Authentic Assessment
with Rubrics
To The Teacher

This Authentic Assessment with Rubrics booklet for The American Vision: Modern Times serves two purposes. It is an alternative form of assessment, but it is also an alternative teaching technique that uses a “hands-on” approach to student learning. Authentic assessment tasks require students to actually use the concepts they are studying to complete a project for an audience. Authentic assessment activities ask students to communicate information to others through some form of media. In effect, students demonstrate and increase their understanding and mastery of the material by being asked to teach it to others.

Creating a Customized File

There are a variety of ways to organize Glencoe Social Studies teaching aids. Several alternatives in creating your own files are given below.

- Organize by category (all activities, all tests, etc.)
- Organize by category and chapter (all Chapter 1 activities, all Chapter 1 tests and quizzes, etc.)
- Organize sequentially by lesson (activities, quizzes, tests, for Chapter 1/Section 1, Chapter 1/Section 2, etc.)

No matter what organization you use, you can pull out individual worksheets from these booklets for your files, or you may photocopy directly from the booklet and file the photocopies. You will then be able to keep the original booklets intact and in a safe place.
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The Authentic Assessment System

BENEFITS OF AUTHENTIC ASSESSMENT

A common model of assessment is to teach the chapter, stop, and test the students. Authentic assessment changes this pattern. With authentic assessment, *The American Vision: Modern Times* becomes a learning resource—a means to an end rather than the end in itself.

When students leave school, they will use books and other sources to find information. Authentic assessment tasks use information as it is used in the larger world. Schoolwork becomes valid preparation for life outside the classroom. Teachers guide, provide models of excellence, and give feedback each step of the way. (See the flowchart for information problem solving on the next page.)

**Authentic Assessment Looks at Authentic Use of Information**

Authentic assessment is not a testing strategy, but a way of teaching and learning that integrates process and product. Effective teaching, meaningful learning, and motivation all play a role in planning and carrying out authentic assessment. The authentic assessment tasks in this booklet combine historical information and concepts with interdisciplinary tasks. Each authentic assessment task involves students in developing processes and crafting products for specific audiences.

**Authentic Assessment Tasks Require Thinking Skills**

Thinking skills provide the “verbs” that direct the action in authentic assessment tasks. The tasks involve:

1. **Getting the information** (finding, collecting, reading, listening, observing).
2. **Working with the information** (comparing, contrasting, classifying, inferring, analyzing, synthesizing, generalizing, evaluating, making models, and/or reasoning).
3. **Using the information for a purpose** (informing, persuading, motivating).
4. **Using the information to craft a product/presentation** (speaking, writing, designing, constructing, demonstrating).
5. **Using information to communicate with specific audiences** (peers, younger, older, informed, diverse groups).

**Authentic Assessment Involves Cooperative Learning**

Cooperative learning is valuable in the larger world. Businesses seek employees who establish and maintain positive working relationships with others. Cooperative learning stimulates the business environment. Authentic assessment often uses a combination of individual and group learning activities. Group work in the initial step actively involves students and stimulates them to share ideas. When groups complete the entire project, individuals should be accountable for specific tasks, and each student should assess his or her own work. There is no group grade. (See the rubric for a Cooperative Group Management Plan on page 61.)

**THE AUTHENTIC ASSESSMENT SYSTEM**

Each part of the authentic assessment system has a specific function. The central task requires the use of information, concepts, skills, and attitudes. The rubrics and authentic assessment lists guide and evaluate the process and product. The models of excellent student work provide clear targets of quality and help students learn independently.

**The Authentic Assessment Task**

For each chapter in *The American Vision: Modern Times*, you will find authentic assessment tasks. Use them as suggested, or change them to meet the individual needs of your students. With experience, students will be able to help create their own original activities.

**Format of a Task**

The first step in creating an authentic assessment task is to identify the main concepts and thinking skills you want to be the targets of the assessment. You may not give the task a title until later. In a few words, state the background of the concept (Colonial Life, for example). Next, consider what product you want students to make. You may give students options or let them select the format for the product. The audience, too, may be left up to the students, or you may select one for them. After students know the product and the audience, help them identify the product’s purpose. Will it inform, persuade, and/or motivate the audience?

The next step involves writing the procedures. First you may want to set the scene by giving the students some background information about the
INFORMATION PROBLEM SOLVING

ASK QUESTIONS

UNDERSTAND THE TASK
• Select a reasonable and focused topic.
• Know the purpose of the product.
• Understand how the product will be presented.
• Identify the audience for the product.

SURVEY EXISTING KNOWLEDGE AND PREPARE FOR NEW LEARNING
• Summarize what is known.
• Outline what needs to be learned.
• Identify information sources.
• Prepare a task/time management plan.

RESEARCH THE SELECTED TOPIC
• Use a variety of quality information sources.
• Collect and organize information.

CONSTRUCT A PRODUCT
• Writing
  Reports
  Journal Entries
  Scripts
• Oral Presentations
  Monologues
  Skits
• Visuals
  Drawings
  Models
  Bulletin Boards
  Maps
  Graphs
  Mass Media

ASSESS THE WHOLE PROCESS
1. Identify strengths and weaknesses of the process.
2. Identify strengths of the final product.
3. List goals to improve future work.
concept. The directions can be very specific or very open depending on the degree of structure the students need.

Finally, give the students some guidelines about the assessment. Explain that they will use authentic assessment lists and that the teacher will keep the grades and other official information; the students should keep a log of the tasks they complete.

**Individual Log** If students have the freedom to choose the task, and/or the purpose, and/or the audience, they should keep individual records of tasks they need to accomplish. Students should mark the tasks they choose to save in a working folder so they will have them when they make the final selections for their portfolios. Information in a student’s log should include name, task title, type of product, audience for the task, purpose of the task, date completed, and overall self-assessment.

**Using Authentic Assessment Tasks**

The tasks in this book may be easily adapted by changing the product, purpose, and/or audience. Find audiences for the products and performances of your students. Audiences can include other students, citizens in the community, and parents and other adults. Involving outside audiences adds authenticity to the students’ work.

**Start Slowly and Go One Step at a Time** You may begin by choosing just one authentic assessment task. After some experience, you may want to add others. Another strategy is to give the students a menu of authentic assessment tasks early in the course, and let the students select one or two to do as major products for the course. At set times in the course, students present their products or performances to the class. If the students’ tasks call for an outside audience, allow that experience to occur first. Then, when a student reports to his or her peers in history class, the experience with the outside audience can be part of the report.

**Use Authentic Assessment Lists and Models of Excellence** At the beginning of a task, show students the relevant authentic assessment list. Also show them examples of excellent work that is similar, but not identical to, their current project. If you do not have models of excellent work available at first, you and your colleagues can define what excellent work is for the course.

Students in subsequent classes will learn to use both the authentic assessment lists and the examples of excellent work from previous students to guide their work. Discourage copying. As students create new projects, you can add them to others in the set of benchmarks.

**Assessing Tasks**

Using rubrics and authentic assessment lists, focus student attention on how the authentic assessments help build literacy in American history.

**What is a Rubric?** A rubric is a set of guidelines for assessing the quality of a process and/or product. The rubric includes a continuum of quality—from excellent to poor. There are many varieties of rubrics. This book uses a six-level rubric, known as the “Two-Decision Rubric.”

**Using the Rubric** To use the rubric, the teacher studies the product and makes the first of two decisions. Is the product more like one that is excellent (T)* or more like one that is poor (W)? If the product is more like a T, then the teacher makes the second and final decision. Is the product unusually excellent (S), evenly excellent (T), or mostly excellent (U)?

If the first decision is that the product is more like a W, then the teacher decides if the product is evenly poor (W), mostly poor but with some better elements (V), or not done or very poorly done (X). After just two decisions, the teacher places the product on a six-point scale:

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*Rubrics in this book use letters instead of numerals so that teachers are not tempted to average the scores. The scores of 1, 2, 3, and 4 do represent a continuum of quality, but the degree of difference between each of the numbers is equal. Rubrics are more like Continuum B than Continuum A in the following illustration. Adding these unequal values together to calculate a “mean” score is essentially meaningless.

<table>
<thead>
<tr>
<th>Continuum A</th>
<th>Continuum B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal intervals between values:</td>
<td>Unequal intervals between values:</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Consider these ratings made by a student on seven posters done throughout the course:

W U T U U T T

It would be correct to describe the student’s long-term performance by reporting that he or she made three Ts, three Us, and a W. The T ratings at the end show that the student improved with time and practice.
If two or more teachers evaluate the same performance or product, such as a poster, then using the same rubric will help them both view it in the same way. Once a rubric is complete, many teachers can use it unaltered.

**Authentic Assessment Lists** Teachers devise authentic assessment lists as guidelines for students. With experience, students working individually or in groups can make their own assessment lists—and that involves them more actively in their own learning.

**Students’ Self-Assessment** The ability to self-assess and plan for improvement is a valuable life skill that authentic assessment fosters. Students evaluate their work, identifying parts that are done well and those needing improvement. They use authentic assessment instructions, the authentic assessment lists, and the models of excellence as tools to improve their work.

**Helping Students Become Better at Self-Assessment** If the students are not experienced in self-assessment, they will need training. After students complete tasks, ask them to respond to the following questions so that they will gain experience with self-assessment.

1. What do you like most about your (product)? Why?
2. What was the most difficult part of making the (product)? Why?
3. If you were to do this project again, what would you do differently? Why?
4. If you were to revise this project one more time, how would you change it and why?
5. How did you craft your project so that it would be just right for the (specific audience)?
6. Describe a situation when you got stuck and were frustrated with the project. What helped you get going again?
7. What helps you be creative?
8. What are three words that describe you as a student? Explain how those three words best describe you.
9. If a camera were taking pictures of you working on this project, what would it see?
10. Name the person who was the biggest help to you on this project. How did he or she help you?
11. How does this project show that you really understand the concepts of American history?
12. How does this project show that you are making decisions to improve your understanding of American history?

**Audience Assessment** Many of the authentic assessments target an audience other than the classroom teacher. If possible, the audience should give the author teacher feedback.

**The Portfolio** Portfolios are a good way to look at a student’s overall work. Take care not to just collect items, place them in a folder, and call it a portfolio. Plan portfolios with student benefits in mind. One strategy is to have students save a variety of their best works. Near the end of the course, the teacher asks the students to select a small number of products that contributed to their total American history literacy.

When the students have made their selections, they each write a narrative explaining why they chose those particular items and how those items demonstrate their understanding of American history. The teacher reads the students’ narratives and writes short responses. The portfolio and student narrative figure significantly in the students’ final grade. This portfolio strategy engages the students in decision making, promotes self-analysis, and requires a reasonable amount of work from the teacher.

If you plan to use the portfolio, explain this assignment near the beginning of the course. Focus on the idea that the portfolio will be a small collection of a variety of items that will demonstrate how much the student has learned about American history.

Some items, such as written reports, journals, scripts, and booklets fit easily into a portfolio folder. Other items, such as posters and bulletin board displays, may be too large. If possible, students should keep photographs of their very best works that do not fit into the portfolio.
Grades
You may need to give students grades for their projects. On each authentic assessment list there is an opportunity for you to assign a point value to each element on the list. You and the student award points according to the quality of the work relevant to that element.

Using This Book
This booklet contains authentic assessments for use with each of the 24 chapters of *The American Vision: Modern Times*. Note that the procedure found in each authentic assessment refers students to particular task assessment lists. To guide you in your assessment of a task, use the corresponding rubric. A convenient list located near the top of each rubric and authentic assessment list identifies a particular authentic assessment activity. You may wish to adapt the rubrics and performance task assessment lists to meet your own needs.
A New Constitution

BACKGROUND
The delegates to the Philadelphia Convention in 1787 met to revise the Articles of Confederation. Instead, they ended up framing a new form of government in the Constitution of the United States. The process, however, was not a smooth one. The delegates did not always have the same goals and interests, and tempers often flared. Some delegates proposed scrapping the Articles of Confederation. Others wanted to keep the Articles of Confederation but modify them to make the central government stronger. Delegates from the smaller states demanded changes that would protect them against the voting power of the larger states. The Northern and Southern states were divided over how to treat slavery in the new constitution. Some delegates feared that a strong national government with the power to regulate trade might impose taxes on exports or ban imports from other countries. The only way for the delegates to resolve these issues was to honestly debate their differences and find some middle ground.

