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the 2014-15 season. played to the side II.

Second Edition

DOCUMENT- BASED ASSESSMENT

Activities

record breaking

and Gatchit's

OF THE United States
of New York, on
hundred and eighty nine

IN CONGRESS,

JULY 4, 1776.

The unanimous Declaration of the thirteen united States of America

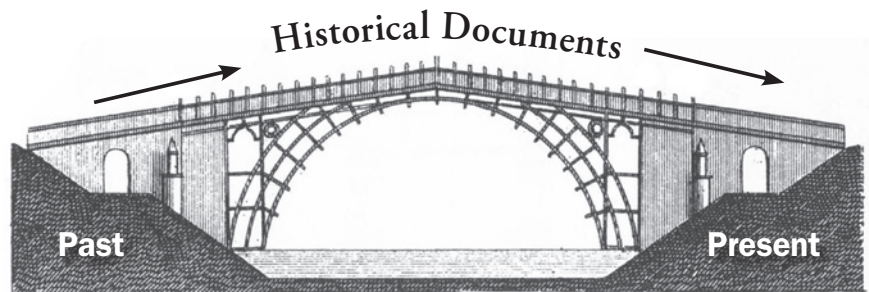
We the People of the United States, in order to form a more perfect Union, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do hereby establish this Constitution for the United States of America.

Article I. All legislative Powers

Article I

Building Bridges with Document-Based Assessments

Greek writer Nikos Kazantzakis wrote, “Teachers are those who use themselves as bridges, over which they invite their students to cross; then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.” History is also a bridge—a bridge between the present and the past, with the beginning plans for building bridges to a better future.



With *Document-Based Assessment Activities*, students engage in historical thinking as they connect with the past through a variety of historical documents, including written documents, paintings, photographs, maps, and more.

As students venture into more-advanced history classes, they will encounter assessment activities that are often completely new to them. These activities require them to analyze historical documents and write articulately about them. Achieving mastery with these types of assessments can be a long process. This can be frustrating for both students and teachers. *Document-Based Assessment Activities* presents these types of assessments with a scaffolded framework aimed at students of all levels. Using this approach, teachers can gradually build students’ skills and the confidence they need to gain mastery.

This resource encourages students to explore their families, communities, nation, and the world at large. Students will think like historians to investigate the past. They will also learn life skills as they consider what it is like to be in someone else’s shoes, developing empathy for the people whose names and stories they’ve only read about. Students do more than encounter history. They engage in history and they interpret history, whether it is comparing automobiles one hundred years apart or imagining the life of a Civil War soldier.



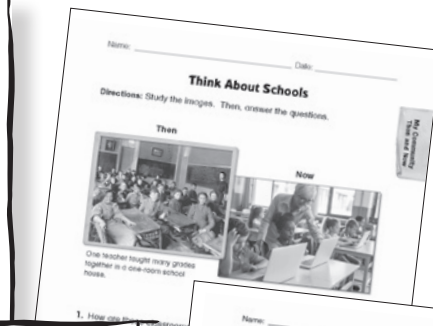
How to Use This Resource

Leveled Document-Based Assessment Sections

This resource is organized into four levels. This scaffolded approach to teaching historical thinking and analysis skills can be applied across grades K–12. Teachers can begin at any level and progress at a pace that best meets the needs of their students and supports their curriculum. By the end of this book, students will be more prepared for advanced social studies classes and standardized state tests so their time can be spent going deeper into the content rather than learning the process of analyzing documents.

