
7

History/Social Studies

The standards are built on an “integrated model of literacy,” recognizing that reading and writing are interconnected and should be taught in all subject areas. As a result, the history/social studies standards for kindergarten through fifth grade are included in the English language arts (ELA) standards. The example online discussion questions, writing tasks, and activities in the upper elementary history/social studies section of this chapter reference English language arts standards for fourth and fifth grade.

The standards for Grades 6–12 are split into two sections: English language arts (as discussed in Chapter 6) and literacy in history/social studies, science, and technical studies. “This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well” (English Language Arts Standards: Introduction: Key Design Considerations). For that reason, this chapter provides examples for history and social studies teachers that demonstrate how an online environment can be used to support students in reading, analyzing, and writing about historical figures, events, documents, speeches, and texts. Many of the questions in this history/social studies section require that students meet both reading and writing standards for their grade level.

**Common Core State Standards:
Upper Elementary
History/Social Studies**

The following are the reading informational text standards addressed for the upper elementary level. I have used the Grades 4–5 English language arts reading informational text standards and writing standards because the history /social studies standards are integrated into the English standards until sixth grade. The Grades 4–5 writing standards are listed together as the language is almost identical.

**Grades 4–5 Reading Information
Standards Addressed**

RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Grades 4–5 Writing Standards Addressed

W.4-5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4-5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4-5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4-5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
W.4-5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W.4-5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

Note: The language describing each standard is taken directly from the Common Core State Standards Initiative website: www.corestandards.org.

I have used the reading standards for informational texts and the writing standards for K–5 as a guide for the activities in this section, because the “standards for K–5 reading in history/social studies . . . are integrated into the K–5 Reading standards” (English Language Arts Standards: History/Social Studies: Introduction).

Students in fourth and fifth grade are expected to read informational texts and quote accurately to clearly support explanations and draw reasonable conclusions from information. As they read, students must be able to identify and discuss key ideas in a text and “explain the relationships . . . between two or more individuals, events, ideas, or concepts” (Standard RI.5.3). The focus is comprehension and explanation with attempts at analysis.

The writing standards for K–5 focus on opinion and informational writing. Writing should contain narrative elements, but the focus of writing at this level is to introduce a topic and support that topic with evidence and a clear explanation. Writing should be organized, developed, and “appropriate to task, purpose, and audience” (Standard W.4-5.4). Technology should also be used to produce and publish writing.

Example Online Activity 7.1.

Early United States History: Research Pre-Columbian Settlements

Early United States History: Researching Pre-Columbian Settlements

Popularity: 0
Vote
Comment

Posted By C. Tucker Moderator to H- Elementary on 01/17/2012

Select one of the pre-Columbian settlements listed below to research and discuss. Consider the following questions as you research:

- How did geography impact their way of life?
- What was their diet like? Did they hunt, gather, farm, or fish?
- Describe their customs and/or traditions.
- What type of economic system and/or government did they have?
- Compare and contrast the role of men and women in this settlement.
- What challenges did they face prior to the arrival of the Europeans?
- How was this settlement impacted by the arrival of the Europeans?

Include quotes and/or factual information from at least 2 reliable online sources in your answer.

Once you have posted your description complete with research, reply thoughtfully to at least 2 other students. Compliment strong points, ask questions, suggest facts that would improve their explanation and build on ideas shared!

Mickeyvdo. "Warrior." Native American. Flickr. 8 Apr 2011. 12 Jan 2012.
<http://www.flickr.com/photos/38159452@N04/5611832033/>

Attachments

Warrior



- ☐ American Indians of Pacific Northwest
- ☐ Nomadic nations of Great Plains
- ☐ Woodland people east of the Mississippi River
- ☐ Pueblo people in the desert Southwest
- ☐ Cliff dwellers

View and Comment (0) Watch

Common Core Standards

RI.4-5.4, RI.5.7, W.4-5.2, W.4-5.4, W.4-5.6, W.4-5.9

This activity asks students to research specific indigenous settlements that existed prior to Columbus's landing in the New World. Students must select a settlement to research; describe the lifestyle, diet, economy, and culture of this group; and evaluate the impact of the European conquest of America on these indigenous people. This combines research, critical thinking about online resources, analysis, and informative writing.