TASK
You are going to participate in a roundtable discussion with six people. During the roundtable discussion, each student will assume the role of a person who attended the Constitutional Convention. Your role may be that of one of the leaders of the Convention, or you may choose to represent a lawyer, planter, or merchant. A moderator will ask each member of the roundtable his or her opinion about issues such as voting rights, taxation, and slavery. Each student will research information about his or her role and present that information during the discussion.

AUDIENCE
Your group will conduct your roundtable discussion for other students in your class. Other students from your school may also be asked to attend the discussion.

PURPOSE
The purpose of this roundtable discussion is to provide experience in participating in moderated discussions and to present a political viewpoint by portraying one of the Framers of the Constitution.

PROCEDURES
1. The class will be organized into discussion groups of approximately six students each. Each student should decide on a role to portray. Write the name or profession of the delegate you have chosen to portray on the line below.
2. Individually, review information on the positions taken by your delegate. Do further research on your delegate’s contribution to the convention. To help give you ideas about your delegate, look for personal accounts and other historical information in the library.

3. Use the lines below to organize your information. Include your character’s feelings about government, slavery, taxation, the British government, and local government. Include any other relevant issues.

4. Discuss the information you have gathered with your group. If necessary, revise the issues you will discuss during your roundtable. Describe your issues on the lines below.

5. Choose a moderator, and plan how the moderator will introduce each member of the roundtable and the order of the issues you will discuss.

6. Practice your roundtable discussion with your group. Make sure that the gathered facts are presented during the discussion and that your audience will understand the different viewpoints your group represents.

7. Present your roundtable discussion. Use name cards so that your audience knows each speaker. Your cards may include a label such as “Merchant” or “Lawyer,” or the card may contain the name of an actual delegate.

8. As a class, critique each discussion. Talk about the new information you learned, and how the discussion was presented. After all of the roundtables have been presented, you may want to hold an informal discussion among delegates from different areas. For example, you may want to hold a discussion between a delegate from New Jersey and a delegate from New York or a discussion between a merchant and a planter.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your roundtable discussion.
2. Check to see that you have included all elements; improve as needed.
3. Complete a final self-assessment of your work before you share it.
Let’s Go!

**BACKGROUND**

Americans first began heading west in the early 1800s. By 1850 over 4 million settlers had crossed the Mississippi River and marked out farms on the richest land they could find. These pioneers were called squatters, because they settled on land that they did not own. Life for pioneers was hard, and most of the pioneer families struggled as they worked their small farms. Farmers cooperated to clear land, raise barns, and harvest crops. As more farmers began to settle in the Midwest, people began looking toward California and Oregon. Most emigrants assumed that the Great Plains contained poor land for farming, so they were eager to get to the richer farmlands in the far West. However, other nations, as well as some Native American groups, had already laid claim to parts of Oregon and California.

Travelers needed to cross nearly 2,000 miles to get to the Pacific Coast. Although the Oregon Trail was the most popular trail through the Great Plains, some emigrants used the California Trail or the Santa Fe Trail. The journey, which was usually made in covered wagons, was extremely difficult. Supplies were often scarce, bad weather presented problems, and often the trails were not well marked. There were sometimes attacks by Plains Indians, who feared that the increasing flow of emigrants across their hunting grounds would disrupt the buffalo herds. In 1851 the federal government negotiated the Treaty of Fort Laramie with the Plains Indians. According to this treaty, eight Native American groups agreed to stay within specific geographic boundaries, and the United States promised that these defined territories would belong to the Native Americans forever.

**TASK**

You and your family work a small farm on the banks of the Mississippi River. You believe that there are better opportunities for your family in California. You are going to prepare a persuasive argument to convince your family to move west. You will organize your ideas on paper and then read them aloud to your family.

**AUDIENCE**

Your family and the members of your class are your audience.

**PURPOSE**

The purpose of this activity is to create a written, persuasive argument.

**PROCEDURES**

1. Research the westward movement of emigrants in the mid-1800s. Your information should include why people chose to move to the Pacific coast and the routes these emigrants took. Gather information concerning the hardships of travel in covered wagons, problems presented by the weather, the scarcity of supplies, and the frequency of Native American attacks. Include any information you can find concerning federal treaties with various Native American groups.
2. Decide which route you think would be best for your family to take to California. Determine where the route begins and ends, and whether it is possible to travel with a guide. Determine points of interest that lie on the route and use these in your argument to your family. Make notes on the lines below.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Make a list of the advantages that you believe await your family in California. Make a few notes on the following lines.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. List the objections or worries your family might have in undertaking this journey. Beside each objection, make a note of how you intend to respond to your family’s concerns. Make notes on the lines below.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. Make a draft of your argument, using language and reasoning that will appeal to your family. Remember that your argument will be read aloud.

6. Give your draft to a classmate for comments and suggestions.

7. Write the final draft of your persuasive argument, incorporating any necessary revisions.

8. Present your persuasive argument to your classmates.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your persuasive argument.
2. Check to see that you have included all elements; improve as needed.
3. Complete a final self-assessment of your work before you share it.
Lee or Grant?

BACKGROUND

In the spring of 1864, the most successful general of the Union army—Ulysses S. Grant—faced the most renowned Confederate commander—Robert E. Lee. Both men had fought many hard battles and commanded many campaigns. Although he had originally been asked by General Winfield Scott to command the Union army, Lee turned him down to fight for the South. Lee had been born in the South, and he felt that he could not fight against the land of his birth. Lee, who was a daring and forceful leader, met and defeated Union troops in several significant battles, including Fredericksburg and Chancellorsville. He favored invading the North to secure a Southern victory. Grant, who fought for the Union, also won many battles, including decisive victories at Chattanooga and Vicksburg. Grant was eventually promoted to lieutenant general, a rank that no one had held since George Washington. Finally, at Appomattox Courthouse on April 9, 1865, Lee was forced to surrender to Grant. Grant offered generous terms of surrender to Lee. Grant agreed to let Confederates take their horses home in order to help with planting crops for the winter, and he agreed not to prosecute Confederate soldiers for treason.

TASK

You have been asked to give a lecture to a group of cadets at a military academy. The head of the academy wants you to choose either Lee or Grant as the subject of your lecture. Although you will include as much biographical information as possible on your choice, the focus of your lecture will be on battles and military tactics during the Civil War.

AUDIENCE

The cadets attending your lecture are your audience.

PURPOSE

The purpose of this activity is to give you experience in giving a lecture. You will gather facts and present them in an orderly, logical manner to your audience. Your lecture should contribute to your audience’s greater understanding of the leaders and battles of the Civil War.

PROCEDURES

1. Review the background information concerning the Civil War. Decide whether the topic of your lecture will be Robert E. Lee or Ulysses S. Grant. Find as much information as you can concerning the early life of the man you select. Write the name of the man and any biographical data you can find on the following lines.
2. List the economic advantages and disadvantages your subject faced in his attempts to win the war. Indicate the military tactics and technologies that were available to your subject. Use the following lines for your notes.

____________________________________________________________________

____________________________________________________________________

3. List the major battles or military campaigns your subject fought or led, the intended goals of those battles and campaigns, and whether your subject won or lost each one. Make notes on the following lines.

____________________________________________________________________

____________________________________________________________________

4. Research the events at Appomattox. Facts from that battle and its aftermath will be used as the conclusion of your lecture. Make notes on the lines below.

____________________________________________________________________

____________________________________________________________________

5. Use the lines below to prepare an outline for your lecture.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

6. Present your lecture to some friends and listen to their reactions. Based on your friends’ comments, make any necessary adjustments to your lecture.

7. Give your lecture. Submit your notes and outline to your teacher.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your lecture.
2. Check to see that you have included all elements; improve as needed.
3. Complete a final self-assessment of your work before you share it.
Use with Chapter 4

Heading West

BACKGROUND

During the years from 1865 to 1900, many events were taking place throughout the Great Plains and the West. A large silver strike in Nevada and the discovery of gold and silver in Colorado brought many West in search of riches. Railroads provided quick and reliable transportation to settlers whose previous mode of transportation had usually been by wagon train. Ranching became a big business, and cattle drives allowed ranchers to sell to new markets. Settlers began staking out homesteads on the Great Plains. Wheat became an important crop. By the 1890s, though, the large amount of wheat on the market caused wheat prices to drop. The weather cycle changed, and many farmers struggled to survive.

The Native Americans, who had lived on the Great Plains for years, found that the settlers and the people crossing the Great Plains to get to the West were taking a toll on the hunting grounds. The Dakota and Lakota Sioux fought to defend their territories and their way of life. Native American leaders such as Red Cloud, Crazy Horse, and Sitting Bull led forays against government troops. In 1864 Colonel John Chivington killed several hundred Native American men, women, and children in what became known as the Sand Creek Massacre. In 1876 Lieutenant Colonel George Armstrong Custer and his troops were defeated at the Battle of Little Bighorn. In 1890 a fierce battle ensued at Wounded Knee, and 200 Lakota Sioux lost their lives. Congress passed the Dawes Act in 1887. This act provided land to Native Americans so that they could farm and eventually be absorbed into American society as landowners and citizens. The plan failed to achieve its goals.

TASK

You are going to choose a book that focuses on events in the Great Plains or the West from 1865 to 1900 and write a book review. Choose a topic of interest to you and find a book about the topic you have chosen. You will read the book, write a review of the book, and place the events in the book in historical context. You will also give your opinion about the book’s factual accuracy and reliability.

AUDIENCE

The members of your class are your intended audience.

PURPOSE

The purpose of this activity is to give you experience in writing a book review. You will also gain a deeper understanding of the Great Plains and the West during the late 1800s.

PROCEDURES

1. Review information about the Great Plains and the West from 1865 to 1900. Choose a topic of particular interest to you. Your topic may be mining, cattle
ranching, settlers of the Great Plains, Native Americans, military campaigns against the Native Americans, or any other topic you prefer. Write your topic on the line below.

2. Find a book to read and review. You may use one of the books mentioned in your textbook, or you may find a book in the library. Write the title and author of your book on the following line.

3. In your review, you will include events that occur in the book and place those events in historical context. Use the following lines to make notes on significant events in your book.

4. In your review, include your own opinion as to whether the events that take place in the book are fact or historical fiction. Cite passages in the book that support your opinion. Make notes on the following lines.

5. Organize your information and write a draft of your book review. Be sure to include the book title and author on the first page of the review.


7. Make revisions as necessary and write your final book review.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your book review.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
**Strike!**

**BACKGROUND**

In the late 1800s, industrial workers were plagued with many problems. Wages were low, and people were often forced to work long hours in unhealthy and dangerous conditions. Workers were threatened by pay cuts or layoffs. All of these factors contributed to a rise in the number of labor unions. Labor unions faced strong opposition from employers, who used tactics such as blacklists, lockouts, and strikebreakers to retaliate against union organizing. Law enforcement usually supported employers against unions, and the police would sometimes use force to break up strikes. Despite these challenges, new unions arose. Among these new unions were the Knights of Labor and the American Federation of Labor. The Knights of Labor, which accepted both skilled and unskilled laborers, had a membership of 700,000 workers in 1885, but membership declined after the Haymarket Square riot in Chicago. As membership in the Knights of Labor began to diminish, the American Federation of Labor was organized. The American Federation of Labor, led by Samuel Gompers, accepted only skilled workers, and it organized those workers into separate unions. Each union was devoted to a different craft. Most women were unable to join the American Federation of Labor because women were classified as unskilled workers. New unions rose to represent women. Mary Kenney O’Sullivan and Leonora O’Reilly established a labor union for women. Despite strikes and efforts to organize, though, union members represented only 18 percent of the non-farm workforce by 1900.

**TASK**

You are a labor organizer in the late 1800s, and you are encouraging your coworkers to go on strike. You are writing a handbill (flyer) to distribute. Write the handbill using historical facts as the basis for your information. The handbill will explain the reason for the strike, the company that is the object of the strike, what the strike hopes to gain for the workers, and when the strike is to take place. In your handbill, try to discourage strikebreakers from taking the place of striking workers, and educate the workers about their rights.

**AUDIENCE**

Workers who receive your handbill are your intended audience.

**PURPOSE**

The purpose of this activity is to organize a strike against a company and to persuade workers to join that strike. Writing the handbill will also give you a greater understanding of why workers rally to support a cause.
PROCEDURES

1. Review the background information about unions, the labor movement, and strikes in the late 1800s.

2. Select a strike that you would have supported. Gather as much information about that strike as you can. This information should include the labor organization involved, the reasons for the strike, working conditions, whether arbitration was used, and whether management issued a blacklist. Use the following lines for your notes.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Find examples of handbills, flyers, or posters that have been used to encourage workers to join a union or to strike. Notice how these materials try to motivate people to action.