Preliminary Document-Based Assessments

- 3 units with 3 lessons per unit
- then and now themes
- student analysis includes simple images
- 2 questions per student page
- simple document analysis graphic organizers



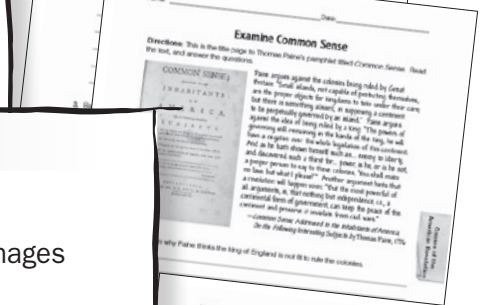
Beginning Document-Based Assessments

- 4 units with 4 lessons per unit
- student analysis includes written documents and images
- 2–3 questions per student page
- DBQ discussions for each unit
- simple document analysis graphic organizers



Intermediate Document-Based Assessments

- 5 units with 2–4 lessons per unit
- student analysis includes written documents and images
- 2–3 questions per student page
- DBQ for each unit; 2–4 documents
- complex document analysis and essay graphic organizers



Advanced Document-Based Assessments

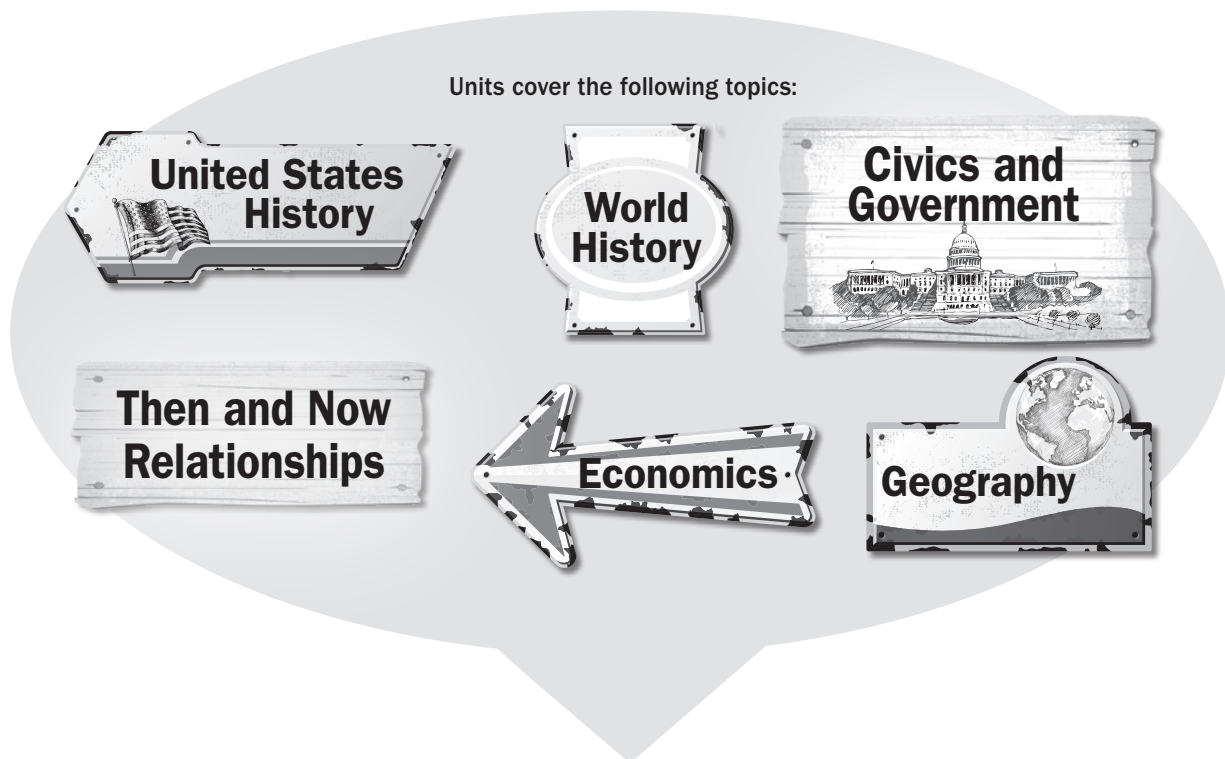
- 7 units, 5–7 lessons per unit
- student analysis includes complex written documents and images
- 2–3 questions per student page
- DBQ for each unit; 5–7 documents
- complex document analysis and essay graphic organizers



How to Use This Resource *(cont.)*

Topic-Based Units

Units centered around key social studies topics in each section can be used during or at the end of classroom units of study related to the topics. This will enhance social studies curriculums and encourage students to synthesize their knowledge and understanding of the topics to answer the questions. The units can also be used as additional practice with document-based assessments unrelated to what is actively being covered in class. In this case, additional background information may be needed for students.



Preliminary Document-Based Assessments

Unit 1: Families Then and Now

Lessons	
Lesson 1: Introduction	102
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Teacher Resources	
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Answer Key	108

Preliminary Units

Beginning Document-Based Assessments

Unit 4: Our Government

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Teacher Resources	
DBQ Overview	150
Background Information	150
Answer Key	151

Beginning Units

Intermediate Document-Based Assessments

Unit 10: American Indians

Lessons	
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Lesson 2: Treaty and Signing Day	230
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Assessment (Writing DBQ)	234
Teacher Resources	
Background Information	236
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Intermediate Units

Advanced Document-Based Assessments

Unit 19: Civil Rights Movement

Lessons	
Lesson 1: Police Report	272
Lesson 2: Protest	274
Lesson 3: Struggle: State	276
Lesson 4: Letter to the President	278
Lesson 5: Freedom Riders	280
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Civil Rights Movement (DBQ)	286
Teacher Resources	
Background Information	287
Answer Key	288

Advanced Units

How to Use This Resource *(cont.)*

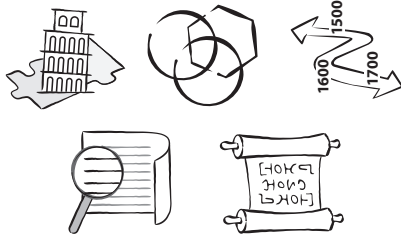
Lessons

Each lesson has one easy-to-follow teacher page and one student activity page. Students will also use various graphic organizers to help them analyze documents and plan their DBQ essays.

Teacher Lesson Guides

All the lesson guides in this book are broken down into clear, concise, and easy-to-use steps. This simple and consistent format will facilitate smooth transitions for teachers and students as they progress from one document-based assessment level to the next.

- Focus on **Historical-Thinking Skills** to help students think like historians.



- Activate** background knowledge, spark interest, and prepare to analyze documents.
- Analyze** documents with quick, engaging activities and discuss thought-provoking guiding questions.
- Learn **How To** interpret increasingly complex documents.
- Extend** learning to the next level.

Industrial Revolution

Haymarket Square

Activate

Show students different news clips about teacher strikes that occurred across the country in the late 2010s. Ask students to react to the concept of teacher strikes. Were they effective? If so, why? Who, if anyone, was hurt by the strikes? Is striking necessary in the teaching profession? In other professions?

Analyze

- Have students look at the poster on Examine Haymarket Square (page 219). Ask students to complete Document Analysis—Set the Scene (page 297) to support their analysis and place the poster in a historical context.
- Read the background information about the Haymarket Riot (page 229) if students are not familiar with it. Then, have students discuss with partners who was to blame for the riot.
- Take a vote to see where the class stands in regards to blame for the riot. Ask students to defend their decisions.
- Use the following questions to guide a discussion:
 - Would a meeting like this lead to violence?
 - Why would an eight-hour workday be an early goal of unions?
 - Why did workers feel the need to form unions?
 - Why did factory owners dislike unions?
- Allow time for students to complete Examine Haymarket Square. Discuss their work and strengthen their analysis skills using the How To activity.

How To . . .

Analyze Posters—Tell students that there are some specific strategies they can use when analyzing posters. Have them determine if the poster tries to persuade more through words or visuals. Explain to students that this can give them a clue to know who the intended audience is for the poster. