

Louisiana Believes.

U. S. History



Comprehensive Curriculum
REVISED 2012

LOUISIANA DEPARTMENT OF EDUCATION

2012 Louisiana Comprehensive Curriculum Course Introduction

The Louisiana Department of Education issued the first version of the *Comprehensive Curriculum* in 2005. The *2012 Louisiana Comprehensive Curriculum for Social Studies* is aligned with Louisiana's 2011 Social Studies content standards and, where appropriate, to the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

Organizational Structure

The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning.

Implementation of Activities in the Classroom

Incorporation of activities into lesson plans is critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans should be designed to introduce students to one or more of the activities, to provide background information and follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans should address individual needs of students and should include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations must be made for students with disabilities.

Features

Content Area Literacy Strategies are an integral part of approximately one-third of the activities. Strategy names are italicized. The link ([view literacy strategy descriptions](#)) opens a document containing detailed descriptions and examples of the literacy strategies. This document can also be accessed directly at <http://www.louisianaschools.net/lde/uploads/11056.doc>.

Underlined standard numbers on the title line of an activity indicate that the content of the standards is a focus in the activity. Other standards listed are included, but not the primary content emphasis.

A *Materials List* is provided for each activity and *Blackline Masters (BLMs)* are provided to assist in the delivery of activities or to assess student learning. A separate Blackline Master document is provided for the course.

The *Access Guide to the Comprehensive Curriculum* is an online database of suggested strategies, accommodations, assistive technology, and assessment options that may provide greater access to the curriculum activities. This guide is currently being updated to align with the CCSS. Click on the *Access Guide* icon found on the first page of each unit or access the guide directly at <http://sda.doe.louisiana.gov/AccessGuide>.



U. S. History

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U.S. History
Unit 1: Western Expansion (1865–1930)

Time Frame: Approximately three weeks



Unit Description

This unit focuses on employing historical thinking skills to examine the social and economic changes brought about by western expansion and political responses to these changes.

Student Understandings

Students understand the different reasons for mass migration to the West. Students explain the impact of legislation on Native Americans and Chinese immigrants. Students understand the economic changes that came about on the western frontier as a result of the expansion of the railroad. Students explain problems farmers faced in the late nineteenth century. Students understand the reform goals of the Populist Party. Students use chronological thinking skills to sequence and organize events. Students use historical sources based on multiple perspectives to analyze reasons for migration.

Guiding Questions

1. Can students compare and/or contrast historical periods in terms of both change and continuity?
2. Can students use and evaluate multiple primary or secondary source materials to interpret historical facts, ideas, or issues?
3. Can students interpret or analyze historical data found in multiple sources to explain historical trends?
4. Can students explain how the migration of settlers to the West impacted Native Americans and their way of life?
5. Can students describe how the settlement of the West transformed the nation's identity?
6. Can students explain how the completion of the Transcontinental Railroad transformed the economy of the United States?
7. Can students describe the social, economic, and political effects of the Chinese Exclusion Act?
8. Can students explain how the Populist Movement platform represented the interests of farmers?

Unit 1 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSS)

Grade-Level Expectations	
GLE #	GLE Text
Historical Thinking Skills	
US.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting short and sustained research • Evaluating conclusions from evidence (broad variety, primary and secondary sources) • Evaluating varied explanations for actions/events • Determining the meaning of words and phrases from historical texts • Analyzing historian’s points of view
US.1.2	Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • Differing political, social, religious, or economic contexts • Similar issues, actions, and trends • Both change and continuity
US.1.3	Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position
US.1.4	Discriminate between types of propaganda and draw conclusions concerning their intent
US.1.5	Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources
Western Expansion to Progressivism	
US.2.1	Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion
US.2.2	Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms and farming
US.2.3	Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	CCSS Text
Reading Standards for Literacy in History/Social Studies 6-12	
RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, Technical Subjects 6-12	
WHST.11-12.2d	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.11-12-.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12-.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sample Activities

Activity 1: Using Primary Sources to Investigate the Past (GLEs: US.1.1, US.1.5, US.2.1, US.2.2, US.2.3; CCSS: RH.11-12.2, RH.11-12.4, RH.11-12.9)

Materials List: maps, tables, or graphs on Western Expansion after 1865; Key Concepts Chart (Western Expansion) BLM; Primary Sources BLM; primary and secondary sources (books, encyclopedias, Internet access-optional), information on primary source worksheets

Throughout this unit, have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of vocabulary terms that relate to the expansion of the West. Have students complete a self-assessment of their knowledge of these vocabulary terms using a chart. Ask students to rate their understanding of a term using a "+" for understanding, a "?" to indicate limited knowledge, or a "-" indicating a lack of knowledge. Throughout the unit, students will refer to this chart to add information as they gain knowledge of these vocabulary terms. The goal is to replace all the question marks and minus signs with a plus sign. (See the Key Concepts Chart Western Expansion BLM and sample below.)