4. Create a headline for your handbill that will capture the attention of your audience, and write it on the line below.

5. Write an outline of your handbill on the following lines.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Write a rough draft of your handbill. Use language that will encourage workers to act, and include facts that will support your strike.

7. Exchange drafts with a classmate for a peer review.

8. Make any necessary revisions, and write your final handbill.

9. Post your handbill on a classroom bulletin board.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your handbill.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Newcomers to American Shores

BACKGROUND

In the late 1800s, many immigrants came to the United States from eastern and southern Europe. Some of these immigrants were fleeing wars and political unrest in their native countries. Others wanted religious freedom. Most, though, came to the United States to seek work. After a dangerous Atlantic crossing, most of these immigrants passed through Ellis Island and settled in ethnic neighborhoods in various cities. Other immigrants to the United States, those arriving from China or Japan, crossed the Pacific and were held in barracks on Angel Island. They sometimes spent months in those barracks, waiting for the results of their immigration hearings.

How well immigrants adjusted to life in the United States depended partly on how quickly they could learn English and become Americanized. Some Americans welcomed immigrants. Others, however, disliked this wave of foreigners and wanted to limit immigration. These people, called nativists, were afraid that some of the new arrivals would be political radicals. Others were afraid that immigrants would work for low wages and take jobs away from Americans, or that immigrants would become strikebreakers during labor disputes. Because many of the immigrants were Catholic, some feared that the Catholic Church might gain too much power. Prejudice against the immigrants led to the founding of anti-immigrant organizations and stimulated the passage of a federal law designed to ban some immigrants. This law banned convicts, paupers, and the mentally incompetent from immigrating into the country. In 1882 Congress passed the Chinese Exclusion Act, which barred Chinese immigration for 10 years and prevented those Chinese people already in the United States from becoming citizens.

TASK

You are a native-born American citizen. You are going to write a letter to the editor of a New York or San Francisco newspaper. In your letter, you will detail either your support for or your dislike of the immigrants you see coming to your city. If you support continued immigration, you will include as many benefits of immigration—both to the new arrivals and to the United States—as you can. If you do not favor immigration, you will give your reasons and support them. Include both facts and personal opinion in your letter to the editor.

AUDIENCE

The readers of the newspaper are your intended audience.

PURPOSE

The purpose of this activity is to give you experience in writing a letter to the editor. By stating your position and backing that position with facts and personal opinion, you will illustrate your knowledge of immigration during the late 1800s.
PROCEDURES

1. Review the background information concerning immigration in the late 1800s.
2. Decide whether you support or are opposed to immigration. Write your position on the line below.

3. Gather as many facts as you can to back your position on immigration. Include facts concerning why immigrants are coming to the United States, where these immigrants are living, and what jobs these immigrants have. Make notes on the following lines.

4. List your personal opinions concerning immigration and its effect on the United States. Back your opinions with facts if you can. Make notes on the following lines.

5. List arguments that someone might make against your position. On the following lines, make notes as to how you can rebut these arguments in your letter.

6. Recall that the format for writing a letter to the editor includes a date, greeting, body, and closing.
7. Write a draft of your letter. Remember to support your position as fully as possible.
8. Give your letter to one of your classmates for peer review.
9. Revise your letter as needed.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your letter to the editor.
2. Check to see that you have included all elements; improve as needed.
3. Complete a final self-assessment of your work before you share it.
The Panama Canal

**BACKGROUND**

Theodore Roosevelt’s exploits during the Spanish-American War made him a national hero. In the election of 1900, President McKinley—who was running against William Jennings Bryan—asked Roosevelt to run with him. McKinley won the election, and Roosevelt became vice president. When President McKinley was assassinated, Theodore Roosevelt, at the age of 42, became the youngest person ever to become president. Like McKinley, Roosevelt believed that America should become a world power and influence events in other countries. He believed that all countries should be allowed to trade with China. Roosevelt also helped to negotiate an agreement between Russia and Japan after war broke out between them in 1904.

Roosevelt viewed the construction of a canal through Central America as being vital to American interests. A canal in that region would not only save time and money when shipping goods, but it could also be useful for wartime shipping. A French company had begun digging a canal through Panama in 1881, but it had been forced to stop because of bankruptcy and terrible losses from disease among workers. In 1903 Panama was still part of Colombia. Secretary of State John Hay offered $10 million and a yearly rent of $250,000 for the right to build a canal, but the Colombian government refused. The Panamanians revolted. After the revolt, the United States recognized Panama as an independent country, and they signed a treaty that allowed the canal to be built. The construction began in 1904 and lasted 10 years. More than 40,000 workers built the canal at a cost of nearly $390 million. Accidents and disease caused the deaths of 5,609 workers. When it was finished, the Panama Canal shortened the distance from the Atlantic to the Pacific by about 8,000 nautical miles.

**TASK**

You are going to create a display on the construction of the Panama Canal. Your display should include a time line of events leading up to the involvement of the United States in building the canal, a map showing the advantages of having a canal in Central America, and a diagram or model of how the canal was built. Your display will be exhibited as part of your public library’s tribute to the presidency of Theodore Roosevelt.

**AUDIENCE**

The patrons of the public library are your intended audience.

**PURPOSE**

The purpose of this activity is to give you experience in creating a display and to inform people about the Panama Canal.
PROCEDURES

1. Review information on the events leading up to the building of the canal. Your information will include background on the attempts of France to build a canal, the revolt in Panama, and the beginnings of American involvement in the construction of the canal. Make notes on the following lines.

2. Consult as many sources as you can to find specific information on the construction of the Panama Canal, including hardships faced by the workers and statistics concerning the canal. Make notes on the following lines.

3. Write a title for your display on the following line.

4. Find the resources needed to create the map showing how the canal would be useful to the United States.

5. Find the resources needed to draw the diagram or build the model of the canal.

6. Put all the elements of your display together to make an attractive and useful presentation.

7. Present your display to your class for evaluation.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your display.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Progressive Campaigns

BACKGROUND

Toward the end of the 1800s, the United States faced many problems that had been caused by rapid industrialization and urban growth. A diverse group of reformers known as progressives led one of the most important reform movements in American history. Some progressives feared that too much power in the hands of too few businesspeople would be detrimental to American citizens. Therefore, they argued that no large company should dominate any industry. Progressives advocated peaceful change. Some were writers who used their talents to comment on America’s problems, hoping that others would respond to these conditions and bring about change. Some progressives worked to reform city government and politics. Others were concerned about social welfare. Progressives worked to bring about changes in health and safety codes. In the early 1900s, progressives established a National Child Labor Committee to campaign for the abolition of child labor. To protect other workers, progressives joined with labor union leaders to pressure state legislatures for workers’ compensation laws. In order to lessen the problems caused by alcohol abuse, some progressives worked to reduce—and later ban—the use of alcohol.

Members of the National American Woman Suffrage Association (NAWSA) worked to give women the right to vote. Members lobbied lawmakers, organized marches, and delivered speeches on street corners. Some members, led by a Quaker social worker named Alice Paul, even chained themselves to lampposts and went on hunger strikes, although not all members of the NAWSA agreed with her tactics. Finally, on August 26, 1920, the Nineteenth Amendment—which guaranteed women the right to vote—went into effect.

TASK

You are going to create an original political cartoon to be published in a newspaper. Your cartoon will comment on the Progressive movement and its goals. You will focus on one aspect of the Progressive movement and illustrate that aspect in your cartoon. Your cartoon will include an original drawing and a caption. You may include dialogue with your cartoon if you wish to do so. Plan to create a title for your cartoon.

AUDIENCE

The readers of the newspaper are your intended audience.

PURPOSE

The purpose of this activity is to give you experience in creating a political cartoon. It will also highlight one of the objectives of the Progressive movement.
**PROCEDURES**

1. Review the background information concerning the Progressive movement at the end of the 1800s and the beginning of the 1900s. Focus your attention on political and social reforms championed by the progressives.

2. Choose an event or topic related to the Progressive movement that interests you and that you will use as the basis of your cartoon. Write your topic on the following line.

3. Conduct further research to learn more about your topic.

4. Find examples of political cartoons and review the techniques used in political cartooning. Remember that caricatures and symbols are often used in political cartoons to communicate the message. Make notes on your ideas for your political cartoon on the lines below.

5. Sketch your cartoon.

6. On the following lines, write the dialogue you will use in your cartoon. Also write the caption that will accompany your cartoon.

7. Create a title for your cartoon and write it on the lines below.

8. Share your work with a partner for comments and suggestions.

9. Make the final copy of your cartoon.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your political cartoon.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Post-World War I Chart

**BACKGROUND**

At the end of World War I, the American people experienced a series of domestic problems. One of these problems was an economic recession. During the war, federal agencies had directed the war effort and had employed thousands of workers. When the war ended, these agencies closed suddenly, and many people lost their jobs. Strikes broke out across the country as labor unions, which had increased their membership during the war, tried to hold onto the gains they had made for their members. Police officers, coal miners, and steelworkers unions went on strike. As American soldiers returned home from Europe, they discovered that they now had to compete with African Americans for jobs and housing. Increased tensions sometimes led to racial violence. In addition, a panic known as the Red Scare swept through America. Many Americans believed that Communists were going to take over the country. This led to the persecution of many of the nation’s workers and immigrants. In the spring of 1919, the postal service discovered that dozens of packages addressed to leading businesspeople had been rigged to explode. One of these packages had been addressed to Attorney General A. Mitchell Palmer. Palmer established a special division within the Justice Department to seek out political and labor agitators all over the country. These raids were carried out with no regard for the civil liberties of the suspects. Nearly 600 people were deported, some without the benefit of trials. Although not everyone agreed with Palmer’s tactics, for a while he was seen as a national hero. By 1920, economic problems, labor unrest, racial tensions, and the Red Scare combined to create a sense of disillusionment. Many Americans hoped for a calmer future and were eager for a sense of stability to return. They were tired of crusades to reform society and the world.

**TASK**

You are going to create a chart that illustrates the state of Americans and the American economy after World War I. Your chart will include strong graphic elements to provide clarity and get people’s attention. The chart will include information on postwar labor unrest, racial unrest, the Red Scare, and the Palmer raids.

**AUDIENCE**

The members of your class are your intended audience.

**PURPOSE**

The purpose of this activity is to highlight and summarize factors that were critical to Americans in the aftermath of World War I. You will also gain experience in organizing information in a chart.
PROCEDURES
1. Review the background information concerning factors in American life in the aftermath of World War I.

2. Make an outline for your chart on the following lines. Include the heads and any subheads that you will use. Clarifying subheads will allow you to do further research.

3. Organize your information under four headings—Labor Unrest, Racial Unrest, Red Scare, and Palmer Raids. Write a rough draft of the information that will appear on your chart.

4. Create a title for your chart and record it on the following lines.

5. Make notes on ideas that can add interest to your chart, such as using drawings, color, or graphic elements. Make notes on the lines below.

6. Make a rough sketch of the chart, and indicate the visual elements you will include. You may use photocopies of illustrations you find in other sources, or you may create illustrations of your own.

7. Exchange your draft with a partner for comments and suggestions.

8. Make any changes you think are necessary, and then make your final chart.

ASSESSMENT
1. Use the Assessment Lists suggested to evaluate your chart.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
The Harlem Renaissance

**BACKGROUND**

The 1920s witnessed vibrant changes in art and literature. During World War I, many African Americans moved North to escape segregation and to search for better employment opportunities. This movement was called the Great Migration. In the neighborhood of Harlem in New York City, African Americans from the South gathered together to share their experiences. In doing so, they created an environment that was favorable to artistic development, racial pride, a sense of community, and political organization. This became known as the Harlem Renaissance. Harlem became a beacon for African American writers, musicians, and entertainers. Poets such as Langston Hughes and Claude McKay wrote about the African American experience in America. Countee Cullen, Alain Locke, and Zora Neale Hurston influenced later generations of African American writers like Toni Morrison and Ralph Ellison. Louis Armstrong introduced an improvisational, early form of jazz and later became jazz music’s first great cornet and trumpet soloist. People danced to the music of bandleader Duke Ellington. Bessie Smith became known as the “Empress of the Blues” for her emotional and dramatic style of singing. Paul Robeson, a celebrated singer and actor, often appeared at the Apollo Theater in Harlem. Robeson became famous for his work in the musical *Show Boat*. His fame eventually spread to Europe, where he starred in the London production of Shakespeare’s *Othello*. Josephine Baker, a singer and dancer whose style was very flamboyant for the time, performed on Broadway and in the floor show at Harlem’s Plantation Club. She later went to Paris, where she danced in *La Revue Negre*, a musical review featuring black performers.