Weave Online Work Into the Classroom With Student-Centered Activities

1. *Dear Diary.* Assign each student a role in the settlement they researched (e.g., mother, father, young man or woman, chief, warrior, child, healer). Ask them to reflect on what that person's daily life would have been like in that settlement. Then have them write two diary entries from that person's perspective. The first entry should be written before the arrival of the Europeans, revealing information about their family relationships, culture, responsibilities, fears, and hopes. The second entry should be written after the Europeans arrived, detailing the changes that have taken place as a result of their arrival.

These diary entries should be written in first person and must include sensory details and factual information learned during the students' research and online discussions.

Students can use Penzu to create an online journal where they can type their work, upload photos, and lock some journal entries while sharing others. The ability to lock and share writing makes it possible for students to have an online journal for both their personal and academic entries.

2. *Family Customs.* After students research the customs and traditions of a pre-Columbian settlement, ask them to

Penzu

penzu.com

Create your own personal online diary or journal. Students can write, insert photos, print, share, or lock.

Free

Photovisi

www.photovisi.com

Make customizable photo collages online that can be downloaded and printed.

Free

think about the customs and traditions that are unique to their culture and/or family. Have students create a collage that reflects a family custom. Students can create their collages using magazine cutouts and pictures or a free online photo collage tool, like Photovisi (see p.119).

3. *Reporting Back Home.* Ask students to imagine they are priests traveling with Columbus and his men on their voyage to the New World. As literate members of the crew, they have been asked to write reports back to King Ferdinand and Queen Isabella. Their reports should include detailed impressions of the Native Americans and the land.

Teacher's Note: It might be valuable to provide students with an excerpt from Bartolome Ke Las Casas's *A Short Account of the Destruction of the Indies*, which is available at www.thelatinlibrary.com/imperialism/readings/casas.html.

Example Online Activity 7.2. Boston Massacre: Should This Event Be Called a Massacre?

Boston Massacre: Should This Event Be Called a Massacre?

Posted By C. Tucker Moderator to H- Elementary on 10/07/2011

Popularity: 0
Vote
Comment

Research the Boston Massacre and decide if you think this title accurately describes the event. Clearly state your opinion and use details from your online research to support your claims.

Once you have posted your response, read and reply to at least 3 of your peers. Compliment strong points made, ask questions and build on ideas presented.

Corbis-Bettman. "Portrait of Crispus Attucks in Boston Massacre." PBS.org. 1998. 14 Nov. 2011
<http://www.pbs.org/wgbh/aia/part2/2h3147.html>



Attachments

Henry Pelham's drawing of the Boston Massacre



View and Comment (0) Watch

Common Core Standards

RI.5.6, RI.5.7, W.4-5.1, W.4-5.4, W.4-5.6, W.4-5.7, W 4-5.9

Students must research a moment in history, then identify bias in the historical account and/or representation of the event. Instead of believing everything they read, this question encourages students to question the validity of what they read online or even in a textbook. This conversation highlights the way bias has shaped how people think about particular historical figures and events. Students have to form an opinion and justify their position. This is also an introduction to argument writing, which is required in Grades 6–12.

Weave Online Work Into the Classroom With Student-Centered Activities

1. *Comparing Primary and Secondary Sources.* In small groups, students read a primary and secondary account of the Boston Massacre.

- Identify the perspective that each account is written from. Are there any possible biases present?
- Which account do you think is more reliable?
- How are the two stories different?
- Why do you think these differences exist?
- What might the differences in the accounts tell us about what actually happened?

History.com

www.history.com

Great resource for historical information, sources, videos, and photographs.

Free

Teacher's Note: History.com has a collection of videos about the Boston Massacre: <http://tinyurl.com/77kycym>

Teacher's Note: History Wiz has eyewitness accounts from both sides of the incident, and History.com is an excellent resource for secondary sources.

History Wiz

www.historywiz.com

Collection of historical materials and primary sources.

Free

2. *Group Problem-Solving Activity.* Divide the class into groups, and have them design a strategy for how the Boston Massacre could have been avoided.

- How could the conflict that led to the Boston Massacre have been resolved without violence?
- What compromise could have been reached?
- What do you feel would have been the best approach to dealing with this dispute?

Students should clearly outline their plan as a group and be ready to present it to the class.

3. *Reenactment*. Assign students roles to play in a classroom reenactment of the Boston Massacre. Discuss this event in history prior to the reenactment so students understand their role and how to act out their part. Follow this reenactment with a discussion about the event—people involved, motivations, and consequences.