Key concepts may be found in the *Social Studies Teachers' Guide to Statewide Assessment* which can be found on the state department website using the following link: http://www.louisianaec.org/Documents/US_History_Assessment_Guide.pdf .

Key Concepts Chart (Western Expansion)

Key Concept	+	?	-	Explanation	Extra Information
Assimilation				<i>The process in which a minority group adopts the beliefs, ways of life, attitudes, and culture of the dominant population.</i>	<i>Native Americans were forced to give up their beliefs and way of life to assimilate into the white culture of the United States.</i>

After completing each of the activities in this unit, have students refer to their *vocabulary self-awareness* chart to determine if their understanding of the Unit I vocabulary terms have changed. Have students use their *vocabulary self-awareness* chart to review for their Unit 1 test.

Organize the class into five different groups. Have each group locate different primary sources that were written during the period of Western Expansion.

The following sites are excellent sources for helping students locate original primary source documents that would be useful in this activity:

The National Archives <http://www.archives.gov/>

The Library of Congress <http://memory.loc.gov/ammem/index.html>

Our Documents www.ourdocuments.gov

The following sites are excellent sources for helping students analyze source documents that would be useful in this activity. All the documents are in PDF format. Adobe Reader will be needed to open them. Adobe Reader is a free download using the following link: <http://get.adobe.com/reader/> .

Written Document Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf

Artifact Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/artifact_analysis_worksheet.pdf

Cartoon Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/cartoon_analysis_worksheet.pdf

Map Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf

Motion Picture Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/motion_picture_analysis_worksheet.pdf

Photo Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf

Poster Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/poster_analysis_worksheet.pdf

Sound Recording Analysis Worksheet:

http://www.archives.gov/education/lessons/worksheets/sound_recording_analysis_worksheet.pdf

Optional: If time is short, provide students with copies of the above resources.

Have the groups read information from secondary sources such as encyclopedias and textbooks. Use maps, tables, or graphs to study data related to Western Expansion in America after 1865.

As students read and analyze their primary source documents on Western Expansion, have them use *split-page notetaking* ([view literacy strategy descriptions](#)) to identify why the documents were written, what words or phrases were used that would be considered uncommon today or would mean something different. Also, have students relate how they would explain the documents to someone who was completely unfamiliar with them. *Split-page notetaking* is a procedure in which students organize a notebook page into two columns. One column is used to record questions, and the other is used to record answers. *Split-page notetaking* assists students in organizing their notes and helps to encourage active reading and summarizing. It provides a visual study guide for students to use when they review the material in preparation for a test. As students read the material, they should record the answers or notes of their findings beside each question (see Primary Sources BLM and the sample below).

Primary Sources

Date:	Topic: Western Expansion Primary Sources Activity
What is the title of the document?	

Gather the class back together. Solicit observations from each group and discuss their findings with the class. Compare student findings. Some teacher guidance may be needed.

Discuss with students why primary sources are important. Ask students:

- When is the use of primary sources the more appropriate means of researching a historical topic?
- When would a secondary source be more appropriate?

Have students work individually, using the questions and answers, to write a short summary of the “story” of the document. Ask them to explain the process of analyzing and interpreting historical data.

Activity 2: Impact of Legislation (GLEs: US.1.1, US.1.2, US.2.1; CCSS: RH.11-12.2, RH.11-12.10, WHST.11-12.2d)

Materials List: posters, markers, colored pencils, Dawes Indian Act Perspectives BLM, primary source documents, encyclopedias, Internet access (optional), information on the Dawes Indian Act and Chinese Exclusion Act

Have students locate three different primary sources that relate to legislation that dealt with the federal policies pertaining to Native Americans, land, and immigration. Also, have students find and use secondary sources to obtain information about social, political, and economic policies on established social and migratory groups in the settlement of the western United States during this era. Emphasis should be placed on the Dawes Act and the Chinese Exclusion Act. Ask students to take a position on these issues.

Information on the Dawes Indian Act may be found on these websites:

<http://blogs.archives.gov/todaysdocument/2011/02/08/february-08-dawes-act/>

(primary source documents)

<http://www.ourdocuments.gov/doc.php?doc=50> (primary source documents)

Information on the Chinese Exclusion Act may be found on these websites:

<http://www.ourdocuments.gov/doc.php?flash=true&doc=47> (primary source documents)

<http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm> (primary source documents)

<http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/immigration-and-migration/primary-sources> (primary source documents and lesson plans)

Have students examine different perspectives of the Dawes Indian Act from the points of view of the United States government and the Native Americans using a *graphic*

organizer ([view literacy strategy descriptions](#)). (See Dawes Indian Act Perspectives BLM and the sample below).

Native American Perspective	Government Official Perspective
<ul style="list-style-type: none"> • <i>Loss of beliefs and way of life to become part of the white culture</i> • <i>Loss of independent living</i> 	<ul style="list-style-type: none"> • <i>“Americanization” of the Native Americans</i> • <i>Assimilation into white culture</i> • <i>Breaking up of reservations</i>

Graphic organizers are visual displays that help students to organize information in a manner that makes the material easier to understand and to learn. *Graphic organizers* enable students to assimilate the new information by organizing it into visual and logical formats. Flowcharts, semantic maps, t-charts, webs, KWL charts, and Venn diagrams are all examples of graphic organizers.

Have students share their perspectives from the point of view of a Native American as well as from a government official. Engage the class in a discussion of the negative impact of the Dawes Act on Native Americans and the reasons why government officials passed legislation to “Americanize” or assimilate Native Americans.

Have students work in pairs to find and research political cartoons of the era dealing with the Chinese Exclusion Act and the anti-immigrant sentiments of the time. Student groups will select a political cartoon of the era and explain the significance and message portrayed in the cartoon.

Divide the class into two different groups: those that support the Chinese Exclusion Act and those that are opposed to the Chinese Exclusion Act. Students that support the restriction on immigration will use posters to explain why Chinese immigration should be restricted. Those in favor of allowing Chinese immigrants to enter the United States should list their reasons on posters. Have students explain their posters. Upon completion, display the posters around the classroom.

Discuss with students the ways in which anti-immigration sentiments resulted in political acts that restricted immigration into the United States. Students will then compare and contrast the issue of immigration today. Use the brainstorming strategy to conduct a class discussion pertaining to the issue of immigration today in the United States. Separate the class into supporters and non-supporters of restrictions on immigration. Ask the two groups to debate immigration restrictions. Allow for any students who change their minds to move to the other group.

Have students write a letter to one of their Congressional representatives in which they express their opinion of current immigration issues. Have student volunteers read their letters to the class.

Activity 3: The Transcontinental Railroad (GLEs: US.1.5, US.2.2; CCSS: RH.11-12.4, RH.11-12.7)

Materials List: butcher paper, markers, colored pencils, Transcontinental Railroad BLM, primary source documents, encyclopedias, Internet access (optional, information on the Transcontinental Railroad, Chinese Immigrants, societal changes, and environmental changes

Have students create a timeline of the construction of the Transcontinental Railroad that may be displayed on butcher paper around the classroom. Students will record the information above the date that it occurred. The dates of key events involving the creation of the Central Pacific Railroad, the passage of the Pacific Railroad Bill, the striking of the first spikes in California and Nebraska, and important events that occurred with the building of the Transcontinental Railroad should be included on the timeline.

Timelines should be used throughout the school year to reinforce the concept of time and chronology of historical events.

Transcontinental Railroad Timeline:

<http://www.pbs.org/wgbh/americanexperience/features/timeline/tcrr-timeline/>

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the great changes that resulted from the construction of the Transcontinental Railroad and to analyze its impact on Native Americans, Chinese immigrants, American society, economy, and the environment in the United States during the late 19th century.

Information on the Transcontinental Railroad may be found on these websites:

Central Pacific Railroad Photographic History Museum

<http://cpr.org/Museum/index.html>

Building the Transcontinental Railroad:

<http://www.pbs.org/wgbh/americanexperience/features/photo-gallery/tcrr-gallery/>

Route of the Transcontinental Railroad:

http://cpr.org/Museum/Ephemera/CP-UP_Timetable_1881/index.html

Information on the effects of the Transcontinental Railroad may be found on these websites:

Native Americans (The railroad accelerated the end of the great buffalo herds of the West, and therefore hastened the demise of the Native Americans who depended on the buffalo.

http://www.pbs.org/weta/thewest/resources/archives/five/65_08.htm

Railroads were the vehicles for the delivery of mass quantities of buffalo hides to the markets in the East.

http://www.pbs.org/weta/thewest/resources/archives/five/65_09.htm

Chinese Immigrants (The fear of competition for jobs and prejudice based on race led to the exclusion of Chinese immigrants.)

