

tests is to read a practice passage each week. Students are given the excerpt to read and reread over several days. They are expected to annotate the text and answer questions regarding the main idea and supporting details. The next week, a new passage is given, completely unrelated to the previous passage.[5] Students at the elementary level often come to associate close reading with finding main ideas, key details, and test preparation. By the time students reach middle school, they often demonstrate great resistance to ongoing close reading, creating a "collapse of motivation to read."[6]

With the short texts in this collection, we present these not as documents to read repeatedly and closely over multiple days. Rather, we use these short texts to offer invitations into the content. Ideally, we hope to spark interest or further questions about the topic. We do this through presenting a mystery (as in the Western Expansion lesson, page 50) or through something that requires little reading but still requires the habits of historical thinking (as in the images used for the Women's History lesson, page 160). These hooks are not meant to replace additional texts that will be used to explore the content more deeply.

Assess Why Students Struggle to Read

What if students still struggle to read the texts despite the attempts at invitation, attention to motivation, and the lower Lexile levels of these texts? Beers[7] points out that saying that the student cannot read, then, is insufficient. Instead, we need more clarity about what a student struggles to do with text. Some possibilities include the following:

- The student is unable to recognize monosyllabic words quickly and accurately.
- The student is unable to recognize polysyllabic words quickly and accurately.
- The student is unable to recognize sight words quickly and accurately.
- The student is unable to recognize the meaning of academic vocabulary.
- The student can identify words easily but cannot understand their meanings.
- The student does not read with an appropriate rate and/or fluency.
- The student does not identify when a text does not make sense.
- The student can read the text but cannot retain things that happened earlier in the text.
- The student lacks the stamina for reading longer texts.
- The student has the appropriate skills for reading but lacks the motivation to read.

Beers offers multiple suggestions for addressing each of these issues and more.

By the middle and high school levels, the most common challenges typically include comprehension and motivation. That is not to say that no students struggle to read the words themselves, but students with the greatest struggles at the word level frequently receive additional support through special education services and English Language Learning services. Students who struggle with comprehension and motivation are expected to receive help in the regular classroom.

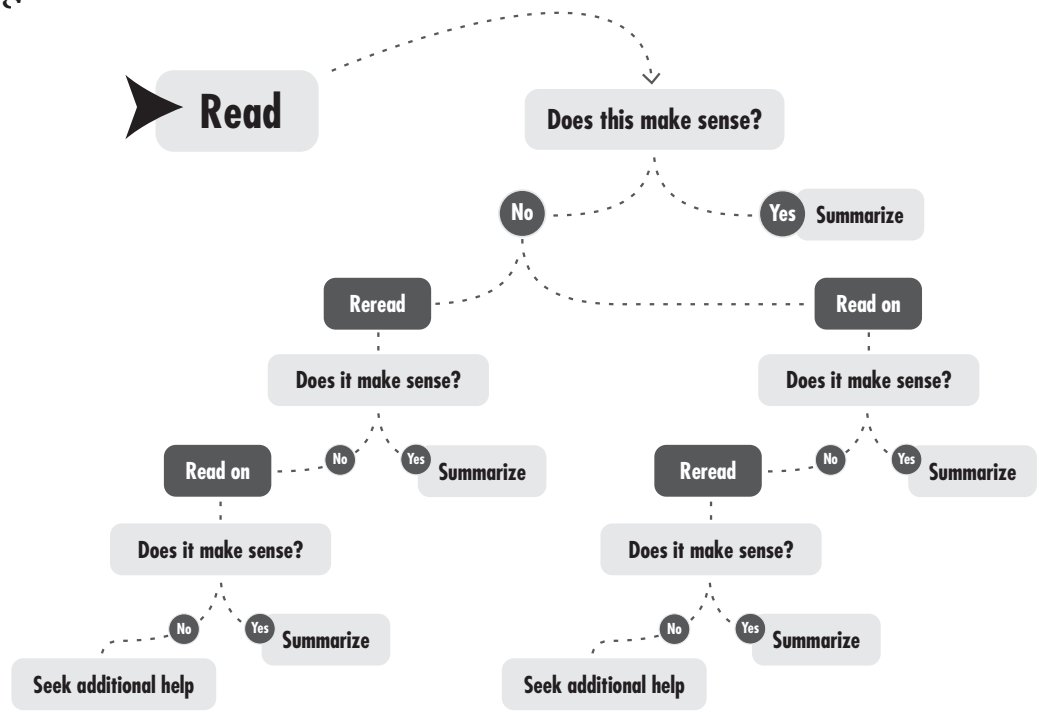
5 Ferlazzo, "Close Reading."
6 Snow, "Cold Versus Warm Close Reading," 14–15.
7 Beers, *When Kids Can't Read*.

Focus on Cognitive and Metacognitive Thinking about Texts

Many middle and high school students continue to think of reading as the ability to recognize the words quickly. They fail to focus on the thinking that is required in understanding a text. It is important, therefore, that social studies teachers explain how social scientists think about texts, emphasizing the patterns of thinking (sometimes referred to as comprehension strategies) needed to understand social studies readings. While different patterns are associated with specific subdisciplines of social studies (such as history or geography), one of the most common patterns of thinking shared among all disciplines is asking questions about the texts. For example, when reading history, the most common questions we ask of the text are the following: What is the source? What corroboration of this information is available? What is the context for the creation of this text? A geographer will also ask questions, although the specifics will vary from the historian's. A geographer may ask some of the following questions: Where is the location? What is at that location? What has changed at this location over time? All in all, the ultimate goal is to teach students the questions they need to ask of the texts they encounter across different disciplines. Middle school will be the first time that students are likely to encounter these specific patterns of thinking, and they will therefore need continuing practice with these thinking patterns.

It is important to recognize that students who view reading as a process of identifying words and reading quickly may also fail to understand that texts should also make sense. Some students have experienced years of writing that does not make any sense to them. They have relied on a variety of coping strategies, such as listening to others read the text aloud. We want to help these students recognize that texts should seem sensible. Metacognitive instruction is as simple as teaching students to ask themselves "Does this make sense?" and then do something about it if the answer turns out to be "No." We frequently use the Metacognitive Flowchart to help students ask this question and to determine if they need to reread or read on for more information.

Metacognitive Flowchart



If students continue to struggle with text even after seeing models and considering whether the text makes sense, they may need a more specific focus. Giving struggling students clearly stated goals for individual writing sections offers an additional support. Possible goals for reading texts can resemble the following examples:

- Identify three claims in this section of the text.
- Summarize the three reasons the author gives for the economic depression in paragraph one.
- Infer who is described in paragraph two, and give two pieces of evidence that support your claim.

Note that these goals are much more specific than "Find the main idea of the text" or "Summarize the text." They tell the student what to find and where in the text to find it. By using cues such as *infer*, we let students know that the answer will not be found explicitly in the paragraph.

Initially, the teacher will need to demonstrate how to answer these goals through modeling. The responsibility, however, needs to be released to students as quickly as possible. Modeling one's thinking loses effectiveness if the teacher maintains control for too long. We try to limit models of our own thinking to no more than five minutes before asking students to participate. We may then take responsibility again for a successive section of text, but we avoid maintaining a demonstration where we do all of the thinking over an extended period of time. Furthermore, while we may ask students to infer so that they can practice this particular strategy, over time students need to begin to make decisions of their own about what they should do with the text.

Facilitate Social Interaction

While comprehension is both cognitive and metacognitive, it is also social. We understand something new or different about a text as we listen and interact with others. Simply posing a question for class discussion, however, frequently fails to generate the kind of social interaction that supports comprehension. Putting students into smaller discussion groups sometimes helps. For those students who struggle, however, discussion groups can be just one more place they are silent or are reminded of their status as a struggling reader. The following are ways to provide for social interaction while still attending to students who may have difficulty participating for a variety of reasons:

- *Write It Down:* Sometimes students do not want to be the focus of attention. For students who are able to write/type, asking them to write down their responses to a question is a simple step. The teacher can monitor responses as students read and write, paying particular attention to students who struggle. Any valid response is an opportunity for the teacher to informally conference. Our response to students is often something like "Isaac, that is a very thoughtful response. You brought up a good point about the cause of the revolution. Would you be willing to share that response when we discuss this with the whole group?" Having time to process the task and content, along with being validated before sharing the answer, supports students who struggle.
- Alternately, students can write down their responses to a question and turn those over to the teacher, either through electronic platforms or as hard copies. Again, we pay particular attention to those students who hesitate to participate or struggle to access the content. If the discussion will continue the next day, we help the students revise their answers and then let them know that we are going to ask them to share their answers. We might even suggest that a particular student will be

the first or second person to share an answer. This information offers the student an opportunity to share without worrying about competing with others who might have similar answers. It frees the student from wasting mental energy on worrying about when he or she will be called upon to respond. This approach takes careful planning. The instructor must be looking for just the right opening, so students are not singled out in ways that embarrass and further isolate them.

- *Reciprocal Teaching:* Reciprocal teaching (RT) was initially designed for readers who struggle in middle school. Each student is assigned a role within a small group. The roles are based on particular ways of comprehending the text, including summarizing, clarifying, questioning, and predicting. Initially, the teacher models each of the roles. Over time, students should take responsibility for each of the roles.[8]

- *Individual Inquiry*: With a larger topic, students may be asked to explore elements of it in order to contribute their portion to a larger group. For example, if the class is exploring how counterfeiting has been used in warfare to destabilize economies, different students explore counterfeiting in separate historical periods. If only one person in the group is responsible for American Revolution counterfeiting, that student may not feel the pressure of comparing his or her answer to another person's. It also offers the teacher a window in which he or she can conference individually with the struggling students (as well as provide lower-level texts).

Build Reading Stamina

Short texts are useful for giving overviews, providing novel entries into a larger topic, and helping students approach texts. However, students need to be able to read and comprehend longer texts. Reading stamina is similar to a fitness program. Someone who runs regularly may be able to run for longer periods of time than someone who does not run on a regular basis. At the same time, that runner may lack the stamina for activities requiring strength. Similarly, students may exhibit stamina for narratives but give up quickly when encountering informational text. Additionally, we cannot expect students to move immediately from very little reading stamina to extended reading stamina for long and complex texts. Even when goals, vocabulary load, and a motivating text have been considered, stamina is built incrementally. For this reason, we begin by assigning shorter texts and watching carefully to see how long students are able to attend to the text before fatiguing. Reading has to be a regular event; once a week sessions will not build stamina. Over time, we gradually increase the amount of text we ask students to read.

In social studies, students typically fatigue with long and complex primary documents. A possible sequence for gradually increasing the amount of time students spend with at text is to start with one or two images. Gradually, images with a longer caption are used, such as the captions for political cartoons. Short paragraphs from primary sources are then introduced, and these paragraphs may be modified to make the text more accessible to students.[9] This sequence will be repeated perhaps each week, or each unit, rather than being something done once across a year.

As part of reading stamina, providing time to read is critical. This reading time should not be restricted to primary documents with dense language. Reading time should also include secondary and tertiary sources. A common challenge is that teachers assign reading, find that the students cannot or will not read, and end up summarizing or providing notes on the intended material. This response creates

8 Visit the Reading Rockets "Reciprocal Teaching" webpage for more information about reciprocal teaching.
9 For a more detailed description of adapting primary sources, as well as examples of adapted primary sources, see NHEC, "Adapting Documents for the Classroom."

a cycle that continues to undermine students' reading stamina. We suggest that students be given time to read in class, and we also recommend that the information from the reading not be covered in class. Students must be held accountable for what they read if we expect them to read a text. As students begin to increase their reading stamina, more of the reading can be assigned at home; but again, students should be asked to do something with the content of their reading, and that content should not be covered entirely by class lecture.

Consider Motivation

While repeated close reading of primary sources may support content learning within social studies, students may began to lose interest and motivation if this is the primary approach to learning. As Wineburg and Martin observe, "Instead of igniting students' interests, [primary] sources can provide challenges that quash students' motivation."[10] If we want students truly to understand, we also need to attend to their motivation. Wilhelm and Smith[11] summarized characteristics of activities that students describe as motivating: demonstrating competence and control, a sense of challenge, clear goals accompanied by feedback, an emphasis on immediate instead of long-term experiences and goals, social interactions, and choice.[12]

We have found the following options useful when supporting these characteristics to motivate hesitant readers or readers who struggle:

- *Begin with an image*. We have included multiple images with each lesson. For readers who struggle, we project or print only the image. For example, in the short text for the America, 1828–1850 lesson, we show an image of a rod going through a skull. This image depicts how a tamping iron entered and exited Phineas Gage's head as he was blasting to build railroad track. We begin the lesson by showing only this image and asking students to consider what happened before we show them any text; this time allows students to interact socially. It also gives us the opportunity to surface particular vocabulary. For example, when using the image for this era, one phrase we often introduce is *tamping iron*. It takes very little time for students to use the correct term. The visual shows what the tamping iron is. Then, as students prepare to read, we offer specific goals: "Everyone read to find out what happened in this image and what the tamping iron was supposed to be used for originally (instead of making holes in a skull)." A little humor and a specific purpose often entice students at minimum to read to find the answers. While we might not have their full interest for longer activities, we view any small attempt to participate and engage as small victories to be built on over time.

- *Shorten the short text!* Sometimes it does not matter how interesting the topic may be if students see a lot of text. When they see lots of words on a page or a multiple-page document, some students automatically balk, beginning to think of ways to avoid reading. The first thing students do is to count how many pages they actually have to read and start complaining. To address this challenge, we frequently give students a single or a half page of paper containing only one or two paragraphs. Additionally, we increase the type size and the spacing between lines in order to create a more visually friendly text. This step is not necessary for every student, but, for those who are most resistant, limiting the amount of text students anticipate reading can help them approach the text.

10 Wineburg and Martin, "Tampering with History," 212.
11 Wilhelm and Smith, "Reading."
12 For additional information about offering choice to adolescent readers, see Wilhelm, Smith, and Fransen, *Reading Unbound*.

- *Give them the best first.* We compare this principle with letting students eat some of the dessert before dinner. For resistant students, providing them with the most interesting fact or most unusual event provides a good starting point. While we have provided background reading for each of the short texts in this book, we realize that this section may not be as engaging as the short text. We encourage you to vary the sequence to fit the needs of the students.

- *Demonstrate competence.* Students who are struggling or hesitant readers in middle school and beyond typically have two common experiences. First, some students were considered good readers in elementary school, but something shifted in middle school, causing them difficulty in understanding texts. This experience is not unusual for students who have read a variety of narrative texts but few informational texts; for students who have been asked to focus on reading fluently and with speed, particularly reading out loud in front of others; and for students who have experienced personal stress and upheaval during the middle school years. Second, some students have struggled for most of their school careers. These struggles are often linked to learning or language differences. Many students in this group have been pulled out of their classes to receive special services. Students with a fixed mindset can view themselves as inherently different and dumb instead of realizing that they may simply need some extra time or practice. As teachers, we want to encourage students to have an open mindset that allows them to view their accomplishments as a result of work and effort, rather than just a result of natural ability.[13]

One way we help students demonstrate competence is to give them a preview of text we will read in the following days. This preview allows a student to know something that his or her classmates do not yet know. It also allows the student extra time to process and think about a topic. However, we do not want this preview to appear as extra work. Many students will resist anything they perceive as additional work. One way we have approached this challenge is to ask students for their opinion about a text. Our conversation typically goes something like this:

> **Teacher:** Kade, I'm trying to find something that most people will find interesting. I need your honest opinion. Take a look at this picture (show an image from a short text, such as the image of the skull used in the America, 1828–1850 lesson). Can you believe this actually happened to a guy named Phineas Gage? Do you think our class would find this interesting to learn about? I need to find some other cool images or videos to show, though. While we're waiting for everyone to get settled, would you do quick search and see if you can find anything else that looks interesting about building railroads in the 1800s?

If we are successful, Kade will come up with some interesting results. If the results are not immediately relevant, we can still use them as examples of ways that information gets represented and misrepresented in a way that values the search that the student has done. When we present the information to the entire class, we give credit to Kade for finding some extra images and videos.

Another way we help students demonstrate competence is by giving students different questions that they need to answer and share with a larger group. You can use this method through activities such as the jigsaw technique, or by letting students explore their own individual interests. For example, if we are covering World War II, some students may be interested in weapons, some may be interested in the roles that animals played, some may be interested in the role of women, and so on. By letting students pursue their own individual interests for one or two days and asking them to share their responses, we have some

13 For additional reading about fixed versus open mindsets, we recommend Johnston, *Opening Minds*.

time to work individually with the students who struggle. We can individualize the texts that they read. We can also elevate their findings by drawing attention to that information in front of a group or class. We recognize the fine line between embarrassing a student and helping them demonstrate competence, so it is critical to get to know the student in order to understand how he or she will respond.

Conclusion

Social studies presents many challenges to readers that they are unlikely to encounter in other disciplines. This makes it critical that students practice the thinking and reading that social studies requires. We have used short texts to engage and support all students, particularly those who struggle to read and comprehend textual information. We encourage you to treat the activities and connections flexibly, adapting them as needed to meet your students' needs in order to facilitate their inquiry and interest.

For Further Reading

We have found the following resources helpful when working with students who struggle to read and comprehend at their grade level. These resources offer concrete suggestions for ways teachers can assess and help students access texts.

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PART 2

U.S. HISTORY SHORT TEXTS

Era of Exploration

Short Text: Who They Were and for Whom They Sailed

Lexile Level: This text does not have a Lexile because the list format, as well as the repeated use of titles or names, makes it difficult to arrive at an accurate Lexile level. In this case, the visuals are used to support comprehension.

Background Essay

Lexile Level: 910

Questions

- Who were the explorers and for whom did they sail?
- What motivated the explorers' travels?
- What did the explorers want?

Teaching Notes

The fourth activity question may be quite difficult for students because it asks them to visualize. Even looking at maps may not be adequate. Students may need to spend some time learning more about explorers' routes and tracing them on a globe in order to understand how the explorers attempted to go west to find a quicker route to the east. European explorers credited with discoveries initiated radical change and significant population migrations that shifted power and control over the Americas. Their desire for fame and wealth should be emphasized when examining the list of what explorers wanted. In addition, explain that the diseases carried by the Europeans created a chain reaction that significantly reduced native populations. European brutality and exploitation also disrupted societies and the balance of power among native peoples. These are points to bring up as students consider alternative narratives that differ from the traditional historical narrative, which glorifies explorers without consideration of other perspectives.

Activity

A. Ask students the following questions. Have them write down the answers, or use the questions as prompts for classroom discussion.

1. Look at the map showing from where the explorers came. From what continents did most of them come?

   Europe

2. Which country is most represented?

   Spain

3. Why would these countries be interested in exploring?

   They were interested in trade routes, wealth, and new territory.

4. Look again at the maps showing where the explorers were going and for whom they were sailing. Though most of these explorers wanted to go to Asia, they *all* ended up exploring in North and South America. Explain how and why this might have happened.

   Answers will vary but might mention that explorers had limited navigational equipment and poor maps, and they did not anticipate the distance it took to travel from the European continent westward toward Asia.

Extension Activities

- Have students read "Hold the Salt and Pass the Pepper" in *Seeds of Inquiry: Using Short Texts to Enhance Student Understanding of World History* (See below). It is a short story about spices.
- Have students choose one explorer, trace his or her exact route, and create a list of the explorer's discoveries.
- Ask students to develop a time line of events using this passage, and have them include other key events that would have increased the need for travel. For example, ask students to consider when technological advances (such as better ships, mapmaking, and improved navigation) were made that allowed explorers to go to Asia, North America, and South America. When did a plague occur that led to the significant increase in the need for nutmeg?

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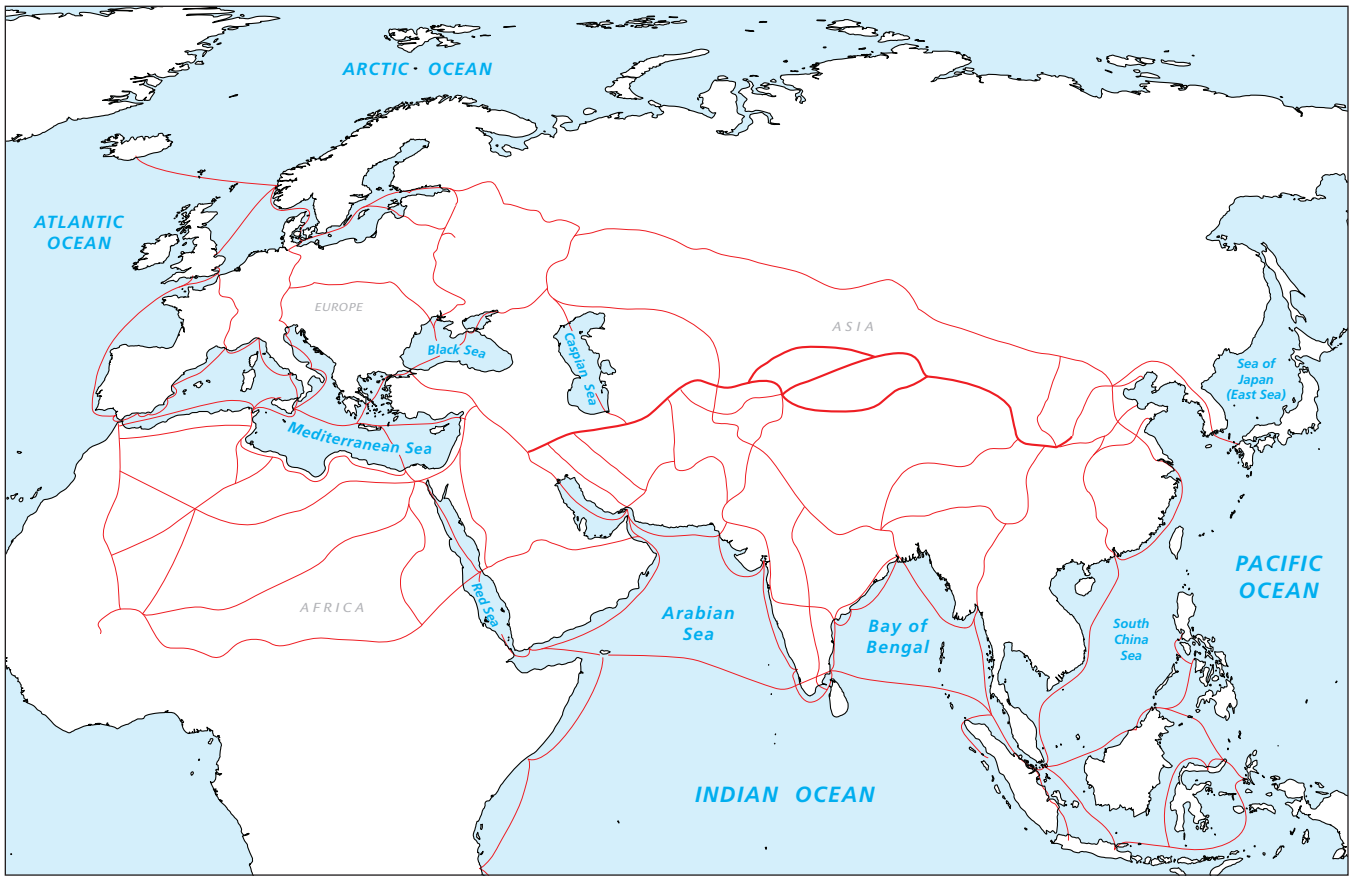
Background Essay

ERA OF EXPLORATION

The Europeans wanted many things, but spices, gold, and power were at the top of the list. They also wanted to have more spices, more gold, and more power than their neighbors. These interests led to many of the European countries competing to find new treasures and new sea routes. Better and faster ships allowed the European explorers to go farther than ever before. Better maps allowed explorers to avoid some dangers. As a result, during the 1400s, 1500s, and 1600s, the Europeans discovered many places that they had never known existed. Prior to this time, people knew very little of the vast continents between Europe and Asia. Of course, these weren't really new lands. These lands were the homes of many native peoples. How the explorers treated these encounters with native (sometimes called indigenous) populations varied and often changed over time. The Europeans sometimes befriended the native peoples. Other Europeans enslaved them. The explorers used torture, such as cutting off hands and ears or cutting out tongues, to control the native peoples. Some explorers slaughtered them. These acts of brutality allowed Europeans to seek out treasures and exploit these new lands.



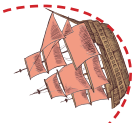
Map: © Nystrom Education

Who they were and for whom they sailed

Christopher Columbus
Spain

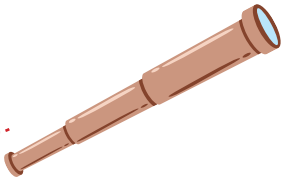
To find a new route to Asia for spices

Bjarni Heriólfsson
Iceland



He tried to visit his father in Greenland. The wind blew him off course, and he landed in North America instead. Oops!

Giovanni da Verrazzano
France



To find a passage through the New World to the Pacific Ocean

Vasco Núñez de Balboa
Spain

To establish new territories for Spain and find gold and other riches

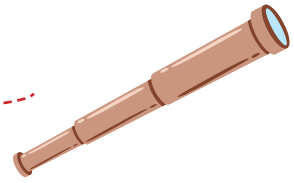
Ponce de León
Spain

To find the Fountain of Youth

Ferdinand Magellan
Spain

To find a new route to Asia for spices

James Cook
England



To look for new, undiscovered lands

Spices?! What's the big deal?

- Spices were used for medicine and perfume, to make food last longer, and to embalm the dead.
- To buy 1 pound of nutmeg, it would cost 7 oxen. Nutmeg was more valuable than gold. People believed nutmeg could cure the black plague.
- Because the same spices didn't grow in Europe, the Europeans went to the places where the spices were grown (Spice Islands) or traded for them in large quantities (China and India).

Dangerous Business: What happened to the explorers?

Native Americans

American Indian populations died from illnesses introduced to the Americas by Europeans. Scientists believe that as much as 90 percent of American Indians died of such diseases as smallpox, measles, the flu, and chicken pox.

Colonial America

Short Text: Drinking

Lexile Level:

- Part I: 700
- Part II: Lexile level: 400 (without quote)

Background Essay

Lexile Level: 950

Question

- What have scientists and researchers learned in the past two centuries that would have helped the colonists survive?

Teaching Notes

The quote that begins Part II will be challenging for students with lower reading levels. The sentence prior to the quote is to help students focus on overall meaning, rather than individual words. If you are using this in class, it may be helpful to show this quote in advance and talk through how to get the overall gist rather than recognizing every word. Some words could also be defined and listed on an overhead for students' reference.

The connections between Part I and Part II require students to make inferences. Ultimately, students should understand that colonial Americans believed that alcohol could fight disease, cure the sick, make the weak strong, enliven older colonists, and improve life overall. They also saw alcohol as a way to keep people warm, to ease discomfort, and to aid in digestion.

Activities

A. Tell students that the recipe in Part I contains at least one clue that shows that the drink was probably something made in early times (instead of modern times). Ask students what the clue is and how it helps a reader identify when the drink was made.

The clue includes the following: "Heat iron stake until the metal turns red. Put the stake into the mixture." Both of these sentences suggest that there was not a mechanized way to heat the liquid.

B. Ask students how Part II explains why Part I happened. Have students write their responses using direct quotes from both Part I and Part II.

Possible quotes include the following: "Early colonists were not known for their cleanliness," "High tide deposited rotting stuff on the banks," and "Below the city were swamps . . . stagnant water." These quotes suggest that the available water was not safe to drink. People understood that they got sick when they drank the water and did not get sick when they drank alcohol (unless they drank too much).

C. On a map, have students locate the following: the thirteen original colonies; Jamestown; Philadelphia; Mt. Vernon (George Washington's home); Monticello (Thomas Jefferson's home). Additionally, have students identify the major bodies of water (including rivers and lakes) that are near each of these locations.

Extension Activities

- Have students watch reenactors make a flip at Colonial Williamsburg. They can see more recipe histories at the same site.
- The Colonial Williamsburg Foundation has excavated many sites where outhouses once stood. Its website gives the background of these excavations and compares early colonial privies and privy practices with those of Romans and other Europeans.
- While many colonists consumed alcohol as part of daily life, there were some colonists, such as James Oglethorpe and Benjamin Rush, who believed that alcohol negatively affected the work of the colonists. Even Governor Francis Wyatt of Jamestown complained about colonists' drinking. Roots of the temperance movement can be traced to this era and would be interesting to connect to later when studying this topic. Use the Library Company of Philadelphia's website or look at Leah Rae Bark's study of a rhetorical campaign of temperance and prohibition at Brown University's website. Note that these materials are teacher resources and should be modified for use with students.
- Show students the video on the Jamestown-Yorktown Foundation website about the history of Jamestown.

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Background Essay

COLONIAL AMERICA

Early colonists faced many challenges. They expected a hard life when they came to the New World. However, sometimes because of what they didn't understand, they made their own lives even harder. Virginian American Indian tribes lived along the coast where the English chose to build Jamestown, the first English settlement. The American Indians described Jamestown as a "waste ground" because it was difficult to get fresh water there. The ground was swampy, and the fresh water mixed with salt water and human waste. The colonists soon found out that summers were hot and humid. Mosquitoes carrying diseases thrived in such conditions. Scientists who studied tree rings in that area believe that Jamestown had been in the middle of a drought when the colonists arrived. When the settlers tried to grow crops, they had little luck because of the sandy soil and dry conditions. If not for the food that the Native Americans shared with them, most would have died. As it was, only 35 of the original 105 colonists survived the first winter. Colonists had a lot to learn if they were going to survive in the New World. These lessons of survival that began at Jamestown spread to other New England towns. Lifestyle habits of the early colonists emerged to combat the spread of disease. One such tradition, inherited from the Old World, was the frequent consumption of alcoholic drinks, such as flip, as an alternative to water. Far too often water was not clean enough to drink without causing sickness in individuals.

Image source: Reconstructed Jamestown House. By Tasma3197; CC BY-SA 3.0

DRINKING

Part I

Recipe for Flip

3 eggs

¼ cup cream

1 tablespoon brown sugar

Add additional spices.

Mix these ingredients until smooth.

Add 2 cups of beer.

Heat an iron stake until the metal turns red. Put the stake into the mixture until the mixture comes to a boil and "flips" over the outside of your container.

Question: Who might have enjoyed such a drink?

The answer . . . early colonial Americans of nearly every age.

Drinking alcohol was part of everyday life for all ages during colonial times. Beer was brought in barrels on the *Mayflower*. George Washington had the largest whiskey-making operation in all the colonies. Thomas Jefferson gave land to start a winery, which became a success. It was supported with the help of John Adams and George Washington.

Most people made alcohol in their own homes. They brewed their own beer and made hard cider (which contains alcohol). And they drank—often. Even children were allowed to drink hard cider and beer—for breakfast! Some accounts suggest that many people drank all day long. They started with alcohol for breakfast and continued drinking during the morning, at lunch, in the afternoon, and into the evening. But why? The description of colonial Philadelphia gives us a clue.