Common Core State Standards: Middle School History/Social Studies

The following are the literacy standards for history/social studies addressed for middle school. The literacy and writing sections of the history/social studies standards combine Grades 6–8 just as they appear below.

Grades 6–8 Literacy in History/Social Studies Standards Addressed

RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.6	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Grades 6–8 Writing Standards Addressed

WHST.6-8.1	Write arguments focused on <i>discipline-specific content</i> .
WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Note: The language describing each standard is taken directly from the Common Core State Standards Initiative website: www.corestandards.org.

In Grades 6–8 students must read, summarize, and analyze primary and secondary source documents. They should be able to determine the meaning of words and phrases, describe how information is presented, evaluate bias, and discuss the relationship between primary and secondary sources.

In addition, students must be able to write both argument and informative pieces focused on discipline-specific content. Using primary and secondary sources as inspiration for these types of writing encourages students to develop their reading and writing skills simultaneously.

Library of Congress

www.loc.gov/teachers
 Collection of primary and secondary sources as well as teaching materials.
 Free

Example Online Activity 7.3. Read and Listen to Martin Luther King's "I Have a Dream" Speech: Has King's Dream Come True?

Read and Listen to Martin Luther King's "I Have a Dream" Speech: Has King's Dream Come True?

Popularity: 0
Vote
Comment

Posted By C. Tucker Moderator to H- Middle School on 10/06/2011

Watch the video clip of Martin Luther King delivering his "I Have a Dream" speech at the March on Washington in 1963.


Do you think Dr. King's "dream" has come true? Vote "yes" or "no," clearly state your opinion and provide specific examples to support your position.

Once you have posted your response, reply thoughtfully to at least 2 other students. Compliment strong points, ask questions and build on ideas shared!

Sullentoy's (Poster). "Martin Luther King- I Have a Dream- August 28, 1963." Online video clip. YouTube. 20 Jan 2011. 10 Oct 2011 <http://www.youtube.com/watch?v=smEqnkiFYs>

Attachments

Martin Luther King



American Rhetoric

www.americanrhetoric.com/speechbank.htm

Database of text, audio, and video speeches, lectures, debates, and interviews.

Free

Teacher's Note: The text of Dr. King's "I Have a Dream" speech can be copied and pasted directly into the online discussion topic, or a hyper-link can be provided. The speech can be found on the American Rhetoric website: www.americanrhetoric.com/speeches/mlkihaveadream.htm.

Common Core Standards

RH.6-8.1, RH.6-8.2, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.9

This question provides students with both the text of Martin Luther King's "I Have a Dream" speech and the video recording of him speaking at the March on Washington. Pairing the text with media makes it easy for teachers to differentiate instruction for students who struggle with reading or language proficiency. The video can be paused or watched several times depending on the students'

Copyright Corwin

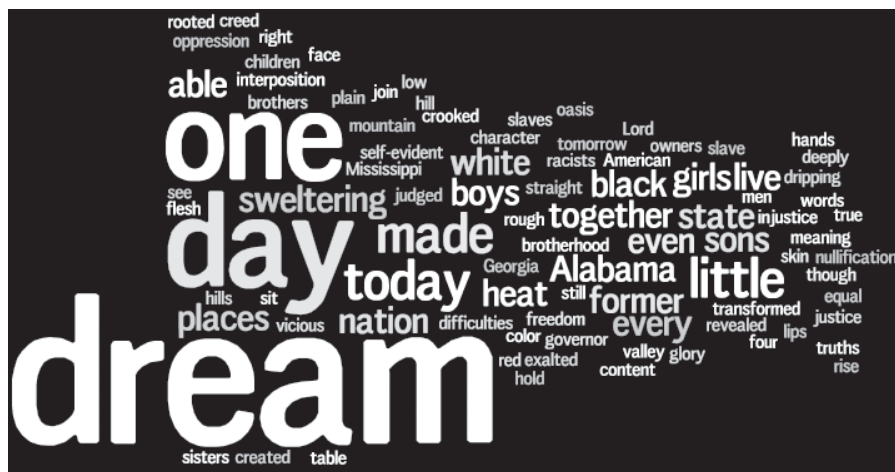
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- Copyright Corwin

Free



2. *Comparing Primary and Secondary Sources.* Provide students with a primary and secondary account of the March on Washington. The primary source should be from an attendee's point of view; the secondary source should be a newspaper article or secondhand account of the event. Ask students to compare the two accounts of the event, analyzing the similarities and differences. Students discuss in small groups and then as a class.