<http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm#act>

Societal Changes (Goods from almost anywhere could be shipped and delivered to customers.)

<http://scriptorium.lib.duke.edu/ea/ephemera/A01/A0181/A0181-01-150dpi.html>

Environmental Changes: (Environmental impacts)

<http://memory.loc.gov/award/mhsdalad/270000//270115v.jpg>

<http://memory.loc.gov/cgi->

[illegible]

<http://memory.loc.gov/cgi->

[illegible]

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the causes of industrialization and its impact on America (see Transcontinental Railroad BLM and the sample below).

Construction of the Transcontinental Railroad:

Impact on Native Americans:

Process guides are used to promote application in the areas of thinking and reasoning. They can help to scaffold students' comprehension within a wide range of different formats. They are used to stimulate students' thinking during or after reading, listening, or involvement in any area of content instruction. These guides help students focus on important information and ideas. The guides help to make reading or listening more effective and engaging. A *process guide* is a procedure in which students must read and think about the information source, not simply skim or scan for answers, in order to complete the activity.

Ask students to work with a partner to complete the guide. Ask volunteers to share their findings with the class. Engage the class in a discussion of the great changes that resulted from the construction of the Transcontinental Railroad in the United States in the late 19th century.

Activity 4: The End of the Open Range (GLEs: US.1.1, US. 1.5, US.2.2; CCSS: RH.11-12.7, RH.11-12.9, WHST.11-12.10)

Materials List: End of the Open Range BLM, primary and secondary sources (books, encyclopedias, Internet access-optional), information on the open range

Use *lesson impressions* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the factors that led to the end of the open range. *Lesson impressions* are used to create situational interest in the content to be covered by capitalizing on students' curiosity. Students are asked to form a written impression of the topic to be discussed or text to be read. This helps students to remain focused and engaged during a lesson.

Begin by reviewing the day's lesson and select several key terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the lesson.

Present the smaller list of ideal words to students and tell them that they are to use the words to make a prediction about what will be covered in the lesson (see End of the Open Range BLM and the sample below).

Impression Words: wide-open West, sheepherders, cattle ranchers, battles, starvation, droughts, extreme temperature, barbed wire

Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson. A *learning log* is a notebook, binder, or some other repository that students maintain in order to record their ideas, question, reactions, and reflections. They are also used to summarize new content. Ask student volunteers to read what they have written to the class.

A student's impression text might look like this:

Sheepherders and cattle ranchers fight battles over starvation of their herds. There were lots of droughts and extreme temperatures. Barbed wire fenced in the sheep and cows on the ranches and farms of the wide-open West.

List the following key terms on the board:

- open range, wide-open West
- shepherders, cattle ranchers, battles
- overgrazing, starvation
- natural disasters (droughts, floods, extreme 115 degree temperature, blizzards, prairie fires, 60 mile per hour winds)
- invention of barbed wire, Joseph Glidden, fenced-in ranches and farms

Have students read, listen to or view closely information involving the end of the open range to compare their impressions text with the actual information presented.

End of the open range articles may be found on these websites:

<http://memory.loc.gov/ammem/papr/sfamcen.html>

<http://www.archives.gov/education/lessons/barbed-wire/>

Have students keep track of the similarities and differences by creating a Venn diagram in which one circle contains their ideas, the other circle the actual information, and in the overlapping space, the common ideas.

Use the Fishbowl *discussion* ([view literacy strategy descriptions](#)) technique to answer the following questions:

- What impact did these factors have on the cattle kingdoms?
- In which ways did these factors result in the end of the cattle kingdoms?
- Which factor do you think was the most devastating to the cattle kingdoms?

In this discussion technique a small group of students (sitting in a central location in the classroom-the “fish bowl” group) is asked to discuss an issue or problem while the other group of students (sitting around the first group) looks on. The outside group must listen but does not contribute to the discussion of the students in “the fish bowl.” At some point during the discussion, those looking in should be given the opportunity to discuss among themselves the guiding questions and the conversations that they have observed. Ask volunteers from both groups to share their discussions with the entire class. As volunteers present their answers to the three questions discussed, students will record the information in their *learning logs* for future reference in preparing for assessments.

Information on Joseph Glidden’s patent on barbed wire:

<http://www.archives.gov/education/lessons/barbed-wire/>

<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=1124>

<http://www.archives.gov/education/lessons/barbed-wire/images/patent-description.gif>

Activity 5: The Effects of the Homestead Act (GLEs: US.1.5, US.2.2; CCSS: RH.11-12.9)

Materials List: Effects of the Homestead Act BLM, primary and secondary sources (books, encyclopedias, Internet access-optional), information on the Homestead Act

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the effects of the Homestead Act and to analyze its impact on the West in the mid to late 19th century.

Homestead Act Document:

<http://blogs.archives.gov/todaysdocument/2011/05/20/may-20-homestead-act/>

Primary sources and information on the Homestead Act:

<http://www.loc.gov/rr/program/bib/ourdocs/Homestead.html>

<http://memory.loc.gov/ammem/today/may20.html>

<http://www.loc.gov/teachers/classroommaterials/connections/prairie-settlement/history2.html>

Use a *process guide* ([view literacy strategy descriptions](#)) to help students assimilate, think critically about, and apply new knowledge concerning the effects of the Homestead Act on the West (see Effects of the Homestead Act BLM).

Positive effects of the Homestead Act:

Ask students to work with a partner to fill in the guide. Then ask students to share their findings with the class. Engage the class in a discussion of the effects of the Homestead Act on the West.

Activity 6: The Exodusters (GLEs: US.1.1, US.1.5, US.2.2; CCSS: RH.11-12.7, RH.11-12.9, WHST.11-12.4)

Materials List: The Exodusters BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional), information on the Exodusters

Have students use primary and secondary source documents (textbooks, encyclopedias, and reliable Internet resources) to examine the exodus of African Americans from the post-Reconstruction South, in particular, Louisiana to Kansas.

Primary sources and information on the Exodusters:

<http://www.kansasmemory.org/item/702>

<http://www.archives.gov/publications/prologue/2008/summer/exodus.html>

<http://www.pbs.org/search/?q=the%20exodusters>

Nicodemus, Kansas:

<http://www.loc.gov/exhibits/african/afam010.html>

Use *RAFT writing* ([view literacy strategy descriptions](#)) and have students write a brief rationale in which they explain why they think African Americans left post-Reconstruction Louisiana in such great numbers. Students will assume the role of an

Exoduster in the late 19th century. They will write a letter in which they describe why they left Louisiana, the trip to Kansas, and the new opportunities that were available to African Americans that were a result of the Homestead Act. Students will try to convince their family, back home in Louisiana, to come or not to come to Kansas.

RAFT writing is used after particular content or topics have been covered. *RAFT writing* allows students to demonstrate their new understandings from different perspectives. Teachers may conduct a class brainstorm to gather numerous possible perspectives on a topic. Review the *RAFT* acronym with the students, explaining what each letter represents:

R-Role (of the writer)

A-Audience (to whom or what the *RAFT* is being written)

F- Form (the form the writing will take, as in letter, song, etc.)

T- Topic (the subject focus of the writing)

Stress to the students that *RAFT writing* allows for creativity but must accurately reflect the content learned (see The Exodusters *RAFT* BLM and sample below).

Role	Audience	Format	Topic
Exoduster in Kansas	Family back home in Louisiana	Letter	Come/Do Not Come to Kansas

Student groups should orally present their letters to the class and then display the *RAFT* letters on a thematic bulletin board.

Activity 7: Booms and Busts of Mining Towns (GLEs: US.1.5, US.2.2; CCSS: RH.11-12.2)

Materials List: Booms and Busts of Mining Towns BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional), information on mining towns

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research the boom/bust nature of Western mining towns. Students will create a *graphic organizer* ([view literacy strategy descriptions](#)) in which they identify important information concerning the boom periods and bust periods of western mining towns. (See Booms and Busts of Mining Towns BLM and the sample below.)

Directions: Explain what you learned about the boom and bust periods of a western mining town:
Boom Towns
<i>Boom towns mushroomed overnight when gold was found in the area.</i>

Graphic organizers are visual displays that are used to organize information in a manner that makes the information easier to understand and learn.

In a culminating activity, hold a class discussion in which students summarize the booms and busts of the mining towns of the West and check their responses on the *graphic organizer* for accuracy. The graphic organizer will assist students in preparing for future assessments.