Part II

Read the following description of colonial Philadelphia to find out if the author thought it was a pleasant place or a terrible place:

> Wharves jutted out into the river and cut off the current; high tide deposited rotting stuff on the banks and in the mud. Below the city were swamps, marshes, pools in clay pits, stagnant water. Most of the streets were unpaved. . . . Elsewhere holes were dug . . . to receive water from the gutters. These "sinks" exhaled noxious effluvia [bad smells], for dead animals and all kinds of nauseous matters were hurled into them to putrefy. All the wells were shallow; citizens continually pronounced them polluted.

Early colonists were not known for their cleanliness. Bathing was optional. No one took a bath or shower every day. Many didn't even take a bath or shower every week. Soap was used to wash clothes, not bodies.

They certainly could have used a bath. Animals were everywhere. Pigs and chickens roamed the streets. People rode horses down the same streets. Poop was all over the place. And it wasn't just from animals. There were no sewer systems to dispose of human waste.

Certainly, they could go jump into a nearby river or stream, but that was only to cool off. The rivers weren't always clean. They were used to clear away garbage.

Then there was disease. Smallpox. Diphtheria. Yellow fever. Typhoid fever. Measles. Whooping cough. People didn't understand that germs they couldn't see spread disease. They didn't know that one of the best ways to fight disease was by washing one's hands regularly.

African American History

Short Text: Hide and Seek

- Lexile Level: Part I: 710
- Lexile Level: Part II: 700

Background Essay

Lexile Level: 970

Question

- How did the Act Prohibiting Importation of Slaves influence slavery in the United States?

Teaching Notes

If you are using this text in a face-to-face classroom, give students Part I first without showing them the "Background" or Part II. This will allow them to focus on inferring only from the map and the list of clues.

The Lexile level of this text is higher than normal. This higher level, however, is due to the difficulty of the proper names of ships and places. Introducing students to the names before they read and confirming that they understand which names are ships and which names are places easily mediates this issue. The mapping activity should also help their comprehension.

Letters written by the captain of the USS *Yorktown* to the U.S. secretary of the navy provide the descriptions of the journey of the *Pons*. We have changed the wording and the order of the statements in order to make it easier to read. The content, however, remains preserved. Refer to the references section for the website displaying the original documents. These letters provide a vivid description of the atrocities of the slave ships. They also describe the response of the "rescuers," whose good intentions led them to adopt some of the young slaves, changing the young slaves' names to more American-sounding ones.

Bight will be a new term to many students. As used in this text, bight is a geographical term that can refer to a bend or curve in a coastline. It can also refer to a large bay, and it is shallower than a sound.

Activities

A. Ask students to trace the route that the *Pons* took and to infer its mission.

Students should be able to locate the places mentioned in the short text. Their route should show an emerging triangle pattern. Their answers to the mission may not include that slave trading was involved if they have limited background knowledge, so accept logical answers and encourage students to back up their inferences with evidence from the text.

B. Have students describe the American view on slavery based on the information in this text.

Students might infer that Americans were against slavery, since the U.S. ship was pursuing slave traders. A more robust explanation would note that the American view on slavery was complex and sometimes contradictory. In the case of this short text, Americans pursued slave traders and returned Africans to their native continent, but that did not stop slavery within American borders.

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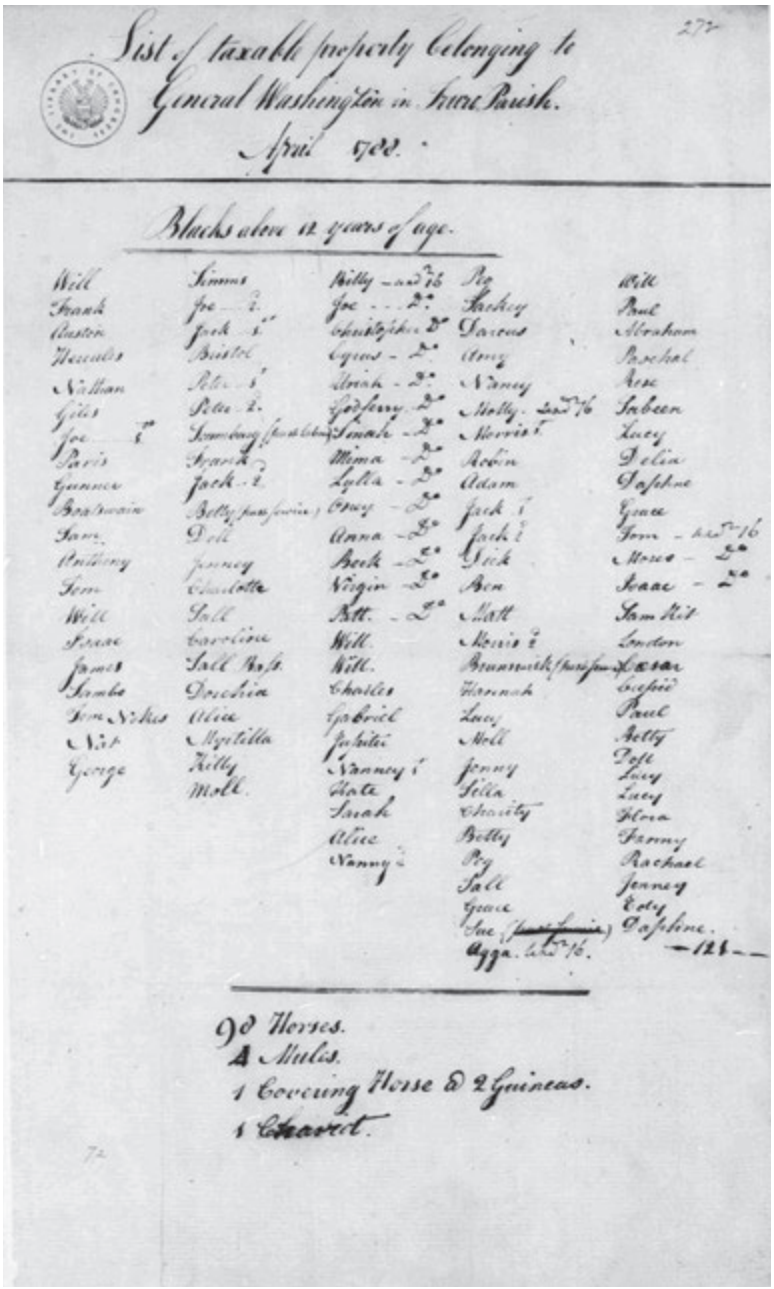
Background Essay

AFRICAN AMERICAN HISTORY

People practiced slavery in the American colonies long before the Americans revolted against King George. Slavery of African Americans was an issue that the Founders debated. George Washington owned slaves, whom he later freed. Thomas Jefferson declared that all men are created equal, but he also owned numerous slaves. Individual states began to abolish slavery. Pennsylvania abolished slavery in 1780, and Massachusetts abolished slavery in 1783. When Eli Whitney invented the cotton gin in 1793, cotton was processed faster, increasing the need for even more cotton. Southern states believed that they needed more slaves to help work the cotton fields.

In 1808, the Act Prohibiting Importation of Slaves went into effect. This meant that it was illegal to bring more slaves into the United States. Slavery inside the United States, however, was still legal, and it was still legal to buy and sell slaves already in the country. One result of the 1808 law was that the smuggling of slaves into the United States became big business. The United States established a group of ships called the Africa Squadron to patrol and catch ships trying to bring slaves out of Africa. The group patrolled the African west coast. They hoped to free Africans and send them back to their native country.



This is a list of George Washington's taxable property, including the names of his slaves.

Image source: George Washington's Taxable Property. By unknown artist, circa 1697–1799, George Washington Papers at the Library of Congress, Manuscript Division, series 4, general correspondence, American Memory, image 786

HIDE AND SEEK

Part I

December 1845—the *Pons* was an American ship with a mission. The captain of the *Pons* wanted to accomplish that mission as quickly as possible.

Pons's Route

1. The *Pons* started in Rio de Janeiro, Brazil. The ship sailed across the Atlantic to the Bight of Benin off the western coast of Africa. The crew gathered supplies, such as water.
2. Next, the *Pons* sailed to Cabinda for additional cargo.
3. It sailed for three days, keeping close to the coast of Africa before turning out to sea and aiming back toward Rio de Janeiro.
4. The USS *Yorktown* stopped the *Pons*, asking to see the ship's papers. The papers usually showed what the ship was carrying. The captain of the *Pons* said he had thrown the papers into the ocean.
5. The USS *Yorktown* crew searched the *Pons*.
6. The USS *Yorktown* took control of the *Pons*. The *Yorktown* crew took the *Pons* and all its cargo to Cape Mesurado, Liberia.

Part II

In 1845, transporting slaves was big business. It was also illegal for an American ship. But an adult slave could be sold for between $500 and $1,000 dollars. That amount of money meant it was worth the risk for some slave traders. The *Pons* had taken on 903 African slaves.

Several of the 903 Africans had already died in the short time the *Pons* had been at sea. After the USS *Yorktown* freed them, the Africans that remained alive were cared for and taken back to Liberia. The crew of the *Yorktown* released the Africans to mission groups for more care. Sometimes, Africans were simply released far from their original lands and given no supplies to travel back home.

The USS *Yorktown*, the U.S. ship stopping the *Pons*, captured two more slave ships during the same patrol. Sadly, slave smuggling barely slowed down. Slavers smuggled more than one million slaves the United States in the 1800s.

The Slave Ship

Map: © Nystrom Education
Image source: *The Slave Ship*. By J. M. W. Turner, 1840, Museum of Fine Arts, Boston, MA, 99.22

American Revolution

Short Text: No Secret's Safe

Lexile Level:

- Part I: This section does not have a Lexile level because the list format, as well as the repeated use of titles or names, makes it difficult to arrive at an accurate Lexile level.
- Part II: 770

Background Essay

Lexile Level: 910

Question

- Defeated British spymaster Major George Beckwith once said, "Washington did not really outfight the British; he simply outspied us!"[14] How did spying, and the information that it discovered or captured, influence decisions made by both the British and the colonist governments and armies?

Teaching Notes

Present students first with only Part I and the question from Activity A. After students have made their inferences, give them Part II.

If you are considering Activity B as part of a classroom discussion, note that the Central Intelligence Agency's (CIA) mission is described as follows: "The Central Intelligence Agency's primary mission is to collect, evaluate, and disseminate foreign intelligence to assist the president and senior U.S. government policymakers in making decisions relating to the national security."

Activities

A. Using the information given in the infographic, tell students that even though these people had different careers, they all had a task that was the same. What was that task? What evidence do they have to support their inferences?

   Students may want to list each person's job. Encourage them to consider not only who these people were but also the section of the infographic labeled "What They Found." Ideally, students should infer that these people helped spy on British soldiers, but accept reasonable answers that use the text as evidence.

14 George Beckwith, quoted in Roberts, "War of Secrets."

B. Gathering information, intelligence, and spying are all terms used to describe what spies do. Ask students to describe why these words and phrases are appropriate descriptions of the work done by spies.

A spy does not always discover a complex plot. Instead, spies gather information by finding out information such as how many soldiers are camped in a location, who seems to be the leader, and what their habits are. These bits of information may not make sense to the spy, but when put together with other spies' collections of information, a leader can begin to form a broader picture or pattern. Intelligence can be synonymous with knowledge, and the more things a leader or army knows about the enemy, the better prepared they will be.

C. Based on what students have read, ask them to list what kind of information spies collect and how that information helps answer the question of the lesson.

Spies collect information on planned attacks, ambushes, and the identities of enemy spies. Students might infer that Nancy Hart also learned the number and locations of the soldiers camped at her house as well as personal information and possible troop movements.

Extension Activity

- Assign each student or groups of students one of the spies listed on the infographic. Ask them to find out what the spies discovered, what tools they might have used (such as invisible ink), and how his or her work helped the colonists during the American Revolution.

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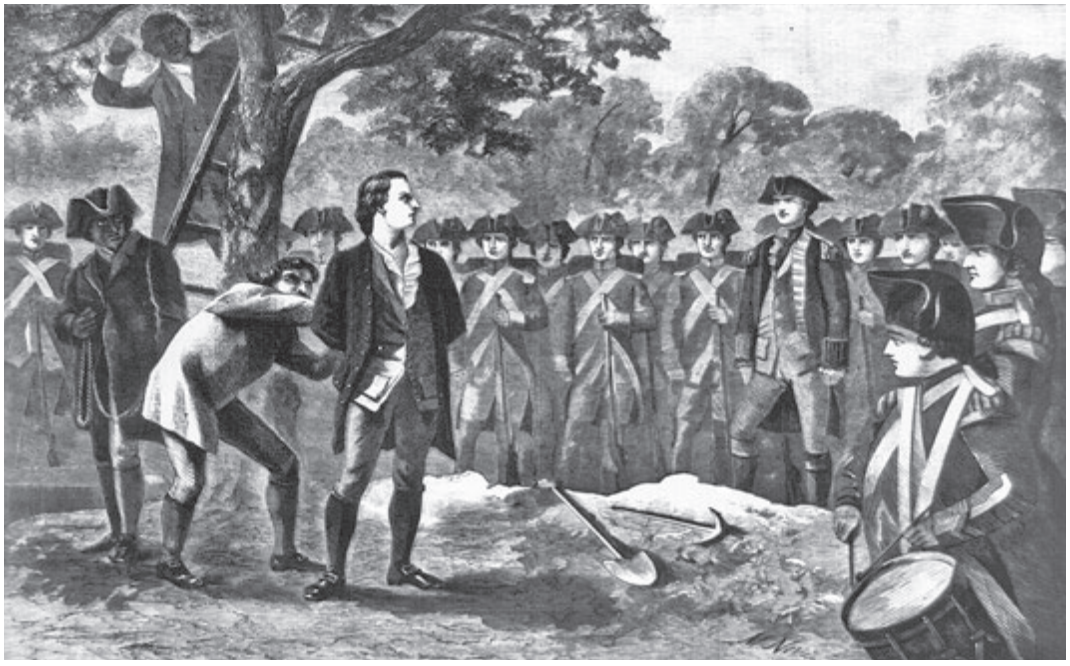
Background Essay

AMERICAN REVOLUTION

Many British and American troops viewed George Washington as more than an excellent commander of soldiers. He also excelled at spying. Washington knew his army was inferior to the British troops. Washington's soldiers were not well trained. They did not have the resources that the British had. Washington knew that information was powerful, and he set out to get as much of it as possible. He was also very good at making sure the British received incorrect information. He purposefully sent letters and messages that he knew would be captured by the British. These letters and messages were full of misinformation that often sent the British to the wrong locations.

During this time, spies typically worked as part of larger networks of individuals who could pass information from one person to another until it reached Washington. Knowlton's Rangers was a group of soldiers who gathered intelligence and reported directly to Washington. The Culper Ring was another network of spies who used its social connections and occupations to provide information to Washington.

Gathering information was always risky. Nathan Hale was a member of Knowlton's Rangers. He volunteered to go on a spying mission behind the British lines, but he was captured and hanged. Sometimes, however, spying wasn't even effective. Estimates suggest that the British discovered more than 50 percent of all secret messages sent by the colonists.



The execution of Nathan Hale

Image source: Execution of Nathan Hale. By unknown artist, circa 1860, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-3754

NO SECRET'S SAFE

Who Were They?

Nathan Hale
a Continental army soldier

Abraham Woodhull
a farmer

Anna Strong
a housewife married to a judge

Austin Roe and Robert Townsend
tavern owners

James Lafayette
an African American slave

Benjamin Tallmadge
a teacher

Tools of the Trade

What They Found

a surprise attack being planned against the British

the identity of a spy

an ambush being planned against French troops

Part II

The people mentioned in the infographic were all spies in support of the Continental army during the American Revolution. The tale of Nancy Hart is one of the most entertaining spy stories. Descriptions of Nancy almost always mention how she looked. She was tall and muscular, with red hair, a scarred face, and crossed eyes. She was not part of a larger spy network, like Knowlton's Rangers or the Culper Ring. Her husband did fight with the Continental army, however. Nancy wanted to help. She disguised herself as a man, pretended to be crazy, and wandered into the middle of British Army camps to get information. The British began to get suspicious of her and stopped by Nancy's house often. Once, when British soldiers stopped by Nancy's house, they killed her last turkey. The soldiers wanted Nancy to cook the turkey for them so that they could eat it. While it was cooking, Nancy brought out the homemade whiskey. Meanwhile, Nancy's daughter snuck away to alert her dad. Nancy made sure the soldiers got drunk. Then, she began taking their guns. The soldiers figured out what she was doing, but she pointed one of the guns she had just taken and said that she would shoot whomever moved first. One soldier thought she wouldn't actually shoot and moved to stop her. Nancy shot and killed him. Then she shot and wounded a second soldier. The rest of the soldiers surrendered to Nancy. She kept them at gunpoint until her husband and some neighbors arrived. They then hanged the remaining soldiers. More than 100 years later, six bodies were found on the property where Nancy Hart had lived, confirming the story.

The New Nation

Short Text: Show Me the Money

Lexile Level:

- Part I: This text is too short to establish a Lexile level.
- Parts II and III: 790

Background Essay

Lexile Level: 960

Question

- Is money or military strength most important for national security?

Teaching Notes

Students may find several terms challenging. Previewing the words in the vocabulary section will help students better understand the text.

Vocabulary

- civil liberty
- counterfeit
- currency
- federal versus state government
- Founders
- ratified

Activities

A. Have students explain what they think George Washington's statement meant in Part I before reading Parts II and III.

Students might recognize that it took a lot of money to buy a small amount of goods. They might also say that the money (Continentals) was worthless or worth very little.

B. Have students list and explain at least two reasons why the new nation faced economic crises.

The colonies could no longer buy as many goods from England; they could not sell their goods to England, and they were in debt.

Extension Activities

- Explain to students that counterfeiting money has a long history during times of war. Operation Bernhard was the Nazi's secret counterfeiting plan. The Nazis hoped to destabilize the British economy by introducing thousands of counterfeit British pounds. Have students explore more about the Nazi's counterfeiting operation at the Jewish Virtual Library's website and at the National Bank of Belgium Museum's website, both listed in the references section.
- Counterfeiting is not just an activity that happened long ago. Have students read the "Modern Version of Counterfeiting Currency during Time of War" (Armstrong) to discover how counterfeiting and cyber attacks are connected in contemporary society.

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Background Essay

THE NEW NATION

Many people, including the British and colonists, were surprised that the Americans won the American Revolution. What may be even more surprising than the colonists' defeat of the British army was that the new nation lasted longer than a few years. The time following the American Revolution was one of great changes and great uncertainty. The Continental Congress created the Articles of Confederation to govern the new nation. Unfortunately, there were many problems with the articles. Each state also had its own constitution, which did not always agree with the Articles of Confederation. For example, Congress could ask the states for money, but each state paid only what it could afford—or what it said it could afford. Congress had many debts from the American Revolution that it was unable to pay under this system.

In 1787, Congress created a new constitution. It replaced the Articles of Confederation. The states had to give up some of their power, while the federal government's power increased. Many people feared that power with a single federal government would create the same inequalities that they had experienced under the British. To make sure that the federal government did not become too powerful, Congress added the Bill of Rights to the U.S. Constitution. The Bill of Rights assured every citizen individual rights.

Image source: American Militia Firing at British Infantry. By Don Troiani, 1976, National Park Service, via Wikimedia Commons

SHOW ME THE MONEY

Part I

This is called a Continental. It was the money (also called currency) that the Continental Congress first started printing in 1775.

George Washington was speaking of the Continentals when he said, "A wagonload of currency will hardly purchase a wagonload of provisions."

Part II

The Continental didn't have actual gold or silver to back it up. Instead, it was a promise of payment in the future. Imagine it this way. A friend wants to buy lunch but has no money. Your friend borrows money from you and promises to pay you back. Your friend has a reputation for not repaying money, but he begs you. He even grabs a napkin and writes, "I owe you $10." He gives you the napkin to keep until he pays you back. The napkin is worth nothing. You can't go buy anything with that napkin. It is more like a reminder that he owes you money. That's exactly what the printed Continentals were—promises for money. But the new nation didn't actually have that money in silver or gold.

There was another problem. The British were fighting a war with the colonists, but not everything in war is about guns and cannons. The British had come up with another way to fight the colonists. They began printing counterfeit Continentals. They also didn't try to hide what they were doing. The British anchored a ship in New York Harbor and began printing fake money. They even put an advertisement in the newspapers saying that anyone could have the fake money. The only cost was for the paper on which the fake bills were printed.

To make things worse, the new nation faced an economic crisis. Because of the American Revolution, the colonies couldn't buy some things from England. They also couldn't sell the goods they used to sell to England. Plus, the nation owed money to a lot of people. It was a real possibility that the new nation would fail, not because it lost the war with England, but because it didn't have enough money.

It didn't take long for the Founders to realize that they needed to stop printing Continentals. The last Continentals were printed in 1779, just four years after the first ones were printed. The Founders learned from their mistakes. When Congress created the U.S. Constitution, it granted the federal government the power to *coin money*. Now, we interpret that to mean that the federal government can print both coins and paper money. When the Constitution was first ratified, however, the federal government only issued coins, not paper money. They didn't want to repeat what had happened with the Continentals.

Part III

Today the federal government prints a variety of coins and paper money. The largest bill ever printed was the $100,000 bill. It was printed for only a year, between 1934 and 1935. Woodrow Wilson's picture appeared on the bill, but no one ever carried a $100,000 bill in his or her pocket. The $100,000 bills were only for use between Federal Reserve banks. The largest bill an individual could carry was worth $10,000. The Bureau of Engraving and Printing stopped printing $10,000 bills, $5,000 bills, $1,000 bills, and $500 bills in 1969. Today the most unusual bill you're likely to find is the $2 bill.

You might, however, check your countertop for money—no, not *on top* of the counter, the actual countertop itself. Today, paper money lasts about four years before it wears out. Four years means about 4,000 double folds—one fold forward and one fold back. When money wears out, the government shreds most of it and it goes to landfills. But some old money is made into insulation, fuel pellets, and even countertops. It's too bad that the counter is a little too heavy to carry in your pocket.

Image source: Continental Money. By unknown artist, in S. G. Goodrich, *A Pictorial History of the United States* (Philadelphia: J. H. Butler, 1875)

Writing the Constitution

Short Text: Don't Throw It Away!

Lexile Level: 770

Background Essay

Lexile Level: 770

Question

- Is it important to preserve artifacts from our past, and, if so, why?

Teaching Notes

Before assigning the reading, create a chart or set of digital slides with the following categories labeled: Declaration of Independence, U.S. Constitution, and Bill of Rights. If students have background knowledge about these items, you can ask them to list what they remember about the items. As students read, they should correct anything that was listed on the chart or slide but was incorrect. Additionally, they should add to the descriptions of each of the documents. Ideally, this visual will be used as a reference when students do additional reading about this era, and students will continue to build the descriptions to include the following information:

- **Declaration of Independence**—Written in 1776, this document declared the American colonies free from England. Its most famous lines are the following: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."
- **U.S. Constitution**—Written in 1789, it created three branches of government—legislative, judicial, and executive. Its most famous lines are the following: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."
- **Bill of Rights**—The Bill of Rights were ten amendments added to the U.S. Constitution in 1791. These amendments guaranteed several personal freedoms and limited the government's powers. The most famous amendments are the following: the First Amendment, right to free speech; the Second Amendment, right to keep and bear arms; and the Sixth Amendment, right to a speedy trial.

Activities

A. Explain that the final paragraph calls the Constitution a "living document." Ask students what they think that phrase means.

Responses might include the following: the U.S. government still operates based on the U.S. Constitution; and the U.S. Constitution can, and has been, changed through amendments.

B. Have students write an editorial to a newspaper that makes an argument for or against storing physical copies (instead of only digital copies) of the Charters of Freedom. They should use evidence from the short text and the Background to support their arguments.

Students opposed to storing the physical documents might argue that storing physical documents is costly: If there is a threat, the documents must be moved, or the documents could be stolen and sold illegally. Students supporting storing the physical documents might argue that we should preserve as much of our history as possible as a way of keeping our national identity alive and as a way to honor the men and women who risked their lives to create a new nation. Further, technological advancements may be able to give us additional information if we have the actual documents (such as identifying the handprint on the Declaration of Independence).

Extension Activity

- The reading mentions that "along with the Declaration of Independence, people moved them secretly from Washington, DC, to Leesburg, Virginia, in 1814." Ask students to hypothesize why the Declaration of Independence was moved secretly during 1814.

Cross-Curricular Connections

The art of document preservation involves many scientific concepts. Examining the ways in which documents are preserved creates opportunities for cross-disciplinary connections. We included potential resources in the references section.

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Background Essay

WRITING THE CONSTITUTION

In May 1787, the American Revolution against England had been over for almost four years. The Articles of Confederation had failed to establish the central power needed to build and sustain a new nation. During these four years, the individual states in this new independent country held great power. Many believed, however, that there should be a federal government to help hold the states together. So, each state sent delegates to Philadelphia with the purpose of creating a federal constitution.

It was not a friendly group. Some delegates didn't show up. They had lots of excuses, including bad weather and how hard it was to travel. The delegates certainly didn't agree with one another. They argued about many things. Delegates from the states with small populations were afraid they would be ignored. Delegates from states with larger populations argued that they had more people, so they should have more of a say in what happened in the federal government. What they did agree on was that the meetings should be secret.

After four months, delegates managed to compromise and create the U. S. Constitution. The Constitution created three branches of the government: the executive, the legislative, and the judicial. The legislative had two houses: the Senate and the House of Representatives. Every state had exactly two senators, even if they had a small population. In the House of Representatives, states with more people had more representatives. Governor Morris from New Jersey handwrote the final draft of the U.S. Constitution—4,300 words in two days.

Though 39 delegates signed the U.S. Constitution, they still weren't satisfied. Four years later, they added the Bill of Rights. The Bill of Rights guaranteed U.S. citizens the right to free speech, bear arms, and other freedoms that we still have more than 200 years later.

Image source: *Scene at the Signing of the Constitution of the United States*. By Howard Chandler Christy, 1940, via Wikimedia Commons

DON'T THROW IT AWAY!

What do these items have in common?

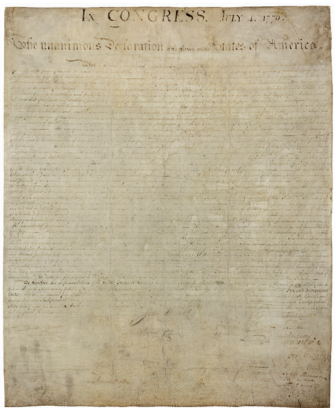
- letters from the mistress of a U.S. president
- chew bones for dogs
- instructions for what to do if you find the abominable snowman
- George Washington's signature
- 20 million photographs

The answer? All of these are items found in the National Archives. Congress created the National Archives in 1934 to keep safe the nation's most important or interesting records.

The most important items at the National Archives are the Charters of Freedom. The Charters of Freedom include three documents: the Declaration of Independence, the U.S. Constitution, and the Bill of Rights.

The Declaration of Independence

The Founders created the Declaration of Independence during a time of revolution. They rolled it up and moved it often to keep it safe. It also had to be unrolled every time someone needed to make a hand-written copy. All of the rolling and unrolling made the original document hard to read. Today, people can barely read the Declaration of Independence. There is a mysterious handprint in the lower corner of the document. No one knows whose handprint it is.



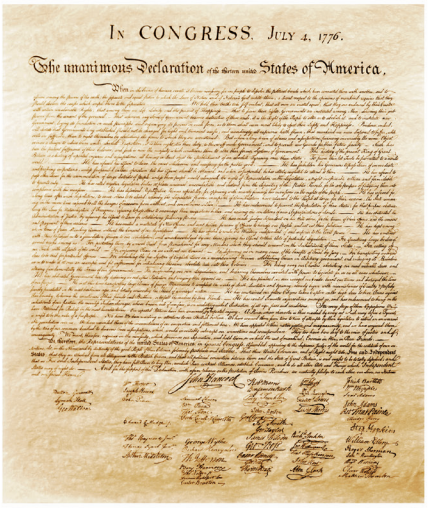
The Declaration of Independence

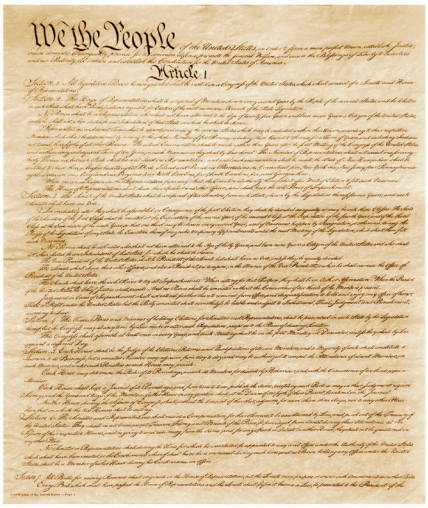
The Constitution and Bill of Rights

The Constitution and Bill of Rights are in much better condition. Along with the Declaration, they were secretly moved from Washington, DC, to Leesburg, Virginia, in 1814. Later, the documents returned to Washington, DC. The Charters of Freedom moved again two weeks after the attack on Pearl Harbor. Their caretakers placed them at Fort Knox, Kentucky. Fort Knox contains a huge vault where the U.S. government stores most of its gold.

During World War II, the Charters of Freedom sat next to one other important document. That document didn't even belong to the United States. The English wrote the Magna Carta in 1215 to help protect English citizens, not U.S. citizens. It granted religious freedom and protection from unlawful searches. The authors of the U.S. Constitution and the Bill of Rights borrowed many ideas from the Magna Carta.


Congress of the United States


IN CONGRESS, JULY 4, 1776.


We the People

The U.S. Constitution

A Home at Last

After World War II, officials wanted to create a place where the public could see the Charters of Freedom. They decided that all the documents should be kept at the National Archives. But such important documents couldn't just be packed in a box and driven across town. The government had to make special arrangements to move and display the documents:

- First, the documents were put into helium-filled cases.
- Next, the cases were put into wooden crates.
- Then the crates were placed on mattresses inside armored Marine Corps trucks.
- The trucks were escorted by two tanks and marines carrying submachine guns.
- Finally, the documents were placed on display at the National Archives.

Each of these documents created the United States. The Declaration of Independence gave Americans freedom from England. Some call the Constitution and its 27 amendments living documents. The amendments created the laws for how our government runs every day. This makes the U.S. Constitution the longest lasting written constitution in world history. And it's still at work!

Image sources: Declaration of Independence. By unknown artist, U.S. National Archives and Records Administration, College Park, MD, via Wikimedia Commons
The U.S. Constitution. By iStock.com/CastaldoStudio

Slavery

Short Text: Sea of the Free

Lexile Level: 790

Background Essay

Lexile Level: 1050

Question

- Why did some slaves hope to become pirates?