- Identify the perspective that each account is written from. Are there any possible biases present?
- Which account do you think is more reliable? Why?
- How are the two stories similar and/or different?
- Why do you think these differences exist?
- What might the differences in the accounts tell us about what actually happened?

3. *What's Your Dream for America?* Ask students to reflect on the following questions and articulate their dream in a written reflection. Have them write on their own and then discuss in small groups.

- What is your dream for our country?
- What changes would you like to see in the future?
- What problems exist that you think we need to focus on solving?
- What challenges stand in the way of your dream?
- How can these challenges be overcome?

Lino

en.linoit.com

Online multimedia sticky note board and canvas. Post text, files, photos, and video.

Free

Teachers can extend this activity into a creative and collaborative “Dream Board” project online using Lino. In groups or as a class, students can create a virtual canvas where they post words, phrases, quotes, photos, and videos that represent their dream for this country.

Example Online Activity 7.4. “Blood, Toil, Tears, and Sweat: Address to Parliament on May 13, 1940” by Winston Churchill

"Blood, Toil, Tears and Sweat: Address to Parliament on May 13th 1940" by Winston Churchill

Popularity: 0
Vote
Comment

Posted By C. Tucker Moderator to H- Middle School on 01/16/2012

Read and listen to Winston Churchill's first address to the House of Commons as the Prime Minister (1940). What is the purpose of this speech? What key points does he make about the government, the war and England's objectives as a country? What do you learn about Winston Churchill from this speech?

Once you have posted your response, reply thoughtfully to at least 2 other students. Compliment strong points, ask questions and build on ideas shared!

Timothy13jesus (Poster). "Blood, Toil, Tears and Sweat (given by Winston Churchill)." Online video clip. YouTube. 20 Mar 2009. 12 Oct 2011. <http://www.youtube.com/watch?v=gVg7mRheK8>; ;

Attachments

Audio version of Churchill's Speech



Teacher's Note: Winston Churchill's "Blood, Toil, Tears, and Sweat" speech can be copied and pasted directly into the online discussion topic, or a hyperlink can be provided. The speech can be found at www.winstonchurchill.org/learn/speeches/speeches-of-winston-churchill/92-blood-toil-tears-and-sweat.

Common Core Standards

RH.6-8.2, RH.6-8.6, WHST.6-8.4, WHST.6-8.6, WHST.6-8.9

This discussion topic requires that students read Winston Churchill's "Blood, Toil, Tears, and Sweat" speech and listen to an

audio recording of Churchill delivering the speech. Students benefit from reading the speech as well as hearing the emotion, points of emphasis, and dramatic pauses in Churchill's delivery.

Once students have read and listened to the speech, they must identify its purpose as well as the central ideas and important points made in the speech. Students are then asked to consider what they learned about Churchill from his speech. To do this they must discuss aspects of the text that reveal his point of view and reflect his character. The integration of media with the audio recording also provides insight into him as a person and his role as a political figure.

Weave Online Work Into the Classroom With Student-Centered Activities

Churchill Museum and Cabinet War Rooms

www.pan3sixty.co.uk/tours/cwr/choose.html

Take a virtual tour of Churchill's War Rooms.

Free

1. *Research.* Put students in groups and have them research Winston Churchill's War Rooms using a computer lab, the library, or home computers. Students create a visual sketch of his War Rooms in groups and should be prepared to present their visuals to the class.

2. *Short Story.* Have students research the Blitz (see suggested resources in the *Teacher's Note* below). Ask them to imagine what a typical day would be like for a Londoner during this bombing campaign. Students then use their research combined with their own imaginations to write a short story detailing a typical day in the life of a Londoner. Encourage students to include sensory details and incorporate actual facts to make their stories more realistic. They should address the following wartime realities in their writing: rationing, curfew, and air raid warnings.

Once students have written their narratives, they can use Pen.io

Pen.io

pen.io

Publish writing online quickly. Create a page name, get a personalized URL, select a theme, and add photos and video.

Free

to publish their writing online immediately. They can create their own URL, add photos and videos, and select a theme for their page.

Teacher's Note: History.com has several resources (print and video) about the Blitz.