**TASK**

You are going to write a biographical sketch of one of the leaders of the Harlem Renaissance. Your article, which will be a minimum of three pages long, will appear in a literary magazine. In your article, you will include background information on the Great Migration and the Harlem Renaissance. You will choose a writer, a musician, or an actor and explore that person’s contribution to the Harlem Renaissance in depth.

**AUDIENCE**

The readers of the literary magazine are your intended audience.

**PURPOSE**

The purpose of this activity is to give you experience in writing a biographical sketch. Your goal is to give your readers a greater understanding of the life of your chosen artist and his or her contributions to the Harlem Renaissance.
PROCEDURES

1. Review information concerning the Great Migration and the Harlem Renaissance. Consult as many original sources as possible.

2. Decide who will be the topic of your biographical sketch. Write the name of that person on the following line.

3. Discover as much information on your choice as possible. Include place and date of birth, childhood circumstances, and migration to the North, if appropriate. Make notes on the following lines.

4. List the contributions your person made to the Harlem Renaissance. Be as specific with your information as possible. Remember to include citations in your biographical sketch if you use work from other sources. If possible, find a photo to include with your article. Make notes on the following lines.

5. Include information concerning the later life and death of the person you chose. If you can, list the names of current writers, artists, or musicians who name the person as his or her influence. Make notes on the following lines.

6. Write a rough draft of your biographical sketch. Trade articles with a classmate for a peer review.

7. Make any necessary revisions, and complete your biographical sketch.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your biographical sketch.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Use with Chapter 11

Pictures of the Great Depression

BACKGROUND

During the Great Depression, life was difficult for many people. As the Depression worsened, banks across the nation went out of business. By 1933 more than 9,000 banks had failed and billions of dollars in people’s savings were lost. Farm income dropped, and many companies went out of business. Workers lost their jobs, and those who were still employed often had only part-time work. People without jobs often went hungry. Whenever possible, they lined up outside soup kitchens or joined bread lines in order to get enough to eat. Many people were ashamed that they had been reduced to such circumstances. Some who could no longer pay rent or pay the mortgage lost their homes and were forced to live in communities called shantytowns, or Hoovervilles. Others became hobos and roamed the country.

Beginning in 1932, a terrible drought came to the Great Plains. The drought caused crops to fail. Soon the soil turned to dust, and the land from the Dakotas to Texas turned into a vast Dust Bowl. Many farmers packed their belongings into old cars or trucks and headed west. Because many of these farmers were from Oklahoma, they became known as “Okies.” Soon the homeless and the jobless became the subject of photos and stories as artists and writers tried to capture the life they were seeing around them. Writers like John Steinbeck and Thomas Wolfe wrote about the hardships people faced. Artists like Edward Hopper and Grant Wood tried to capture the isolation and loneliness of Depression life. Magazine photographers roamed the nation taking photos that showed the ravages of the drought and its effect on people. Photographers such as Margaret Bourke-White and Walker Evans were among those whose photos created a record of life during the Great Depression.

TASK

You are going to create a photo essay to present to your classmates. Your subject is life during the Great Depression. You will use books, magazines, newspapers, or Internet sites as the primary sources for your photos. You will locate photos of people and places taken during the Great Depression, create a title for each photo, and write a brief description of the photo in a summary paragraph. The title and summary paragraphs will be written on index cards. Information specific to each photo should be included on the summary cards, as well as any information that you can find about each photographer. The photos and your summary paragraphs will be part of a classroom display on the Great Depression.

AUDIENCE

Your classmates are your intended audience.
AUTHENTIC ASSESSMENT ACTIVITY 11 (continued)

PURPOSE

The purpose of this activity is to create a visual presentation of life during the Great Depression.

PROCEDURES

1. Review information concerning daily life during the Great Depression.

2. Using the library or the Internet to seek out books, magazines, newspaper articles, and photos about the Great Depression. From these sources, choose a minimum of six photos. On the following lines, list the six photos you have chosen.

3. Gather as much information as you can about each photo. List the photographer if that information is available, the subject matter of the photo, and any pertinent information you can find about events leading up to when the photo was taken. Make notes on the following lines.

4. Summarize your notes on index cards. Make sure that your comments are descriptive and easy to read. Write a title for each photo at the top of each index card.

5. Trade index cards and photos with a classmate. Ask your classmate for any comments or suggestions as to how to make your summaries more clear.

6. Write your final summaries.

7. Your summaries will be placed below the photos on a display table in your classroom.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your photo essay.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
The First 100 Days

BACKGROUND

During the first 100 days of Franklin D. Roosevelt’s presidency, he and his team initiated a series of laws that led to the establishment of a wide variety of federal agencies. The new president sent bill after bill to Congress, and Congress acted quickly. Roosevelt hoped to establish these agencies to help Americans recover from the Great Depression and to regain their faith in government. The day after he took office, Roosevelt declared a bank holiday. He temporarily closed all the banks and then passed the Emergency Banking Relief Act. This act allowed banks to reopen under the eye of federal examiners. Roosevelt talked with the American people through a series of “fireside chats,” where he told people in simple language that their money would be okay if they put it back into the banks. Roosevelt’s programs helped farmers with their debt problems and assisted homeowners so that more could afford houses. The Glass-Steagall Act prohibited commercial banks from risking their depositor’s money, and the Federal Deposit Insurance Corporation (FDIC) was formed to provide government insurance for savings accounts. Roosevelt moved to protect investors from fraud. He also initiated many spending and relief programs, including the Civilian Conservation Corps (CCC), the Federal Emergency Relief Administration (FEMA), the Civil Works Administration (CWA) and the Public Works Administration (PWA). These programs created thousands of jobs for the unemployed. Roosevelt was also interested in long-term economic and social planning. The Agricultural Adjustment Act and the National Industrial Recovery Act were both aimed for long-term results. Roosevelt also created the Tennessee Valley Authority (TVA) to build dams, reforest land, build power plants and factories, and start new towns.

TASK

You are an editor for a newspaper in 1933, at the end of Roosevelt’s first 100 days. You are going to publish a tribute to Franklin D. Roosevelt. Your tribute will include Roosevelt’s challenges and accomplishments.

AUDIENCE

The readers of the newspaper are the intended audience.

PURPOSE

The purpose of this activity is to give you experience in writing a tribute and to learn more about the sweeping changes introduced by Franklin D. Roosevelt.
**PROCEDURES**

1. Review the background information concerning President Franklin D. Roosevelt and his first 100 days in office.

2. Use as many sources as possible to research additional information. Include details about the problems Roosevelt faced when he took office, the bills that he and his team sent to Congress, and the laws that have been enacted as a result of those bills. Beside each law, indicate what agency was established because of that law and what that agency is intended to accomplish. Make notes on the following lines.

3. Find at least one quotation from Franklin D. Roosevelt to include in your tribute, and write it on the lines below.

4. Write an outline of your tribute on the lines below. Create a headline that will get the attention of your readers, and include that headline on the following lines.

5. Write a rough draft of your tribute.

6. Exchange your rough draft with a classmate for peer review.

7. Write your final newspaper tribute after making any necessary revisions.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your newspaper tribute.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
BACKGROUND

Between 1939 and December 1941, President Roosevelt had tried to help Great Britain and its allies defeat Germany. Britain needed to keep much of its navy in Southeast Asia to protect British interests there from attack by Japan. When German submarines began sinking British ships, the British began moving their ships to the Atlantic, which left their empire open to attack. Roosevelt tried to help Britain by putting economic pressures on Japan. He blocked the sale of airplane fuel, scrap iron, and other materials to Japan, and he began to aid China. He also sent General Douglas MacArthur to the Philippines to build up American defenses there. In 1941 Roosevelt reduced all oil shipments to Japan. Roosevelt planned to lift the oil embargo only if Japan withdrew troops from Southeast Asia and made peace with China. The Japanese military began to make plans to attack the British and Dutch colonies in Southeast Asia, seize the Philippines, and attack the American fleet at Pearl Harbor. If the American fleet could be destroyed, then Japan would not have to worry about American interference in its plans in Southeast Asia. On November 26, 1941, six Japanese aircraft carriers, two battleships, and several other warships set sail for Hawaii. The Americans had intercepted and decoded some Japanese communications, and these decoded messages made it quite clear that Japan was preparing to go to war against the United States. However, Hawaii was not mentioned as a specific target. On December 7, 1941, Japan launched a surprise attack against American forces in Pearl Harbor. The attack destroyed 21 ships of the U.S. Pacific Fleet and 188 airplanes. Nearly 2,500 Americans were killed, and another 1,178 Americans were injured. The following day, President Roosevelt asked Congress to declare war on Japan.

TASK

You are the disc jockey in Pearl Harbor’s only radio station on the morning of December 7, 1941. As the morning progresses, people begin to call the station with news of a Japanese aerial attack. You also begin to receive news by teletype (a machine similar to a typewriter that can receive printed messages from news sources outside Hawaii). You decide to provide coverage of the attack for your listeners—as long as you can stay on the air. You will write a script for a radio announcement about the attack. You will give periodic updates throughout the morning concerning events that are occurring in Pearl Harbor. You will also give out information concerning emergency procedures for the civilian population of Pearl Harbor.

AUDIENCE

Listeners of your radio station are your intended audience.
**PURPOSE**

The purpose of this activity is to recreate a 1941 radio broadcast about the Japanese attack on Pearl Harbor. Your goal is to make your broadcast as accurate and true to life as possible.

**PROCEDURES**

1. Review information about Pearl Harbor on December 7, 1941. Research information on the layout of Pearl Harbor, the names of the ships in the harbor, the number of airplanes, the number of military personnel, and any other information you can find concerning that morning.

2. Search out tapes or transcripts of radio announcements from a museum of television and radio, if possible, or find descriptions of radio shows to learn about the broadcast style that was used in 1941. Listen to contemporary radio shows to get other ideas.

3. Decide on the information that you will broadcast. Make notes on the lines below.

4. Write a rough draft of the script of your broadcast. Give the rough draft to a classmate for a peer review.

5. Make any necessary changes to the script of your broadcast.

6. Practice reading the script aloud. Make your voice convey the emotion that you are feeling.

7. Perform your broadcast for a classmate. Ask him or her to give you feedback about your voice, the speed at which you are reading your broadcast, and any other suggestions your classmate might have.

8. Perform your broadcast in front of the class.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your radio broadcast.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Background

World War II had a positive effect on the American economy and finally put an end to the Great Depression. Millions of new jobs were created to support the war effort, and the average family’s income nearly doubled. The war did, however, lead to hardships at home. Although new jobs were created, many Americans did not live close to these locations. Many people had to move, and this caused a housing crisis. Racial tensions increased. African Americans were often looked upon with suspicion and mistrust when they moved North to take new jobs. Japanese Americans were forced into internment camps, where they lived until early 1945. Because of the high demand for workers and raw materials, prices of goods at home continued to rise. Roosevelt urged wage and price controls to combat inflation. Shortages of raw materials and supplies led to rationing, or limiting the amount of a good that was available to consumers. Ration coupons were used in every household to purchase such items as meats, sugar, and coffee. Driving was restricted to save gasoline and rubber. Americans planted victory gardens to produce more food for the war effort. Backyards, schoolyards, parks, and empty lots were planted with fruits and vegetables. Certain materials were so vital to the war effort that the government organized scrap drives. Americans donated such things as pots and pans, rusty bicycles, and tin cans to the war effort. Oils and fats, which were needed to create explosives, were collected also. Bacon grease and meat drippings could be exchanged for extra ration coupons. Despite all these hardships, nearly all Americans believed that the war should be fought, and they wholly supported the war effort. Patriotism ran high, and Americans were eager to do their part.

Task

As a student attending school in 1942, you have been asked to contribute your songwriting talents in support of the war. Your job is to write the lyrics for a patriotic song that will inspire civilians to support the war effort at home. Your song will include at least four verses and a refrain. If you like, you can set your lyrics to music. You will present your lyrics to the members of the student body at a meeting called to discuss the war effort.

Audience

Your audience is the student body of your school.