Teaching Notes

Some believe John was sold to John Quincy, great-grandfather of John Quincy Adams (who became the second president of the United States). There is evidence that "John the Indian" was a slave of the Adams family and was executed after being forced into slavery for 16 years. But the mystery is still being debated.

Activities

A. Have students write two news headlines that they imagine will appear in a newspaper or on a digital news platform. One headline should describe Sam Bellamy's work as a pirate. The second headline should describe the wreck of the *Whydah* and what happened to John Julian.

   Accept multiple answers that highlight that Sam was trying to make his fortune and that John Julian was a pirate, a shipwreck survivor, and then a slave.

B. The short text suggests that being a pirate was better for an African or mixed-race person than being a slave. Have students imagine that they are captives from Africa and have been forced onto a ship that will cross the Middle Passage. Pirates capture the ship and offer them the choice to surrender or to serve the pirates. Have students write down or discuss what choices they would make and why?

   Accept multiple answers.

References

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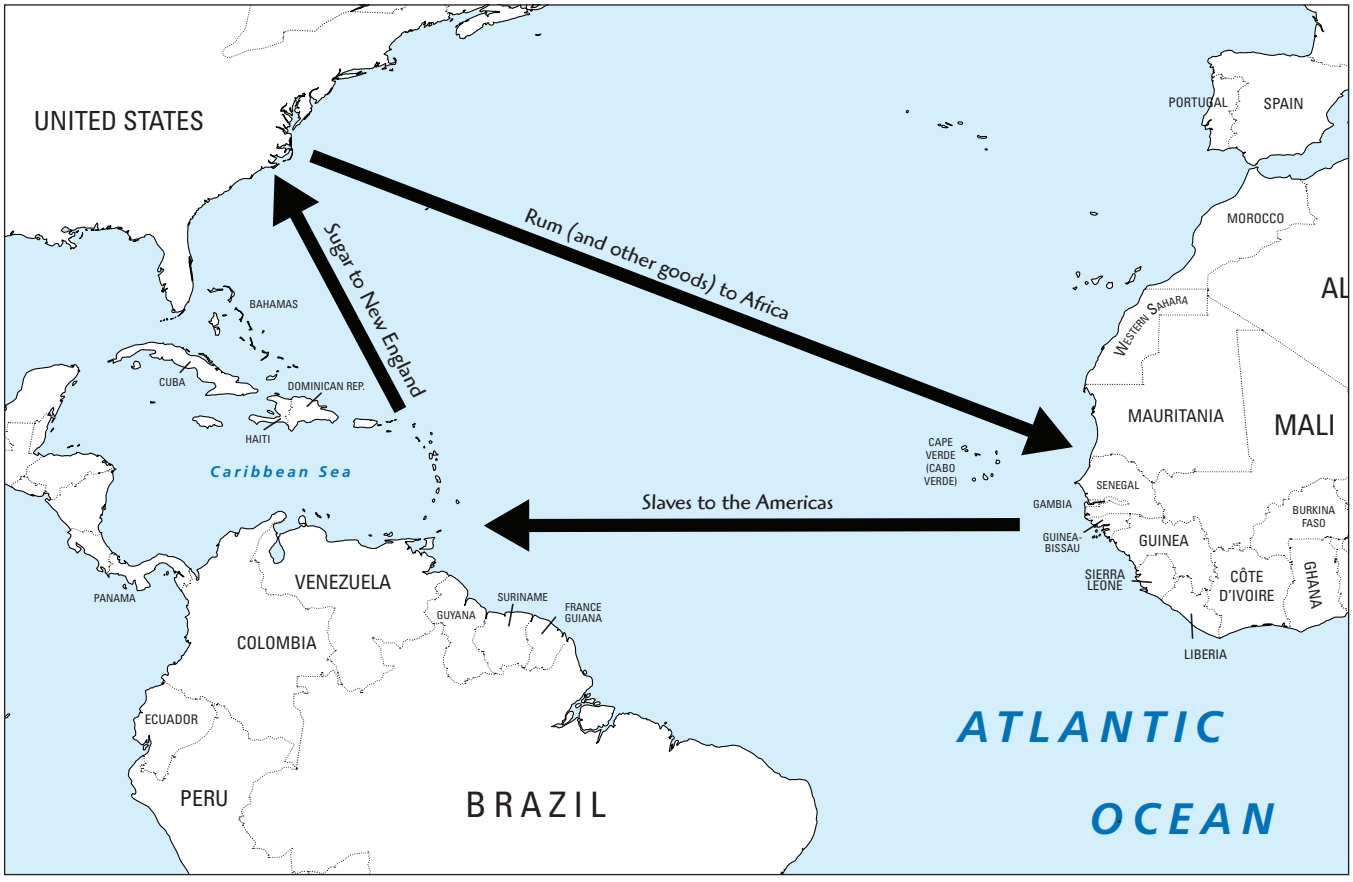
Background Essay

SLAVERY

The Atlantic Ocean has always been full of ships carrying all sorts of goods. Between the late 16th and early 19th centuries, rum and other goods went to Africa, where they were traded for slaves. Merchants then shipped slaves to the Americas on the infamous Middle Passage and sold them to sugar plantation owners. Plantation owners then shipped the sugar to New England, where the process started all over again. There were many ships sailing the Atlantic Ocean, and these ships carried goods worth a lot of money. Pirates saw this merchant trade as their chance to become rich. They built faster ships loaded with more weapons (including cannons) and attacked whenever they saw a good opportunity.

If pirates attacked a ship carrying slaves, the pirates sometimes gave the slaves the opportunity to surrender and work on the pirate ship. Slaves usually discovered that they were treated much better working for and with pirates than they ever were as slaves. On a pirate ship, every person had a vote about important decisions. Black people could enjoy the same rights as white people. Some black men became captains of their own ships.



Map: © Nystrom Education

SEA OF THE FREE

Sam Bellamy was a poor sailor who sailed from England to Massachusetts. He left his wife and child behind. When he arrived in Massachusetts, he met Maria and immediately fell in love. The legend says that Maria's parents liked Sam but thought he would always be poor. They encouraged Maria not to marry him (they also probably didn't know he was already married).

Sam decided that he would get rich. The faster he could get rich, the better. He and a friend began looking for treasure, but they found none. Sam decided that in order to get money to marry Maria, he would become a pirate.

It turned out that Sam was very good at being a pirate. In one year, he took money and goods from more than 50 ships. Then the news got even better. It was February 1717, and Bellamy came upon a ship named the *Whydah*. The *Whydah* was a slave ship. Its captain had just sold all of its slaves and had been paid in silver and gold. The precious metal was worth thousands of dollars.

Bellamy decided that this money would be enough to prove to Maria and her parents that he wasn't just a poor sailor. Sam boarded the *Whydah* and started sailing for Massachusetts. But not even pirates can control the weather. Not far from the coast, Bellamy's ship sank in a terrible storm. Bellamy and all but two of his 145 crew died.

One of the two men that survived was John Julian. John had a lot of responsibility on Bellamy's crew. John was the pilot. John was one of dozens of Bellamy's crew whose ancestors were African. John had been born in Central America and was also part Miskito Indian. Because he was both African and Native American, many people considered him only good enough to be a slave. On Bellamy's ship, though, John had equal rights. Like many pirates, Bellamy believed that the color of one's skin didn't matter. Bellamy was only interested in the work a person could do. Many captured Africans whose boats were taken by pirates chose to join them. These African and mixed-race people knew that they would have much greater freedom on the seas than they ever would as slaves. John enjoyed freedom on Bellamy's crew. He seemed lucky again when he survived the wreck of the *Whydah*. When he was rescued, however, he was sold into slavery for 16 years. Then he was executed.

Westward Expansion

Short Text: Camel Corps

Lexile Level: 790

Background Essay

Lexile Level: 900

Question

- Expansion always includes multiple costs. What were the costs associated with the Western Expansion described in these readings? Consider costs that were not just about money.

Activities

A. Have students write a short paragraph explaining why the U.S. government wanted forts in its new territories.

Answers will vary but could include keeping peace between Native Americans and settlers as settlers took advantage of land or sought gold.

B. Ask students to explain why the military believed camels would be useful.

Camels were already used by other armies, could carry heavy loads long distances, and were adapted to the desert.

Extension Activities

- Have students map the routes that the camels took, preferably on a topographical map. Ask students to consider the terrain that the camels crossed and describe why camels were better suited to this route than horses.

1. Indianola, Texas, where the camels disembarked the ship from Egypt.
2. Draw a line from Indianola to San Antonio, Texas.
3. Draw a line from San Antonio to Camp Verde, Arizona.
4. Draw a line from Camp Verde to Fort Defiance, Arizona.
5. Draw a line from Fort Defiance to Benicia, California. This line will include a point where it meets the Colorado River.

- Have small groups of students develop hypotheses about why camels never gained the popularity that horses and mules did serving the U.S. military. Then have students read "The U.S. Army's 'Camel Corps' Experiment" to figure out if any of their ideas can be supported with facts from the article. Students should take note of any new ideas that surface as they learn more about camels.

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Background Essay

WESTWARD EXPANSION

In 1803, Thomas Jefferson purchased the Louisiana Territory from France for 15 million dollars. This doubled the size of the United States. Over the next few years, the United States added more land. Texas and California quickly became states. A few years later, the United States bought the land that would become Arizona and New Mexico from Mexico.

The U.S. government wanted to know more about its new land, so it sent people to survey the area. At the same time, people living in other parts of the United States were eager to explore the new territory. Many of these people hoped to own land for themselves. Some hoped to strike it rich with gold. But so many different people exploring this new territory led to conflicts with the Native Americans who already lived there. The result was that the United States began to build many forts throughout the West to try to combat and contain the Native American people.

Map: © Nystrom Education

CAMEL CORPS

When the land that would be California, New Mexico, and Arizona first became part of the United States, many people in the U.S. government considered it to be desert that was good for nothing. However, Apache Indians called the territory home. They were upset that their land was being taken. The Apache formed raiding parties to discourage settlers. The U.S. government hoped that by setting up forts in the territory, soldiers could keep the peace. The soldiers sent to these forts, though, faced a major challenge. How could they move all the supplies they would need to build the forts? And how could they get the food they would need for themselves and the settlers? There was no railroad to carry their goods during this time. The weather was also terrible—blazing hot during the days and freezing cold at night.

Camel at Drum Barracks, San Pedro, California

Some politicians in Washington, DC, believed that the U.S. Army needed something new. Moving through the desert regions was too hard on horses. What was the answer to their problems? Camels! Camels were perfect, the people in Washington, DC, decided. Armies around the world already used camels. Camels could carry soldiers and goods for long distances. They could survive with very little water. One man in particular supported purchasing camels. His name was Jefferson Davis, and, at the time, he was the secretary of war for President Franklin Pierce.

Davis received $30,000 from Congress. With that money, Davis purchased 33 camels, mostly from Egypt. People transported these camels by ship to Texas. Davis planned a second trip to Egypt in order to purchase more camels, leaving the United States with 70 camels. The army called them the Camel Corps.

The camels quickly began carrying men into the new territories. Within two years, the army moved most of the camels to Arizona and California.

Then, the camels were forgotten.

How could everyone forget them so quickly when so many people had gone to so much trouble to bring them to the United States? In 1860, the thing on everyone's mind was the Civil War. This was especially true for Jefferson Davis. He left the U.S. government and became president of the Confederate States. Few people gave any thought to what would happen to the camels. The army sold some to individual citizens. Other camels were simply turned loose into the desert. These wild camels lived for many years. Sometimes, people reported seeing a camel running wild through the desert. The last wild camel was seen in Texas in 1941, almost 100 years after the first camels were brought to the United States.

The military continued to use camels into the twentieth century. Great Britain used camels when fighting in the desert during World War I and even World War II. However, the United States never used camels again in the military.

Image source: U.S. Army Camel at Drum Barracks. By Rudolph D'Heureuse, circa 1861–1865, San Pedro, California, Bancroft Library, University of California, Berkeley

Native American History

Short Text: Slaves of the Oppressed

Lexile Level: 680

Background Essay

Lexile Level: 1060

Questions

- How have U.S. citizens treated immigrants to the United States?
- How were immigrants treated during the late 1800s compared to the current treatment of immigrants around the world?

Teaching Notes

It is best to use this text when students do not automatically connect it to Native American history. Have students watch the video listed in the references section after reading the short text and as an introduction to the background reading.

Activities

A. Ask students who they think the slave owners were? Have them use evidence from the text to support their answers.

Accept multiple answers that can be supported by the text. If you are using this as a class discussion, encourage more than one answer.

B. Based on their answers to the first question, ask students to describe why the author might use the word "oppressed" in the title. Ask students to identify other phrases from the text that show oppression.

Accept multiple answers, including the fact that someone who is oppressed can also be an oppressor and vice versa. If you are using this as a class discussion, developments such as the Black Lives Matter movement and professional athletes' discussions about the national anthem will help link the discussion to events that are more current.

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Background Essay

NATIVE AMERICAN HISTORY

What isn't surprising is that the slaves were African Americans. What might be surprising is that the slave owners were Native Americans. The Native Americans were forced to leave their plantations not because of the Civil War but because President Andrew Jackson signed a law called the Indian Removal Act in 1930. This forced the Native Americans who lived in states like Georgia and Tennessee to give up their land. They were forced to move to a new territory that would later become Oklahoma. The trip that the Native Americans made, sometimes along with the slaves that they owned, was known as the Trail of Tears.

The United States government apologized to the Native Americans in a formal resolution signed in 2009. In 2010, the Cherokee Nation said that a group of African Americans could no longer be a part of the Cherokee tribe.

The history of slavery is not simply summarized as white people owning black people. As this story shows, Native Americans, and in some instances freed black people, also owned black slaves.

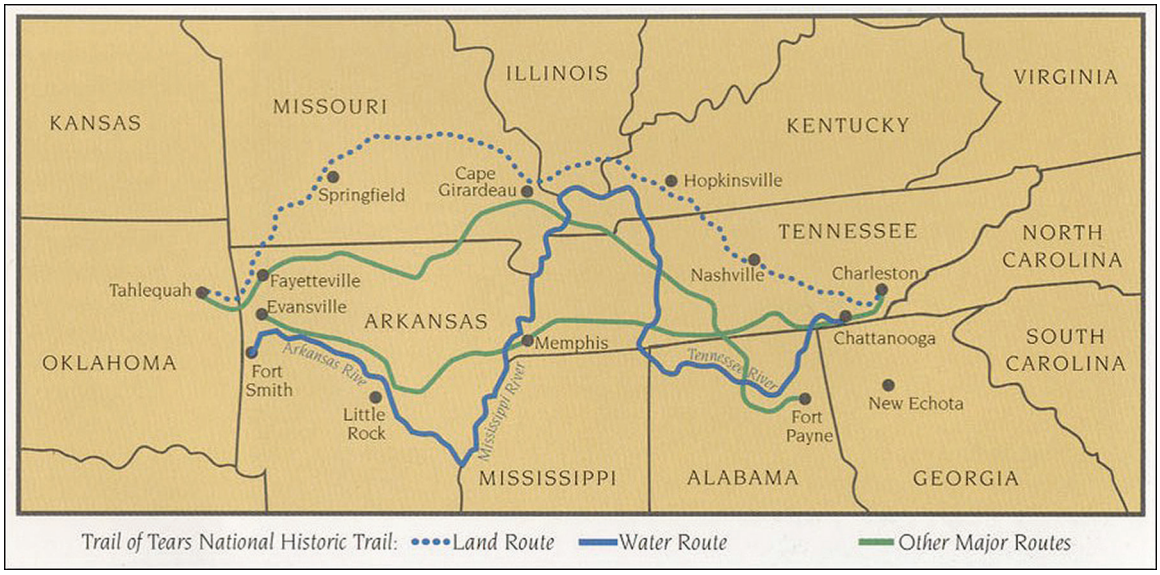

Image source: Trail of Tears Map. By unknown artist, National Park Service, via Wikimedia Commons

SLAVES OF THE OPPRESSED

The following story describes slaves and slave owners. The slaves in this story were African Americans. The slave owners were not the typical white plantation owners you might expect. Who were they?

Like many others, cotton was the main crop in these plantations. People had to pick it by hand. The wealthy owners bought slaves to do the work. Then the plantation owners were forced to leave their homes. They took their slaves with them.

Their journey was hard. The slaves did much of the work to prepare for the trip. Many people died on the journey, both slaves and slave owners. Finally, the survivors settled in a new territory known as Oklahoma.

Joseph Vann was one of the plantation owners who survived. He brought many slaves with him. Some of his slaves, however, were planning to escape. Almost 20 of them ran away, stealing what they could from neighbors and stores. The slaves hoped to escape into Mexico, where slavery was illegal. Slaves from other owners joined them.

The owners sent slave hunters to bring the slaves back. The slave hunters found the escaped slaves and killed or captured 14 of them. More than 20 slaves escaped, however, and continued to Mexico.

The government of the slave owners decided that more force was needed. They sent 100 men after the runaway slaves. The 100 men soon caught the runaways. By that time, the escaped slaves were nearly starving, and they did not fight back. The government men returned the runaways to their owners.

Five of the slaves were executed for killing slave hunters. Vann put his slaves to work on the steamboat that he owned. Two years later, the slaves and Vann died when the steamboat's boilers exploded. It would take more than 20 years and a Civil War before all of the slaves gained freedom.

America, 1828–1850

Short Text: What a Headache!

Lexile Level: 640

Background Essay

Lexile Level: 880

Question

- Did building railroads represent progress or greed?

Activities

A. Have students write a possible newspaper headline from the point of view of the Vermont and Rutland Railroad about Phineas Gage's accident.

Accept multiple answers similar to the following: "Railroad Worker Survives Hole in Skull!"

B. Have students write a possible newspaper headline from the point of view of someone who is against the railroad construction.

Accept multiple answers that present a negative view of railroad work, such as it being too dangerous.

Extension Activities

- Explain to students that doctors know a lot more about brain injuries today. Scientists continue to study and learn about how trauma affects the brain and changes personality. Most amazing of all, Phineas Gage was not the only person to survive having a spike go through his skull. Have students read about Eduardo Leite, a modern-day Gage, and examine his X-rays.
- Tell students the following information: At the time of Gage's work for the railroad, workers did not use nitroglycerin to blast rock. Instead, they used black powder (or gunpowder), which did not always work. To use the black powder, people drilled holes in the rock. The holes needed to be exactly the right depth and angle. If the hole was too deep, the explosion failed to break up the rock. If the whole was not deep enough, the rock exploded outward, a great hazard to anyone around it. Black powder also needed to be kept dry. If it got wet, it would not work. By the mid-1860s, people began to use nitroglycerin to blast rock and dirt for railroad tracks. It was stronger, but it was also more dangerous and easily set off. Students can read more about how nitroglycerin was used on PBS's website.

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Background Essay

AMERICA, 1828–1850

The years between 1820 and 1850 brought many challenges to the United States. The growing controversy over slavery was perhaps the biggest challenge facing the nation. Change would come, but it would take the horrible Civil War and the deaths of thousands to create that change.

Transformation was coming in other ways as well. Most of the citizens of the United States had some connection to agriculture in the early 1800s. During the early 1800s, that began to change. Entrepreneurs built many factories, especially in the North. The North needed the goods produced in the South, cotton in particular. The South needed what the factories produced. People needed a way to move all of those goods back and forth quickly and easily. Some states relied on boats to transport goods. The state of New York built 363 miles of canal to move goods from the ocean to the Great Lakes. Canals helped people reach the natural resources in places considered the frontier. But some places didn't have enough water to support canals. Some people also believed that canals were not the best option for the future. Cities like Baltimore viewed the railroad as a better and faster transportation option. Railroad construction began all across the country and soon outdid the canal systems. The Civil War slowed railroad construction, but, by 1869, the First Transcontinental Railroad united the nation all the way from the East Coast to the West Coast with 1,907 miles of track.

Image source: Ceremony for Completion of the First Transcontinental Railroad. By unknown artist, 1869, Promontory, Utah, National Archives and Records Administration, Washington, DC, 594940

WHAT A HEADACHE!

Building a railroad in the early 1800s was hard work! There were few machines to make the work easier at this time. The places where workers built the railroads also needed to be cleared of trees before the track could be put down. The needed to build tunnels. They also had to blast rocks out of the way—which is how something awful happened to a man named Phineas Gage.

Phineas was the foreman of a group of workers laying track in Vermont for Rutland and Burlington Railroad. The track would eventually connect Vermont with Boston. Everyone knew Phineas was a careful worker and a fair boss. One of Phineas's jobs was to blast rock. Blasting rock meant using black powder to shatter the rock into smaller pieces. The pieces could then be loaded into carts and carried away.

To break up large rocks and cliffs, workers would drill holes into the rock. They poured black powder into each hole. Next, they pushed a fuse gently into the black powder with a large metal rod called a tamping iron. The hole was then filled with loose sand. The tamping iron tapped down the sand. Then they lit the fuse and ran for cover!

Phineas had blasted many times before. He had his own tamping iron, made by a local blacksmith. The rod was three feet, seven inches long. One end came to a point, like a sharpened pencil. The rod weighed about 13.5 pounds. On an ordinary day in September, something went wrong. During the blasting, something distracted Phineas. Maybe someone called his name at the last minute. He looked over his shoulder, and the black powder exploded!

The pointy end of the tamping iron entered his left cheek and went out through the middle of his forehead. The tamping iron went all the way through his head and landed on the ground. Phineas fell on his back. Blood poured out of his injury, but he was still alive. He was even talking.

Other workers took him to town in a horse cart. Phineas climbed out of the cart by himself. He continued talking to those around him while everyone waited for the doctor. Dr. Harlow cleaned the wounds. Phineas stayed in bed, and everyone waited for him to die from the wound or from infection.

But he didn't die. Within 10 weeks he recovered. His left eye was fine, at first, but his vision gradually faded. He could speak and sing. He understood what others said to him. Finally, Dr. Harlow sent him home to live with his mother.

Within a year, Phineas went back to work for the railroad. But people began to notice that Phineas behaved differently. He was no longer careful or fair. He got angry easily. He swore a lot, even in front of women (which was shunned at the time). Swearing was something he hadn't done before. He also couldn't make up his mind about things.

Eventually, the railroad asked Phineas not to work for them. Over the next 11 years, Phineas worked many different jobs. He often carried his tamping iron with him. Eventually, he died of seizures. His family buried him, but Dr. Harlow asked them to dig up his skull. They did so and sent Phineas's skull to Dr. Harlow. The skull was eventually donated to Harvard University, where it is still on display.

Thanks to Dr. Harlow's notes, other doctors learned a lot about brain injuries from Phineas Gage. Scientists began to understand that the front of the brain is the part that gives us our personalities. A person who receives an injury to that part of the brain may recover physically but may never have the same personality.

Phineas Gage

Image sources: Illustration of Gage's Skull. By John M. Harlow, in John M. Harlow, "Recovery from the Passage of an Iron Bar through the Head," *Bulletin of the Massachusetts Medical Society,* June 3 (Boston: David Clapp and Son, 1869)
Phineas Gage. By unknown artist, circa 1860, via Wikimedia Commons

Labor History

Short Text: Fragile: Workers' Rights

Lexile Level: 750

Background Essay

Lexile Level: 830

Questions

- How have unions influenced how employers treat workers in the United States?
- Why do some people oppose unions?

Activities

A. Ask students to explain why the glassmakers were not given the right to vote in Jamestown. Students should use information from the text, the Background, and their own understanding.

Accept multiple answers, but they should include that the English confined voting to citizens as a way to limit the number who could vote. Limiting the number who could vote would help control the outcome of the vote.

B. Have students research a strike that happened in your area within the past five years. Ask them to describe the opposing sides and what each wanted. They should indicate if and how the strike was resolved.

Answers will vary, depending on location.

Extension Activity

- Some people call glassmaking America's first industry. Have students explore glassmaking in the United States to find out why it failed at first but eventually succeeded. A good place to begin is the Corning Museum of Glass website.

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Background Essay

LABOR HISTORY

Imagine you are a carpenter. You can make very nice furniture. A very rich man hires you to work for him. You make a table for him, and he pays you $5. You make four chairs for him and he pays you another $5. Then he demands that you make four more tables with chairs for the same amount of money that it took you to make just a single table. What can you do?

Workers have faced this kind of problem for a very long time. Their answers have been similar. They know they need to work together. If one carpenter will take less money to make more tables, then the rich man has no need to listen. But if all the carpenters form a group and refuse to make any tables for less than $5 a table, then perhaps the rich man will listen. If all the workers strike, and the rich man really needs tables, then it becomes even more important that the rich man and the carpenters come to an agreement.

Groups of workers working together are usually called *trade unions* or *labor unions*. Most often, people just call them unions. Throughout history, groups of workers have banded together, as you will read about in this short text. However, unions became more popular in the United States during industrialization. Industrialization began as the Civil War ended. People built more factories. Workers moved from small farms to bigger cities to work in the factories. These factories began making new inventions, such as cars. At the same time, factory owners often mistreated their workers. Factory owners forced their workers to labor for long hours in unsafe conditions. They even forced children to work. The creation of new laws that ended child labor and helped make factories safer places to work is part of the proud history of union organization.

Image source: Garment Worker Women Striking. By unknown artist, 1910, New York, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-49516

FRAGILE: WORKERS' RIGHTS

Here is a multiple choice question for you: Who were the first settlers in the American colonies?

a) English settlers

b) Polish settlers

c) German settlers

d) all of the above

We often think of the first settlers in America as English. In reality, some of the earliest settlers came from many different European countries. In the question above, the correct answer is d) all of the above.

Here is another multiple-choice question for you: Which early settlers had the right to vote on important decisions that affected the settlement?

a) English settlers

b) Polish settlers

c) German settlers

d) all of the above

The answer is a) English settlers. Even though Polish and German people were working with the English to create a new settlement, only English men could vote.

If the English didn't want to give the Poles and Germans voting rights, why were the Polish and German settlers even in the American colonies? The answer to that question is a story.

Jamestown was the first permanent English settlement in North America. Settlers landed in Virginia in 1607. One year later, more settlers arrived. These settlers were German and Polish. The Germans and Poles knew how to do something that very few people in England knew how to do. They knew how to make glass. The work was difficult. The glassworkers weren't getting rich either. What they made they sent to England, so that England could sell the glass. But, while England made money from the glassmakers' work, they did not let the glassmakers have the same rights as the English citizens. When the first elections were held in Jamestown in 1619, the Polish workers were not permitted to vote.

Polish workers then refused to work until England permitted them to vote. You could consider this event the first workers' strike in North America. The glassworkers eventually won the same voting rights as the English citizens. The conflict ended peacefully.

Unions and their workers later helped stop child labor. They also helped workers get health benefits. Most history texts say that the first strike in the United States happened in 1768 in New York. Tailors protested having their wages lowered. But workers had found ways to fight for what they wanted from the very beginning of European settlements in North America. Just ask the Polish glassmakers.

Sectionalism

Short Text: Winners and Losers

Lexile Level: 730

Background Essay

Lexile Level: 880

Question

- How did slavery influence feelings of sectionalism and nationalism?

Activities

A. Have students list the similarities and the differences among Calhoun, Webster, and Clay.

Similarities include the following: Calhoun and Webster's families were farmers. Calhoun, Webster, and Clay all worked as lawyers before entering politics. All three men served in the U.S. House of Representatives. Webster and Clay both served as the U.S. secretary of state.

Differences include the following: Calhoun did not attend school regularly like Webster. Calhoun's family owned slaves, unlike Webster and Clay. Calhoun believed that the South should have the right to use slaves, while the other two men believed in the preservation of the Union.

B. "Winners and Losers" is the title of the short text. Ask students to describe how Calhoun, Webster, and Clay won and lost in their lives.

Calhoun "lost" out on education as a child. He ran and lost the race for U.S. president. He also lost his argument that the North and South should be two separate nations.

Webster ran for U.S. president three times and lost each time. He believed in preserving the Union, something that was eventually won only after a Civil War.

Clay ran for U.S. president three times and lost each time. He was able to help arguing sides reach a compromise in many different instances, and, in this way, he won. However, he did not live to see that his Compromise of 1850 would fail to keep the North and the South out of war.

C. Have students re-title this short text, including the phrase "Compromise of 1850."

Accept multiple answers. Some might be similar to "The Compromise of 1850: A Promise to Be Broken," which would highlight the idea that the Compromise of 1850 did not last.

Extension Activities

- Show students the political cartoon *The Hunter of Kentucky* by James S. Baillie. Ask students to identify what is going on in the cartoon from 1844. Ask how the information that they have learned from the descriptions of sectionalism help them interpret it.
- Show students the History.com video "Slavery and the Presidency" listed below. Ask students to explain why slavery persisted for a century in the United States.

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Background Essay

SECTIONALISM

Sectionalism means putting the needs and wants of a region before the needs and wants of the entire nation. In the mid-1800s, there were three main sections of the United States—the North, the South, and the West. Many arguments between the sections were about slavery. The South wanted to continue using slaves. The North wanted more free labor. The West complicated the issue as the Union added more states. Would they be slave or free states? Three U.S. senators represented each of those areas. John Calhoun represented the interests of the South. Daniel Webster represented the North. Henry Clay represented the West.

The Compromise of 1850 was a series of five laws passed in 1850 to try to settle some of the differences between the sections, particularly around the issue of slavery. Three of the main senators who argued for and against the compromise were Clay, Calhoun, and Webster. In the end, Congress passed the compromise. The North was happy that the Union admitted California as a free state and that the United States forbade the slave trade in Washington, DC (though slave holding was still legal). The South was happy that there were no slavery restrictions in the territories of Utah and New Mexico. The South also felt that it had won a victory when the compromise said that Northerners had to return runaway slaves to their Southern owners.

In the end, no one really won with the Compromise of 1850. Sectionalism continued to grow, and, ultimately, the Southern states seceded from the Union. The succession resulted in the Civil War and thousands of deaths.