Information on mining towns:

<http://www.westernmininghistory.com/map/>

<http://www.ushistory.org/us/41a.asp>

<http://www.legendsofamerica.com/ghosttowns.html>

Activity 8: The Granger Movement (GLEs: US.1.3, US.2.3; CCSS: RH.11-12.1, RH.11-12.2, WHST.11-12.9)

Materials List: Granger Movement BLM, primary and/or secondary sources (books, encyclopedias, Internet access optional), information on the Granger Movement

Provide students with an *anticipation guide* ([view literacy strategy descriptions](#)) that contains statements about the Granger Movement/Patrons of Husbandry (see the Granger Movement BLM and the sample below). Have students use textbooks, encyclopedias, and reliable Internet resources to read about the Granger Movement and to complete their Granger Movement anticipation guides.

Granger Movement

Before reading about the Granger Movement, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Railroads charged western farmers more to ship their goods than they charged eastern farmers to ship their goods. Evidence _____				

The *anticipation guide* asks students to respond to statements before reading and learning the specific content. *Anticipation guides* are especially useful for struggling and reluctant readers and learners as it activates prior knowledge and helps students see purposes for reading and learning. Students are asked to “agree” or “disagree” with a particular statement on their *anticipation guides*. Statements should focus students’ attention on important facts and specific content. Statements do not have to be factually accurate. Informational sources such as readings, lectures, PowerPoint® presentations, guest

speakers, lab experiments, field trips, etc. are amendable for use with the anticipation guide.

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements. Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge about the statements.

Upon completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Activity 9: The Agrarian Movement (GLEs: US.1.1, US.1.3, US.2.3; CCSS: RH.11-12.2, WHST.11-12.4)

Materials List: Goals and Queries for QtC BLM, books, encyclopedias, Internet access-optional, information on the Agrarian Movement

Using books, encyclopedias, and reliable Internet resources, have students work in pairs to research the Agrarian Movement. Students will use the *questioning the content (QtC)* ([view literacy strategy descriptions](#)) as they read and research the content is covering the rise and fall of the Agrarian Movement. The *QtC* process teaches students to use a questioning process to construct meaning of the content and to think at higher levels about the content they are reading. The role of the teacher is to act as a facilitator, guide, initiator, and responder.

Make a poster that displays the types of questions that students are expected to ask. Model the questions while encouraging students to ask their own. These questions may be printed on a handout, poster, or projected on the board. Students should have access to the questions whenever they are needed. See the Goals and Queries for QtC BLM and the sample below.

Goal	Query
Initiate Discussion	What is the content about? What is the overall message? What is being talked about?

Model the *QtC* process with the students while using a content source from the day's lesson. Demonstrate how the *QtC* questions can be asked in ways that apply directly to the material is being read and learned.

Have students work in pairs to practice questioning the content together. Monitor and provide additional clarification as needed. The goal of *QtC* is to make questioning the

content or author an automatic process for students to do on their own.

In a culminating activity, hold a class discussion in which students describe their experience with *QtC* and explain what they learned about the rise and fall of the Agrarian Movement.

Create *SPAWN* prompts ([view literacy strategy descriptions](#)) as students prepare to learn new information about the Agrarian Movement. Students should receive one prompt on any given day as the topic of the Agrarian Movement is covered. Write *SPAWN* prompts on the board for students to find as they enter the classroom, and to which they respond in their *learning logs* ([view literacy strategy descriptions](#)) before the day's lesson begins, during the lesson, or as closure at the end of the lesson.

SPAWN writing should be viewed as a tool students can use to make predictions, to reflect on, and increase their developing disciplinary knowledge and critical thinking. Therefore, *SPAWN* prompts should not be graded but given points for completion. The *learning logs* will enable them to record their thoughts and document what they have learned compared to their initial anticipations.

Allow students to write their responses within a reasonable period of time. In most cases, prompts should be constructed in such a way that adequate responses can be made within ten minutes. In their social studies *learning log*, students should write their narrative concerning what they learned about the Agrarian Movement and the Grangers.

Here are some sample prompts to use throughout this unit:

S- Special Powers

You have the power to change an event leading up to the Agrarian Movement. Describe what it is you changed, why you changed it, and the consequences of the change.

P – Problem Solving

You have learned how farmers faced great hardships because the railroads charged very high rates for shipping their crops to the markets. Farmers joined the Patrons of Husbandry, a national farmers' organization also known as the Grange. Its members were known as Grangers. The Grangers asked the federal government for help. What did the federal government do as a response to the Grangers' appeal for assistance? What other assistance could the federal government have offered to aid the struggling American farmers?

A – Alternative Viewpoints

Imagine you were a farmer during 1878. Write a description of how the Grange impacted the life of your family and you.

W – What if?