Purpose

The purpose of this activity is to write a patriotic song that will encourage people to work for the war effort on the home front.
PROCEDURES

1. Review the background information concerning the war effort on the home front during World War II.

2. Conduct further research to find examples of patriotic songs from World War II. Note different slogans that were popular and how these slogans were used to sway public opinion.

3. On the lines below, list the topic of your song and the actions you are encouraging people to take.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. On the following lines, list some key words or phrases that you want to include in your song.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. Write a rough draft of your song. Continue to make revisions until you are satisfied that the song is both inspiring and interesting.

6. Give your draft—or sing your song—to a classmate for comments and suggestions.

7. Make any revisions that you think are appropriate, and make a final copy of your song. If you wish, you can also set it to music and record it.

8. Read the lyrics, sing the song, or play the tape of your song to the student body. Submit a copy of the lyrics to your teacher.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your patriotic song.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
The American Vision: Modern Times

Use with Chapter 15

The Rosenbergs

BACKGROUND

Following World War II, the United States enjoyed peace, but fears of communism often overshadowed day-to-day life. Reports that the Soviets had detonated an atomic bomb and that the Soviet Union was carrying on espionage in the United States tapped into people’s fears about a Communist takeover. Between 1947 and 1951, the FBI ran checks on 6 million federal employees to determine whether they were loyal to the United States. A person might become suspect for reading certain books, belonging to various organizations or groups, traveling overseas, or even seeing a foreign film. In Hollywood, members of the House Un-American Activities Committee (HUAC) questioned screenwriters, actors, and directors about their loyalty to the country. Hollywood producers drew up a list of people whose loyalty HUAC felt was in question and agreed not to hire those people. Many careers were ruined. Public anxiety about a possible Communist conspiracy to take over the United States kept growing, and increased fears about Communist spying kept the country on edge. One of the most sensational spy cases involved Julius and Ethel Rosenberg, a New York couple who were members of the Communist Party. The Rosenbergs were charged with heading a spy ring that was stealing atomic secrets and passing them to the Communists. The Rosenbergs denied the charges. Some people believed that they were not spies but that they had been caught up in the wave of anticommunist feeling. The Rosenbergs were found guilty. There were public expressions of support and pleas for clemency, but they were sentenced to death. Julius and Ethel Rosenberg were executed in June 1953.

TASK

You are going to participate in a mock trial with four other students in your class. Two students will assume the roles of Julius and Ethel Rosenberg, one student will assume the role of the prosecutor, one student will be the defense attorney, and one student will act as the judge. Each student will research information about his or her role and then present that information during the trial. The judge will act as moderator; the jury will be the members of your class.

AUDIENCE

The members of your class are your intended audience.

PURPOSE

The purpose of this activity is to research the Rosenberg trial and then hold a mock trial to see if your jury returns the same verdict that the actual Rosenberg jury returned.
PROCEDURES

1. Research information about the events that were occurring in the United States during the late 1940s and early 1950s. Gather background information on the Red Scare and the fears of the American public concerning Communist spies.

2. Decide which member of your group will be the prosecutor, the defense attorney, the judge, and Julius and Ethel Rosenberg. Write the names and roles on the lines below.

3. Each member of the group should research his or her role extensively. Find as many original documents as possible to support each role. Use the following lines to make notes about your role. For example, if you are the prosecutor, list the questions you will ask. If you are one of the Rosenbergs, list how you will respond to anticipated questions. If you are the defense attorney, list points you will try to make to defend your clients. Be as specific as possible.

4. Practice your mock trial in front of a few classmates. Ask for their feedback and suggestions.

5. Write your notes in a format that you can easily understand. You will need to locate facts quickly during the mock trial. Make sure your notes are well organized.

6. Present your mock trial in front of your classmates (your jury).

7. Ask your classmates to vote on the outcome of your mock trial.

8. Turn your notes in to your teacher.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your mock trial.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
**The Wealth of America**

**BACKGROUND**

Although most Americans were enjoying great prosperity in the years following World War II, that prosperity did not extend to everyone. Many Americans found themselves living below the poverty line, a figure that reflected the minimum income needed to support a family. As white families moved to the suburbs, inner cities became havens for minorities who were usually poorer and less educated than their white counterparts. Numerous factories and mills relocated, and African Americans and Hispanics struggled to find work and support themselves. Native Americans, who constituted less than one percent of the population by the mid-1900s, were encouraged to assimilate into white society whether they wanted to or not. Native Americans moved off the reservations and into the cities under a plan that became known as the termination policy. The policy proved to be disastrous for many Native Americans.

The economic boom also bypassed Appalachia. People living in Appalachia were often impoverished and suffered from a lack of medical attention. Rates of nutritional deficiency and infant mortality were high. The country also suffered from an increase in juvenile delinquency and other crimes, although Americans could not seem to agree on what caused these problems. Some blamed them on a lack of parental discipline, while others blamed drugs and alcohol. Although most teenagers steered clear of gangs and drugs, the public tended to stereotype young people with long hair and unconventional clothing as delinquents. Many Americans also feared that their children were not learning enough in school. As baby boomers began entering school, shortages of both buildings and teachers occurred. Parents were afraid that their children might fall behind those of the Soviet Union—particularly in the areas of reading, math, and science.

**TASK**

You are an author who plans to write a short story about the Americans who were *not* part of the economic boom that occurred after World War II. Your story will be read by juveniles, or people between the ages of 10 and 15. Your story will be fiction, although it will be based on historical fact. Your characters and plot will reflect the views and actions of a group of people during the postwar years. Your short story will be a minimum of four pages long.

**AUDIENCE**

Your audience is juveniles who will read your published story.

**PURPOSE**

The purpose of this activity is to present a historically correct, fictional account of the life of a person or group during the post-World War II period. The people you choose will not be part of the economic boom. Your story will illustrate the problems faced by these people or groups and lead to a greater understanding of problems faced by some in the mid-1900s.
PROCEDURES

1. Review the background information about the people and groups who were not part of the post-World War II economic boom. You may find additional sources in your school library.

2. Choose the group that you will use as the subject for your story. For example, you may choose people living in Appalachia, Native Americans living in the inner city, or juvenile delinquents. Your story may include references to more than one issue, but it should center on only one main theme. List the group that you plan to use in your story on the line below.

3. Research to find more facts about your group. Search out materials that offer first-person accounts, biographies, or autobiographies. Make important notes on the following lines.

4. Recall that in historical fiction, the author places fictitious characters and events in historically accurate settings.

5. On the lines below, outline your story for the purpose of showing where you will use historical facts.

6. Write a rough draft of your story, using narrative and dialogue. Write a title that gives a clue about the story’s subject on the line below.

7. Exchange drafts with a classmate for a peer review. Make any necessary revisions, and write the final draft of your story.

8. Read your short story to your class.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your historical fiction.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
One Person, One Vote

BACKGROUND

In the election of 1960, the Republican candidate Richard Nixon ran against John Kennedy, a Democrat. Richard Nixon, who was from California, was a Quaker whose family had often faced financial struggles. He was hardworking and serious and had a reputation for being tough on communism. Nixon, who had long been a member of Congress, had served as vice president under Eisenhower and had easily won his party’s nomination for president. Kennedy, like Nixon, was a member of Congress. However, he had faced heavy competition in his race for the Democratic nomination. Kennedy was a World War II hero with a charismatic family who captured the imagination of the American people. The 1960 campaign centered on the economy and the Cold War with the Soviet Union. Both candidates promised to boost the economy and both were determined to stop the forces of communism. The two men differed, though, on the best way to stop the Communists. Kennedy talked about a “missile gap” and the problems Americans would face if America found itself on the wrong side of the gap. Nixon thought Kennedy was being too pessimistic. Nixon thought America was on the right track with the current administration. Another area of difference between the two men was religion. Kennedy was Catholic, and the United States had never had a Catholic president. During the 1960 campaign, television was used for the first time as a campaign tool. Both candidates spent much money on television ads, and both television and radio broadcast the Kennedy/Nixon debates. Most agreed that Nixon looked uncomfortable on television. Kennedy, on the other hand, came across as being at ease with the cameras, and he made a positive impact on the American viewers.

TASK

As part of your work with a civic organization, you have been asked to prepare a voter’s guide to the 1960 presidential election. The guide will present an independent and impartial view of the two candidates. It will include information on each candidate’s experience and his positions on domestic policy and foreign policy. Your guide may also include proposed solutions to problems, or explanations of campaign slogans. The guide will be distributed for free in the weeks prior to the election.

AUDIENCE

Your audience is people of voting age in your community.

PURPOSE

The purpose of the voter’s guide is to give the public objective information about a candidate that will help them decide for whom to vote.
PROCEDURES

1. Review information about the 1960 presidential campaign. Gather as much information as you can about Richard Nixon and John Kennedy.

2. Decide which format would be best for your voter’s guide. On the following lines, list the questions about the candidates that will be answered in your guide.

3. Conduct research to put together your guide. On the following lines, note quotations from each candidate about policies or important events.

4. Decide what information will be included in your guide. Make sure that you present an objective picture of each candidate.

5. Choose a photograph of each candidate to go in your voter’s guide.

6. Write an outline of your voter’s guide on the following lines.

7. Prepare a draft of your guide. Exchange drafts with a classmate for a peer review. Make any necessary revisions to your guide.

8. Write your final version of the voter’s guide.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your voter’s guide.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Sitting In for Freedom

BACKGROUND

Although the members of the Congress of Racial Equality (CORE) had used nonviolent sit-ins as a form of protest as early as 1942, it was not until 1960 that sit-ins became widely used as a means to fight for equality for African Americans. Beginning with a sit-in at a whites-only lunch counter in a Woolworth’s store, the movement spread quickly across the country. The sit-in movement had an energizing effect for many African Americans who had become discouraged by the slow pace of desegregation. At first the leaders of the NAACP and the Southern Christian Leadership Conference (SCLC) were nervous about the sit-in movement, because they were afraid that the participants might lack the self-control to remain nonviolent when provoked by bystanders and police. The sit-ins remained peaceful, however. As the sit-in movement spread to different states, student leaders decided that someone needed to coordinate their efforts. They chose Ella Baker, who was a member of the SCLC. She urged students to create their own organization, which they did. The new student organization was the Student Nonviolent Coordinating Committee (SNCC). The first leader of SNCC was Marion Barry, who later became mayor of Washington, D.C. Most of the members of SNCC were African American college students, but whites were accepted and encouraged to participate. Between 1960 and 1965, SNCC played a key role in forcing dozens of Southern communities to desegregate public facilities. SNCC also spearheaded an effort to register African Americans to vote. Many SNCC volunteers had their lives threatened for their work in the South. In 1964 three SNCC volunteers were brutally murdered by local officials in Mississippi. The civil rights movement later included black nationalists and the black power movement, organizations that moved away from nonviolence.

TASK

As a member of the Student Nonviolent Coordinating Committee (SNCC), you will plan and participate in a nonviolent sit-in to demand civil rights for African Americans. You will choose the issue of your protest, make posters, give speeches, and distribute an information flyer. Your sit-in will be based on a historical event in the civil rights movement.

AUDIENCE

Your intended audience is lawmakers, politicians, the media, and ordinary citizens.

PURPOSE

The purpose of the sit-in is to demand civil rights and to influence public opinion. Planning the sit-in will give you experience in participating in a movement for social change.
PROCEDURES

1. Review the background information about the civil rights movement.

2. Conduct research about sit-ins in the 1950s and 1960s. Find out where and why they took place, who organized them, who participated, and how long they lasted.

3. Choose the date and location of your sit-in and identify the protest issue. Write this information on the following lines.

4. Decide how you will contribute to the sit-in. You may create a poster, create a placard, write a speech, or write a flyer that will be distributed during the protest. Look at magazines and newspapers for examples of the kinds of posters and signs that were used in the civil rights movement. Create slogans or phrases that focus on your issue. Write your ideas on the lines below.

5. Write a draft of your contribution (poster, placard, speech, flyer). Exchange drafts within your group, and make any necessary revisions.

6. Arrange a date with your teacher to hold your sit-in. Exhibit your posters and placards, pass out your flyers, and give your speeches. Be prepared to answer questions from “passersby,” who may be other students in your school.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your sit-in.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Vietnam

BACKGROUND

When American troops first went to Vietnam in the spring of 1965, most Americans supported the war effort. As the war continued, though, people became suspicious of the government’s reporting of events. Footage of combat appeared nightly on the television news. Images of so many dead and wounded soldiers seemed to contradict the government’s assertions that America was winning the war. The war also began to hurt the nation’s economy. Taxes were increased to help fund the war and to slow the rate of inflation. Many Americans began to question America’s role in the war. Soon, an antiwar movement emerged. Many people in the antiwar movement were college students who were not eligible for the draft because of their student status. Although there were some students who supported the war effort, the antiwar faction—which was more vocal—got most of the attention. Student groups such as the Students for a Democratic Society (SDS) organized protests and marches to rally antiwar support. Many pointed to the high number of African Americans and poor Americans who were dying in Vietnam, while people who could afford college did not have to go. Protests against the war were not confined to college campuses. Public marches and rallies were held, too. In April 1965, the SDS organized a march on Washington, D.C., that drew more than 20,000 participants. In 1967 a rally at the Lincoln Memorial led to a march on the Pentagon. Federal marshals and soldiers formed a line outside the Pentagon to hold the protesters at bay. By 1968 the country seemed to be divided between hawks—people who wanted the United States to stay and fight—and doves—people who wanted the United States to withdraw from Vietnam.

TASK

You are going to create a political cartoon strip that shows how different people reacted to the Vietnam War. Include frames showing the positions taken by the following people: an African American youth living in an inner city, a college student who is against the war, a general who is a hawk, an American prisoner of war in North Vietnam, and a couple whose son is fighting in South Vietnam. Dialogue or captions should accompany each frame of your cartoon strip.

AUDIENCE

Readers of the cartoon strip are your intended audience.

PURPOSE

The purpose of this activity is to illustrate the different viewpoints that Americans held concerning the Vietnam War. The combination of these different views should provide a deeper understanding of American history during that time period.
**PROCEDURES**

1. Review the background information concerning the Vietnam War and the impact that war had on the American people.

2. Do further research about the position of each of the characters or groups you will depict. List each character, that character’s point of view, and the reasons for that point of view on the lines below.

3. Create a line of dialogue or a caption to use in each cartoon frame. The dialogue should highlight the position held by each character. Make notes on the following lines.

4. Investigate newspapers and magazines for examples of political cartoons and cartoon strips. You may use ideas from these in your cartoon strip.

5. Use the lines below to make notes on the physical characteristics of the individuals you include in your cartoon strip. Remember that exaggeration of certain features and the use of familiar symbols are often used in political cartoon strips.

6. Make a rough draft of your cartoon strip, including written elements and rough sketches. Check to make sure that the cartoon illustrates the points you want to make.

7. Exchange cartoons with a classmate for a peer review.

8. Make your final cartoon strip. Post your cartoon strip on a bulletin board.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your political cartoon strip.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Peace, Power, Freedom, Happiness

BACKGROUND

The 1960s was one of the most tumultuous and chaotic decades in American history. Along with all the political and economic changes and the events surrounding the struggle for civil rights, the youths of America were challenging America’s social system and conventional middle-class values. By the early 1960s, many young people had become more active in social causes. The rapid increase in college enrollment allowed young people to meet and bond with others who shared their thoughts and feelings about society and the future. Although many American youths wanted to challenge the system and work to improve it, others wanted to leave the system and build their own society. These youths, who often dressed flamboyantly and wore their hair long, became known as the counterculture. Commonly called “hippies,” people in the counterculture wanted to live their lives closer to nature and to be more open to love, empathy, and tolerance. Many of them saw drugs such as marijuana and LSD as being the key to finding inner peace. Some hippies “dropped out” and lived in communes—group living arrangements where members shared everything and worked together. However, the counterculture movement began to deteriorate after a few years. Some of the newcomers to the movement did not always understand the original ideas. Drug problems became more prevalent, and criminal activity became all too frequent. For the most part, the young men and women who created the counterculture gradually returned to American society. The counterculture movement, though, left its imprint on American culture—particularly with its music. The music of the Beatles, the Rolling Stones, Stevie Wonder, Janis Joplin, Bob Dylan, and Jimi Hendrix, among many others, is still popular today.

TASK

You are a writer for Rolling Stone magazine. Your editor has asked you to write an article about the August 1969 Woodstock music festival. Your article, which will be published on the Rolling Stone Web site, should include the names of people and groups who performed there, the names of songs that were played, the goals of the performers, and any other interesting facts about the festival that you can find. Your article may include photos and first-hand accounts from people who attended.

AUDIENCE

Visitors to the Web site are your intended audience.

PURPOSE

The purpose of this activity is to inform readers about the Woodstock festival and its goals, and to create an article worthy of publication on the Web.
PROCEDURES
1. Gather information on the August 1969 festival at Woodstock. Consult as many primary sources as you can. Look for personal accounts and other historical information in the library.
2. Make an outline of your article on the lines below. Your article should begin by briefly describing the location of the festival.

3. Write a title for your article on the line below.

4. Find photos that relate to your article. Write a caption for each photo on the lines below.

5. Write a rough draft of your article.

6. Give your article to a classmate for comments and suggestions. Ask your classmate if any part of the article is unclear.

7. Write your final article after making any necessary revisions.

ASSESSMENT
1. Use the Assessment Lists suggested to evaluate your Web article.
2. Check to see that you have included all elements; improve as needed.
3. Complete a final self-assessment of your work before you share it.
The 1970s

**BACKGROUND**
By the time the 1970s arrived, Americans who had experienced the Watergate scandal, the Vietnam War, and economic problems were ready to get on with their lives. Americans seemed to grow more self-obsessed in their quest for personal fulfillment. Activities like yoga, martial arts, and chanting to achieve fuller spiritual awareness became popular, and many people professed a belief in the healing powers of crystals and gemstones. New religions such as the Hare Krishna movement and the Unification Church spawned rumors of cults. Mystical teachers known as gurus encouraged their followers to lead lives based on health and harmony. Traditional values were changing again. The divorce rate doubled, the birthrate fell, and women began viewing their roles as wives and mothers more critically. Popular entertainment reflected these changes. Television shows took on such formerly taboo subjects as racism, poverty, and abortion. Shows like *All in the Family*, *The Jeffersons*, and *Good Times* tried to present American life in as unvarnished a view as possible. Although the realism was often compromised, television viewers had never before seen these subjects treated in such a way. The rock and roll music of the 1960s gave way to disco music and music that was less political in nature. In addition to disco music and disco dancing, Americans immersed themselves in several fads and fashions. Skateboards, mood rings, CB radios, and personalized T-shirts became popular. The fitness craze became another popular trend, as Americans turned to exercise to improve the way they felt and the way they looked. Aerobic exercise in particular became quite popular. By the end of the 1970s, these fads and trends began to fade.

**TASK**
Your group has been asked by the producers of a popular television quiz show to write a series of questions and answers for their program. Your questions and answers will deal with American culture during the 1970s. Your questions and answers will be based on the following five categories: fads and fashions, religion, television shows and movies, music, and traditional American values. You will submit a list of your questions and answers to the producers, who will include them in the category “The 1970s” for their quiz show.

**AUDIENCE**
Television viewers and quiz show participants are your intended audience.

**PURPOSE**
The purpose of this activity is to work with a group to highlight what was important in American culture in the 1970s.
**PROCEDURES**

1. Review information about American culture during the 1970s. Consult the library or Internet resources for as many accounts as you can find.

2. Assign each member of your group one of the five categories of questions. Write the assignments on the following lines.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. On the following lines, list at least five questions that you could ask in your assigned category. Write the answer underneath each question.

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Work within your group to answer each of the questions. If a question does not seem to be clear, ask the group for suggestions. Participate in giving feedback on the questions.

5. Make a final list of your questions and answers. Work in your group to create a bank of at least 25 questions, although it may contain more. In a simulated TV game show, ask the members of your class to answer as many of your questions as they can.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your cooperative group management plan in writing the quiz questions.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Conservative or Liberal?

**BACKGROUND**

People who call themselves liberals believe in several basic ideals. They believe that the government should control the economy so that ordinary citizens can be protected from the power of large corporations and very wealthy individuals. Liberals believe that the government should play a very active role in helping disadvantaged Americans. They believe this help should come through social programs and by higher taxes placed on the wealthy. Liberals are strong supporters of free speech and privacy, and they are opposed to government endorsing any religious beliefs or practices. Liberals believe that a diverse society made up of many different races, cultures, and ethnic groups tends to be more creative and energetic than a society that is more homogenous.

Conservatives, like liberals, want to solve social problems and help the disadvantaged. However, conservatives believe that if the government regulates the economy, the economy will become less efficient. If the economy is less efficient, conservatives believe that the result will be less overall wealth and more people living in poverty. They think that people and businesses should be free to make their own economic choices. Conservatives generally oppose high taxes and government programs that give benefits to the disadvantaged. They believe that this takes away people’s incentive to work hard. Many conservatives also believe that religion plays a big part in day-to-day life, and they think that government and religious faith should not be kept entirely separate. Most conservatives do not believe that social problems are caused by the economic system. They view most social problems as problems of morality and character. In 1980 Ronald Reagan, a strong conservative, was elected president, and American society moved in a more conservative direction. Conservatives and liberals found themselves at odds on some of the major issues of the day.

**TASK**

You are going to write a position paper. The topic of your paper will be one of the problems faced by American society. You may choose drugs and violence, poverty, the Equal Rights Amendment (ERA), or any other topic about which you feel strongly. You will take either the liberal or the conservative viewpoint and defend that viewpoint in a written position paper. You will read your paper aloud.

**AUDIENCE**

The members of your class are your intended audience.

**PURPOSE**

The purpose of this activity is to persuade your classmates that your approach to the problem is the best approach for America.
PROCEDURES

1. Choose a problem facing American society that is of particular interest to you. This problem may concern drugs and violence, poverty, the Equal Rights Amendment, or any other topic about which you feel strongly. Write your topic on the following line.

2. Conduct research on your topic. Locate information concerning both the conservative and the liberal views of this problem. Use the following lines to make notes.

3. Decide whether you will defend the conservative or the liberal point of view. Do further research on that view, and make notes on the following lines.

4. On the lines below, write an outline of your paper.

5. Make a draft of your position paper, using language and reasoning that will appeal to your audience. Give your draft to a classmate for comments and suggestions.

6. Write the final draft of your position paper, incorporating any necessary revisions. Read your paper aloud to your classmates.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your position paper.
2. Check to see that you have included all elements; improve as needed.
3. Complete a final self-assessment of your work before you share it.
William Jefferson Clinton

**BACKGROUND**

William Jefferson Clinton, a “new Democrat,” won the 1992 presidential race against the incumbent Republican president, George Bush, and Reform Party candidate H. Ross Perot. Although his administration inherited a troubled economy, Clinton was able to stimulate the economy by raising taxes and holding back federal spending. Under Clinton, the 1990s broke all records for economic growth. Although the economy greatly improved, Clinton’s first years in office were shaky. A major health care initiative, spearheaded by First Lady Hillary Rodham Clinton, failed. The failure of the health care reform initiative and higher taxes caused the Republicans, led by Newt Gingrich of Georgia, to announce a “Contract with America.” This contract proposed 10 major changes, including lowering taxes, tougher anticrime laws, and limits on congressional terms. As a result, the Republicans gained 54 House seats and 9 Senate seats, which gave them a majority in both houses of Congress. Congress and the president then clashed over the federal budget. A compromise was finally reached.

Clinton’s second term as president focused on children and education. Clinton advocated increased student loans and grants to help low-income children go to college, and he also persuaded Congress to create AmeriCorps. AmeriCorps was a program designed to help students earn tuition by cleaning up the environment and improving low-income housing. In spite of Clinton’s accomplishments, two events led to his impeachment. One was his involvement in a failed real estate venture called Whitewater. An independent prosecutor, Kenneth Starr, was appointed to investigate the president’s alleged misconduct. Starr eventually expanded his investigation into other issues, including Clinton’s involvement with a White House intern. Although the House voted to impeach Clinton, he was acquitted of the charges.

**TASK**

You will interview people about their opinions on Bill Clinton and his presidency. You will prepare a list of questions to ask your subjects. Questions should focus on Clinton’s presidential style, his character, foreign and domestic policies, and efforts to improve the economy. You may ask additional questions of your choice.

**AUDIENCE**

Your interview subjects and the members of your class are your intended audience.

**PURPOSE**

The purpose of your interview is to provide an informative survey of people’s opinions about President Bill Clinton and his policies.
**PROCEDURES**

1. Review information about Bill Clinton’s presidency. Research Clinton’s foreign and domestic policies and his handling of the national economy. You may also include issues of your choice, such as his handling of the AIDS epidemic, immigration, and welfare. Make notes on the following lines.