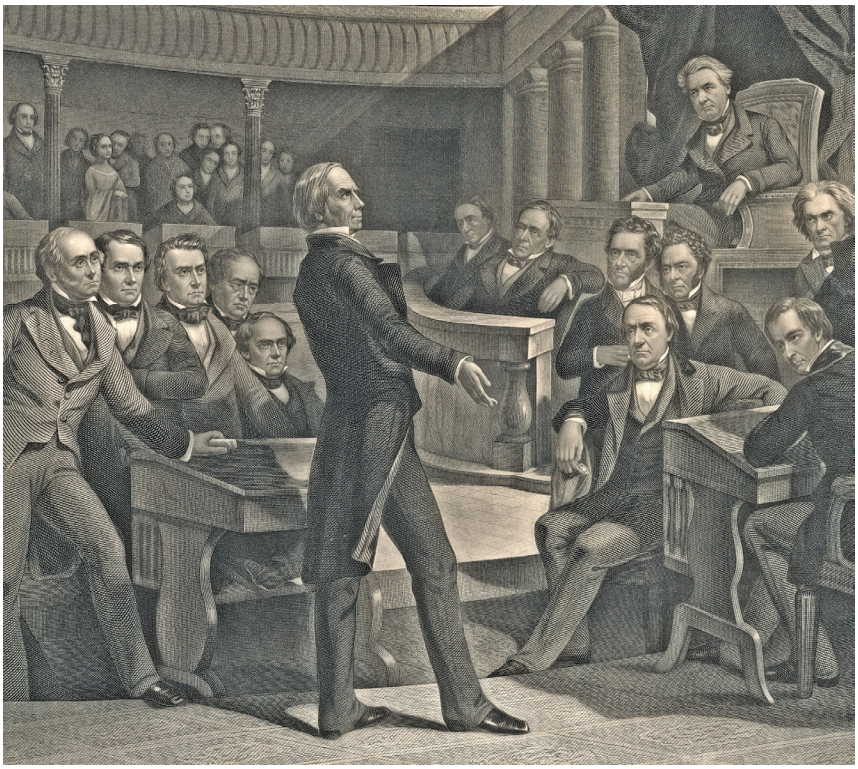

Image source: Illustration of Henry Clay. By P. F. Rothermel and R. Whitechuch, circa 1855, via Wikimedia Commons

WINNERS AND LOSERS

- **John Calhoun's** family owned many slaves. John's father died when John was young. That left John responsible for running the farm. He didn't go to school very often, but his whole family could tell that he was smart. His family finally insisted that he go to school—when he was 18 years old! John worked hard, and, in two years, he was able to go to Yale University.

  John continued to study hard. He became a lawyer. Then he entered politics. John served in the U.S. House of Representatives and in the Senate. He also served as vice president of the United States twice. He ran for president once and lost. Though John spent a lot of time in the North, going to school and working for the federal government, he argued for the rights of the Southern states. John defended the South's use of slavery. He wanted increased rights for states. He also predicted in his last speech to the Senate that if no compromise was reached between the North and the South, the Union would break. He opposed the Compromise of 1850 because he knew that it limited the South's ability to expand slavery. He felt that the North and the South had become two separate nations with two separate goals. If no compromise was possible, John believed the North and the South should have been able to become separate nations peacefully. He died from tuberculosis before his home state of South Carolina seceded from the Union.

- **Daniel Webster** was raised in the North. Like Calhoun's family, Daniel's family farmed. However, they did not own slaves. Daniel was able to attend school regularly as a young boy. Like Calhoun, he also became a lawyer and a politician. He served in the House of Representatives, the Senate, and as secretary of state twice.

  People viewed Webster as an ally of the Northern states. He supported the Compromise of 1850. He thought that people should uphold the Union of the states and that the South was wrong for wanting to secede. He believed that if the North and South became separate nations, there would be war. He ran for president three separate times and lost each race. He died in 1852, after falling from his horse. He never lived to see how the Compromise of 1850 failed to keep the Union from war. One of his most famous quotes was, "I was born an American; I will live an American; I shall die an American."

- **Henry Clay** was born in Virginia. His father was a minister. Clay was three years old when British troops came into his home and ransacked it during the American Revolution. When he was older, Clay moved to Kentucky. At that time, Kentucky was the Western frontier. Like Calhoun and Webster, Clay worked as a lawyer. He also raised horses and mules on his land.

  People elected Clay to the House of Representatives and Senate for Kentucky. He also served as secretary of state. He believed that people should preserve the Union of states. Many thought of him as the Great Compromiser because he often helped different sides reach an agreement. Clay is the one who introduced the Compromise of 1850. He ran for president three times and lost each race. He died of tuberculosis in 1852, the same year as Webster. He did not live to see that his Compromise of 1850 would fail and that the Civil War would be the result.

Civil War

Short Text: Peace and Sadness

Lexile Level:

- Part I: This text is too short to establish a Lexile level.
- Part II: 820

Background Essay

Lexile Level: 890

Question

- Was Lincoln a peaceful man?

Teaching Notes

The Peacemakers is a painting by George Healy, capturing the meeting on March 27, 1865, between Abraham Lincoln and his military leaders (General William Sherman, General Ulysses Grant, and Admiral David Porter). They are meeting on board the ship that Grant used as his headquarters during the last months of the Civil War. Sherman had just completed the March to the Sea. The purpose of the meeting was to discuss next steps following complete Union victory.

Healy finished the painting in 1868, after Lincoln's assassination. In the painting, a rainbow appears behind Lincoln, a symbol of hope and peace.

Lincoln's direct words about peace were, "The man does not live who is more devoted to peace than I am. None who would do more to preserve." He gave this speech on February 21, 1861, to the New Jersey General Assembly. Similarly, in a letter to Isaac Schermerhorn dated 1864, Lincoln wrote, "Much is being said about peace; and no man desires peace more ardently than I. Still I am yet unprepared to give up the Union for a peace which, so achieved, could not be of much duration."

Activities

A. Have students list their observations about *The Peacemakers*.

Encourage students to list only what they see instead of trying to interpret meanings. For example, they can list details such as the following: There are four men. All men are seated. One man wears a uniform. There are two windows. There is a rug on the floor.

After students have stopped listing details, prompt them with questions such as "What colors do you see?"

B. Have students examine the final sentence in the short text: "Perhaps the room and the painting of Lincoln help remind the leaders that peace is never easy." Ask them to rewrite this sentence in their own words to demonstrate the author's point of view.

Accept multiple answers, although the author's point of view seems to be that peace is difficult and takes much work. A possible answer might be, "Peace does not come without a great deal of work that must maintained, or the peace will fail."

C. Have students write a different concluding sentence. Ask them, "What other points of view could come from this text?"

Possible points of view include the following: (a) Lincoln never gained peace because he was killed before he could see the country recover from the Civil War; (b) Lincoln had a difficult life filled with little peace and many challenges; (c) The Civil War only started the process of peace, but it took almost 150 years for an African American to be elected president of the United States. Peace for African Americans has still not been realized.

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Background Essay

CIVIL WAR

People across the United States differed on issues of slavery long before the conflict erupted into Civil War. As new territories and states were added to the United States, the arguments over whether they should be slave or free states continued. Compromises such as the Compromise of 1820 and the Compromise of 1850 kept the nation from erupting into war for a time, but ultimately the period of compromising ended. The Compromise of 1850 was a series of resolutions that attempted to keep the peace between the North and the South.

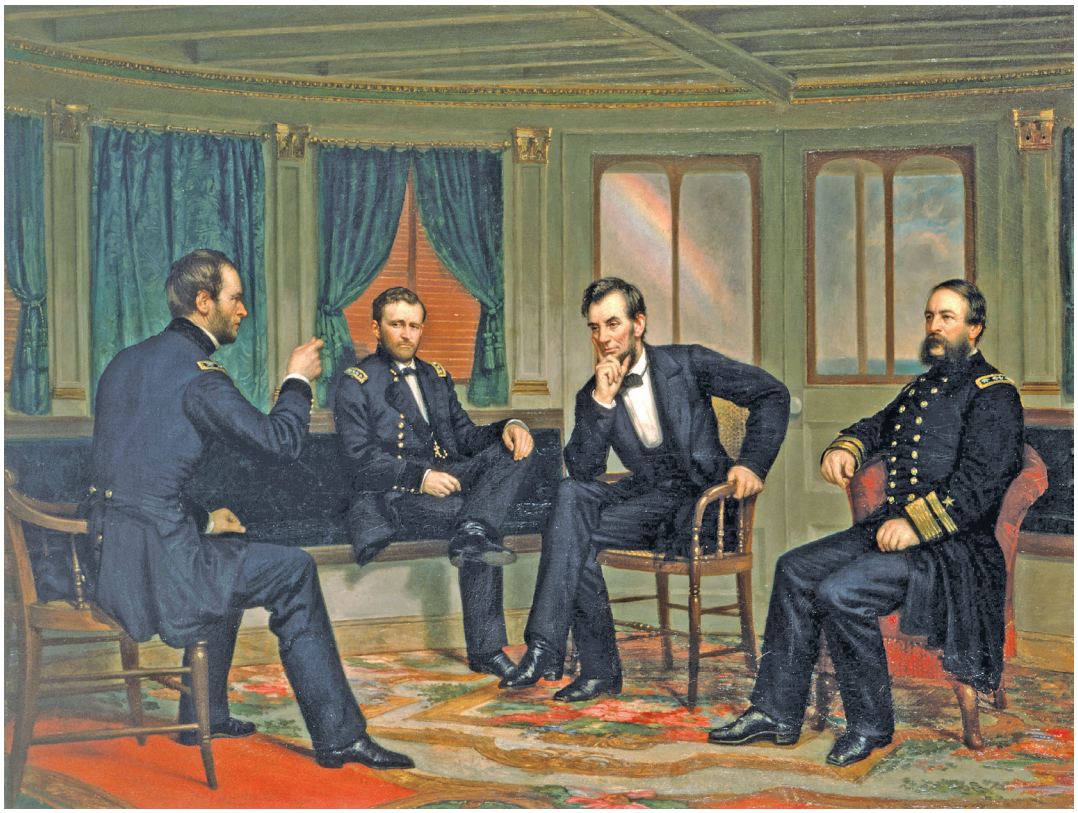
The American Civil War lasted from 1861 to 1865. Many things caused the war. Some of those things included the issues of slavery and economic freedom. The Northern states wanted to end slavery. The Southern states wanted to be free to choose their own future.

In 1860, the United States elected Abraham Lincoln as president. He wanted to end slavery. The Southern states decided to secede from the rest of the United States and create their own government. They called this new government the Confederate States of America. The Union and the Confederacy fought for four years before the Confederate States surrendered.

Image source: Slave Pen. By Mathew B. Brady and Linsly Randolph Simpson, 1862, Beinecke Rare Book and Manuscript Library, Yale University, JWJ MSS 54

PEACE AND SADNESS

Part I



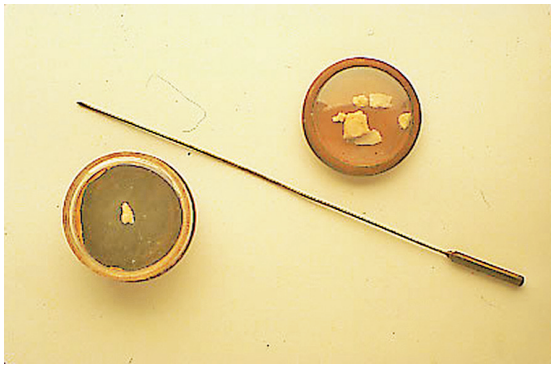
This painting is called *The Peacemakers*. It shows leaders of the Union army and U.S. President Abraham Lincoln talking about the end of the Civil War. All hoped that there would finally be peace in a truly united United States.

List below your observations about this painting and its description.

Image source: *The Peacemakers*. By George Peter Alexander Healy, circa 1868, The White House Historical Association, Washington, DC

Part II

Abraham Lincoln said there was not a man alive who wanted peace more than he did. But peace was something Lincoln did not have in his life. Lincoln was president during the Civil War. He faced many difficult decisions. Soon after he became president, 11 states seceded. They set up their own government, called the Confederate States of America. Lincoln had to decide if he should let them have their own government and keep slavery or if he should send thousands of soldiers to war.



After four years of fighting, the Civil War ended when Robert E. Lee, the Confederate general, surrendered. But peace was still not to come for Lincoln. Less than a week later, on April 14, 1865, Lincoln took his wife, Mary, to see a play. While they watched the play, John Wilkes Booth shot Lincoln in the head. Lincoln did not die immediately. He lived a few more hours before dying on the morning of April 15. After his death, his body was moved back to the same bedroom where his son Willie had died three years earlier. In this room, the doctors performed Lincoln's autopsy. They removed Lincoln's brain from the skull and the bullet dropped out into a pan. The doctors also removed some pieces of skull from Lincoln's brain that had shattered from the bullet's entry. Many people saved these fragments, and they are now on display at the National Museum of Health and Medicine.

Today, the room where Lincoln's son died, and where Lincoln's body rested after death, is still used. It is no longer a bedroom. Today, people call it the President's Dining Room, and presidents often use it for important meetings. In the meeting shown in this photo, President Obama meets with the Mexican president Calderón. Hanging on the wall is *The Peacemakers,* the painting you already viewed. Perhaps the room and the painting of Lincoln help remind the leaders that peace is never easy.

President Barack Obama, Secretary of State Hillary Clinton, Mexican president Felipe Calderón, and Mexican foreign secretary Patricia Espinosa hold a meeting in the Family Dining Room of the second floor of the White House in Washington, DC, on May 19, 2010.

Image sources: Skull Fragments and Probe. By unknown artist, National Museum of Health and Medicine, via Wikimedia Commons
Obama, Clinton, Calderón, and Espinosa. By Pete Souza, 2010, Washington, DC, via Wikimedia Commons

Reconstruction

Short Text: Civil War: Won or Lost?

Lexile Level: This text is too short to establish a Lexile level.

Background Essay

Lexile Level: 1030

Question

- How were African Americans and their supporters forced to abandon the advancements made for African American freedom during the Civil War and Reconstruction?

Activities

A. Have students write one to two paragraphs describing how the images in the short text are all connected to one another. Ask them to include how the images relate to the Civil War and to Reconstruction.

During the Civil War, Abraham Lincoln issued the Emancipation Proclamation, declaring that all slaves were free. The Thirteenth, Fourteenth, and Fifteenth Amendments made additional rights for African Americans part of the U.S. Constitution. Unfortunately, the Emancipation Proclamation and constitutional amendments were not enough to keep black people safe or make sure that they were treated the same as white people. These images show the separate and unfair treatment that African Americans received, including having their land taken away, the violence with which their homes and families were threatened, the creation of separate places to eat and camp, and even the means by which they died.

B. Have students write a separate paragraph giving their opinions in response to the question "Do you think Reconstruction was successful?"

Accept multiple answers. Students could believe that Reconstruction was not successful because discrimination continued against African Americans; extremists such as the Ku Klux Klan threatened, killed, and destroyed property; and extreme poverty continued to thrive in the South. Alternately, students could take a longer-range view and suggest that while Reconstruction seemed to provide jobs and initial help to the South, there was also a period of unrest; in the long run, however, the South recovered from the Civil War and became an important part of the U.S. economy. While discrimination continued, students might argue that because slavery was made illegal and African Americans gained the right to vote, at least some progress was made.

C. Ask students to each choose one image. They should imagine that they are writing a letter to the editor of a newspaper during the time period the image was created. Have them describe at least three reasons why they want to see change and describe how people could implement those changes.

Accept multiple answers.

Extension Activities

- Have students read about a time when the KKK sponsored a baseball team.
- Have students read the text to the spiritual "Many Thousand Gone" and describe the author's point of view. Next, play them "Many Thousand Gone." Ask students what other points of view would fit the lyrics? Have them discuss the mood of the song. Is it hopeful or sorrowful, and why do they think that?

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Background Essay

RECONSTRUCTION

What happened after the Civil War ended and the United States freed almost 4 million slaves and gave them the right to vote? One outcome was that Southern states began electing African American leaders to political jobs, such as mayors, state legislatures, and even the U.S. legislature. Politicians created the first state-funded school systems in the South. They also passed laws to give African Americans more access to the same transportation that white people had. Military troops from the Northern states remained in the South to keep order. People refer to this time in history as the Reconstruction. Unfortunately, this progress didn't continue.

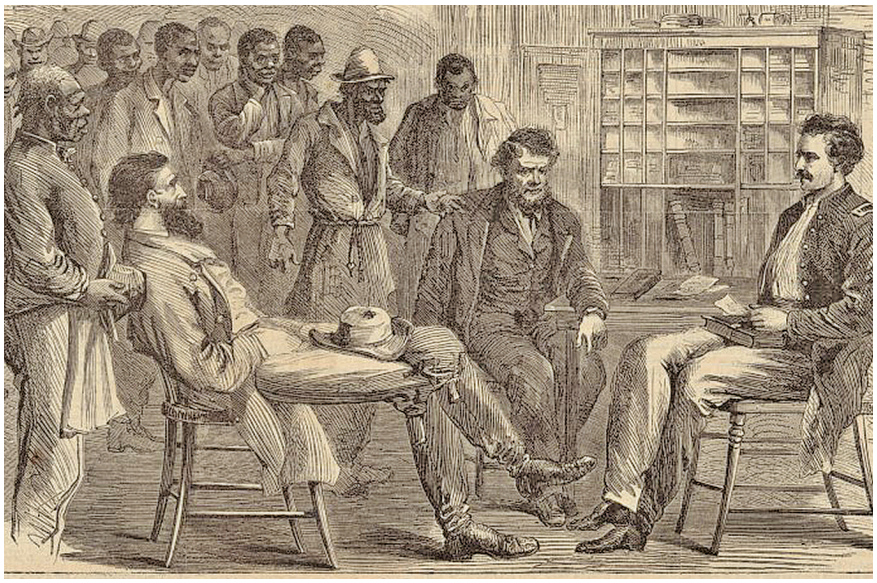
Lithograph from 1872 of the first African American senators and representatives

Image source: Illustration of Senators and Representatives. By Currier and Ives (New York: Currier and Ives, 1872), Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-ppmsca-17564

CIVIL WAR: WON OR LOST?

Look at the pictures that follow to find out what happened to end Reconstruction. Remember to connect each of these pictures together to describe what happened. The images are presented in the order that they occurred.

A Union soldier reads the Emancipation Proclamation to newly freed slaves. After Lincoln signed the Proclamation, people celebrated throughout the country.

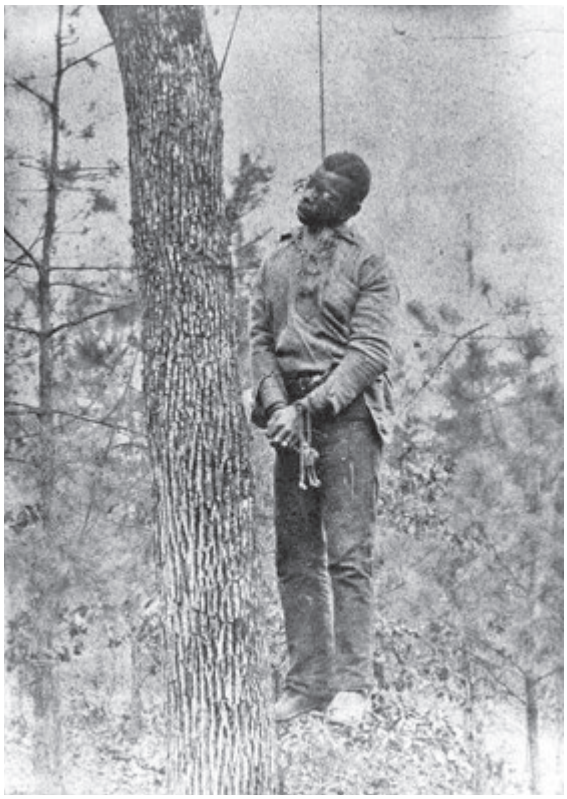


African American men come to ask why their land was taken away.

Image sources: *Reading the Emancipation Proclamation*. By H. W. Herrick and J. W. Watts, in Lucius Stebbins, *Emancipation Proclamation of January 2st, 1864* (Hartford, CT: S. A. Peters, 1864), Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-pga-08518

Illustration of the Freedmen's Bureau. By unknown artist, Art and Picture Collection, The New York Public Library Digital Collections, 812637

Visit of the Ku Klux Klan



George Meadows was lynched at Pratt Mines
(in Jefferson County, Alabama) on January 15, 1889.

Image sources: *Visit of the Ku-Klux*. By Frank Bellew, 1872, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-127756

Lynching of George Meadows. By L. Horgan Jr, 1889, via Wikimedia Commons

A cafe near the tobacco market in Durham, North Carolina, has separate doors for "White" and for "Colored" people.

Lewis Mountain entrance sign

Image sources: Cafe in North Carolina. By Jack Delano, 1940, Library of Congress, Prints and Photographs Division, LC-USF33- 020513-M2

Lewis Mountain Entrance Sign. By unknown artist, circa 1939–1950, Shenandoah National Park, VA, courtesy of the National Park Service

Gilded Age

Short Text: Crime That Paid

Lexile Level: 800

Background Essay

Lexile Level: 800

Question

- How did men like Al Capone and other mob leaders use Prohibition to become more powerful?

Activities

A. Have students create a character table for Marm and George like the one below. Students should list everything that they learn about both Marm and George while they read.

Marm	George
• *Immigrated to New York City*	• *"King of Bank Robbers"*
• *Lived in Little Germany*	• *Wealthy*
• *Poor, but became rich*	• *Moved to New York City from Cincinnati*
• *Sold stolen items*	• *Carefully planned bank heists*
• *Created a store to sell stolen items*	• *Wanted to rob Manhattan Savings*
• *Fled to Canada*	• *Killed by one of his gang members*

B. Using the chart created in the first activity, and the background reading, have students describe why and how Marm and George are examples of the Gilded Age.

Answers will vary but should include some of the following information: The Gilded Age was a time when there were very rich people who spent money on extravagant items. At the same time, other people were very poor and lived in terrible conditions. Many times, the very rich and the very poor lived in the same area. Marm is an example of someone who was very poor. Marm came to this country as an immigrant. She lived in poverty, as many people did during the Gilded Age.

George is an example of the very rich. His family was wealthy enough that they could pay to keep him out of the Civil War. However, both Marm and George found that there was money to be made in criminal activity. Marm started committing crimes because it was a way to make money and move up in social status. George turned to crime because it was a challenge, not because he needed more money or status.

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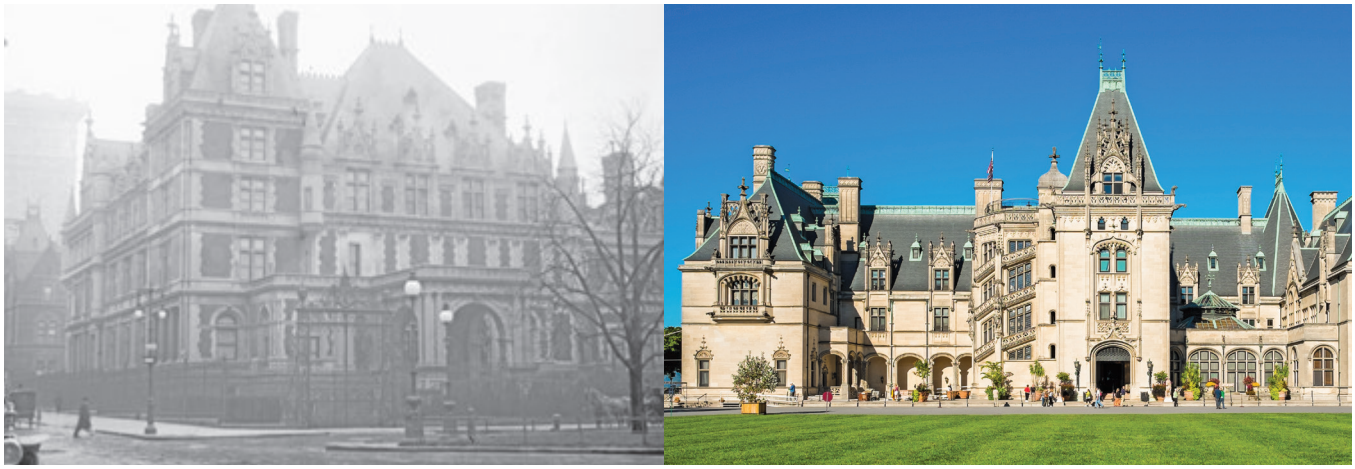
Background Essay

GILDED AGE

The Gilded Age is the term used to describe the United States from the late 1870s through the early 1890s. A few families were rich beyond imagination. No expense seemed too great. One woman threw a party for her dog. She dressed the dog in a diamond collar worth more than $10,000. (For more on this story, see *Seeds of Inquiry: Using Short Texts to Enhance Student Understanding of U.S. History*, "Have and Have Not.") John D. Rockefeller also became the world's first billionaire, while Cornelius Vanderbilt's fortune was almost the same.

At the same time, many more people were extremely poor. In this story, you will read about two main characters. Friederike (Marm) Mandelbaum immigrated to New York City and lived with her husband and children in a tiny apartment. Marm was poor, but she was determined not to stay that way.

George Leslie was already wealthy. He moved to New York City from Cincinnati. His family had plenty of money. In fact, they had so much money that they paid to keep George out of the Civil War. People considered men who did not fight worse than those who deserted, so George was ready to move away from Cincinnati and start a new life in New York City.



On the left is the Cornelius Vanderbilt II mansion, built by Cornelius Vanderbilt in 1883.
On the right is the Biltmore Estate, built by George Washington Vanderbilt II between 1889 and 1895.

Image sources: The Cornelius Vanderbilt II House. By Bain News Service, circa 1894–1927, New York, Library of Congress, Prints and Photographs Division, Washington, DC, George Grantham Bain Collection, LC-DIG-ggbain-00076

Biltmore Estate. By iStock.com/Rauluminate, Asheville, NC

CRIME THAT PAID

Friederike and her husband, Wolf, immigrated to New York City before the Civil War. They lived in a section of town called Little Germany because so many German immigrants lived there. The people in the neighborhood were poor. Sometimes as many as 15 people lived in a single 325-square-foot apartment.

Friederike (nicknamed Marm) began making friends with neighborhood children who stole whatever they could on the street. Marm took the stolen things and sold them. She organized a business of thieves who stole all kinds of things for her. Eventually, she offered silk, lace, diamonds, horses, carriages, silverware, gold, and silver in a store that she created just to sell stolen goods. When the Great Chicago Fire happened in 1871, many people began stealing (or looting) whatever they could from the stores. Much of what people looted in Chicago ended up in Marm's store. She became incredibly rich. Still, she kept selling stolen goods and taught others how to do the same.

Then she met George Leslie. Police and reporters considered Leslie to be the king of bank robbers. Authorities blamed him for 80 percent of all bank robberies in the United States between 1869 and 1878. He planned each robbery very carefully. He studied the blueprints of the buildings. He built models of the bank vaults in abandoned buildings so he and his crew could practice the robbery. He also practiced cracking safes. In 1875, he began planning his greatest—and last—bank heist. George wasn't after just any bank. He wanted the money from the vault of the Manhattan Savings Institution. Why that bank? It was where some of the wealthiest people in the world kept their money, jewelry, and other valuables. Andrew Carnegie, Cornelius Vanderbilt, and John D. Rockefeller all banked at Manhattan Savings. George took three years to plan the heist, but all that planning required a lot of cash. He needed money to hire a crew. He needed money for the materials to build models. He also wanted money to purchase an exact duplicate of the bank's vault. He knew who would loan him the money—Marm!

For George, robbing banks wasn't only about the money. He wanted to be the best at something. He was very good at robbing banks. He not only pulled off the three largest bank robberies of that time but also never used dynamite to blow up the buildings. He never destroyed any property. He never fired a gun or injured a bystander. He planned that the robbery of the Manhattan Savings would be his last. After the robbery, he planned to quit crime and move west. He hoped to start a new life. He even sent his wife ahead of him so that they could both escape.

Even though he planned very carefully, George hadn't thought about one thing. He hadn't predicted getting killed. It wasn't a police officer that killed him. Instead, it was one of his gang. George wasn't killed over money either. The police never officially solved the murder, but they were sure that George was killed because he had an affair with the gang member's wife.

George was dead, but his death didn't stop his gang from robbing Manhattan Savings. Five months after George's death, his gang robbed the bank and stole almost $3 million. The police started an investigation to find who was responsible. They eventually found all members of the gang. They only learned then that George was responsible. Until the police caught all members, everyone believed that George was a wealthy, upstanding member of New York society.

Marm had trouble of her own. Detectives from the Pinkerton Agency were watching her closely. They eventually tried to arrest her, but she fled to Canada. Some say she snuck back into the United States for the funeral of her daughter, but no one really knows for sure.

Immigration

Short Text: Looking for Freedom in the Land of the Free

Lexile Level: 820

Background Essay

Lexile Level: 840

Question

- How have Americans treated immigrants to the United States? Compare the treatment of immigrants during the late 1800s to the current treatment of immigrants in the United States.

Teaching Notes

Even though Ellis Island was a key entry point for European immigrants, Angel Island off the coast of San Francisco played an important part in the Asian immigration experience. Many Chinese immigrants entered the country through Angel Island.

Activities

A. Have students reread the second paragraph. Ask them what the term *battery* means as the writer uses it in the paragraph.

   Battery in this sense means a wall or fortification equipped with weapons, such as cannons or other artillery. Students may or may not be able to figure this out from the text. The Common Core State Standards asks students to use the text to find meaning, and this is a good place to practice the skill. After students guess the meaning, have them look the word up in a dictionary. Battery *has multiple and varied definitions, so they will need to decide which definition makes the most sense in this context.*

B. Ask students whether the investigators were doing their job to keep U.S. citizens safe, or were they too harsh on Mary Mallon? Have them write a paragraph arguing for or against the treatment of Mary Mallon, using textual evidence as well as their own interpretations.

   Accept multiple answers.

Extension Activities

- Show students original newspaper articles about Typhoid Mary to examine what people knew (and suspected) about typhoid fever and the spread of the disease during the late nineteenth century (between 1908 and 1915).

- Have students examine the manner in which society treated Mary Mallon. Ask them if she was a sad victim of an unfeeling, racist, sexist society bent on bringing a lowly, immigrant woman down. Why did the investigators single out Mary while others were also carriers? See if students can identify any civil liberties issues raised by Mary's forced isolation.
- Ask students to consider a current immigration/refugee situation, such as the refugees escaping from African countries or from the Middle East and moving to Europe. Have them compare and contrast the specific ways that other countries take in immigrants and refugees to the way the United States took in immigrants in the 1800s.

Cross-Curricular Connections

This story offers many possibilities for the cross-curricular integration of science and social studies. Mary Mallon was the first asymptomatic typhoid carrier identified by medical personnel. *Typhoid Mary* became a term used to describe anyone who spreads something bad and who people should avoid.

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Background Essay

IMMIGRATION

During the 1800s, a huge number of immigrants came to the United States. Over 30 years, almost 12 million immigrants arrived in the United States. They wanted better lives. For some, there was nothing left for them in their home country.

In the late 1800s, most immigrants arriving in the United States came through the Castle Garden in New York City. The government stopped using the Castle Garden when Ellis Island (where the Statue of Liberty stands) opened in 1892.

Immigrants often came in waves. This meant that many immigrants came from the same country at around the same time. In the 1800s, many immigrants came from Ireland and Germany. Many people often made fun of and bullied the newest waves of immigrants—even other immigrants. During the time this story takes place, the Irish were often mistreated. Consider whether this anti-Irish stereotype contributed to the events in "Looking for Freedom in the Land of the Free."