- “History Features: London Blitz” (video): www.history.com/videos/history-features-london-blitz#history-features-london-blitz
- “The Blitz Begins” (print): www.history.com/this-day-in-history/the-blitz-begins
- “British War Cabinet Reacts to the Blitz in Kind” (print): www.history.com/this-day-in-history/british-war-cabinet-reacts-to-the-blitz-in-kind

3. *Creative Assignment.* Ask students to imagine they are living in London during the Blitz. They must pack their school backpack with everything they would need to spend 24 hours in a bomb shelter with no notice. They will need to carry these bags around each day, so remind them to choose their items carefully.

This assignment can culminate in a show-and-tell presentation during which students unpack their backpacks in front of the class, explaining why they chose each of the contents included. An alternative is to give students a piece of paper with a tracing of a backpack and ask them to draw what they might carry with them on a daily basis. These could then be hung around the room.

Common Core State Standards: High School History/Social Studies

The following are the literacy standards for history/social studies addressed for high school Grades 9–10 and 11–12 reading standards are listed separately because the language is slightly different. In contrast, the writing standards for all four grades appear together as the language is almost identical.

Grades 9–12 History/Social Studies Literacy Standards Addressed

RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Grades 9–12 Writing Standards Addressed

WHST.9-12.1	Write arguments focused on <i>discipline-specific content</i> .
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST.9-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Note: The language describing each standard is taken directly from the Common Core State Standards Initiative website: www.corestandards.org.

As students progress from middle school into high school, they are required to develop their analysis of primary and secondary sources, trace the development of key ideas in a text, understand cause/effect relationships, compare points of view, and evaluate how the structure of a text is used to “advance an explanation or analysis” (Standards RH.9-10.5). In addition to these reading standards, students are also required to continue developing both their informative and argument writing, focusing on discipline-specific content.

Example Online Activity 7.5. George Washington's "Farewell Address" (1796): Analyzing the Forces That Threaten the Nation's Stability

George Washington's "Farewell Address" (1796): Analyzing the Forces That Threatened the Nation's Stability

Popularity: 0
Vote
Comment

Posted By C. Tucker Moderator to H- High School on 10/10/2011

In President Washington's "Farewell Address," he announces his decision not to run for a third term of presidency. In his address he voices concern about the stability of the nation. He identifies 3 specific areas of concern: geographic sectionalism, political factionalism, and interference by foreign powers.

Read his "Farewell Address" and select one of these concerns to discuss in detail:

- Why does Washington say he is concerned about this?
- How does it threaten American stability?
- How does Washington advise the nation to combat this potentially negative force?
- Do you think his concern was warranted? In the years following his address how did this negative force impact America as a new nation?

Use examples and quotes from Washington's address as well as information learned in this class to support your analysis and explanation.

Once you have posted your response, reply thoughtfully to at least 2 other students. Compliment strong points, ask questions and build on ideas shared!

Godliman, Darrel. "USA -- Washington DC -- Washington Monument & Flag." Flag. Flickr. 21 Feb 2009. 10 Nov 2011 Flickr.com [http://www.flickr.com/photos/79986881@N00/3296744537/]

Attachments



- ☐ geographic sectionalism
- ☐ political factionalism
- ☐ interference by foreign powers

View and Comment (0) Watch

Common Core Standards

RH.9-12.1, RH.9-12.9, WHST.9-12.2, WHST.9-12.6, WHST.9-12.9

This activity requires students to read President Washington’s “Farewell Address,” understand the main ideas presented, and analyze the potential threat of forces identified by Washington as potentially dangerous to the United States. To do this effectively they must determine the meaning of complex content-specific vocabulary, such as *factionalism* and *sectionalism*. They must also be able to evaluate the impact of one negative force and how it ultimately affected our nation. Students must demonstrate higher-order thinking and use strong evidence from Washington’s address, their textbook, and online research to thoroughly support a clear explanation. This can be the first step toward an informative essay on this topic.

Teacher’s Note: George Washington’s “Farewell Address” is available at www.access.gpo.gov/congress/senate/farewell/sd106-21.pdf.

Weave Online Work Into the Classroom With Student-Centered Activities

1. *History Comic.* Ask students to select one of the three forces identified by President Washington to focus on for this creative activity. They should design a comic that shows how this threatening force impacted the United States. Students can use thought bubbles to clarify, add detail, or insert humor, but the visuals should be compelling and accurately depict how this force impacted the new nation. This can be done on paper or online using Pixton, an easy-to-use comic maker (for more on Pixton, see p. 105).
2. *Discussion.* Start this conversation in small groups, then discuss as a class. Ask each group to discuss the following questions:

My Fake Wall

myfakewall.com

Create fake Facebook-style profiles for historical figures or literary characters.