2. Research issues dealing with Clinton’s presidential style and his character. Make notes on the following lines.

3. Make a list of the questions you will ask. Write them on the following lines.

4. Think about how many interviews you will conduct and the type of people you will interview. Aim for a cross section of individuals, such as young people and senior citizens, Democrats and Republicans, and people of different races. Contact the people you want to interview and set up an appointment.

5. Conduct your interviews. Use a tape recorder if possible.

6. Summarize your interviews in a two- or three-page written report.

7. Present the summary of your report to your classmates.

**ASSESSMENT**

1. Use the Assessment Lists suggested to evaluate your interviews.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Use with Chapter 24

9/11 and America’s Reaction

BACKGROUND

On September 11, 2001, at 8:45 AM Eastern Daylight Time, a passenger jet smashed into the North Tower of the World Trade Center in New York City. Another plane slammed into the South Tower shortly after. Within the hour, a third plane crashed into the Pentagon in Washington, D.C. At about 9:50, the South Tower collapsed, sending huge clouds of dust and debris everywhere. The North Tower fell about 40 minutes later. Thousands of people died as they were buried beneath vast mounds of rubble from the falling towers.

These actions were not accidental. They were the work of terrorists who hijacked the airplanes. The FBI quickly identified the organization al-Qaeda and its leader Osama bin Laden as the ones responsible for the attacks.

On the day that became known as 9/11, over 3,000 people died. The country was shocked at this blatant display of hostility, but Americans quickly banded together to help the survivors, the victims’ families, and each other. Citizens expressed their gratitude for the heroic acts of the police officers and firefighters of New York City and the passengers of United Flight 93, who sacrificed their lives to stop a fourth hijacked flight from crashing into the White House or the Capitol. Americans raised money, donated blood, and collected supplies. They proudly displayed the nation’s flag to show their patriotism, held candlelight vigils, and conducted prayer services for the victims and their families. Support flooded in from all over the world. Never before had so many countries united against a common threat. Because of the terrible events of 9/11, a new spirit of cooperation and sharing was evident as Americans banded together in the face of a common enemy.

TASK

You are going to create a photo essay to present to your teacher and classmates. Your topic is the events of 9/11 and how Americans reacted to them. You will use books, magazines, newspapers, and the Internet as the primary sources for your photos. You will find pictures of people and places taken on and after September 11 that effectively illustrate your focus. For each photo, you will provide a title and a brief description of the people, places, and events shown in the photo. You should also include any information you can find about the photographer. The information will be written on index cards to be displayed along with your chosen photos. Your photo essay will be part of a classroom display on 9/11.

AUDIENCE

Your classmates are your intended audience.

PURPOSE

The purpose of this activity is to create a visual presentation of the events of 9/11 and to illustrate the country’s reaction through photographs.
PROCEDURES

1. Review information concerning the events of 9/11 and the country’s reaction.

2. Use the library or the Internet to find books, magazines, newspaper articles, and Web sites that contain photos related to 9/11. From your sources, choose a minimum of six photos. List the photos you have chosen on the lines below.

3. Gather as much information as you can about each photo. List the photographer if available, the subject matter, any important figures who appear in the photo, when the photo was taken, and any other pertinent information. Make notes on the following lines.

4. Summarize your notes on index cards. Make sure that your comments are descriptive and easy to read. Write a title for each photo at the top of each index card.

5. Trade index cards and photos with a classmate. Ask your classmate for any comments or suggestions as to how to make your summaries more clear.

6. Write your final summaries.

7. Your summaries will be placed along with your photos on a display table or a wall in your classroom.

ASSESSMENT

1. Use the Assessment Lists suggested to evaluate your photo essay.

2. Check to see that you have included all elements; improve as needed.

3. Complete a final self-assessment of your work before you share it.
Scoring Rubric for an Oral Presentation, Monologue, Song, or Skit

Use with Activities 2, 3, 13, 14, and 15.

S The presentation, monologue, song, or skit is eloquent. Creativity is clearly present. The speaker or singer shows a flair for communicating with the audience, making eye contact with the entire audience. The speaker’s or singer’s dress and posture are appropriate. The speaker or singer communicates with confidence and ease. Visual aids are excellent, and are incorporated flawlessly with the oral presentation, monologue, or skit. There are clear and smooth transitions between speaking points. The speaker or singer involves the audience in some active way.

T The presenter speaks or sings in a clear voice and at an appropriate rate of speed. The speaker or singer is interesting, enthusiastic, and makes eye contact with the entire audience. The presentation, monologue, song, or skit is well-organized. A strong central theme is supported by main ideas. Details and examples clarify the main ideas. The speaker or singer clearly understands the subject matter. Visual aids, if used, are well-done and make the presentation more interesting and meaningful.

U The presentation, monologue, song, or skit is similar to one receiving a rating of T, except there are one or two important elements that are less polished, or there is an element omitted.

V The presentation, monologue, song, or skit is similar to one receiving a rating of W, except there are one or two important elements that are relatively well-done.

W The presenter or singer is difficult to hear and/or speaks at an incorrect rate of speed. The speaker or singer lacks interest or enthusiasm, appearing to read the presentation. Eye contact is poor or spotty. The speaker or singer is not well-groomed. The presentation lacks organization. Details or examples are insufficient or inappropriate. Some information may be incomplete or inaccurate. It is not clear that the speaker understands the subject matter. Visual aids are poorly done and/or do not enhance the information.

X The presentation, monologue, song, or skit is very poorly organized and delivered.
## Assessment List for an Oral Presentation, Monologue, Song, or Skit

*Use with Activities 2, 3, 13, 14, and 15.*

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>ASSESSMENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Everyone can hear the speaker or singer clearly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The speaker or singer is enthusiastic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The presenter’s pace is even.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The presenter makes eye contact with individuals throughout the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The presenter is dressed appropriately, is well-groomed, and has excellent posture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The presentation, monologue, song, or skit is well-organized.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The main ideas support the theme.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. There are enough details to support the main ideas.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The presenter knows the subject.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Visual aids, if used, are well-done.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The presenter involves the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The length is appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The presentation, monologue, song, or skit communicates effectively.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**

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Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.
### Scoring Rubric for a Map, Display, or Chart

*Use with Activities 7 and 9.*

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong></td>
<td>The map, display, or chart is outstanding. It is so attractive, creative, interesting, and compelling that the audience will enjoy viewing it again and again. The information presented is technically accurate. The ideas are presented clearly, and flow logically from one to the next. The artistic and technical aspects of the project are excellent.</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td>The map, display, or chart immediately catches your eye through the use of humor, design, or other strategies. The message is clear and accurate. Concepts are appropriately and accurately presented. The design is well thought out and the visual elements are organized and effective. The map, display, or chart seems neither too crowded nor too scanty. The illustrations, text, and other design elements combine neatly and effectively.</td>
</tr>
<tr>
<td><strong>U</strong></td>
<td>The map, display, or chart is similar to the one receiving a rating of <strong>T</strong>, except one or two important elements are not consistent with the overall quality of the display.</td>
</tr>
<tr>
<td><strong>V</strong></td>
<td>The map, display, or chart is similar to the one receiving a rating of <strong>W</strong>, except there are one or two important elements that are well-done.</td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>The map, display, or chart is not interesting and/or appealing. Important concepts are unclear. Information is missing or incorrect. The design is cluttered and/or unorganized. The mix of illustrations, text, and other design elements does not accomplish the intended purpose. The project is messy.</td>
</tr>
<tr>
<td><strong>X</strong></td>
<td>The map, display, or chart is very poorly done.</td>
</tr>
</tbody>
</table>
### Assessment List for a Map, Display, or Chart

*Use with Activities 7 and 9.*

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>ASSESSMENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The map, display, or chart is attractive, creative, and interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The ideas are presented clearly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The creator uses humor, interesting design, or other features to catch the eye.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The map, display, or chart message is clear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Information is appropriate and accurate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The map, display, or chart does not appear too full or too empty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The illustrations, text, and other design elements work well together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The overall appearance is neat and presentable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 58
Scoring Rubric for a Diary, Short Story, Memorandum, or Letter

Use with Activities 6 and 16.

S The diary, short story, memorandum, or letter is exceptionally insightful and comprehensive. The student has demonstrated remarkable initiative and diligence in the project, including clippings and information from a variety of sources. The diary, short story, memorandum, or letter shows that the student has thoughtfully and diligently worked at interpreting history. The diary, short story, memorandum, or letter demonstrates an understanding of local, regional, and global history. Comments reflect a desire to learn about other regions and cultures. The diary, short story, memorandum, or letter is impeccable in appearance.

T The diary, short story, memorandum, or letter is well-organized. The student has demonstrated reasonable initiative and diligence in the project by including a variety of sources and interpreting them with insight. Personal experiences are recorded and feelings explored with care. Reflection and personal growth are evident. The diary, short story, memorandum, or letter is very neat and presentable.

U The diary, short story, memorandum, or letter is similar to the one receiving a rating of T, except there are one or two important elements that are not excellent, or the diary, short story, memorandum, or letter is too short.

V The diary, short story, memorandum, or letter is similar to the one receiving a rating of W, except there are one or two important elements that are relatively well-done.

W The student’s diary, short story, memorandum, or letter is incomplete and/or disorganized. There is little evidence of independent effort. It appears that the student worked inconsistently and has not supplied adequate descriptions of events or impressions. There is no real attempt to explore personal feelings. Statements indicating reflection and evidence of personal growth are inadequate or missing.

X All elements of the diary, short story, memorandum, or letter are very poorly done.
Assessment List for a Diary, Short Story, Memorandum, or Letter

Use with Activities 6 and 16.

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>ASSESSMENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The diary, short story, memorandum, or letter is neatly organized and presented.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. The diary, short story, memorandum, or letter contains dated entries in the correct order, if appropriate.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. The diary, short story, memorandum, or letter includes a variety of information.</td>
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<tr>
<td>4. Descriptions of current events related to history are recorded.</td>
<td></td>
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</tr>
<tr>
<td>5. Personal experiences and feelings about history are included, if appropriate.</td>
<td></td>
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</tr>
<tr>
<td>6. The diary, short story, memorandum, or letter is thoughtful and shows evidence of personal growth as a learner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The diary, short story, memorandum, or letter shows an interest in learning more about history.</td>
<td></td>
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</tbody>
</table>

Total

The American Vision: Modern Times
### Scoring Rubric for a Cooperative Group Management Plan

Use with Activities 1, 15, 18, and 21.

| S | The plan is exceptional and could serve as an example of excellent work. The group members have simulated, to an extraordinary degree, how teamwork is used in the larger world to achieve a common goal. |
| T | The plan is excellent. It encourages full, enthusiastic participation and diverse ideas. The purpose statement and audience description reflect a thorough understanding of the goal. Care and foresight in planning encourages equitable task distribution and individual accountability. The plan sets realistic time frames for completion of individual tasks and requires minimal adjustment. The presentation assures the fullest possible participation and gives full credit for contributions. The plan is neat. |
| U | The work is generally as good as one receiving a rating of T, but it is uneven with some less-developed elements. |
| V | The work is similar to that receiving a rating of W, but it has one or two areas that are better developed. |
| W | The plan does not accomplish its purpose. Full participation is not evident, and a diversity of ideas does not emerge. The purpose statement is vague, and the audience description inadequate. Tasks are not equitable. Problems are unforeseen. Individual accountability is not clear, and the time frames are unrealistic. Unnecessary redistribution of tasks and adjustment of time frames disrupt the process. The plan does not allow for full participation or appropriate credit. The work is sloppy. |
| X | The plan is very poorly done in all respects. |
Assessment List for a Cooperative Group Management Plan

Use with Activities 1, 15, 18, and 21.

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>ASSESSMENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team members agree on a purpose statement and an audience description.</td>
<td></td>
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<tr>
<td>2. Team members agree on a list of tasks required to achieve the goal.</td>
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<tr>
<td>3. Team members agree on scheduled dates for checking progress toward the goal.</td>
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<tr>
<td>4. Problems that might interfere with completion areidentified and solved.</td>
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<tr>
<td>5. Tasks are divided fairly.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6. Each member has indicated approval of the planning phase by initialing beside his/her name on a printed list of group members.</td>
<td></td>
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</tr>
<tr>
<td><strong>PROCESS</strong></td>
<td></td>
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<tr>
<td>7. Team members agree on adjustments to individual tasks, if necessary, to maintain a fair division of labor.</td>
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</tr>
<tr>
<td><strong>PRODUCT</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8. Team members agree on a format for the presentation of the product.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Each member plays an active role in the presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Each member receives credit for his/her contribution.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FINAL ANALYSIS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Each member has signed the final plan to indicate his/her approval of participation in the process and presentation.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10. The management plan is neat and presentable.</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The American Vision: Modern Times
Scoring Rubric for a Roundtable Discussion or Debate

Use with Activities 1 and 18.

S The presentation is exceptional. The text and characters use creativity and/or humor to send a clear message to the intended audience. Outstanding effort in preparing costumes, scenery, and props is obvious. Participants are poised and well-rehearsed. The presentation is organized, focuses on the topic, and is an appropriate length.

T Overall, the presentation is excellent and communicates its message to the audience. The participants can be seen and heard. The information and dialogue are appropriate to the topic and audience. The characters are well-suited to the topic and are well-developed by the participants. The props add to the effectiveness of the presentation. The presentation is well organized.

U The presentation is generally as good as one receiving a rating of T, but it is uneven with some less-developed elements.

V The presentation is similar to that receiving a rating of W, but it has one or two areas that are better developed.

W The presentation does not communicate the proposed message to the intended audience. The participants cannot be seen and/or heard. All characters may not be suited to the topic and/or be developed by the participants. The props are lacking or are distracting. The presentation is disorganized or unfocused and/or is too long or too short. Verbal and/or nonverbal information presented in the skit is not accurate.

X The presentation is very poor in all respects.
## Assessment List for a Roundtable Discussion or Debate

*Use with Activities 1 and 18.*

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>ASSESSMENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The entire audience can hear the speakers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The dialogue is appropriate to both the topic and the audience.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The characters are suitable for the topic of the presentation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. The participants develop the characters well.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The props used in the presentation add to the interest and message.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Everyone can see the presentation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The presentation is organized and focused.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The information in the presentation, both spoken and nonspoken, is accurate and appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The presentation is an appropriate length.</td>
<td></td>
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</tr>
</tbody>
</table>

**Total** 64
Scoring Rubric for a Magazine/Newspaper/Web Site Article or Help-Wanted Ad

Use with Activities 10, 12, and 20.

S The article or ad is exceptionally insightful and comprehensive. It is eloquent, informative, and achieves its purpose with the intended audience. The introduction describes what the author proposes to say, provides a context for the topic, and lays out a style and organizational plan. Each paragraph has a clear topic sentence that is supported by details that work together to develop the theme. All facts are correct. Graphic elements are included. The artistic and technical aspects of the article or ad are excellent. Writing mechanics are flawless.

T The article or ad is well-organized, logically developed, and engaging. The writer understands the topic, and has organized the material skillfully. The article or ad is concise, with excellent grammar and mechanics. The article flows from one concept to the next in an orderly fashion. All resource materials are properly referenced. The title of the article or ad is appropriate and contributes to the overall quality of the project. The article or ad is neat and presentable.

U The article or ad is almost as good as that receiving a rating of T, but it is uneven with some missing or less-developed elements.

V The article or ad is similar to that receiving a rating of W, but it has one or two important elements that are better developed.

W The article or ad is incomplete and/or disorganized. There is little evidence of independent effort. The purpose of the article or ad is not clear. It appears that the student worked inconsistently and has not supplied adequate descriptions of events or impressions. Some paragraphs do not have main ideas and/or supporting details. Some information is inaccurate, and several errors in grammar and/or mechanics are present. The paper is messy.

X The article or ad is very poorly done.
### Assessment List for a Magazine/Newspaper/Web Site Article or Help-Wanted Ad

*Use with Activities 10, 12, and 20.*

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic is clear, and the introduction is effective.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The title is appropriate and interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The introduction is strong and clear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Each paragraph has a topic sentence that is supported by details.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Graphic elements are included, appropriate, and well drawn.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. All facts are correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The author clearly demonstrates essential knowledge of the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The conclusion shows that the author has kept the purpose of the project in mind.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Spelling and grammar are correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The article or ad is very neat and presentable.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 66
### Scoring Rubric for a Political Cartoon, Pamphlet, or Handbill

*Use with Activities 5, 8, 17, and 19.*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>The political cartoon, pamphlet, or handbill is outstanding. It is exceptionally insightful and comprehensive. The student has demonstrated remarkable initiative and diligence in the project and has used information drawn from a variety of sources. The artistic and technical aspects of the project are excellent. Ideas are presented clearly and flow logically from one to the next. The project shows that the student has thoughtfully worked at interpreting the role of history in his or her life.</td>
</tr>
<tr>
<td>T</td>
<td>The project immediately catches your eye through the use of humor, design, or other strategies. The message is clear and the concepts are appropriately and accurately presented. The design is well thought out and the visual elements are organized and effective. The illustrations, text, and other design elements combine neatly and effectively.</td>
</tr>
<tr>
<td>U</td>
<td>The project is almost as good as that receiving a rating of T, but it is uneven with some missing or less-developed elements.</td>
</tr>
<tr>
<td>V</td>
<td>The project is similar to that receiving a rating of W, but it has one or two important elements that are better developed.</td>
</tr>
<tr>
<td>W</td>
<td>The project is not interesting and/or appealing. Important concepts are unclear. Information is missing or incorrect. The design is cluttered and/or unorganized. The mix of illustrations, text, and other design elements does not accomplish the intended purpose. There is little evidence of independent effort. Several errors in grammar and mechanics are evident. The project is messy.</td>
</tr>
<tr>
<td>X</td>
<td>The project is very poorly done.</td>
</tr>
</tbody>
</table>
## Assessment List for a Political Cartoon, Pamphlet, or Handbill

*Use with Activities 5, 8, 17, and 19.*

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The project is attractive, creative, and interesting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The project is neatly organized and presented.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The ideas are presented clearly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The student uses humor, interesting design, or other features to catch the eye.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The message of the project is clear.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Information is appropriate and accurate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The illustrations, text, and other design elements work well together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The project is thoughtful and shows evidence of personal growth as a learner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The overall appearance is neat and presentable.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** 68
Scoring Rubric for a Book Review, Research Report, or Position Paper

Use with Activities 4 and 22.

S  The paper is exceptional in all elements. It is eloquent, informative, and achieves its purpose with the intended audience. A thesis statement clearly defines the topic. The introduction describes what the author proposes to say (or prove), provides a context for the topic, and lays out a style and organizational plan. Each paragraph has a clear topic sentence and appropriate supporting details that work together to develop the thesis. All facts are correct. The conclusion effectively demonstrates that the author proved what was stated in the thesis. Writing mechanics are flawless.

T  The paper is evenly well-organized, logically developed, and engaging. The writer understands the topic, and has organized the material skillfully. The paper is concise with excellent grammar and mechanics. The author’s mastery of the concepts is evident. All resource materials are properly referenced. The paper is neat and presentable.

U  The paper is almost as good as that receiving a rating of T, but it is uneven with some missing or less-developed elements.

V  The paper is similar to that receiving a rating of W, but it has one or two important elements that are better developed.

W  The paper is unorganized and poorly developed. The thesis statement is unclear. The introduction fails to explain the purpose of the paper, context for the thesis, and/or provide an organization plan for this paper. Some paragraphs do not have main ideas and/or supporting details. Some information is inaccurate, the arguments unconvincing. Several errors in grammar and/or mechanics are present. Sources of information are not cited. The paper is messy.

X  The book review, research report, or position paper is extremely weak in all areas.
## Assessment List for a Book Review, Research Report, or Position Paper

Use with Activities 4 and 22.

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>ASSESSMENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The topic is clear and the introduction effective.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A thesis statement clearly defines the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The body of the paper is organized into paragraphs with clear main ideas and appropriate supporting details.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The author clearly demonstrates essential knowledge of the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The conclusion shows that the author has kept the paper’s purpose in mind.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The author’s own thinking is the focus of this report.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The author accurately and completely references all sources of information.</td>
<td></td>
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</tr>
<tr>
<td>8. Visual aids, such as graphs or diagrams, if used, help explain the information.</td>
<td></td>
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</tr>
<tr>
<td>9. Spelling and grammar are correct.</td>
<td></td>
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</tr>
<tr>
<td>10. The report is very neat and presentable.</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
**Scoring Rubric for a Photo Essay**

*Use with Activity 11 and 24.*

<table>
<thead>
<tr>
<th>S</th>
<th>The photos chosen represent the historical era or region well. The accompanying text is well written. Obvious research has resulted in an informative and engaging narrative. The photos cleverly illustrate the narrative and are well-placed. The oral delivery of the presentation (if done) is smooth and well rehearsed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>The photo essay is creative and well-done. The text features factual information in a straightforward way. The photos chosen show creativity and a sensitivity to pacing with the text. The oral presentation (if done) is interesting, thought provoking, and entertaining. Details and examples clarify the main ideas. The student clearly understands the subject.</td>
</tr>
<tr>
<td>U</td>
<td>The presentation is similar to one receiving a rating of T, except there are one or two important elements that are less polished, or there is an element omitted.</td>
</tr>
<tr>
<td>V</td>
<td>The presentation is similar to one receiving a rating of W, except there are one or two important elements that are relatively well-done.</td>
</tr>
<tr>
<td>W</td>
<td>The presentation lacks focus. There is weakness in the content of the text. The photos are poorly presented, poorly described, or inappropriate for the presentation. The oral delivery, if done, is ineffective. Major themes are missing or poorly developed.</td>
</tr>
<tr>
<td>X</td>
<td>The presentation is very poorly organized and delivered.</td>
</tr>
</tbody>
</table>
**Assessment List for a Photo Essay**

*Use with Activity 11 and 24.*

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT SELF</th>
<th>ASSESSMENT TEACHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The subject is well-researched.</td>
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<tr>
<td>2. The text follows a logical order.</td>
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<tr>
<td>3. The photos and text work well together to create a story.</td>
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<td>4. The length is appropriate.</td>
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<td>5. The main ideas support the theme.</td>
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<tr>
<td>6. There are enough details to support the main ideas.</td>
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<tr>
<td>7. The presentation is both informative and entertaining.</td>
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<tr>
<td>8. Photos chosen are appropriate to the topic and are well-done.</td>
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<tr>
<td>9. The oral presentation is smooth and well-rehearsed.</td>
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<tr>
<td>10. The student knows the subject.</td>
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<tr>
<td>11. The presenter communicates effectively.</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
Scoring Rubric for an Interview

Use with Activity 23.

S  The interview questions are exceptional in all elements. Questions show a superlative grasp of recent history. The questions are organized and focused and easily fall into a logical pattern. Questions have been written in a manner that draws complete and detailed comments from those persons being interviewed. Practically none of the questions are short-answer. The written questions are formatted in a way that will make written responses to the interview (if appropriate) easy. Writing mechanics are flawless.

T  The student’s grasp of the subject matter is evident from reading the interview questions. Questions are well-organized. Few of the questions are short-answer questions. The written questions are formatted in a way that will make written responses (if appropriate) easy. The questions are neat and presentable.

U  The interview questions are almost as good as those receiving a rating of T, but they are uneven with some missing or less-developed elements.

V  The interview questions are similar to those receiving a rating of W, but they have one or two important elements that are better developed.

W  It is not clear that the student understands the subject matter or the assignment. The interview questions are poorly developed and disorganized. Most of the questions are short-answer questions. Questions are presented in such a way that the person responding to the interview is unable to express his/her opinions. Several errors in grammar and/or mechanics are present. The paper is messy.

X  The interview questions are very poorly prepared and extremely weak in all areas.
### Assessment List for an Interview

*Use with Activity 23.*

<table>
<thead>
<tr>
<th>ELEMENT ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions chosen demonstrate a thorough grasp of the subject matter.</td>
<td></td>
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<tr>
<td>Questions are well-organized and easily fall into a logical pattern.</td>
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<tr>
<td>The questions are written to draw complete and detailed answers from the subject(s) of the interview.</td>
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<tr>
<td>Personal experiences and feelings about history are included.</td>
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<tr>
<td>The format of the interview is appropriate.</td>
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</tr>
<tr>
<td>Spelling and grammar are correct.</td>
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<td></td>
</tr>
<tr>
<td>The questions are very neat and presentable.</td>
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<td></td>
</tr>
</tbody>
</table>

**Total** | | |