Image source: Immigrants Arrive at Ellis Island. By unknown artist, 1902, New York, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-12595

LOOKING FOR FREEDOM IN THE LAND OF THE FREE

Castle Garden. Sound familiar? Probably not. But, if you were an immigrant coming to the United States before 1892, you were certainly happy to see the Castle Garden.

This location was always important for the protection of the people in New York City. Soldiers set up its first battery of cannons in 1623, when people still called the city New Amsterdam. Then, the U.S. Army built the castle when the United States was warring with Great Britain in the War of 1812. The British burned down the White House and many other government buildings in Washington, DC, during the war. The citizens of New York City hoped to keep the city safe with the castle and more cannons in the battery.

New York was never invaded, and the castle was converted into a theater. But soon New York City found itself the landing place of millions of people coming to start their new lives in the United States. So, the castle became the building through which the government brought immigrants. In the late 1800s, 12 million immigrants came to the United States. Of those immigrants, 8 million of them came through the castle. Government officials examined passengers to see if they were sick. As long as they were healthy, immigrants moved on to register their names, their former home countries, and where they intended to live in the United States.

That's exactly how Mary Mullen came to the United States. She was only 15 when she got there, but she soon went to work as a cook. It looked like she would have a better life in the United States than she could have ever hoped for in Ireland . . . until people around her started getting sick.

The first family for whom she cooked became ill with high fevers. Mary moved on at the end of the summer, and the family eventually recovered. Mary herself remained healthy. Family after family that she worked for became ill with the same symptoms: high fevers, diarrhea, and vomiting. They'd caught typhoid fever.

One family hired an investigator, and he eventually found Mary. He and some doctors learned that Mary was a carrier for typhoid fever. A carrier was someone who remained healthy but could give the disease to others. Mary didn't understand how she could give the disease to other people when she didn't have any symptoms of the disease herself. She also didn't understand the need for good hygiene. She began to feel that officials were persecuting her. They held her against her will in an isolation clinic. It was three years before they allowed her to go free. She promised not to cook for families again.

After a few years, Mary changed her name and went back to cooking. The families for whom she worked again began to get sick. She started cooking in a hospital, where many women came to deliver their babies. This time 25 people got sick, and two of them died of typhoid fever. Officials believed that Mary caused almost 50 cases of typhoid fever and three deaths in the years she worked. She was given the nickname Typhoid Mary.

Mary wasn't the only carrier of typhoid. Around the same time, other carriers were also making people sick with typhoid fever. Officials knew about those carriers and made sure to caution them. None, however, was isolated for as long as Mary. Investigators found Mary and quarantined her again. This time, it was for the rest of her life. For 23 years, she lived with others who had been isolated for various diseases and never again experienced the freedom she had hoped to find in the United States.

"TYPHOID MARY"

The Extraordinary Predicament of Mary Mallon, a Prisoner on New York's Quarantine Hospital

MOST HARMFUL

By Dr. Wm. H. Park, New York Board of Health.

The Extraordinary and Dis

The Official L

Germ Source a Mystery.

A 1909 news article

Image source: Newspaper Depicting Mary. By unknown artist, 1909, in *New York American* (June 20), via Wikimedia Commons

Early Twentieth Century

Short Text: Murder in the Wild West

Lexile Level: 740

Background Essay

Lexile Level: 1160

Questions

- What is the American Dream, and how did individuals try to fulfill that dream?
- What opposition did they face?

Teaching Notes

Students may be unfamiliar with certain vocabulary: ratify, abolish, livestock, farming, and ranching. In this case, *farming* refers to primarily growing crops to sell, while *ranching* refers to primarily raising livestock to sell.

This story is the true account of Weston Massey on the events of September 1903. My in-laws (Oscar and Janice Massey) collected most of the information in this story. The local history of the Grand Junction, Colorado, area (including the compilation of area history called *Gateway/Unaweep Canyon,* newspaper accounts of the murder in the *Grand Junction Daily Sentinel*, and conversations with other residents of the area whose family members witnessed the shooting [including Beeman and Jessie Casto]) all corroborate this story. We want to use this family tale as a way to highlight components of westward expansion that were common for the time—the migration West following the Civil War, the Gold Rush and chance for fortune, and arguments that turned violent in several instances over water and grazing rights, particularly between sheep and cattle ranchers. If you have further queries about this specific incident, contact the first author (Dixie D. Massey).

To better answer the initial question, teachers may wish to use the short texts from the Westward Expansion and Gilded Age lessons to create a mini text set.

Activities

A. Have students create a newspaper headline along with a pullout quote for this story. The headline should grab the reader's attention. The text box should give readers a short summary of the event.

Accept multiple answers.

B. Using the background information and the short text, have students describe at least three ongoing conflicts in the early twentieth century.

Answers may include the following: farming without slaves, movement of settlers westward into Native American's lands in search of land and gold, who had the rights to water, and who had rights to grazing lands. The last two reasons were particularly sharp disagreements between sheep and cattle ranchers.

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Background Essay

EARLY TWENTIETH CENTURY

The early twentieth century was a time of great change. The east and west coasts were experiencing industrialization. Henry Ford used assembly lines to make cheaper automobiles. The Wright brothers discovered how to fly. Rockefeller made millions as an oil tycoon. Railroads crisscrossed the nation, thanks to a network of transcontinental railways. A steady stream of immigrants provided labor to the workforce. Teddy Roosevelt began the U.S. Forest Service to help protect and manage forest lands. He also continued the work of previous antitrust laws to begin to monitor some of the larger companies.

In the middle United States, the U.S. government had pushed Native Americans onto reservations. The land Native Americans once roamed was then home to thousands of cattle and sheep. The Swan Cattle Company was just one of several huge companies that owned and controlled millions of acres used to graze huge herds of cattle. Sheepherders grazed sheep on the same lands, overgrazing and damaging huge areas.

Perhaps more than any other place on earth, people viewed the United States as the land where the poor dreamed of striking it rich, and those with little dreamed of having something to call their own. In this story, Weston and his family had moved first from England and then on from Delaware to try to find a piece of land they could own—a place where they could raise cattle, earn a living, and maybe even get ahead. But the land that wasn't already owned by other, typically large businesses, such as the Swan Cattle Company, was often difficult to survive on. More than one person argued over the same grass and the same water.

Image source: Round-Up Scenes on Belle Fouche [*sic*] in 1887. By John C. H. Grabill, 1887, South Dakota, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-ppmsc-02628

MURDER IN THE WILD WEST

The boy's name is Weston. He is six years old, and he has just seen his father's murder. They find Weston hiding under the bed, holding his father's hat.

Weston's ancestors had a story similar to many Americans. His family came from England and settled in Delaware before the United States was even a country. His family farmed with the help of slaves. Delaware was a Northern state. There were many freed African American people there. Some counties in Delaware, however, continued to practice slavery all the way through the Civil War. After the Civil War began, Abraham Lincoln suggested paying the farmers who owned slaves in Delaware to free their slaves. Delaware did not accept. It continued to practice slavery even after General Lee surrendered. Delaware refused to ratify the 13th Amendment that abolished slavery. Only after the 13th Amendment became law across all of the states did Delaware stop slavery. At that point, Weston's relatives felt they could no longer survive on their farm without the slaves, so they had moved west.

Weston's family did what many families did. They followed the gold rush. They settled in Colorado, near Pikes Peak. Eventually the rush ended, and they moved again to raise cattle on a ranch near Utah. In the Western states, people argue a lot about water. Everyone wants to make sure that they have enough water for their crops and their livestock. Ranchers and farmers who live closer to the water source often take more than their share.

Weston's dad thought the neighbor (Bill LaFair) was stealing water. Weston's dad said that he would, "Cut LaFair's guts out if he continued to use the water." Weston's dad didn't know that Bill LaFair had already killed two men. Bill was also plotting revenge.

Weston and his dad were riding their horses when Bill found them. Bill jumped off his horse and shot Weston's dad. Weston had been sitting on the horse, but his dad pulled him off and told him to run. Weston's dad fired back at Bill but missed several shots. Bill did not. He shot Weston's dad in the face, while Weston watched. When Weston saw that his father was dead, he ran. He ran more than two miles to a cabin and hid under the bed.

Bill LaFair later turns himself in to the sheriff. He serves only 18 months for manslaughter.

Weston and his siblings stay on the ranch that their father started. They struggle to raise enough cattle to sell, but they do survive. In fact, the descendants of Weston still live on the same land. They still argue about having enough water. They still raise cattle. If you've eaten any beef lately, it just might have come from Weston's ranch.

Progressivism/Age of Reform

Short Text: Hard Work

Lexile Level: 810

Background Essay

Lexile Level: 860

Questions

- How did the progressive movement change life for children and teens in the United States?
- Who and what were key influences in improving the lives of American child workers?

Activity

A. Ask students the following questions. Have them write down the answers, or use the questions as prompts for classroom discussion.

1. What is happening in these images? Refer to details present in each image.

   In the first three images, children are working. In the first image, boys are working with machines in textile mills. In the second image, a 12-year-old girl is working in a cotton mill. In both cases, the children are barefoot. In the third image, a child is picking cotton in a cotton field. In the fourth image, the poster calls for child labor reform and says that children should go to school to "decrease illiteracy and crime." The fifth image shows another poster, claiming that child workers are not needed in industry, and shows machines doing the work that children used to do. The final image shows a 12-year-old boy who cannot write his name. He avoided the law requiring that he go to school by going out into the country.

2. Looking at the first three images, why do you think children would have been selected to do this kind of work? Why would factories want to hire children?

   Accept multiple responses. Answers might include that there were not enough adult workers, that there were not enough schools, that families did not have enough money and the children's wages were needed to feed the family, and that a factory might pay children less money. Sometimes children were selected for specific jobs because they were small and could fit into tighter spaces. Other times, children worked alongside their families.

3. These images show important changes in the treatment of children and teens. What changes can you infer happened in the United States based on contrasting the first three images with the last three images?

   Compulsory education laws were passed, requiring that children attend school. The Industrial Revolution resulted in machines that took over some jobs. However, some children still avoided school or went for very short periods.

4. Read the captions carefully. Take a stand describing if you think these changes were successful or not successful.

   Accept multiple responses. Students might believe that changes were successful because now all students have to go to school and are not required to work in factories. Others might believe that the laws were not successful because children still found ways to avoid school.

Extension Activities

- The use of images, such as photographs in the media, played a central role in changing the American mindset during the Progressive Era. Have students choose one of the three areas that the new laws affected during the Progressive Era (child labor, mandatory school attendance, juvenile court systems). Create a collage of images that shows a comparison of the treatment of youth before and after the laws passed.
- Have students review images of child labor in the Lewis Hine collection at the Library of Congress and create a story using the images and captions to describe the issues of child labor. Make sure the stories include the laws that were needed to change the industries exploiting children for profit.
- Have students examine local sources of child labor and compare regional similarities and differences in child labor issues across the nation. Resources such as "Child Labor in the Carolinas" and "In the Playtime of Others" will be useful for this activity.

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Background Essay

PROGRESSIVISM/AGE OF REFORM

Progressivism is a term used to describe the many changes that happened in the late 1800s and early 1900s. Progressives worked to improve society and human life. One well-known progressive who helped bring about many changes was Benjamin Barr Lindsey. His own father had committed suicide, and Lindsey had to work to support his mother and three younger siblings as a result. He worked in a law office and as a janitor. He wanted to become a lawyer. He even began studying law, but it was hard to work and study at the same time. He was so discouraged that he tried to commit suicide. Fortunately, his gun misfired. Some said that it was at that moment he decided he must use his life for good. Within seven years, he passed the bar exam to become a lawyer. He went on to become a judge.

Lindsey worked for many reforms, including women's suffrage. People know him best for creating a juvenile court, where the law treated young people differently than adults. He also worked to create laws that made it a crime for media to publish the names of children who were witnesses for criminal cases. But Judge Lindsey wanted even *more* protection for young people. He wanted a law that said adults who contributed to the crimes committed by children could also be prosecuted. This law finally passed in Colorado, where Judge Lindsey worked. By 1920, 40 of the 48 U.S. states had passed similar laws.

Many people disliked Judge Lindsey, including the Ku Klux Klan. The KKK helped make sure he was defeated when he ran for judge in Denver in 1926. His opponents claimed that he had broken several laws as a judge, including taking bribes. He was disbarred but was ultimately allowed to practice law again. He continued to work for reform in the courts for youth until he died.

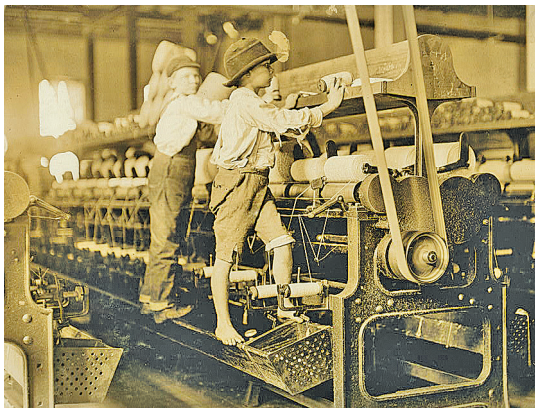
Benjamin Barr Lindsey

Image source: Portrait of Benjamin Barr Lindsey. By unknown artist, circa 1918, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-72977

HARD WORK

Part I

The Progressive Era in the United States was a time of many changes. The images that follow suggest some of the biggest changes. From these pictures, what can you infer about the changes that occurred during the Progressive Era?



Children labored in the textile mills.

Addie Card, 12 years old,
worked in a cotton mill.

Children worked in the cotton fields during school hours.
Callie Campbell, 11 years old, picked about 75 to 125 pounds
of cotton a day.

Image sources: Child Laborers. By Lewis Wickes Hine, 1909, Macon, GA, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-nclc-01581

Addie Card at Work. By Lewis Wickes Hine, 1910, North Pownal Cotton Mill, VT, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-nclc-01824

Callie Campbell. By Lewis Wickes Hine, 1916, Pottawatomie County, OK, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-nclc-00628

These posters came out between 1904 and 1919. Founded in 1904, the National Child Labor Committee (NCLC) is a private, nonprofit organization with the mission of promoting the rights, dignity, well-being, and education of children and youth as they relate to work and working.

This boy, 12 years old in 1915, attended school for three weeks. He couldn't write his name. Instead, he signed his name by writing "X." He avoided the laws requiring him to attend school by going out to the country.

Image sources: NCLC Poster. By the National Child Labor Committee, circa 1904–1919, J. D. Thomas; CC BY-SA 2.0, via Wikimedia Commons
Portrait of Boy. By unknown artist, 1915, Maryland, Bureau of Statistics and Information, via Wikimedia Commons

Part II

The way young people were treated was one if the biggest changes during the Progressive Era. New laws included the following:

1. **The Fair Labor Standards Act passed.** Prior to child labor laws, children and teens often worked 10- to 14-hour days with few breaks. Working conditions were often damp, dark, and dirty. They also often worked with dangerous equipment. Sometimes toxins filled the factories, creating illnesses. Child labor laws made it illegal for children under a specific age to work.
2. **States passed education laws.** These laws required children and teens to go to school. Instead of working all the time, children had to be educated.
3. **Youth got special laws and courts.** After the creation of special courts, the law could not charge children and teens as adults.

Lewis Hine, a New York schoolteacher and photographer, believed in the power of images to tell the grueling and sad stories of child labor in the United States. During the early 20th century, he traveled the country to tell the story of working children. His photographic work led to legislative efforts to protect the rights of children. Similar to the work of Benjamin Lindsey, Hine sought to promote change for children through the judicial system.

World War I

Short Text: Death Ships

Lexile Level: 750

Background Essay

Lexile Level: 1020

Question

- From a historical perspective, do the deaths of some people matter more than the deaths of others? Why or why not?

Teaching Notes

If discussing this text in class, it may be useful to split the reading. Give students Part I, then pause and allow them to make a prediction. Then offer them Part II to confirm their prediction.

Multiple topics in this reading are suitable for further exploration and may allow students to connect with the topic while also exploring their own interests. Some students will be interested in the technical details of both ships. Other students will be interested in the biographies of the people involved in World War I, the sinking of the *Titanic,* the *Leviathan* troops, or the Spanish flu victims. You may have students explore individual interests and then share the information through presentations. Make sure to ask students to explain how the separate topics relate to each other, emphasizing global thinking.

Activities

A. Ask students why they think the *Titanic* became more famous to the American public than the *Leviathan*. They should use facts from the text to support their answers.

Accept multiple opinions. There is no textual evidence to support an answer, so this activity is purely to find out students' opinions.

B. Ask students why they think World War I became more famous to the American public than the Spanish flu, even when more people died from the flu than from the war.

Accept multiple opinions. There is no textual evidence to support an answer, so this activity is purely to find out students' opinions.

Extension Activities

- The Spanish flu caught the nation by surprise. It spread rapidly and had a high morbidity rate (approximately 28 percent of those infected died). Have students develop a news article describing the trauma of the Spanish flu outbreak and pandemic in 1918. They should use primary source articles to help them explore how the Spanish flu affected the United States and its citizens.

- Travel and disease often accompanied a highly stratified social class. Explain why the lives of some people mattered more than others using the example of North Atlantic travel and the impact of the Spanish flu. Students should use the resources in the references section to help develop their arguments.
- Have students trace the changes in American opinion toward neutrality before and during World War I. On a time line, have students note events that shifted American opinion in support of specific countries.

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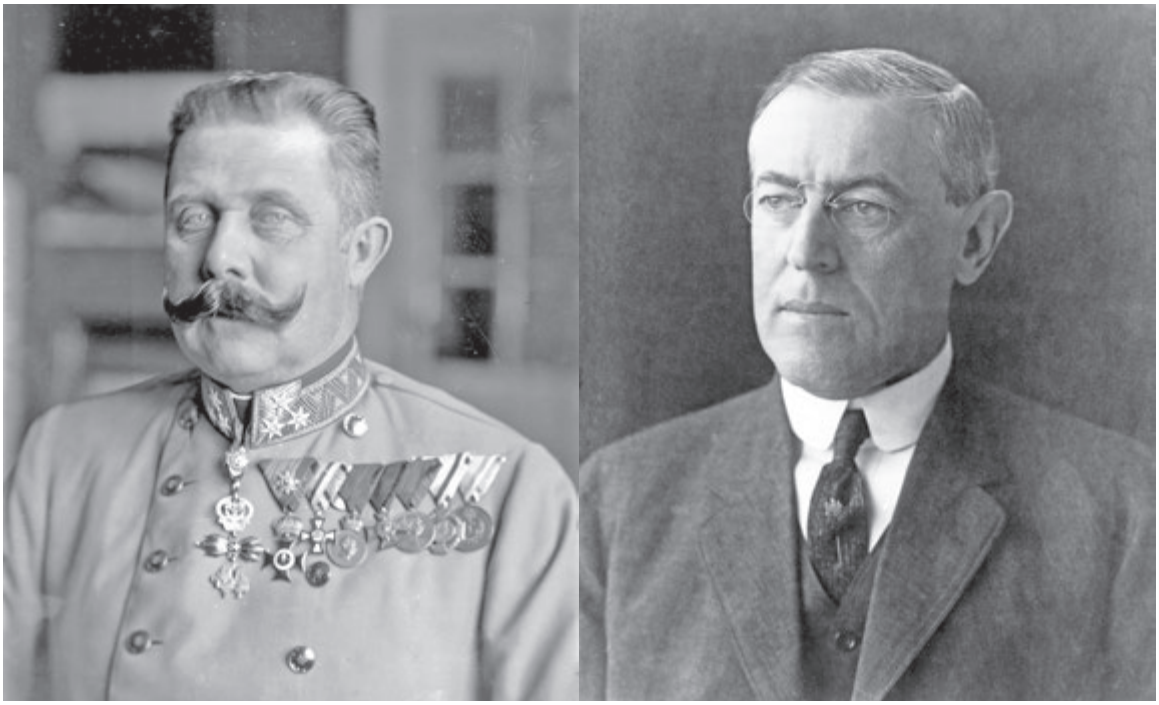
Background Essay

WORLD WAR I

World War I began in 1914 when an assassin killed Archduke Ferdinand of Austria-Hungary in Bosnia. Many European nations were already trying to gain greater control of land and power. The assassination just came at the wrong time. Soon, countries chose sides and, before long, most of the European continent had declared war. The two sides were the Allies and the Central Powers. The Allies included many countries, but the most powerful were Great Britain, France, and Russia. The Central Powers included Germany and Austria-Hungary. Eventually, Italy, Japan, and the United States would all join the Allies.

U.S. President Woodrow Wilson tried to keep the United States out of the war. After the sinking of the *Lusitania,* where many American passengers died, citizens of the United States wanted war. After the Central Powers sunk more ships carrying goods for the United States, Wilson came under more pressure to enter World War I. Finally, Wilson learned of a message (the Zimmermann telegram). In this telegram, Germany said it would help Mexico get back Texas, New Mexico, and Arizona if Mexico would join the Central Powers and help Germany. Wilson asked Congress to declare war on Germany, and the United States sent troops into battle.



On the left is Archduke Franz Ferdinand, and on the right is President Woodrow Wilson.

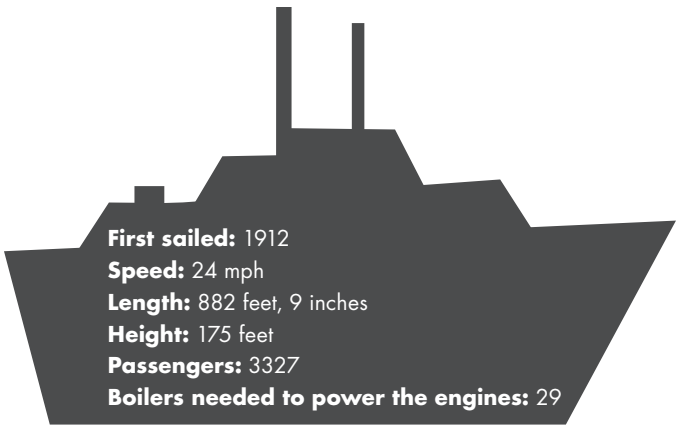
Image sources: Portrait of Franz Ferdinand. By Ferdinand Schmutzer, circa 1914, via Wikimedia Commons
Portrait of Woodrow Wilson. By the Pach Brothers, circa 1912, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-13028

DEATH SHIPS

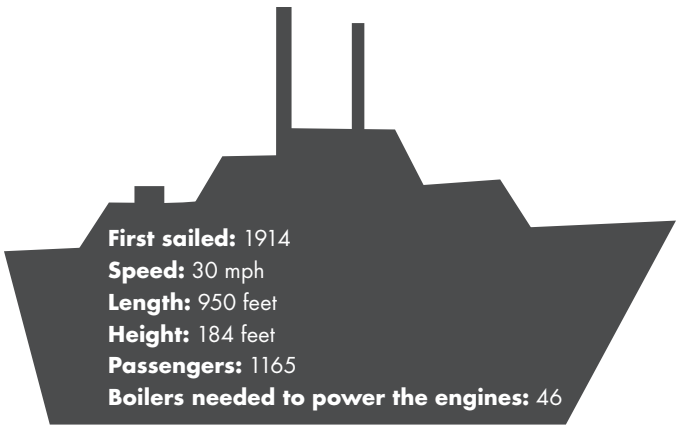
Part I

The following chart compares two ships built just months apart.

Ship 1



Ship 2



The two ships shared many things in common besides their numbers:

- Both were passenger ships, made to carry people across the ocean.
- Both were the largest ships in the world at the times they were built.
- Both became "death" ships.

One of these ships is famous. It was the *Titanic.* The other ship is much less famous, but many more people died on it–but not from a shipwreck.

Part II

Ship 1 is the *Titanic*. In 1912, on its first voyage, it hit an iceberg and sank. Only 706 people survived, while about 1,517 died. The ship did not carry enough lifeboats for everyone. After the *Titanic* sank, some marine laws changed. Soon every ship had to carry enough lifeboats to hold all of the passengers and crew.

Ship 2 is the *Vaterland*. It was a German ship. Like the *Titanic,* it also carried passengers across the Atlantic Ocean. After only a few voyages, the ship came to the United States. Soon after it arrived, World War I began in Europe. Germany was afraid that the *Vaterland* might be attacked, or even destroyed, by the British navy. The Germans ordered the crew of the *Vaterland* to stay in the United States. So, for three years, the huge ship was tied up in a U.S. harbor. The German sailors aboard swam in the Hudson River or ice-skated when the river froze. In some ways, it was like one long vacation.

Then the United States entered World War I. The United States claimed the *Vaterland* was U.S. property. They changed the ship's name to the *Leviathan*. They also changed the beautiful, first-class cabins. Instead of rooms with plenty of space, the military stacked beds four high. More than 9,000 soldiers and another 2,000 crewmembers were crowded together and taken to Europe to fight in the war.

In September 1918, the *Leviathan* returned to the United States after taking a load of troops to Europe. A young man on board was sick with the flu. He was too weak to walk. When the ship finally docked, an ambulance was waiting to take him to the hospital. Several soldiers on the ship were also ill with the flu. The disease was the Spanish flu, and it was deadly. In the small spaces of the ship, the flu had spread easily. At least 2,000 of the 11,000 people on board sickened with the flu. Seventy died during the trip, and crewmembers dropped their bodies into the sea. Another 31 people died the day the *Leviathan* arrived in port. At the end of World War I, approximately 8.5 million people died from war-related causes. At the same time, more than 50 million people across the world died of the Spanish flu.

Some survived the flu. The young man who was too sick to walk off the *Leviathan*? He was Franklin Delano Roosevelt, who went on to become president of the United States in 1933.

1920s

Short Text: A Hero, a Father, and a Gangster

Lexile Level: 790

Background Essay

Lexile Level: 890

Question

- How did men like Al Capone and other mob leaders use Prohibition to become more powerful?

Teaching Notes

We have arranged this text around the stories of three men rather than arranging events chronologically. The activity asks students to identify this arrangement. Students may struggle with this question, and they may find it difficult to keep track of the historical figures. Figure maps/charts may be helpful to show what happened in each figure's life. By asking students to read the Background, they can make connections among the three men. For example, they can show the Eighteenth Amendment and the Thirteenth Amendment as lines connecting Eddie O'Hare and Al Capone.

Students may benefit from an overview of specific vocabulary prior to reading this text. Vocabulary to review includes the following: 13th Amendment, 18th Amendment, ace, aircraft carrier, bombers, fixed (if not reviewing this word, have students complete Activity A), and torpedo.

Activity

A. Ask students the following questions. Have them write down the answers, or use the questions as prompts for classroom discussion.

1. How did the author arrange this text? What other ways could the author have arranged this text?

   The author arranged this text in a descriptive format by describing the biographies of three men. The text is not arranged chronologically.

2. Should Eddie O'Hare be honored as a hero, just like his son was honored? Decide your position based on the images and information in this text. Write your argument, using at least three different pieces of evidence from this text to support your positions.

   Accept multiple arguments as long as they are supported by text evidence.

3. Look at the use of the word *fixed* in paragraph five. What does it mean in this context?

   Fixing a jury refers to an unlawful manipulation of jury members, often by paying them to give a specific verdict.

Extension Activities

- Have students examine the primary sources found in the references section. They include letters written by the main FBI investigator, Agent Frank J. Wilson, documenting the building case against Al Capone. These letters are relatively short and will be helpful to explore how and why the federal government used tax evasion as the basis of their case against Al Capone. They also provide a possible link to further exploration of the Thirteenth Amendment.
- Women's history is an important component of Prohibition. (See "Hatchetation" in *Seeds of Inquiry: Using Short Texts to Enhance Student Understanding of U.S. History* for the story of Carry Nation.) Many women figure prominently in the temperance and prohibition movements. Furthermore, the connections between Prohibition and women's suffrage are both important and complex. Exploration of particular women from this period may help students gain an understanding of why Prohibition and women's suffrage were linked. Mabel Walker Willebrandt is one particular woman connected to the events described in the short text. She was a prominent figure during the 1920s and was the first woman to serve an extended term as an assistant attorney general for the United States. Though not a teetotaler, she was charged with enforcing Prohibition. She helped come up with the idea of convicting Al Capone on tax evasion charges.

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Background Essay

1920s

The Liquor Traffic and the Kaiser's Huns seem to have pretty much the same ideas about "personal liberty."

Vote "YES" for Prohibition on November 5th.
The Ohio Dry Federation
J. A. WHITE, Manager

The 18th Amendment made it illegal to sell, make, or transport alcohol in the United States. Limiting or outlawing alcohol had been a public debate since well before the Civil War. But the United States government received a lot of money by taxing alcohol. That meant the government was reluctant to prohibit the liquid.

People working for the prohibition movement helped support the 16th Amendment to the United States Constitution. This allowed the federal government to collect a tax on people's income. With this new source of money, the U.S. government did not have to rely on taxing alcohol. Congress passed the income-tax amendment in 1913. At the same time, trouble was beginning in Europe. Soon it became all-out war. The United States did not enter World War I until 1917, but there was a lot of hate against Germans. That hate didn't just include the Germans fighting the war for Germany. It also included many of the Germans in the United States. It so happened that the biggest brewers of alcohol in the United States were Germans, with names such as Pabst, Busch, Schlitz, and Miller. All of the anti-German propaganda helped clear the way for the 18th Amendment that outlawed alcohol. This period is referred to as Prohibition. It lasted from 1920 to 1933, when Congress reversed the 18th Amendment with the 21st Amendment.

Prohibition created a lot of opportunity for people who were willing to make and sell alcohol. Much of the mob was involved in illegal activities involving alcohol. One of the most infamous mobsters was Al Capone. Most people said Capone was in charge of Chicago during Prohibition. Al Capone found ways to make sure everyone who wanted alcohol could have it. He helped run illegal saloons, gambling houses, and brothels. He also ran horse- and dog-racing tracks, where more gambling and drinking happened. People estimate that Capone made $100 million a year. Ultimately, the authorities convicted Capone of evading the federal income tax, but not of the brutal murders of dozens of people. He served fewer than eight years in prison.

Image source: Propaganda Poster. By unknown artist, Ohio Dry Federation, circa 1917, courtesy of Ohio State University, Department of History

A HERO, A FATHER, AND A GANGSTER

Part I

Edward was a hero. He became the U.S. Navy's first flying ace when he shot down more than five enemy planes during World War II. A group of nine bombers had been coming toward the aircraft carrier where Edward's plane was. Edward flew toward the bombers and attacked without any backup.

One year later, he led the U.S. Navy fighters' first nighttime attack from an aircraft carrier. The fighters ran into a group of Japanese torpedo bombers. No one ever found Edward's plane. He died at age 29. The United States soon honored him, so everyone knew his name.