Beta version

Free

- What do you learn about George Washington’s character from his decision to step down after two terms as president?
- Why was this an important precedent to set?
- What attributes, qualities, or characteristics do you believe Washington possessed?
- Why has Washington been called the greatest man to ever live?

Create a My Fake Wall or Facebook page for George Washington that reveals aspects of his personality and character while providing insights into his relationships, interest, hopes, and fears.

3. *Group Activity.* Divide the class into groups, and give each group 1 of the 10 original amendments to the U.S. Constitution. Each group should discuss how their amendment would specifically combat a potential threat to the nation identified by Washington in his “Farewell Address.” Each

group can create a poster for their amendment to hang on the wall as a visual reminder of what that amendment said and what it was intended to accomplish. These poster projects could also be done online using a tool like Glogster (for more on Glogster, see p. 93) to make the visuals interactive with multimedia.

Students can also use Study Blue to create online flashcards for each amendment as well as for other important historical people, places, events, and terms.

Study Blue

www.studyblue.com

Students create online flashcards, quizzes, and study guides to share.

Free

Example Online Activity 7.6. Franklin D. Roosevelt’s “State of the Union Address”: Should the United States Have Entered World War II?

Teacher’s Note: The transcript of Franklin D. Roosevelt’s “State of the Union Address” is available at www.americanrhetoric.com/speeches/fdrthefourfreedoms.htm.

Common Core Standards

RH.9-12.1, WHST.9-12.1, WHST.9-12.4, WHST.9-12.5, WHST.9-12.6, WHST.9-12.9

Students read and listen to President Roosevelt’s “State of the Union Address” to evaluate his reasons for supporting the United States’ entry into World War II. Students need to evaluate both the costs and benefits of going to war as stated in President Roosevelt’s speech. Then they should compare that to the information they have learned from their text and online research.

Students must form a clear opinion stating that they either agree or disagree with President Roosevelt’s decision to enter World War II.

Franklin D. Roosevelt's "State of the Union Address:" Should the United States Have Entered World War II?

Popularity: 0
Vote
Comment

Posted By C. Tucker Moderator to H- High School on 10/05/2011

Listen to President Roosevelt's "State of the Union Address." Think about the costs versus the benefits of entering World War II as stated in this speech. Do you think the United States should have entered the war? Why or why not?

Vote yes or no and clearly state your position. Focus on 3 reasons why you believe the United States should or should not have entered World War II. Use details and quotes from this speech as well as online research to support your claims.

Once you have written and posted your rough draft argument essay, read the writing posted by at least 3 of your peers and provide them with detailed feedback on their writing.

ClassicNewsClips (Poster). "Franklin D. Roosevelt 'Four Freedoms' Speech- January 6, 1941." Online video clip. YouTube. 25 Feb 2011. 12 Oct 2011 <http://www.youtube.com/watch?v=QnrZUHcpoNA> style="font-style: italic;">



Attachments

Excerpt from Franklin D. Roosevelt's

Franklin D. Roosevelt "Four Freedoms" Sp



Then they need to provide three clear reasons for their position and support those reasons with concrete details from multiple sources. These three reasons will each be developed into a body paragraph for the final argument paper.

In the discussion phase of this activity, students need to evaluate the strength and credibility of their peers' claims and consider counterarguments to be addressed in their own essays. It is significantly easier for students to address counterarguments in their writing when they have had an opportunity to discuss them online with their peers first. This dialogue is invaluable to raising students' awareness of other perspectives and arguments.

Weave Online Work Into the Classroom With Student-Centered Activities

1. *Comparing Primary and Secondary Sources.* Provide students with a primary and secondary account of the attack on Pearl Harbor. Then ask them to consider the following questions:

- How do they each discuss the same moment in history?
- Compare the two points of view. What are the similarities and differences in each account?
- What is the significance of those similarities and differences?

Start this conversation in small groups, then discuss as a class.

Teacher's Note: History.com provides a strong secondary source on this topic: www.history.com/topics/pearl-harbor.