What might have happened to the situation of the American farmer if farm prices increased and the Grange remained strong?

N – Next

Now that farm prices have fallen so low that the farmers are using corn for fuel rather than sending it to market, what did the Agrarian Movement do next?

Have students share their *SPAWN* responses with a partner or with the class to stimulate discussion and check for logic and accuracy.

Activity 10: Bimetallism or the Gold Standard (GLEs: US.1.3, US.1.5, US.2.3; CCSS: RH.11-12.2)

Materials List: Bimetallism or the Gold Standard BLM, Goldbugs and Silverites BLM, primary and/or secondary sources (books, encyclopedias, Internet access—optional)

Have students record the following guiding statement for reference:

The central issue of the Presidential Campaign of 1896 was what kind of metal would be the basis of the nation’s monetary system.

Using information obtained from primary and secondary source readings, the Internet, and class lectures, concerning the Granger Movement, Populism, the gold standard, free silver, bimetallism, and William Jennings Bryan, the students will complete an *anticipation guide* ([view literacy strategy descriptions](#)) in which they agree or disagree with a given statement. The students will give their reasons for their opinions (see the Bimetallism or the Gold Standard BLM and the sample below).

Bimetallism or the Gold Standard

Before reading about bimetallism and the gold standard, read each statement and circle if you agree or disagree with the statement. After reading, go back to each statement and decide whether “before” reading responses need to be changed. For all statements, provide evidence from the primary and secondary sources for “after” reading responses.

	Before		After	
	Agree	Disagree	Agree	Disagree
1. Bimetallism is the government policy that would give people either gold or silver for their paper money or checks.				
Evidence_____				

Ask students to work in pairs to discuss their responses before reading and learning the content. Open the discussion to the entire class in order to provide multiple hunches about the accuracy of the statements.

Stop periodically as content is covered and ask students to reconsider their pre-lesson responses. Students should revise their original responses as they gain new knowledge

about the statements.

Upon the completion of the presentation of information, engage students in a discussion involving the *anticipation guide* statements in order to clarify any misconceptions about the issues, information, or concepts.

Divide the class into two separate groups, the supporters of the gold standard and the supporters of bimetallism. Ask the two groups to debate the statements and allow any students who have changed their minds to move to the other group following the discussion.

Draw a *graphic organizer* ([view literacy strategy descriptions](#)) on chart paper or chalkboard comparing and contrasting information and ideas. Involve students in a discussion in which they compare and contrast the “gold bugs” and “silverites.” Guide them on the comparison of these two groups by completing the *graphic organizer*. See the Goldbugs and Silverites BLM and the sample below.

	Goldbugs	Silverites
Beliefs	<ul style="list-style-type: none"> • <i>Adoption of the gold standard</i> • <i>More stable, but expensive currency</i> 	<ul style="list-style-type: none"> • <i>Government would give either gold or silver for paper money or checks.</i>

Conduct a class discussion in which students express their opinions about the goals and the results of the “goldbugs” and the “silverites.” Ask students to verify their opinions by stating specific examples.

Activity 11: Reform Goals of the Populist Party (GLEs: US.1.3, US.1.5, US.2.3; CCSS: RH.11-12.2)

Materials List: Populists Goals and Reforms BLM, primary and/or secondary sources (books, encyclopedias, Internet access-optional)

Have students use primary and/or secondary source documents (books, encyclopedias, and reliable Internet resources) to research the main goals of the Populist Party/People’s Party (increase the money supply, graduated income tax, direct election of senators, referendum, initiatives, recalls, Australian ballot, 8 hour work day, federal subsidies for farmers, and restrictions on immigration). Students will complete a *graphic organizer* ([view literacy strategy descriptions](#)) in which they will identify and evaluate areas of reform that were the result of the goals of the Populist Party (see Populist Goals and Reforms BLM and the sample below).

Populist Goals	Resulting Reforms	Positive or Negative Impact on Famers? Briefly explain.
<i>Australian Ballot</i>	<i>Secret ballot enacted for federal and state elections.</i>	

Conduct a class discussion in which students express their opinions about the goals and the reforms brought about by the Populist Party. Students will orally summarize the effectiveness of the Populist Party by referencing the resulting Populists reforms.

Remind students to use their *graphic organizers* when preparing for assessments as they serve as great study tools.