On the left, Lt. Edward O'Hare; on the right, Al Capone

Part II

Edward's name had been a hard one to live with for the past several years. His parents divorced when he was age 13, and he went to live with his mother. His dad, named Eddie, moved to Chicago, where he took two jobs. Eddie ran dog-racing tracks and worked as a lawyer. In Chicago, Eddie met Al Capone.

Capone was a mobster. He paid politicians and police so they would not arrest him or his crew. He also murdered anyone he thought was trying to take his business or hurt him.

Eddie began working with Capone, and he made a fortune. But, in 1930, Eddie (nicknamed Easy Eddie) turned against Capone. He worked undercover, providing information to the government about Capone's businesses. When prosecutors finally brought Capone to trial, Eddie let the judge know that Capone had fixed the jury so that they would not convict him. The judge switched juries at the last minute. The new jury convicted Capone and he went to prison at Alcatraz. One week before Capone was released, Eddie was leaving his office when two men carrying shotguns pulled up beside him. They shot and killed Eddie. Almost everyone believed that Capone had ordered the hit, but the police never arrested anyone.

Historians can't agree. Did Eddie testify against Capone because he was a crook who wanted to avoid going to prison? Or was Eddie a hero who wanted to turn away from his criminal work for Capone and set a good example? Whatever the answer, Eddie's son went on to become a courageous navy pilot. It was Edward's name that was honored. The O'Hare International Airport in Chicago, one of the busiest airports in the world, was renamed to honor him. In the process, the world would remember both O'Hare's—father and son.

Image sources: Lt. Edward O'Hare. By unknown artist, 1942, via Wikimedia Commons
Al Capone Mugshot. By unknown artist, 1931, Alcatraz Federal Penitentiary, CA, via Wikimedia Commons

Great Depression

Short Text: Land of Dust and Depression

Lexile Level: This text is too short to establish a Lexile level.

Background Essay

Lexile Level: 1180

Question

- How did the Dust Bowl affect the individuals and the economy of the United States?

Teaching Notes

Based on her work documenting migrants during the Dust Bowl (shown in the photos in this text), the War Relocation Authority hired Dorothea Lange to photograph Japanese neighborhoods, processing centers, and Japanese internment camps. Lange and her employer (the U.S. government) did not share the same philosophy, and the government censored many of Lange's photographs until decades later. Some of these images are available through the Library of Congress.

Activities

A. Have students put the images in order based on the dates they were taken. Using the images, they should create a summary that explains why jobs were disappearing.

The earliest date is 1934, with the black blizzard in South Dakota, followed by the two 1935 photographs (the dust storm in Texas and the drought refugees in California). Two photos in 1939 show families—one family working near a makeshift shelter in California and another family walking toward San Diego to get relief from the drought. The final photograph was taken in 1940, showing a mother who walked 35 miles one way to pick peas in California.

Based on these photos, students should infer that jobs were disappearing because of drought and dust storms. These jobs were related to agriculture, as verified in the photos referencing peas and lettuce. Students might also notice that the drought and dust storms were in multiple locations around the United States.

B. On a map of the United States, have students mark where the photographer captured each photo. Ask students what these events and locations indicate about how the Dust Bowl affected the United States.

South Dakota, Texas, and California are the main states mentioned. These references show that the drought and dust storms were widespread and affected much of the United States. Several photos mention parts of California, partly because that is where Dorothea Lange lived. However, California is also mentioned so often because many people made their way there in search of work that was available.

Extension Activity

- When used in a classroom, it may be helpful to begin with only the photographs, perhaps even a single photograph, and conduct a visual inventory using the following steps:

  1. Ask students to identify what they see in the image. If you are projecting the image on a large surface, students can use sticky notes to label features and further enhance vocabulary. For this step, limit responses only to what is observable, not what is inferable.
  2. Once students have generated a robust list of observations, ask them to make a list of what they can infer from the image. Encourage students to consider the observations made in step 1 and use any background knowledge they might have.
  3. Provide background. This might include watching a video clip about the Great Depression or reading the Background section of this text.
  4. Revisit the inferences. Ask students to go back to the image and see if they would change or add to their inferences from step 2.

For more information about the visual inventory, see *Targeted Vocabulary Strategies for Secondary Social Studies* (see below). To view more of Dorothea Lange's photos, see the resources under the References section and explore the stories told by the photographs.

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———. "Women Come to the Front: Dorothea Lange." www.loc.gov/exhibits/wcf/wcf0013.html.

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Background Essay

GREAT DEPRESSION

The Great Depression began on Black Tuesday, the name for the stock market crash of 1929. The stock market crash was complicated when large portions of the United States experienced drier weather conditions. The lack of rain and sustainable farming practices created huge dust storms. One storm, called Black Sunday, created dust so thick that people could hardly see their hands in front of their faces.

Dorothea Lange was a photographer with a studio in California. When the Great Depression started, Lange began taking pictures of the people affected by the economy. She took some of the photos in the short text.

As the Depression lengthened, married women began to work outside the home in greater numbers in an effort to support their families. They were typically employed in low-paying service or manufacturing jobs, even though women had won the right to vote with the 19th Amendment to the U.S. Constitution. Women had been elected governors in Wyoming (Nellie Tayloe Ross, 1925) and Texas (Miriam A. Ferguson, 1925). World War II would provide even more opportunities for married women to work outside of the home; they worked in the U.S. military, in newly expanded defense industry positions, and in positions vacated by the men fighting in World War II.

Image source: People outside the Stock Exchange. By unknown artist, 1929, New York, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-123429

LAND OF DUST AND DEPRESSION

In 1933, 13 million Americans were unemployed. They had no jobs. But there weren't jobs for them to find. City jobs and farming jobs were disappearing. Many families lost their homes.

Children of Oklahoma drought refugees stand on the side of a highway near Bakersfield, California. They are part of a family of six, and they have no shelter, no food, no money, and almost no gasoline. The child on crutches has bone tuberculosis.

Dorothea Lange's caption: "Outskirts of Salinas, California. Rapidly growing settlement of lettuce workers. Family from Oklahoma settling in makeshift dwelling."

Image sources: Children of Drought Refugees. By unknown artist, circa 1935, Bakersfield, CA, U.S. National Archives and Records Administration, Franklin D. Roosevelt Library, Hyde Park, NY, NLR-PHOCO-A-7440

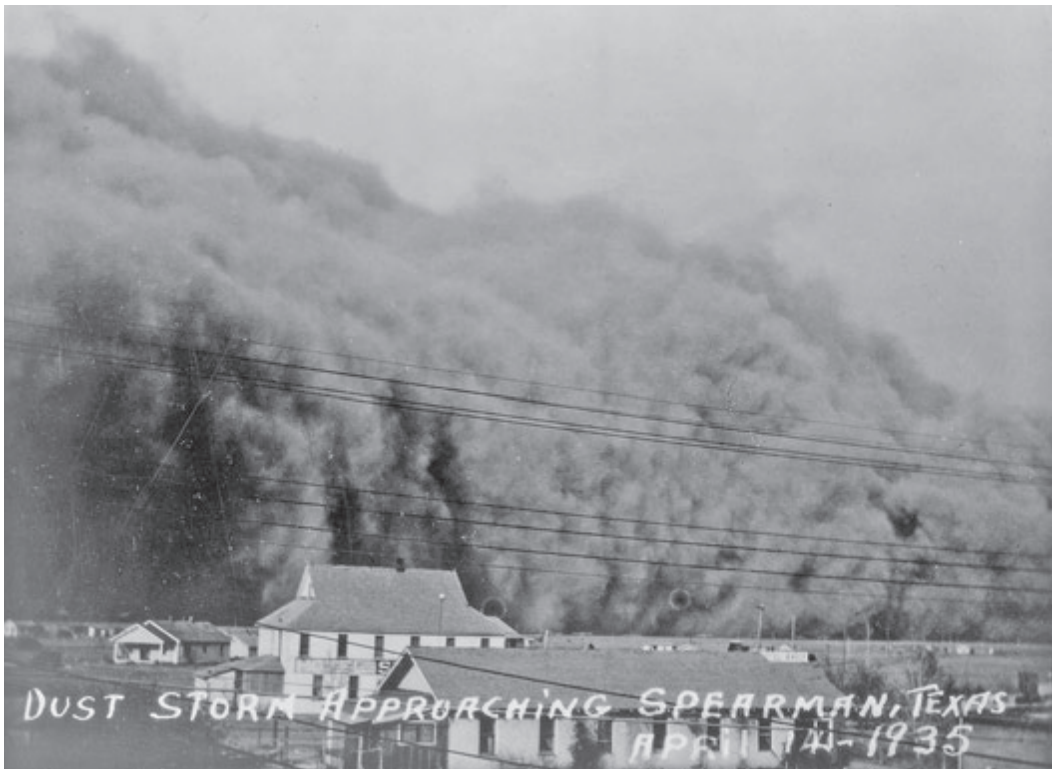
Migrant Family in Salinas, CA. By Dorothea Lange, 1939, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USF34-019428-E

Dorothea Lange's caption: "Edison, Kern County, California. Young migratory mother, originally from Texas. On the day before the photograph was made she and her husband traveled 35 miles each way to pick peas. They worked 5 hours each and together earned $2.25. They have two young children . . . Live in auto camp."

Dorothea Lange's caption: "On U.S. 99. Near Brawley, Imperial County. Homeless family of seven, walking the highway from Phoenix, Arizona, where they picked cotton. Bound for San Diego, where the father hopes to get on the relief because he once lived there."

Image sources: Young Migratory Mother. By Dorothea Lange, 1940, Edison, CA, U.S. National Archives and Records Administration, Washington, DC, 521780

Homeless Family. By Dorothea Lange, 1939, Brawley, CA, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-fsa-8b33132



Dust storm approaching Spearman, Texas

One of South Dakota's black blizzards

Image sources: Dust Storm in Texas. By unknown artist, 1935, U.S. National Archives and Records Administration, Washington, DC, 196033

Black Blizzard. By unknown artist, circa 1934, U.S. National Archives and Records Administration, Franklin D. Roosevelt Library, Hyde Park, NY, 195304

World War II

Short Text: Help the Troops!

Lexile Level: 770

Background Essay

Lexile Level: 780

Question

- How did the government of the United States encourage people to support entering another world war (World War II)?

Teaching Notes

Silk is used to describe two different things in this text. People used silk, produced by silkworms, to make women's stockings and parachutes. This silk was in short supply because the Japanese cut off the silk trade imports to the United States. Silk is also used to describe the fiber produced by milkweed plants, similar to the dandelion fluff produced after the dandelion flower finishes blooming.

Activity

A. Ask students the following questions. Have them write down the answers, or use the questions as prompts for classroom discussion.

1. Some argue that the collection drives and efforts to save and sacrifice didn't contribute much to the overall war effort. Others say that its biggest impact was uniting Americans and making them feel as if they were actually supporting the soldiers. What do you think?

   - Decide on your position, based on the images and information in this text.

   - Write your argument, using at least three different pieces of evidence from this text to support your positions.

   Accept multiple answers. Possible evidence (that could support either position) includes the following: Donated items were used to build weapons and explosives; collected milkweed silk was used to fill life vests for pilots; food raised by farmers and ranchers went to the soldiers so people raised their own gardens to supplement their meals.

2. Look at all the times *silk* appears in this text. Silk can to refer to two separate things. Describe the two things silk refers to in this text.

   Silk refers to the silk produced by silk worms and the silk produced by the milkweed plant.

Extension Activities

- Introduce students to the idea of propaganda. Reexamine the posters in this text and from the digital sources in the references section. Look for propaganda in current society.
- How can schoolchildren help? Read the articles in the references section, describing the ways in which children were important contributors to the home-front efforts during World War II. Make connections to ways in which children and youth can organize drives to make a difference in their communities today.

References

Kemp, Bill. "Kids Gathered Milkweed Pods for WWII Effort." *The Pantagraph*, October 13, 2007. http://www.pantagraph.com/news/kids-gathered-milkweed-pods-for-wwii-effort/article_5099b3d3-117e-52c6-8815-c6893b97ea30.html; http://nemasket.blogspot.com/2011/08/milkweed-pods-for-war-1944.html.

National WWII Museum. "Lesson Plan: Winning Over Hearts and Minds—Analyzing WWII Propaganda Posters." http://www.nationalww2museum.org/learn/education/for-teachers/lesson-plans/ww2-propaganda-posters.html.

NC Civic Education Consortium. "Decoding World War II Propaganda." University of North Carolina at Chapel Hill, Program in the Humanities and Human Values. http://civics.sites.unc.edu/files/2012/05/DecodingWWIIPropaganda9.pdf.

Background Essay

WORLD WAR II

The United States and its allies had defeated the Germans and the Central Powers during World War I at the end of 1918. The war's cost was huge, not just in money spent but in lives lost. More than 17 million people died. The fighting wounded another 20 million people. Almost 4 million of those affected were Americans. The terrible results of World War I made the United States very reluctant to go to war again. Additionally, the United States was experiencing a Great Depression. The stock market had just crashed. Banks had no money to give to people. Many Americans didn't have jobs, a place to live, or enough to eat.

The Germans soon broke the treaties made after World War I and began to rebuild their military. In 1939, the Germans invaded Poland. Still, the United States didn't want to get involved. Even after Germany began dropping bombs on London, the United States resisted entering the war.

Then the Japanese surprised the United States by dropping bombs on Hawaii. On December 7, 1941, the Japanese sent bombers into Pearl Harbor. Bombs destroyed numerous battleships, planes, and thousands of lives. The United States, led by President Franklin D. Roosevelt, now felt they had to act. They had to enter the war and defeat the Germans and the Japanese.

Image source: Pearl Harbor Attack. By U.S. Navy, 1941, Hawaii, courtesy of the U.S. Navy, via Wikimedia Commons

HELP THE TROOPS!

What Is It?

Examine this image. What is it? List as many uses for it as you can in the box below the image.

Please Donate!

The image shows a milkweed pod opening. Milkweed is a weed. It grows three to five feet tall. People sometimes call it the butterfly weed because monarch butterflies lay their eggs on its leaves. If a leaf is broken, a milky-white sap oozes out of the plant. In the fall, the pods dry up and crack open. The image above shows this process. The inside of the pod holds white silk and seeds. The silk helps the seeds float through the air.

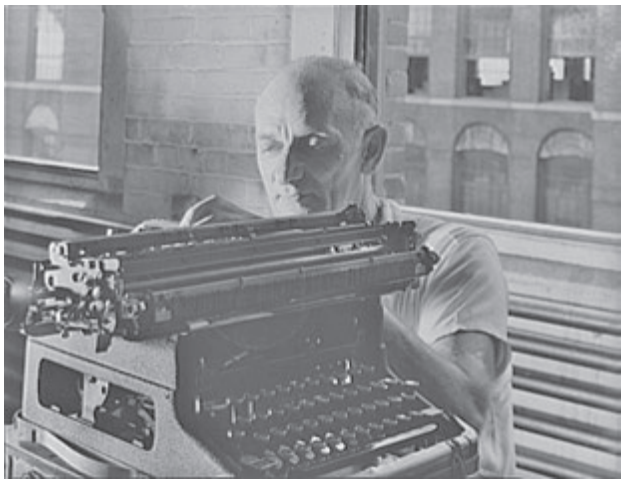
During World War II, the government wanted people to collect milkweed silk. The government held collection drives. Students in school were encouraged to collect as much milkweed as they could. But for what did the government need it?

Image source: Milkweed Pod. By PookieFugglestein, via Wikimedia Commons

Donate Here!

The government wanted people to collect and donate many things, not just milkweed. Each of these images shows something that the U.S. government wanted people to collect.

Silk stockings



Typewriters

Tires

Image sources: Barrel of Salvaged Stockings. By unknown artist, circa 1942, U.S. National Archives and Records Administration, Franklin D. Roosevelt Library, Hyde Park, NY, 196427

Typewriter. By unknown artist, 1942, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USE6-D-004207-a

Rubber Reclamation. By Alfred T. Palmer, 1941, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USE6-D-003769

Tin cans

The U.S. government asked people to collect and donate other things.

- cooking oil
- extra pots and pans
- fur-lined vests
- paper
- scrap metal

The government also asked people to give up driving their cars as much as possible, to plant their own vegetable gardens, and to lower the heat in their houses.

Why Donate?

The government told people that these things would help the United States win World War II. Many of the items that the government wanted people to donate went to help build more weapons. Soldiers used cooking oil to make explosives. They used ladies' nylon or silk stockings to make gunpowder bags and parachutes. They also used pots and pans to make parts for new planes. What about the milkweed? People used the fluffy silk to stuff life vests for pilots. The silk was lightweight and water resistant.

Image sources: Save Your Cans Poster. By unknown artist, circa 1941–1945, U.S. National Archives and Records Administration, College Park, MD, 515347

Save Scrap for Victory Poster. By unknown artist, circa 1941–1943, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZC2-5676

Public Response

Most Americans wanted to help. Even the president's wife became involved. Eleanor Roosevelt planted a Victory Garden at the White House. Eleanor and the staff raised vegetables that they ate at home. If people raised their own food, then farmers could send their crops to the soldiers. Factories that made cars started making bombers. Other factories made Spam to feed the soldiers. Schoolchildren collected thousands of pounds of scrap metal, paper, and even milkweed. These citizens believed they were helping the Allies win the war.

Image sources: United We Win Poster. By unknown artist, circa 1941–1945, U.S. National Archives and Records Administration, College Park, MD, 513820

Poster for the Thirteenth Naval District. By Phil von Phul, circa 1940–1941, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZC2-1109

Cold War

Short Text: Spies among Us

Lexile Level: 750

Background Essay

Lexile Level: 1160

Questions

- What was the Manhattan Project?
- Why were spies so interested in the project?

Teaching Notes

Students will understand this text best if they already have some background in World War II. The background reading provides a brief overview of the Allies and the Axis powers. Additionally, some of the content-specific words are previewed. Several names and vocabulary words will be important to the reading including the following: Cold War, Communist Party, internment camp, Julius and Ethel Rosenberg, Klaus Fuchs, Manhattan Project, Nazis, and Trinity Test.

If possible, watch "The Manhattan Project," (see references) available on YouTube.

Activities

A. Have students write a paragraph that explains what the Cold War was, using evidence from the text.

The Cold War was the name for the political and military tension between the United States and the Soviet Union following the end of World War II. Both countries vied for military power, including having an arsenal of atomic weapons. This competition created many opportunities for spying on both sides.

B. Have students write a second paragraph that explains how spies like Fuchs and the Rosenbergs contributed to the ongoing disagreement between the Soviets and the Americans.

Klaus Fuchs left Germany when the Nazi party became popular and powerful. Fuchs was a scientist who first interned for, and then asked to work on, the Manhattan Project. While working for the United States, Fuchs began sharing information with the Soviets. After he was caught, he gave the authorities information about other American spies for the Soviets, including Julius and Ethel Rosenberg. Fuchs was allowed to return to East Germany and continue his work as a scientist; the Rosenbergs were executed for treason.

These examples suggest that ongoing spying was an issue for both sides. It also added fuel to the Cold War because of the ongoing jockeying for position among spies, money that was exchanged for intelligence, and the different ways captured spies were treated.

Extension Activity

- Look at the flyer urging the release of the Rosenbergs (available through the Library of Congress). Have students imagine that they are concerned citizens during the trials of Klaus Fuchs and the Rosenbergs. They should write an argument for or against the release of the Rosenbergs.

References

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Nash, Bruce, and Sean Dash. "The Manhattan Project." *Modern Marvels*. Season 9, episode 21. Aired June 4, 2002. YouTube video, 1:20. https://www.youtube.com/watch?v=Ru2PWmGIoB8.

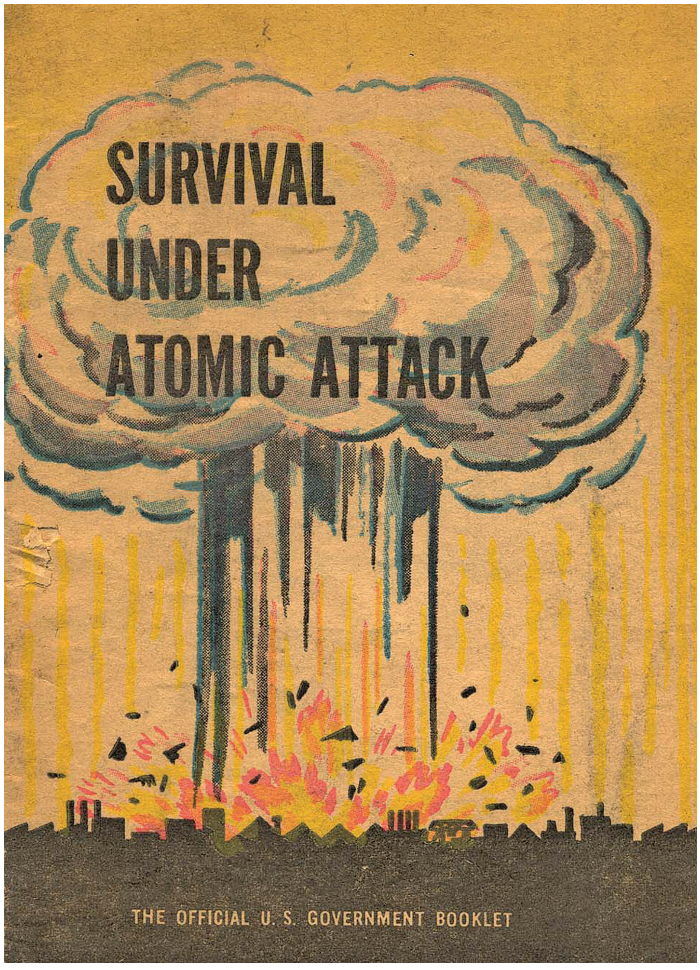
Background Essay

COLD WAR

World War II was a conflict between the Allies (including Great Britain, France, the United States, and the Soviet Union) against the Axis powers (including Germany, Japan, and Italy). Although the United States and the Soviet Union fought on the same side during World War II, after the war, they became enemies. People refer to this conflict as the Cold War.

The United States and the Soviet Union did not fight against the other in a war (with weapons and soldiers), but both countries threatened each other. The United States and the Soviet Union both wanted to be first in everything, such as being the first country in space. The Cold War also included having the same kinds of weapons as the other country had. When the United States created the atomic bomb during World War II, the Soviet Union also worked on the same kind of bomb. When one country wanted secrets about the other country, they were willing to pay citizens to become spies and share information.

The text on the next page is about one spy who was caught sharing secrets with the Soviet Union.



U.S. propaganda during the Cold War

Image source: Cold War Propaganda Booklet Cover. By unknown artist, in "Executive Office of the President National Security Resources Board, Survival under Atomic Attack" (Washington, DC: United States Government Printing Office, 1950), via Wikimedia Commons

SPIES AMONG US

It was all very hush hush. At least, it was supposed to be. What the men working on the top-secret project didn't know was that there was a spy in their group.

Klaus Fuchs

What was the project? They called it the Manhattan Project. The best scientists in the world were working to develop the first atomic bomb. Scientists in Germany seemed like they might be the first to develop the weapon. Many scientists, however, left Germany when Hitler came to power.

One of these scientists was Klaus Fuchs. He left Germany when the Nazis began to take over. Fuchs preferred the beliefs of the Communist Party. When World War II began, the British government put Fuchs, and other refugees, into an internment camp in Canada. He was, however, soon released. Because he was already an important scientist, he was asked to work on the top-secret Manhattan Project.

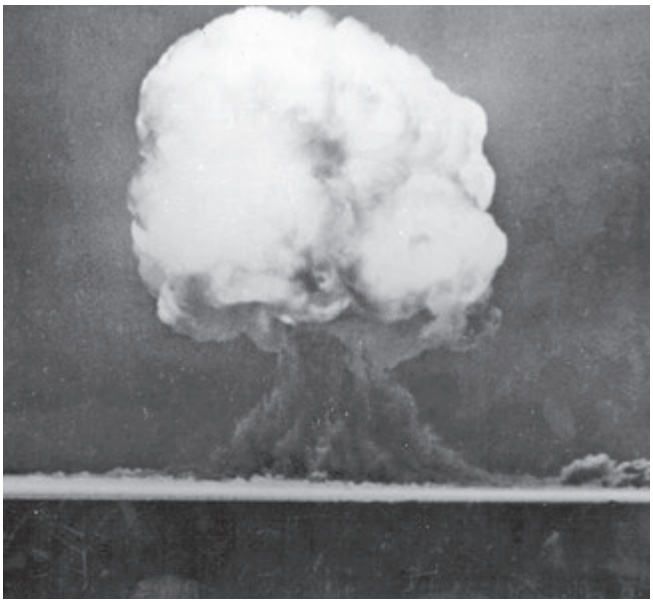
None of the scientists knew if the atomic bomb would actually work. They wanted to test the bomb before using it on an enemy. They set up an experiment called the Trinity Test. Did it work? Look at the following photographs showing the test tower, the bomb blast, and the site of the tower after the blast.

Trinity Tower

During the same year, Fuchs began sharing what he knew about the Manhattan Project with the Soviet Union. The information that he gave to the Soviet Union did not change the outcome of World War II. No one ever used the weapon on Germany because it had already surrendered by May 1945. The Trinity Test did not occur until July 1945. By that time, Japan had still not surrendered. Less than a month after the Trinity Test, the United States dropped two atomic bombs on Japan. The Japanese surrendered.

Although the Japanese surrender ended World War II, the Cold War was just beginning. Even though the United States and the Soviet Union had been Allies during World War II, they became enemies soon after. The United States was the only country with atomic bombs. Many considered it to be the most powerful country in the world. However, the Soviets wanted the same power. Fuchs was the man who would help the Soviets gain that power.

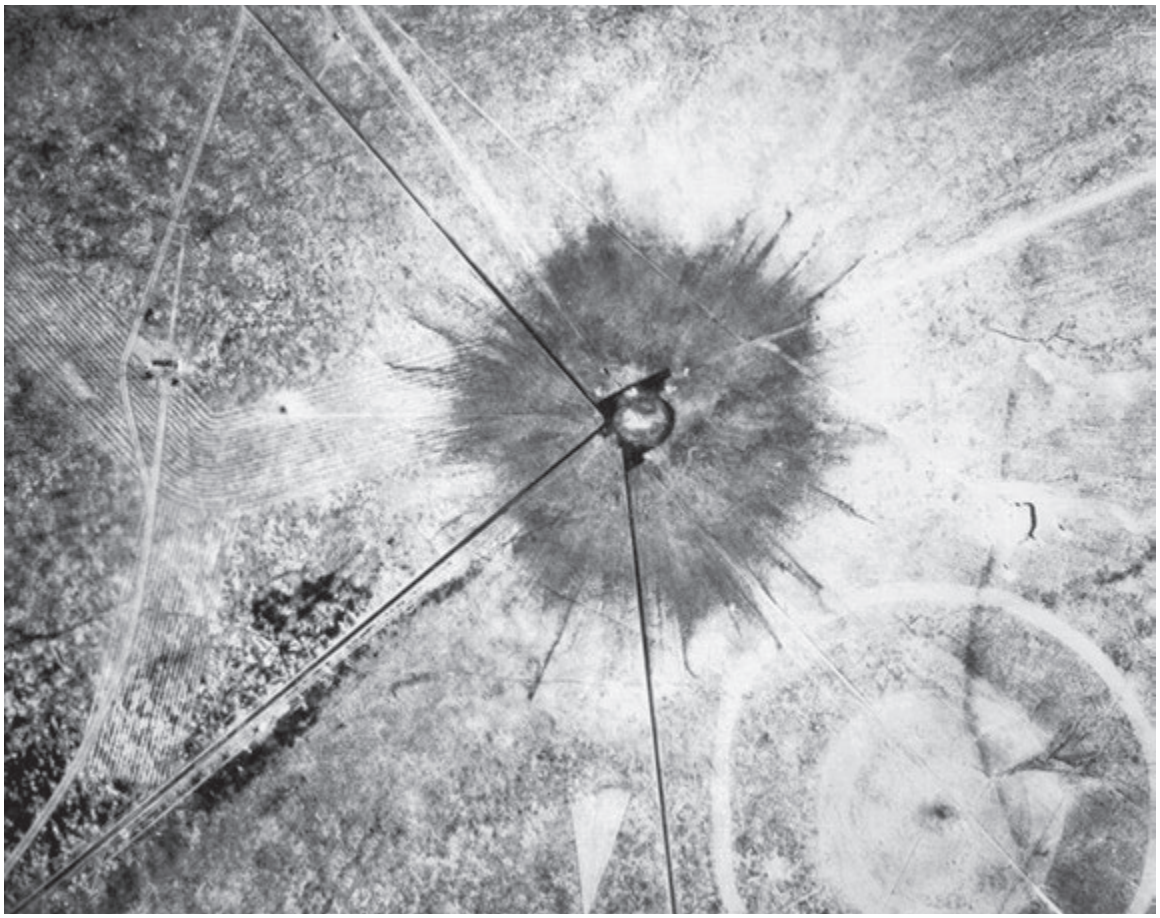
Image sources: Portrait of Klaus Fuchs. By unknown artist, circa 1940, the National Archives, Kew, UK
Trinity Tower. By unknown artist, 1945, Alamogordo, NM, National Nuclear Security Administration, Nevada Site Office Photo Library, 0040439-24



Trinity explosion

He continued to give the Soviets information about the atomic bomb for another two years.

The Americans discovered that there were multiple spies in the Manhattan Project. These spies sold information to the Soviets. Eventually, the United States arrested and sentenced Fuchs to 14 years in prison. When they had first caught him, he gave information to the Americans about other spies. Because of this help, they did not sentence him to a long prison term. One of the spies he told them about was Julius Rosenberg. Julius and his wife, Ethel, also sold information to the Soviets about the atomic bomb. The United States executed the Rosenbergs for treason. Meanwhile, the U.S. government released Fuchs after nine years. They allowed him to return to East Germany, where he continued working as a scientist.



Aftermath of the Trinity test

Image sources: Trinity Explosion. By unknown artist, 1945, Alamogordo, NM, National Nuclear Security Administration, Nevada Site Office Photo Library, 101118

Trinity Test Aftermath. By unknown artist, 1945, Alamogordo, NM, National Nuclear Security Administration, Nevada Site Office Photo Library, 99150

1950s

Short Text: A Female in Combat

Lexile Level: 760

Background Essay

Lexile Level: 910

Questions

- Why was the United States in Korea during the 1950s?
- Was the United States successful?

Teaching Notes

This text contains specific military terms. Introducing these terms in advance will help students experience greater success with this text. Vocabulary to introduce includes the following: ammunition, bunker, Korean conflict, regiment, sergeant, sergeant stripes, and shrapnel.

If using this text in a classroom, offer students the first paragraph by itself and ask them to make inferences about the female mentioned.

Activities

A. Tell students that this text contains several words connected to military fighting. Have them look at the following words and examine how the author uses them in the text. Ask students to describe what these groups of words have in common based on their meaning.