2. *Creative Project.* Ask students, in small groups, to create a visual timeline of events from the start of World War II to the United States' decision to enter the war. This visual timeline should pair important dates and events with visual representations of those events. This can be done online using Tiki-Toki (for more on Tiki-Toki, see p. 102) to create an interactive multimedia timeline with text, video, and images.

3. *Research.* In small groups, students research how propaganda was used to rally support for the United States' involvement in the war. Students should select specific examples of propaganda to analyze as a group.

- Who is being stereotyped in these images?
- What messages do these propaganda posters attempt to send the American people?
- What fears are exploited in this propaganda?

As groups, students share their findings with the class and discuss common themes present in World War II propaganda.

Then students can work in groups to create their own example of propaganda that reflects a form of pressure or social messaging they

PicMonkey

www.picmonkey.com

Photo editing with possible collage feature coming soon.

Free

feel from society, media, parents, and/or friends. This will help them better understand propaganda—the purpose, messaging, and effect. Students can make their examples of present-day propaganda by hand, or they can use a photo-editing tool like

PicMonkey to upload and edit images and include text.

Teacher's Note: Life.com has a variety of examples of World War II propaganda.

Chapter Summary

The history standards are integrated into the English reading and writing standards for K–5 because these subjects are often taught together in elementary grades. The standards emphasize the importance of reading to build a strong understanding of history. As a result, I used the “Informational Text: Literary Nonfiction and Historical, Scientific, and Technical Texts” list provided by the Common Core State Standards to design questions that address the reading and writing standards for English in Grades K–5 but are focused on historical texts. These questions combine reading and writing, which is easier to accomplish when teachers can embed supplementary historical documents online to drive online discussions and writing assignments.

In Grades 6–12 the writing standards for history emphasize argument and informative writing, but the Standards also state that narrative elements and techniques should be woven into these types of writing to make them more engaging. If online discussions and writing assignments are a consistent part of the curriculum, then students will improve their writing skills through practice. Many of the writing prompts in this chapter can be developed into process papers if teachers want to build on the work done online.

Using online discussions, debates, and group work requires that students think critically about historical texts—speeches, articles, primary and secondary sources—to support their opinions, arguments, and statements. Many of these questions and follow-up student-centered activities require research online to supplement the information presented in class. This provides opportunities for students to think critically about media, identify bias, and evaluate different points of view.

This chapter provides examples of how media can be used to make history more real and relevant for students. If they can see photographs, documentary clips, and newspaper articles, then moments from history come to life for them. As a result, I have embedded media in all of my activities to highlight how effective a learning platform or learning management system can be when introducing historical events.

Book Study Questions

1. How do you currently support the development of reading and writing in your history/social studies curriculum? What do students typically read? What do they do when they read—take notes, annotate, discuss? How might you use online discussions to engage them in conversations about reading?
2. Is it a challenge to find primary and secondary documents to use with students? If so, how do you deal with this challenge? How would using an online space to embed digital copies of sources make it easier to share a variety of primary and secondary sources with students? If you currently use primary and secondary sources, where do you find them and how do you make them available to students?
3. How often do you engage students in debates about historical or social studies topics? Would using the yes/no question type make this easier for you to do? What impact would engaging students in an online debate have on their understanding of a topic? How could a follow-up debate in class complement the online work?
4. How do you currently use media in your curriculum? What types do you use? What is the biggest hurdle you face in using media? How do your students respond to media? Where do you find it? Do you have resources you would recommend for quality media for history and social studies teachers?
5. How can media help you support lower-level readers in your class to better understand primary and secondary sources? What kinds of media could you use to make reading historical documents more accessible and less intimidating? What are the benefits of having students listen to a recording or watch a clip from a speech or documentary in addition to reading a text?

6. How do you currently incorporate writing into your history/ social studies curriculum? What challenges do you face teaching writing? How might you address these challenges using a blended instruction approach to writing? How would you engage students in a peer editing process online? How would the online space help you improve your writing program? Brainstorm creative approaches to writing using a blended learning model.
7. How can using an online learning platform help you scaffold writing assignments in a way that better supports all students to ensure they reach grade-level proficiency in writing? Think about a writing assignment you currently use with students—how could you use the online space to better support students during the different parts of the writing process?
8. How might you use online media tools to allow students to explore digital writing and multimedia projects to develop media literacy? Would you like to have students create documentaries using iMovie or create propaganda posters using Glogster or PicMonkey? How would assigning multimedia projects inspire students to think more deeply about their work and the subject?