Activity 12: “Cross of Gold” Speech (GLEs: US.1.1, US.1.3, US.1.4, US.1.5, US.2.3; CCSS: RH.11-12.2, RH.11-12.7, WHST.11-12.10)

Materials list: markers, colored pencils, colors, primary and secondary sources (books, encyclopedias, Internet access-optional), “Cross of Gold” speech (see links in the activity), copy of *The Sacrilegious* cartoon (see link in activity), political cartoons of William McKinley, William Jennings Bryant, and the Presidential Election of 1896 (see links in activity)

Have students use *DL-TA: directed learning-thinking activity* ([view literacy strategy descriptions](#)) to examine William Jennings Bryan’s “Cross of Gold” speech to the National Democratic Convention held in Chicago in July of 1896.

DL-TA is an instructional process that allows students to make and check predictions throughout the reading and learning of new content. *DL-TA* teaches students how to self-monitor as they read and learn. This leads to an increase in attention and comprehension.

Have a discussion in which students activate and build on background knowledge concerning William Jennings Bryan, the Populist Party, and the Presidential Election of 1896. Direct students’ attention to the cartoon titled *The Sacrilegious* in which presidential candidate William Jennings Bryan is depicted carrying a cross of gold.

The cartoon may be found at this site:

<http://www.loc.gov/pictures/item/2002706766/>

Invite students to make predictions about the content. Have students write their predictions in their *learning logs* in order to keep a record of them while they learn the new content.

Have students follow along as they listen to the “Cross of Gold” speech that William Jennings Bryan gave to the Democratic Convention in Chicago on July 8, 1896.

The recording and transcript may be found at these websites:

http://www.historicalvoices.org/earliest_voices/bryan.html

<http://historymatters.gmu.edu/d/5354/>

<http://www.npr.org/templates/story/story.php?storyId=95691800>

Guide students through a section of the speech, stopping at predetermined places to ask students to check and revise their predictions. At each stopping point, ask students to reread their predictions and change them if necessary. New predictions and relevant information should be written. Ask questions involving the content. Once students have been exposed to the content, their predictions may be used as discussion tools in which they state what they predicted would be learned compared to what they actually learned.

Have students view and discuss the cartoons that were created of William Jennings Bryan, William McKinley, and the Presidential Election of 1896. Political cartoons on this content may be found at the following websites:

<http://www.loc.gov/pictures/item/2002706766/>

Political cartoons by William A. Rogers:

<http://elections.harpweek.com/1896/cartoons-1896-list.asp?Year=1896>

Have students create political cartoons that analyze the issues of the Presidential Election of 1896 and the Democratic and Republican candidates. Point out propaganda techniques used in the cartoons. Encourage the use of markers, colored pencils, colors, computer graphics, etc.

Conduct a show-and-tell session in which students explain their cartoons. Students should be able to describe the presidential candidates and identify their stand on areas of reform. Display the cartoons in the classroom.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Assessments that are consistent with the types of products that result from the student activities should be considered.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.

- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
 - a variety of formats for objective, convergent test items
 - depth of knowledge at various stages of Bloom's taxonomy
 - EOC-like constructed response items
 - open-ended response items requiring supporting evidence
 - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments

- Activity 2: Write the terms "Dawes Act" and "Chinese Exclusion Act" on the board. Brainstorm with the students, facts and information that they have learned about each of these important legislative actions. Write their responses under the individual terms. Have students write a paragraph concerning each of the terms using the information that was obtained from the brainstorming session. The paragraph will be assessed according to predetermined criteria distributed to students at the beginning of the assignment.
- Activity 2: Have students respond to a photograph of Native American children living in boarding schools during the late 1900s. Have students brainstorm adjectives that describe the children. Students will use these adjectives to write a paragraph in which they describe what they see in the photograph. Students will describe the assimilation used to "Americanize" the Native American children. Paragraphs will be assessed according to predetermined criteria distributed to the students at the beginning of the assignment.

Photos may be found at this site:
<http://www.loc.gov/teachers/classroommaterials/connections/hist-am-west/thinking5.html>
- Activity 3: Have students prepare a newspaper article that might have been written in the newspaper the days following the laying of the golden spike at Promontory, Utah. Students should use their historical imaginations to describe the scene, possible reactions from the public, and the impact that the Transcontinental Railroad had on American society. The newspaper article will be assessed according to predetermined criteria distributed to the students at the beginning of the assignment.
- Activity 7: Have students imagine that they are the owners of a small business located in one of the mining boom towns located in the West during the late 1800s. Students are to write a letter to a family member back home in which they explain what it is like to live in a mining boom town. Letters should be assessed according to predetermined criteria distributed to students at the beginning of the assignment (see Sample Rubric for Letters BLM).