It is more important that students see the similarities and connections between the words than focusing on whether they know the exact definitions of each word.

1. shrapnel, ammunition, bunker

   These words are connected to the actual fighting between the combatants. Shrapnel is the fragments or pieces left over from the explosion of a bomb or shell. Ammunition is a general term that refers to bullets and shells. A bunker is a place where people can take cover from shrapnel and shells; it is often dug into the ground.

2. regiment, sergeant

   These words describe military organization. It is not in the text but may interest students to learn that a regiment is typically a permanent unit of an army led by a colonel. Regiments are further divided into companies and squadrons. A sergeant is a moderate rank in the U.S. Army or Marine Corps—above a corporal and below a staff sergeant.

B. Have students rewrite the title of this text. What other title would summarize what the text is about? Students should include a reference to the Korean conflict.

Accept multiple responses.

Extension Activity

- Have students research other animals used in war. They may research an animal of their choice and analyze multiple sources, or they can research Stubby, referenced in *Seeds of Inquiry: Using Short Texts to Enhance Student Understanding of U.S. History* (See below).

References

Heafner, Tina L., and Dixie D. Massey. *Seeds of Inquiry: Using Short Texts to Enhance Student Understanding of U.S. History*. Culver City, CA: Social Studies School Service, 2014.

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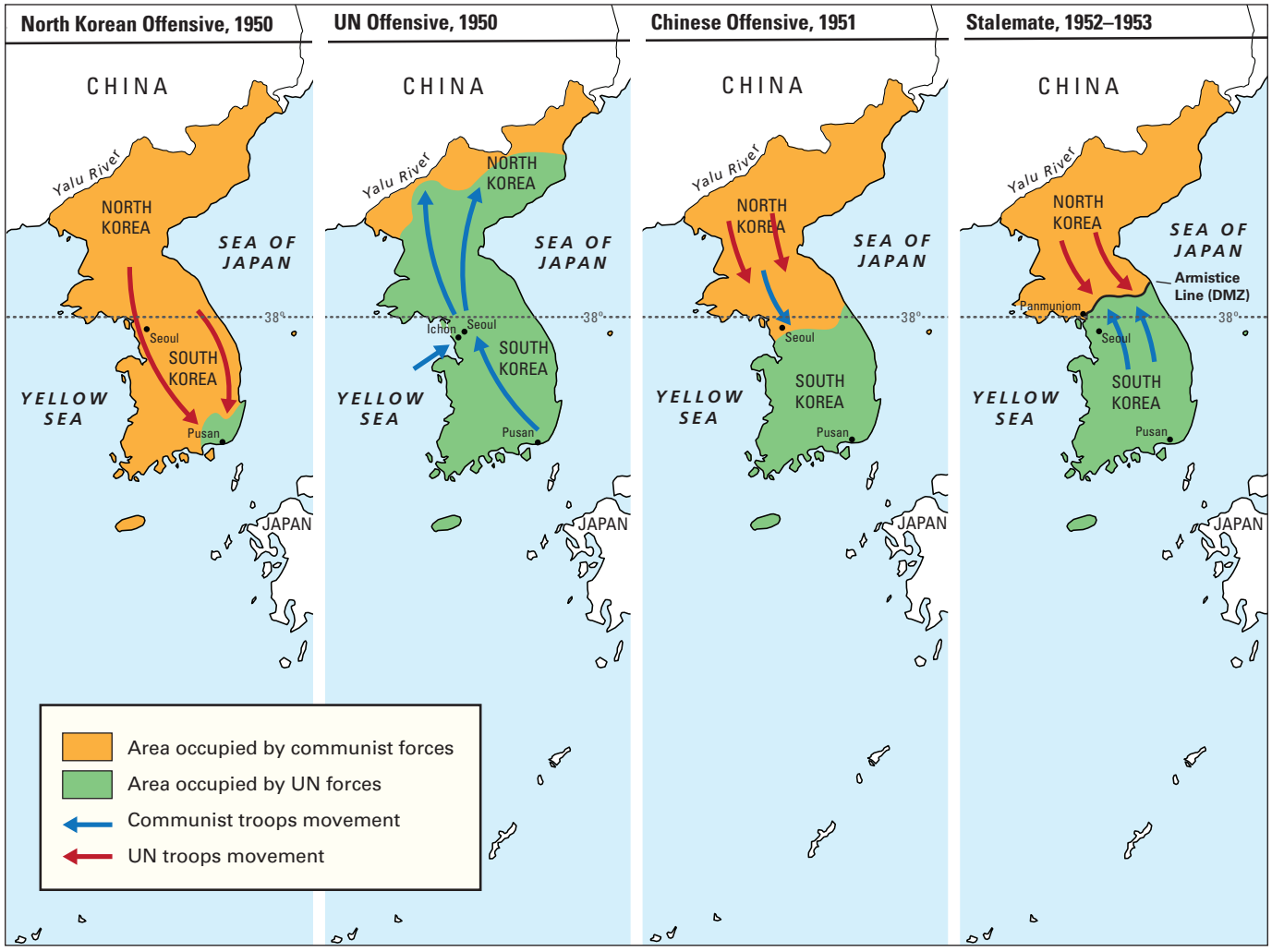
Background Essay

1950s

From the early 1900s through World War II, Japan controlled Korea. As World War II ended, the Allies forced Japan to surrender the other country. The Allied nations of World War II had to decide what to do with the Japanese troops stationed in Korea. The Allies decided that the solution was to have the Japanese troops surrender to the Soviet Union in the northern part of Korea. The United States, on the other hand, would accept the surrender of Japanese troops in the southern part of Korea. The dividing boundary was the 38th parallel.

The United States imagined that the division would be short term. The United States hoped for a peaceful election and a free Korea. Instead, the two sides of Korea began a civil war. The Soviet Union supported the North Koreans as they invaded the southern part of the country. The United States then sent troops into Korea to aid the South Koreans. Eventually, China began to support the North Koreans.

Today, Korea still divides itself at the 38th parallel. South Korea has a democratic government, and the United States still supports it. North Korea has a communist government, and China still supports it.



Map: © Nystrom Education

A FEMALE IN COMBAT

The newest Marine to the Fifth Marine Regiment was tough. She seemed to have more energy than any of the rest of the soldiers. She could certainly carry more weight in her pack than any of the men. Still, the new marine took some getting used to. She felt welcome to come into anyone's tent and make herself at home. And, she was always hungry. She would eat whatever the men didn't want. Sometimes she would even eat the food they *did* want. Someone once said she ate like a horse.

Perhaps it was because she was a horse! She had earned her sergeant stripes through hard work. She had also earned the love of her fellow Marines with her fun-loving personality. Her name was Reckless.

Marines who were fighting in Korea in the 1950s bought Sergeant Reckless. They used their own money to buy the horse for carrying big-gun ammunition. When the ammunition needed to be moved, men showed Reckless the route. She learned to carry her burden and return for another load with no one guiding her. She ignored the shooting all around her, continuing her work even when shrapnel hit her. When one of the soldiers yelled, "Incoming," Reckless learned to go to a bunker or get down on her knees.

The Marines loved her for her hard work, but her personality made them laugh. When Reckless first came to live with the Marines, there was no food for her. They gave her a loaf of bread and some uncooked oats. Though they did get her hay and grain soon, she developed a love of human food and drink. She was especially fond of scrambled eggs. She also liked coffee, Coca-Cola, and was even known to drink a beer with the boys. She also liked the company of the soldiers. She frequently wandered into their tents and got comfortable. Often, the men simply moved their cots and let her stand by the camp stove to stay warm. One particular evening, she entered a tent where several soldiers were playing poker. She grabbed several poker chips with her mouth and ate them before anyone could stop her. The soldier who was winning figured she ate $30 worth of his chips.

Reckless survived the war. Soldiers made her a special blanket that had her sergeant stripes on the sides. Her awards were pinned to the blanket. These included two Purple Hearts and a Bronze Star. She ate the blanket.

Once she traveled to the United States, she attended several banquets held in her honor. She liked cake. She also liked to eat the centerpieces on the tables if they were made of flowers. Today, people can remember her courage and character by visiting her statue at the National Museum of the Marine Corps.

Image source: Sergeant Reckless. By Andrew Clare Greer, 1955, Korea, via Wikimedia Commons

Civil Rights

Short Text: A Civil Rights Movement in the United States

Lexile Level: This text does not have a Lexile listed for two reasons: The list format, as well as the repeated use of titles or names, such as Malcolm X and court cases, makes it difficult to arrive at an accurate Lexile level. Additionally, a time-line format presents text in a visual way that supports comprehension.

Background Essay

Lexile Level: 850

Question

- How have minorities won civil rights?

Activity

A. Ask students the following questions. Have them write down the answers, or use the questions as prompts for classroom discussion.

1. Based on evidence from this time line, how have African American civil rights been violated?

   African Americans were forced into slavery, were forced to use separate facilities from white people, and were the victims of violence and discrimination because of their skin color.

2. Based on evidence from this time line, what civil rights have African American's gained since the Emancipation Proclamation?

   African Americans gained the right to vote and no longer have to use separate public facilities.

3. Many people consider the American civil rights movement to be a series of events in the 1950s and 1960s. Do you agree or disagree? Why or why not? Use evidence from this time line to support your answers.

   Accept multiple answers, but push students to support their views with evidence from this text rather than their background knowledge alone.

4. What point of view do you believe the author of this time line has about civil rights?

   Accept multiple answers, but push students to support their views with evidence from the text.

Extension Activity

- Have students choose one or two events from the time line. They can use the references section for research to write a paragraph describing the causes and outcomes of the event.

References

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Background Essay

CIVIL RIGHTS

The U.S. Declaration of Independence declares that people have certain rights. These rights include "life, liberty, and the pursuit of happiness." Many democratic governments have created documents that list other specific rights to physical and mental safety. These are considered civil rights. Some civil rights guaranteed by the U.S. Constitution include freedom of speech, press, religion, and assembly, and include the right to vote.

Unfortunately, U.S. history shows that many individuals and groups have been denied these civil rights. African Americans have experienced centuries of discrimination in the "land of the free." Even after slavery was outlawed, Jim Crow laws kept black people separate from white people. This was true in the North as well as the South. Between 1940 and 1960, more than six million African Americans moved to the North and West. They were often restricted to the lowest-paying jobs and the highest housing costs. During the 1950s and 1960s, African Americans and their supporters worked together to make sure that black people were given the same civil rights as white people. This effort is often referred to as the civil rights movement.

Image source: *At the Bus Station in Durham, North Carolina.* By Jack Delano, 1940, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-ppmsc-00199

A CIVIL RIGHTS MOVEMENT IN THE UNITED STATES

1863	The Emancipation Proclamation frees all slaves. Abraham Lincoln signs this order into law during the Civil War.
1865	The Ku Klux Klan organizes. This group tries to deny civil rights to African Americans. They believe that white people are better than black people (a belief called *white supremacy*).
1870s	Southern states pass Jim Crow laws. These local and state laws separate black people from white people. They allow the creation of separate places—such as schools, libraries, churches, and so on—for African Americans. Jim Crow laws also keep many African Americans from voting.
1915	The Ku Klux Klan organizes again and is responsible for the hangings of many African Americans and African American supporters.
1954	The U.S. Supreme Court decides it is illegal to have separate schools for African Americans in *Brown vs. Board of Education*.
1955	Rosa Parks refuses to give up her seat on a public bus. This starts the Montgomery bus boycott by African Americans and their supporters in Alabama.
1960	Four university students ask to be served at the lunch counter in Woolworth's Department Store in North Carolina. The store refuses to serve them at the "whites-only" counter, but the students continue to sit in that section. The sit-in movement spread to many other states.
1963	Protests in Birmingham, Alabama, lead to the March on Washington, where Martin Luther King Jr. delivers his "I Have a Dream" speech.
1964	The Civil Rights Act outlaws segregation in public facilities.
1965	Malcolm X is assassinated.
1965	Police use clubs and tear gas on organizers who start to march in Alabama.
1965	The Voting Rights Act of 1965 increases the number of Southern African Americans registered to vote.
1966	The Black Panthers officially organize. The Black Panthers believe the nonviolent actions of people such as Martin Luther King Jr. are not bringing change quickly enough for African Americans. The Black Panthers urge violence when necessary to bring about that change.
1968	Martin Luther King Jr. is assassinated.
2014	Michael Brown, an unarmed, African American teenager is shot and killed by white police officer Darren Wilson in Ferguson, Missouri. Protests against the treatment of African Americans create unrest in the area for weeks. A report later finds Wilson not guilty of violating Brown's civil rights.

1960s

Short Text: Who Am I?

Lexile Level:

- Part I: 680
- Part II: 780

Background Essay

Lexile Level: 1020

Questions

- What were some issues facing political and social leaders during the 1960s?
- How are these issues especially evident in the 1950s and the 1970s?

Teaching Notes

Activity A's question 2 is only appropriate if the heading "1960s" has been removed.

Students may not recognize that each man supported and worked for civil rights because the phrasing differs (purposefully) in each description. We recommend, as a formative assessment, allowing students time to read in order to see if they can identify this commonality, rather than previewing the content and pointing students toward this similarity.

Activity

A. Ask students the following questions. Have them write down the answers, or use the questions as prompts for classroom discussion.

1. Describe the similarities among these four men.

   Jack, Robert, and Malcolm came from large families. Religion was a part of Malcolm's and Michael's childhoods. Jack and Robert both held political office. All four men worked for African American civil rights.

2. When did these men live? Support your answer with text evidence.

   Students should identify the civil rights movement and predict that these men lived sometime between the 1940s and 1960s.

3. Predict who you think these men were, and give evidence from the text to support your predictions.

   Accept multiple responses.

Extension Activities

- There were many conspiracy theories about these assassinations. Have students explore some of these conspiracy theories. Video and photographs of each of the assassinations is available online.
- Have students watch an interview with James Earl Ray.

References

"Interview with James Earl Ray: Part One (1977)." YouTube video, 4:07. https://www.youtube.com/watch?v=-bZ-Vdhnno8.

John F. Kennedy Presidential Library and Museum. "Young Jack." http://www.jfklibrary.org/Home/Exhibits/Special%20Exhibits/Young%20Jack.aspx.

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Robert F. Kennedy Human Rights. "Robert F. Kennedy Legacy Education Project: Bringing the Ideals of Robert Kennedy into the Classroom." http://rfkhumanrights.org/robert-f-kennedy/robert-f-kennedy-legacy-education-project/.

Background Essay

1960s

Many have described the early 1960s as hopeful. People were generally excited about John F. Kennedy, a young, well-liked president. Then Kennedy was murdered. The assassination began a series of other assassinations, resulting in the 1960s' label "the decade of assassinations."

Lyndon B. Johnson took over as president. Johnson said he would make the United States into a "great society." He wanted to end poverty and racial injustice. He started many programs like Medicare, Medicaid, and Head Start. The country, however, was also at war in Vietnam. There was not enough money to fund both the war and the many new government programs.

The 1960s were also a time of revolution; people challenged social norms about racial interactions, clothing, music, sexuality, and drugs. All of these norms were open to experimentation at the Woodstock Music and Art Fair, which was organized as three days of peace and music. Though initially planned as a way to raise money to build a recording studio, Woodstock captured the essence of large-scale dissatisfaction with cultural and political customs and the countercultural movement associated with the 1960s.

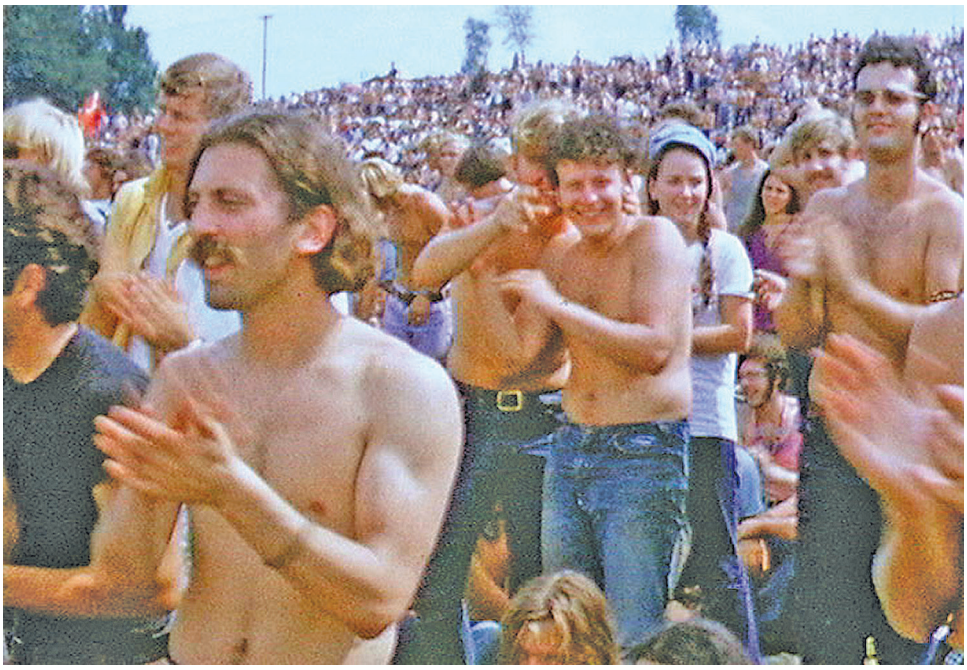


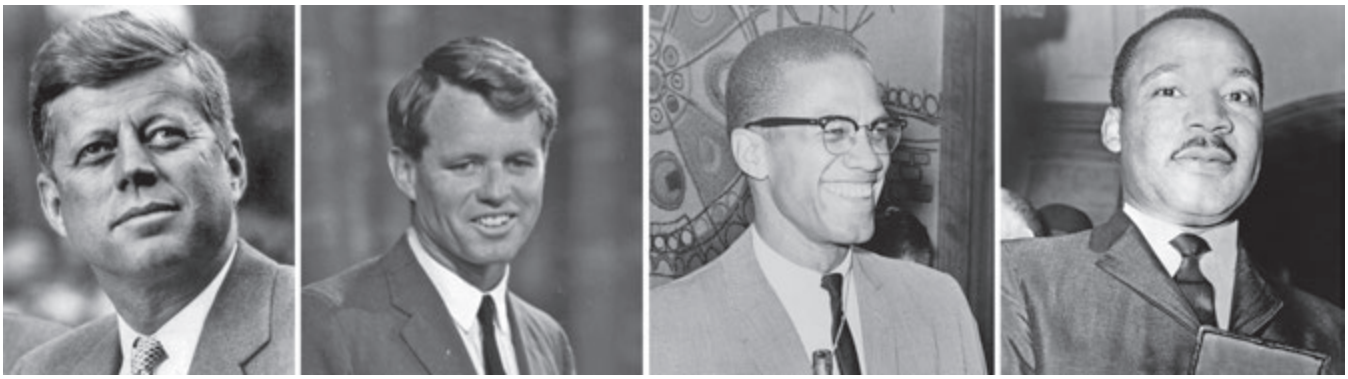
Image source: Crowd at Woodstock. By Derek Redmond and Paul Campbell, 1969, White Lake, NY; CC BY-SA 3.0

WHO AM I?

Part I

What things do these men have in common?

- **Jack** had eight brothers and sisters. He suffered from many different diseases as a child. Measles, whooping cough, and scarlet fever were a few of them. His family joked that if a mosquito bit Jack, the mosquito would probably die! As a young boy, people described him as "an underachiever with a rebel streak." When he got older, he became a sailor and a World War II hero. After the war, he returned to civilian life, and his father encouraged him to run for Congress. For the next 17 years, he held political office. He became the youngest U.S. president ever elected. He worked for civil rights for African Americans. He especially wanted to see an end to segregation.
- **Robert** had eight brothers and sisters. He went to law school and became a lawyer. He also became a father of eleven children. He then spent time helping his brother run a campaign to become a senator. Next, he worked on several political committees and helped his brother run for president. Finally, he decided to run for his own political office. He worked hard to see that African Americans gained voting rights. He also wanted to help the poor. At the time of his death, he was running for president.
- **Malcolm** was one of eight children. His father was a Baptist minister who spoke for civil rights. White supremacists burned down his family's home. Two years later, Malcolm's father was found dead on trolley tracks. Police said both events were accidents. Malcolm's mother had an emotional breakdown, and social workers sent Malcolm to live in foster homes. Malcolm was arrested and sent to prison for seven years when he was a young man. In prison, he became a follower of Islam, and later he became a minister of Islam. He supported creating a separate state for black people that did not include white people. He later changed his mind and spoke of integration between black people and white people.
- **Michael** lived with his mother, two siblings, and his father. Michael became a Baptist minister, just like his father, grandfather, and great-grandfather. He graduated from school at age 15. He then went on to college and graduate school. He worked for legal equality for African Americans. He also wanted economic justice for everyone. He urged nonviolence as the method to gain equality. He was the youngest person to win the Nobel Peace Prize.



John F. Kennedy, Robert Kennedy, Malcolm X, and Martin Luther King Jr.

Part II

Each of these men lived and worked in the 1960s for civil rights. Each of them was assassinated in the 1960s also. People sometimes call the 1960s the "decade of assassinations" because of these men's deaths.

- Jack was John F. Kennedy's nickname. In 1963, Lee Harvey Oswald shot Kennedy while John and his wife were riding in a convertible. Jack Ruby shot Oswald two days later.
- Robert was Robert Kennedy, John F. Kennedy's younger brother. Robert worked for his brother and then ran for president himself. An assassin shot him when Robert and his wife were walking through a restaurant's pantry. At the last minute, Robert had gone through the pantry instead of going a longer route to the ballroom in a hotel. Sirhan Sirhan, the shooter, hid a gun in a rolled-up poster and shot Robert as Robert walked. Sirhan is still alive and in jail. After Robert Kennedy was shot, he asked if everyone else was all right. He lived for another day before he died at a hospital in 1967.
- Malcolm was Malcolm Little, who later changed his name to Malcolm X. In 1965, Malcolm's home was firebombed. One week later, he was shot while speaking at a rally. Members of the Nation of Islam shot him 15 times at close range. Thomas Hagan, a member of the Nation of Islam, admitted that he was part of a group who shot Malcolm X. Hagan was released from prison in 2010.
- Michael was Martin Luther King Jr. When he was born, his parents named him Michael Luther. His father started calling him Martin Luther later in life. Martin was shot in 1968. His house had been bombed by hate groups many times before. James Earl Ray shot him on King's motel balcony. Ray pleaded guilty and went to prison. Later, Ray said his confession was wrong. The King family listened to Ray and urged the government to reopen the case. The U.S. government investigated and continued to say Ray was guilty.

Image sources: John F. Kennedy Portrait. By White House Press Office, 1961, via Wikimedia Commons
Robert Kennedy Portrait. By Warren K. Leffler, 1964, Library of Congress, Prints and Photographs Division, Washington, DC, LC-U9- 5415-30
Malcolm X Portrait. By unknown artist, 1964, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-115058
Martin Luther King Jr. Portrait. By Phil Stanziola, 1964, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-126558

Vietnam War

Short Text: Finding the Unknown

Lexile Level: 720

Background

Lexile Level: 1070

Question

- How did developments in science change the ways people fight wars and the ways that civilians treat soldiers (both survivors and casualties)?

Activities

A. This story states that the bones were exhumed from the tomb. Ask students to define *exhumed*.

This question supports the Common Core State Standards' emphasis on student ability to define words and concepts from textual evidence. In this instance, students should understand that exhumed *means taken from, or taken out, of the tomb. They may also realize or know that* exhume *is associated with death. The dictionary definition of* exhume *is to take a corpse or body out of a burial place.*

B. Ask students why they think the author uses the word *remains* instead of *bodies* to describe those buried in the Tomb of the Unknown Soldier.

Accept multiple responses, but students should infer that use of the word remains *indicates that there was not a full body to discover. Instead, only body parts were found.*

C. Michael Blassie's family had a difficult decision. Some of the family thought Michael's bones should remain in the Tomb of the Unknown Soldier. Others thought his remains should be moved to St. Louis to be buried by Michael's father. Ask students, "If Michael had been your brother, what decision would you have made and why?"

Accept multiple responses.

Extension Activities

- Have students read more about mtDNA (mitochondrial DNA) and how the Defense POW/MIA Accounting Agency uses it, and other scientific processes, to identify remains.
- Have students find out how many soldiers remain missing in action from the Vietnam War using the "Records of U.S. Military Casualties, Missing in Action, and Prisoners of War from the Era of the Vietnam War" (see references).

- Have students listen to and read the stories of Vietnam veterans from the American Memory project. Ask them what people can learn about the Vietnam War from their stories.
- Connect this story with the "September 11" short text. Ask students why so many remains from September 11 are still unidentified.

References

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U.S. National Archives and Records Administration. "Records of U.S. Military Casualties, Missing in Action, and Prisoners of War from the Era of the Vietnam War." Last updated October 2015. http://www.archives.gov/research/military/vietnam-war/electronic-records.html.

Background Essay

VIETNAM WAR

Prior to World War II, Vietnam was part of the French Empire. During World War II, Japan invaded Vietnam. When Japan was defeated at the end of World War II, the question of who would rule Vietnam and what type of government would be formed was again an issue. For more than a decade after World War II, the French, Chinese, and Japanese vied for control of Vietnam.

Ho Chi Minh was part of the Viet Minh, a group that initially wanted Vietnam to be independent from outsiders. Following World War II, Viet Minh forces took control of the city of Hanoi in the northern part of Vietnam, and Ho was declared president of the Democratic State of Vietnam (or North Vietnam). The country was now split into two parts—North Vietnam and South Vietnam. Ho Chi Minh and a communistic government controlled North Vietnam. President Ngo Dinh Diem led South Vietnam, but he was an unpopular president. Still, Western countries, such as the United States, were in the middle of the Cold War and were very afraid that communism would spread to countries beyond China and the Soviet Union. As a result, the United States pledged help to South Vietnam. Starting in the 1950s, the United States sent money and soldiers to South Vietnam.

- Approximately 58,220 U.S. military members died.
- Though no exact numbers exist, an estimated 3 million Vietnamese people died.
- Of the Vietnam veterans alive today, some still participate in medical research studies to examine the effects of poison gases used in war, such as Agent Orange.

The United States withdrew the last of its troops in 1973. War between North and South Vietnam continued until 1975, and violence continued for even longer. By 1976, North and South Vietnam were unified. Today, a communist government controls all of Vietnam.

Image sources: Injured Vietnamese Child. By unknown artist, circa 1967, Vietnam, National Archives and Records Administration, College Park, MD, 541846

173rd Airborne Brigade in Battle. By unknown artist, circa 1950s–1970s, Vietnam, courtesy of the U.S. Army, via Wikimedia Commons

FINDING THE UNKNOWN

The number 37,200,000,000 is a very important one. Scientists think this number is close to the amount of cells in the human body. In every cell, a human has copies of each of his or her parents' DNA. But one kind of DNA comes only from the mother. Scientists refer to it as mtDNA. Imagine that you have two brothers and one sister. You, your brothers, your sister, and your mother will share mtDNA that is different from your father's DNA.

Who cares?

Jean Blassie cared. She cared a lot.

Jean had five children. Michael Blassie was the oldest of those five children. His dad had served in World War II. Michael also joined the military and became a pilot. As 1972 began, the U.S. Air Force sent Michael to South Vietnam. In fewer than four months, he flew in more than 130 combat missions. On a Thursday morning in May, Michael's plane was hit by enemy fire. The plane crashed to the ground and exploded. The location of the crash was in enemy-held territory.

Tomb of the Unknowns

The military sent a team of U.S. planes and one helicopter to the crash site. The team was supposed to look at the crash site and see if rescue was possible. The rescue aircraft immediately ran into more enemy fire, and they all returned to base.

Six months after the crash, a U.S. Army patrol discovered the site. They found a radio, two compasses, a U.S. flag, a wallet, and an ID card with the name Michael Blassie on it. In the same area, they found six pieces of bone.

Those pieces of bone went first to Saigon. Then they went to Thailand. Then to Hawaii. But not everything was kept with the bones. The wallet and ID card were missing when the bones arrived in Hawaii. No one knew then to whom the bones belonged.

Eventually, the bones made their way to Washington, DC. They were buried in the Tomb of the Unknowns, along with remains from a World War I soldier, a World War II soldier, and a Korean War soldier. Michael Blassie was listed as MIA (missing in action).

Twenty-six years later, Jean Blassie, Michaels' mother, was asked for a DNA sample. The bone fragments were exhumed from the Tomb of the Unknowns. The military would know for sure if the six pieces of bone belonged to Michael because they would match his mother's mtDNA.

The bones' and Jean Blassie's mtDNA were a match. Michael Blassie was no longer an unknown. His family buried him in St. Louis, next to his father. The part of the Tomb of the Unknowns that held the remains of a Vietnam soldier stayed empty. Scientists hope that mtDNA, and other approaches, will mean that soldiers' remains will never again be unknown.

Image source: Tomb of the Unknowns. By unknown artist, Arlington National Cemetery, Washington, DC, via Wikimedia Commons

1970s

Short Text: Caught!

Lexile Level: 710

Background Essay

Lexile Level: 1020

Question

- How did events of the 1970s shape the future of the United States?

Activities

A. Using the information in the text, have students describe why they think the reporters suspected there was more to the burglary than just stealing money.

The text says that the burglars were not after money, but the reporters did not know that at first. Logical inferences include that one of the burglars was a former FBI and CIA agent and a current employee of the Republican National Committee.

B. Many people tried to solve the mystery of Deep Throat. Ask students to describe the kind of person (not the person's exact identity) that might have had access to information that would help the two reporters. If they were trying to solve the mystery of Deep Throat, what steps might they take to discover his identity?

Accept multiple responses.

C. Have students find out who Deep Throat was using "The Watergate Story: Part 4—Deep Throat Revealed."

Extension Activity

- Show students Richard Nixon's resignation speech. The transcript is available on PBS.org. After viewing and reading Nixon's resignation speech, ask students to list the reasons he offered for resigning. How do they think Nixon viewed himself?

References

"Nixon before Resignation and Full Speech, August 8, 1974." YouTube video, 22:25. August 9, 2011. https://www.youtube.com/watch?v=zLHc8NR_v-8.

Nixon Presidential Library and Museum. "Watergate Exhibit Evidence." http://www.nixonlibrary.gov/themuseum/exhibits/2010/watergateexhibitbackground/watergateexhibitbackground.php.

Public Broadcasting Service. "President Nixon's Resignation Speech: August 8, 1974." http://www.pbs.org/newshour/spc/character/links/nixon_speech.html.

"Richard Nixon Tapes (in Chronological Order)." YouTube videos. Last updated on June 9, 2015. https://www.youtube.com/playlist?list=PL9DFDD5AF0E124844. (Some videos may contain profanity.)

"The Watergate Story: Part 4—Deep Throat Revealed." *The Washington Post*. http://www.washingtonpost.com/wp-srv/politics/special/watergate/part4.html.

Background Essay

1970s

Some people think of the 1970s as a time of bell-bottom pants and disco music. There was also a lot of conflict in the 1970s. Many Americans wanted the Vietnam War to end and American soldiers brought home.

Oil was also a major issue. In 1973, Egypt and Syria sent their militaries into Israel. The United States supplied Israel with weapons to fight back. In retaliation, several countries in the Middle East who supplied the world with oil imposed an oil embargo on the United States. An embargo meant that they no longer sold oil to the United States. There were gas shortages, and people waited in long lines to buy fuel for their cars. As a result, car companies began making smaller cars that took less gas to run, more foreign cars were imported, speed limits were lowered to conserve gas, and people began to work to find alternative fuel sources.

At the same time, the U.S. government was caught in another crisis that resulted in the first (and only) resignation of a U.S. president.

Image source: Egyptian *Sa'iqa*. By unknown artist, 1973, Abu 'Atwa, Egypt, via Wikimedia Commons

CAUGHT!

It all started with a piece of tape. Actually, two pieces of tape.

Frank Wills was 24 years old. He was working a low-paying job as the security guard of a hotel and office building. He was making his rounds after midnight when he noticed a piece of tape over the lock. The door could close, but it wouldn't lock. He removed the tape and continued his rounds. The next time he walked by, he noticed there was tape on the locks again. This time, he called the police. When the police arrived, they found not one burglar, but five!

President Nixon

At first, it seemed like a regular burglary. But something was odd. The burglars were in an office, and they weren't after money. They were in the office of the Democratic National Committee. The Democratic National Committee was working hard to see that the current Republican president would be defeated in the upcoming election. Stranger still was that one of the burglars was a former FBI and CIA agent. He was also employed by the Republican National Committee.

Two rookie reporters found out about the burglary. They began to seek more information. What they found were ties all the way back to the president of the United States—Richard Nixon. They discovered that officials who worked for the president had ordered the burglary. They also discovered that this burglary wasn't the first burglary. In fact, it was the second burglary. The first burglary had been to put listening devices on the phones in the Democratic National Committee's office. The second burglary (at which they were caught) was to repair or replace a listening device that wasn't working. The reporters were helped by a secret source that they refused to name. They referred to their source only as "Deep Throat."

Richard Nixon was reelected before the scandal revealed his connection to the burglaries. He tried to convince the public that he didn't know about the burglaries. He blamed them on his staff. Seven of his staff members either resigned or were fired and went to prison. The burglars also went to prison. The reporters, though, felt that there was still more to the story. Thanks to their ongoing work, and with the help of Deep Throat, they finally connected Richard Nixon to the burglary. In a little more than two years, Congress began hearings to impeach President Nixon. He resigned rather than be impeached. He never served any prison time.

The entire scandal became known by the name of the hotel and office building—Watergate. Until he died in 1994, Nixon claimed he was innocent. Frank Wills, the security guard, struggled for most of the rest of his life. And the identity of Deep Throat became one of the longest-lasting mysteries of the century. The mystery was finally solved 31 years after Nixon's resignation.

Image source: Richard Nixon. By unknown artist, 1974, U.S. National Archives and Records Administration, Washington, DC, WHPO C1269-20

Recent History

Short Text: A Sequence of Tragedies

Lexile Level: 800

Background Essay

Lexile Level: 890

Question

- How do the events at Ruby Ridge and Waco, the Oklahoma City bombing, and John Joe Gray demonstrate the themes of continuity and change?

Activities

A. Have students create a time line that lists the dates of following events.

1. Ruby Ridge standoff

   1992

2. Waco siege

   1993

3. Oklahoma City bombing

   1995

4. Timothy McVeigh's execution

   2001

5. John Joe Gray's standoff

   2000

6. September 11 attacks

   2001

B. Ask students to describe how the events listed in Activity A are connected. Additionally, have them describe the changes that occurred because of these events.

Each of these events is based on the actions of a person or people who were dissatisfied with U.S. authorities. These people used varying degrees of resistance or violence to demonstrate their resistance to those authorities. The deaths of citizens in the Ruby Ridge and Waco events led law enforcement to make significant changes in the way they responded to people who were resisting the U.S. government. In the cases where violence was not used as resistance, authorities began to use less or even no force, as in the case of John Joe Gray. However, when violence was used against other U.S. citizens, the U.S. authorities continued to respond with the utmost force, as in the case of the September 11 attacks.

Extension Activity

- Chapter 113B of the U.S. Code on "Terrorism" describes "domestic terrorism acts" as having three characteristics:
    - They involve acts dangerous to human life that violate federal or state law;
    - They appear intended (i) to intimidate or coerce a civilian population; (ii) to influence the policy of a government by intimidation or coercion; or (iii) to affect the conduct of a government by mass destruction, assassination, or kidnapping;
    - They occur primarily within the territorial jurisdiction of the United States.

Using the description of the events described in the story, as well as outside sources, have students decide which events would be considered domestic terrorism.

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Background Essay

RECENT HISTORY

For six years afterward, people considered the Oklahoma City bombing the worst terrorist attack of Americans on U.S. soil. The court convicted Timothy McVeigh of masterminding the attack, aided by Terry Nichols and Michael Fortier. McVeigh was a veteran of the U.S. Army and had served in the Gulf War. He met Nichols and Fortier while he was in the army. Originally, McVeigh hoped to become a Green Beret but was not able to meet the physical demands of the training. He dropped out and requested a discharge.

After he was discharged, McVeigh became increasingly depressed. Additionally, his anger with the U.S. government increased. He believed that the government was taking away the rights of American citizens with events such as those that occurred at the Waco and Ruby Ridge incidents. He was executed by lethal injection on June 11, 2001. Three months later—September 11, 2001—his position as the mastermind of the worst terrorist attack in the United States no longer held true.

McVeigh's motivations were rooted in events that he believed were unjust. He believed that the best way to fight injustice was through violence. He argued that the government had already used violence against its own citizens.

Site of the Oklahoma City bombing

Image source: Oklahoma City Bombing Site. By FEMA, 1995, Oklahoma, courtesy of FEMA, via Wikimedia Commons

A SEQUENCE OF TRAGEDIES

The authorities had wanted John Joe Gray for 14 years. They knew exactly where Gray was living. He lived in Texas, in a rustic set of buildings with no electricity or running water. So why didn't they arrest Gray?

The answer to that question is more than just a story. The answer is in three linked stories. These events show the debate between what rights the Constitution gives individuals and what rights the Constitution gives the federal government.

Ruby Ridge

Ruby Ridge became the name of the place where Randy Weaver traded gunshots with FBI agents and U.S. Marshals. Weaver was a U.S. Army veteran. He was also a white separatist. The authorities wanted to charge him for selling illegal shotguns. On August 21, 1992, marshals were near the Weaver's property. Marshals shot the Weavers' dog after it sensed them. The Weavers' 14-year-old son, Samuel, fired on the marshals. The result was a gun battle between the marshals, Weaver, and family friend Kevin Harris. Weaver and Harris made it back to the cabin. Samuel Weaver died. A U.S. Marshal named Michael Degan also died. There was a standoff. Eventually Harris, Weaver, and Weaver's daughter left the cabin. As they did, the agents fired again. Weaver's wife, Vicki, was killed. Weaver, Harris, and Weaver's three daughters hid in the cabin. They surrendered on August 31, 1992.

Waco

When Weaver was on trial, another standoff between government authorities and citizens occurred. It involved David Koresh and his group of religious followers. They lived on a compound in Texas. The group was suspected of polygamy, sexual abuse of children, and having illegal weapons and explosives. The Bureau of Alcohol, Tobacco, and Firearms (ATF) went to the compound with search-and-arrest warrants. A gun battle resulted between government agents and the people inside the compound. Both sides claimed that the other side fired first. Four ATF agents died and 16 were wounded. Five people inside the compound died and more were injured. The people in the compound refused to surrender, and a standoff began. The standoff lasted for 51 days. On Monday, April 19, 1993, the federal agents warned those inside the compound that they would be starting a tear gas attack. However, the tear gas was not effective and no one left the compound. Those inside the compound began setting fires. Almost 80 people in the compound died as a result. Most of them died from asphyxiation after inhaling smoke and fumes.

Oklahoma City Bombing

Two years after the Waco standoff ended, Timothy McVeigh parked a truck full of explosives in front of a federal government building in Oklahoma City, Oklahoma. He walked to his getaway car and set off the bomb. The explosion was so powerful that it knocked the entire north wall off the government building. The building housed regional offices for several government agencies. It also contained a daycare center. Of those inside, 168 people died. Of that number, 19 of them were children. More than 650 others were injured.

Authorities were able to figure out within two days who set off the bomb. When they went to arrest McVeigh, they found him already in jail. The police had stopped him for a traffic violation soon after the bombing. At that stop, officers discovered he was illegally carrying a handgun. McVeigh was tried and convicted of multiple murders and using illegal explosives. When he was interviewed about why he set off the bomb, he explained, "What the government did at Waco and Ruby Ridge was dirty. And I gave dirty back to them at Oklahoma City."

Longest Standoff in America?

Back to John Joe Gray. In 2000, police pulled him over for a traffic violation. Gray was illegally carrying a pistol. Gray and the officer got into a conflict. Gray bit the officer and later refused to appear in court. Law enforcement came to Gray's property. Gray had locked himself behind fences. He and his family and supporters reported that they carried guns and would not hesitate to shoot anyone who came onto their property.

Authorities did not want to repeat what had happened at Ruby Ridge or Waco. The authorities monitored Gray's compound. Supporters brought him supplies. Gray never left his property, and law enforcement didn't attempt to go onto his property. The original charges were dropped in 2014, but neither the sheriff's office nor Gray was told until early 2016. As a result, both sides continued their standoff. The final ending of this story has yet to be decided. However, the conflict over individual versus governmental rights will most certainly continue.

➤ September 11

Short Text: A Day of Terror

Lexile Level: 800

Background Essay

Lexile Level: 870

Question

- What are the short-term and long-term impacts of September 11 on the United States and on the world?

Teaching Notes

It is important to emphasize that Al-Qaeda represents an extreme view of Islam. Most Muslims do not follow this view of violence. Instead, they believe in peace. You can further illustrate the extremist view by using this text as a companion to the Recent History text, which describes right-wing extremists (domestic terrorists).

Activities

A. Have students write a paragraph, or discuss personal connections and observations, after reading the time line. Ask them to note any surprises after reviewing the events.

Accept multiple responses. This question is intended to let students identify family or friends that may have been directly affected by the events of 9/11. If they do not have personal connections, they can still make observations about the time line. If no one notices how short the time span was in the events of 9/11, a question prompting students to consider how little time elapses between the four plane crashes would be appropriate.

B. Have students write a paragraph or discuss why they think the hijackers planned to strike multiple targets within such a short time span instead of attacking over multiple days.

Accept multiple responses. This question requires students to make inferences based on their knowledge of the world. While attacking multiple targets over a span of several days might have created even greater fear, striking multiple targets within a very short time span meant that authorities would not have adequate time to respond by grounding planes or taking other security measures.

Extension Activities

- Have students explore the *Wall Street Journal* time line of international terrorist attacks since 9/11.
- Have students compare domestic terrorism (reviewed in the lesson Recent History) and international terrorism described in this article. They should use the definitions of domestic and international terrorism from the Central Intelligence Agency (see below).

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Background Essay

SEPTEMBER 11

The events of September 11, 2001 (9/11) took the planning of multiple people filled with a common hate. These people despised the United States and everything that they felt the country represented.

Nearly 12 years before 9/11, a group of people formed Al-Qaeda. Osama bin Laden was the emir, or leader. Al-Qaeda holds an extremist view of Islam. A person who follows this ideology typically believes that the Quran (Koran) calls for violence and jihad (holy war). One of Al-Qaeda's goals is to oppose any non-Islamic government. Al-Qaeda strongly opposes the United States for many reasons, including the following:

- The United States has a non-Islamic government.
- The United States provided money to those who fought Islamic governments.
- The United States attacked Iraqi forces in the Gulf War.
- The United States had kept troops in Saudi Arabia and Somalia.

Al-Qaeda began to train individuals to use firearms, explosives, and chemical weapons. They also began planning attacks around the world.

One person trained by Al-Qaeda was Ramzi Yousef. In 1993, Yousef built a truck bomb that exploded in the underground parking deck of the World Trade Center in New York City. The bombers hoped that the two towers would collapse. Instead, the bomb killed six people. Hundreds more were treated for injuries and smoke inhalation. But the towers reopened in the following months.

Image source: USS *Cole* Damage. By unknown artist, 2000, Yemen, courtesy of the U.S. Navy, 001012-N-0000N-001

Seven years later, in 2000, Al-Qaeda suicide bombers used a boat to bomb the USS *Cole*. The USS *Cole* was a naval destroyer. It had stopped in Yemen to refuel. Two bombers in a boat carrying explosives navigated close to the USS *Cole* and detonated the bomb. Of the crew, 17 members were killed and 39 others were wounded. But the deadliest attack would come when 19 Al-Qaeda supporters hijacked four airplanes on September 11, 2001.

A DAY OF TERROR

A fireball erupting from the south tower of the World Trade Center

8:46 a.m. Hijackers crash a plane into the North Tower of the World Trade Center in New York City. The plane enters the tower between the 93rd and 99th floors. Everyone on the plane dies. All of the emergency stairwells are ruined. The people above the 99th floor have no way to get out of the building.

8:55 a.m. Authorities instruct people in the South Tower of the NYC World Trade Center not to evacuate.

9:02 a.m. Authorities order people in the South Tower to evacuate.

9:03 a.m. A plane crashes into the South Tower between the 77th and 85th floors. Everyone on the plane dies. The crash kills hundreds inside the South Tower.

9:37 a.m. A plane crashes into the Pentagon in Washington, DC. All onboard die, along with 125 people in the Pentagon.

9:59 a.m. The South Tower collapses in ten seconds. Approximately 600 civilians and first responders die in the collapse.

10:03 a.m. A plane crashes in Pennsylvania. The passengers onboard the plane attempted to retake the plane from the hijackers. The hijackers purposefully crashed the plane into the ground. Investigators believe that the hijackers intended to crash the plane into the U.S. Capitol.

10:28 a.m. The North Tower in NYC collapses. It kills approximately 1,400 people. An emergency stairwell remains intact and 14 people survive there during the collapse.

September 12, afternoon An 18th, living person is rescued from the World Trade Center. This person is the last to be found alive.

December 19, 2001 Fires at the World Trade Center are officially extinguished.

Image source: South Tower. By Dan Doane Jr, 2001, New York City, via Wikimedia Commons

Aftermath

- The total number of deaths from 9/11 is 2,977 people.
- Cleanup took nine months. Cleanup crews removed approximately 1.8 million metric tons of material from the World Trade Center site.

Present Day

- The chief medical examiner of New York City has 7,930 unidentified remains that have not been or cannot be DNA tested. Either these remains belong to those already identified or to 1,115 people who have not had any remains identified. The remains are stored in a special section of the 9/11 Memorial Museum. Families hope that technological advances will allow these remains to be identified someday.
- Survivors and people close to the World Trade Center continue to be studied by doctors. Many are treated for asthma and lung problems linked to the debris from the World Trade Center collapse. Some believe the rates of cancer have increased among those who were in and around the World Trade Center. Others suffer from post-traumatic stress disorder (PTSD).

Women's History

Short Text: Women's Work

Lexile Level: This text does not have a Lexile level because the story is told through the photographs and images.

Background Essay

Lexile Level: 910

Question

- What differences in experience have women encountered throughout U.S. history?

Activities

A. Using the pictures and captions, have students write a paragraph that describes a history of women's experiences in the United States.

Accept multiple responses.

B. The creator of this series of images has a point of view. Have students describe what they think that point of view is. Then have them add a paragraph that describes the kinds of images left out of the series and how those pictures might change the point of view.

Accept multiple responses.

Extension Activity

- Have students choose one image. They should create a series of images that offer more background about the years that the image represents. Present these series in video or slideshow form.

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Background Essay

WOMEN'S HISTORY

Women in the United States do not have a single story. Instead, many stories about the history of the United States include women. A white woman's experience has been very different from that of an African slave-woman's story. A rich woman's story has been very different from a poor woman's story.

One thing that women have shared completely is the struggle to gain the right to vote. While men could vote early in the country's history, women had to wait another 150 years before they could have the same freedom. In 1875, the U.S. Supreme Court ruled that the 14th amendment, which gave African Americans the right to vote, did not give women the same right. It took another 45 years, and the work of the women's suffrage movement, to give women the right to vote—guaranteed in the 19th Amendment to the U.S. Constitution.

In 1925, five years after the 19th amendment was ratified, women became governors in the states of Wyoming and Texas. Women suffragists again thought that progress was being made. And yet it took another 40 years before a woman was again elected to this position. Many would say that women still are not treated equally to men. Look at these pictures and see what you think.

Women's suffrage picketers at the White House

Image source: Picketers at the White House. By Harris and Ewing, 1917, Washington, DC, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-hec-07350

WOMEN'S WORK

1700s

A This is a dame school in the early 1700s. These were elementary schools for a small number of students. The class met in someone's home. A woman usually taught in the schools, and both boys and girls could learn how to read.

B Women taking care of children

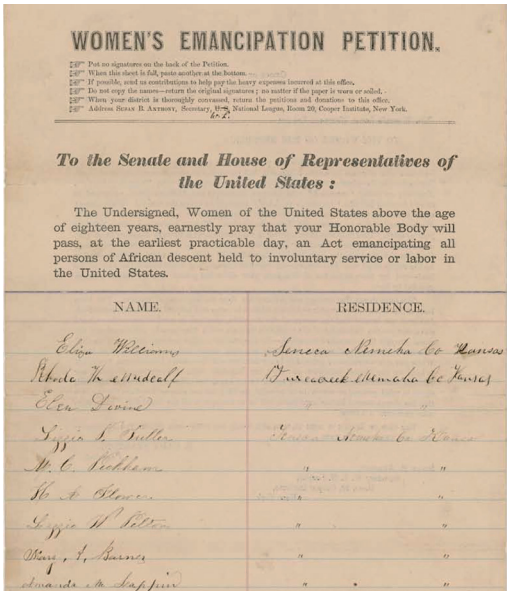
C This is Abigail Adams, the second First Lady of the United States. She was married to President John Adams. Before he became president, Abigail and John wrote many letters. In this letter, Abigail reminded John to consider the rights of women.

Letter from Abigail Adams to John Adams, March 31, 1776

I long to hear that you have declared an independency—and by the way in the new Code of Laws which I suppose it will be necessary for you to make I desire you would Remember the Ladies, and be more generous and favourable to them. . . .

Image sources: Engraving of a Dame School. By unknown artist, 1713, via Wikimedia Commons
Two Women with Children. By Jean Claude Richard, Abbé de Saint-Non, 1766, Metropolitan Museum of Art, New York, Harris Brisbane Dick Fund, 1953, 53.600.1116
Portrait of Abigail Adams. By Benjamin Blyth, circa 1766, via Wikimedia Commons

1800s



WOMEN'S EMANCIPATION PETITION.

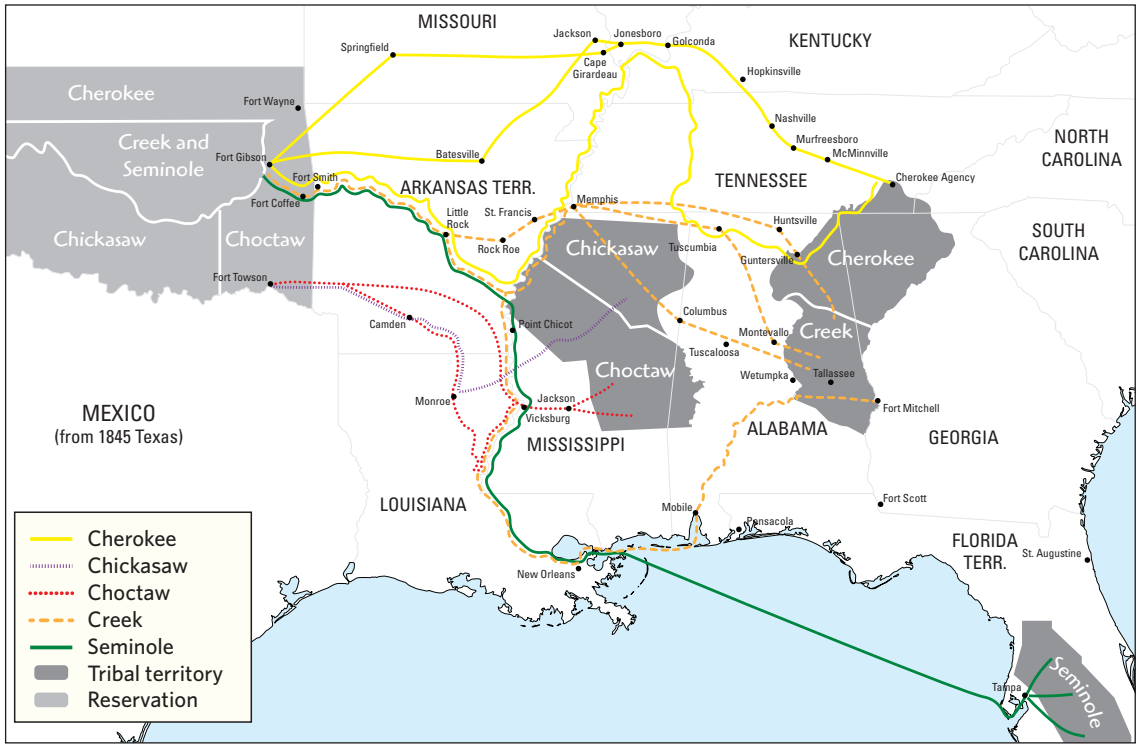
To the Senate and House of Representatives of the United States:

The Undersigned, Women of the United States above the age of eighteen years, earnestly pray that your Honorable Body will pass, at the earliest practicable day, an Act emancipating all persons of African descent held to involuntary service or labor in the United States.

NAME. RESIDENCE.

A This petition urging freedom for slaves was signed by women.

B Slaves wait to be sold (early 1800s). Thousands of Africans and African Americans were sold from one slave owner to another. Slavers and slave owners took away African and African American children from their families and sold them to other slave-owner families. Slave women frequently were sold separately from their husbands and children.



C Settlers forced thousands of Native Americans, including Native American women, to leave their homes and ways of life east of the Mississippi River and move to lands west of the Mississippi.

Image sources: Petition. By unknown artist, Records of the U.S. Senate, U.S. National Archives and Records Administration, Washington, DC
Slaves Waiting for Sale. By Eyre Crowe, 1861, via Wikimedia Commons
Map: © Nystrom Education

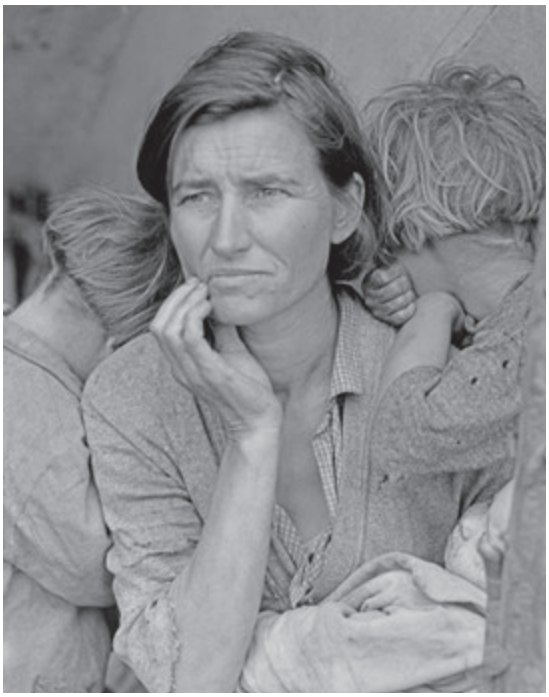
1900s

A This demonstration is of the National Women's Suffrage Movement in 1912. Women wanted a law passed that would allow them to vote, as men could. In 1919, Congress passed the 19th Amendment to the U.S. Constitution, giving women the right to vote.

B Women served as nurses during World War I.

C Nellie Ross became the first woman governor (of Wyoming) in the United States in 1925. She went on to become the first woman director of the U.S. Mint.

Image sources: Suffragist Parade. By American Press Association, 1912, New York City, via Wikimedia Commons
World War I Hospital. By unknown artist, circa 1914, via Wikimedia Commons
Nellie Ross in the Oval Office. By Abbie Rowe, 1950, U.S. National Archives and Records Administration, Harry S. Truman Library, Independence, MO, 200220



D Women and children in the Great Depression during the 1930s

E In this picture, a woman is arrested for protesting discrimination in 1963. Many high school and college students, and even children, protested the discrimination of African Americans during the civil rights movement.

F On the left is a propaganda poster for women at work. On the right, an African American woman works on riveting. Women worked jobs men left behind when they left for World War II, or they took new jobs created to help the United States during the war.

Image sources: *Migrant Mother.* By Dorothea Lange, 1936, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-fsa-8b29516

Woman Being Arrested. By Dick DeMarsico, 1963, New York, Library of Congress, Prints and Photographs Division, Washington, DC, LC-USZ62-134715

Woman Working on a Dive Bomber. By Alfred T. Palmer, 1943, Library of Congress, Prints and Photographs Division, Washington, DC, LC-DIG-fsac-1a35371

2000s

A In the 2000s, women still earned less than men, even when they worked a similar, or even the same, job as men.

B Hillary Clinton's 2016 campaign for U.S. president

C Major Lisa Jaster became the first graduate of the U.S. Army's Ranger School in 2015.

Image sources: Workplace. iStock.com/monkeybusinessimages
Campaign Icon. By Hillary for America, 2015, via Wikimedia Commons
Major Lisa Jaster with Her Family. By Paul Abell, 2015, Fort Benning, GA, via Wikimedia Commons

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COMMON CORE STATE STANDARDS

The following ELA anchor standards are met by the lessons in this book.

Standards	Lessons
Key Ideas and Details	
CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	All lessons meet this standard.
CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Westward Expansion; America, 1828–1850; Sectionalism; Civil War; Reconstruction; World War I; 1950s, Recent History;
Craft and Structure	
CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Colonial America; The New Nation; Writing the Constitution; Slavery; Native American History; Gilded Age; Immigration; Early Twentieth Century; Progressivism/Age of Reform; 1920s; World War II; 1950s; Civil Rights; 1960s; Vietnam War; September 11
CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	American Revolution; Gilded Age; Early Twentieth Century; 1920s
CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	America, 1828–1850; Native American History; Civil War; Reconstruction; Great Depression; Civil Rights; Women's History
Integration of Knowledge and Ideas	
CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	American Revolution; Great Depression; World War II; Civil Rights; Women's History
CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Labor History

C3 FRAMEWORK FOR SOCIAL STUDIES

The following C3 standards are met by the lessons in this book.

Dimension 2		
Civics		**Lessons**
D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	Civil Rights
D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.	D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	Civil Rights
D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	Sectionalism; Writing the Constitution
D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	Sectionalism; Writing the Constitution
Economics		
D2.Eco.1.3-5. Compare the benefits and costs of individual choices.	D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	The New Nation; Slavery; World War II; Native American History
D2.Eco.3.3-5 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	Era of Exploration; African American History; The New Nation; Slavery; Westward Expansion; Native American History
D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.	D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.	Era of Exploration; African American History; Westward Expansion
D2.Eco.6.3-5 Explain the relationship between investment in human capital, productivity, and future incomes.	D2.Eco.6.6-8 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	Labor History
D2.Eco.10.3-5. Explain what interest rates are.	D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	American Revolution; September 11

C3 FRAMEWORK FOR SOCIAL STUDIES (Continued)

D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment.	D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy	September 11
D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides.	D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	September 11
D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital.	D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	American Revolution
Geography		
D2.Geo.1.3-5 Construct maps and other graphic representations of both familiar and unfamiliar places.	D2.Geo.1.6-8 Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	Colonial America; Westward Expansion
D2.Geo.2.3-5 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	D2.Geo.2.6-8 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	Era of Exploration; Colonial America; African American History; Great Depression; 1950s
D2.Geo3.3-5 Use maps of different scales to describe the locations of cultural and environmental characteristics.	D2.Geo3.6-8 Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	Colonial America
History		
D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.	D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	Era of Exploration; Colonial America; African American History; American Revolution; The New Nation; Native American History; Labor History; Civil War; Reconstruction; Gilded Age; Immigration; Early Twentieth Century; 1920s; Great Depression; World War II; Cold War; 1950s; Civil Rights; 1960s; Vietnam War; 1970s; Recent History; September 11

C3 FRAMEWORK FOR SOCIAL STUDIES (Continued)

D2.His.2.3-5. Compare life in specific historical time periods to life today.	D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	Era of Exploration; African American History; Westward Expansion; Native American History; Labor History; Sectionalism; Civil War; Reconstruction; Gilded Age; Immigration; Early Twentieth Century; Great Depression; World War II; Cold War; 1950s; 1960s; Women's History; Recent History
D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.	D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	Era of Exploration; African American History; Reconstruction; Early Twentieth Century; World War I; 1920s; World War II; 1960s; Women's History; Recent History
D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.	D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	America, 1828–1850; Sectionalism; Immigration; World War I; 1920s
D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.	D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	Era of Exploration; Labor History; Immigration; World War I
D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created.	D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.	Era of Exploration; Writing the Constitution; Slavery; Civil War
D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past.	D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	Progressivism/Age of Reform
D2.His.10.3-5. Compare information provided by different historical sources about the past.	D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	Progressivism/Age of Reform
D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself.	D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	Writing the Constitution; Slavery; Progressivism/Age of Reform
D2.His.14.3-5. Explain probable causes and effects of events and developments.	D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	Colonial America; American Revolution; The New Nation; Civil Rights; Vietnam War; 1970s; September 11

C3 FRAMEWORK FOR SOCIAL STUDIES (Continued)

Dimension 3		
Gathering and Evaluating Sources		
D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	Era of Exploration; Colonial America; African American History; American Revolution; The New Nation; Writing the Constitution; Slavery; Westward Expansion; Native American History; Labor History; Sectionalism; Civil War; Reconstruction; Gilded Age; Immigration; Early Twentieth Century; Progressivism/Age of Reform; World War I; 1920s; Great Depression; World War II; Cold War; 1950s; Civil Rights; 1960s; Vietnam War; 1970s; Recent History; September 11
D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources.	D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	Native American History
Developing Claims and Using Evidence		
D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions.	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	Era of Exploration; African American History; Native American History; America, 1828–1850; 1960s; Women's History
D3.4.3-5. Use evidence to develop claims in response to compelling questions.	D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	American Revolution; Civil Rights; Vietnam War; Women's History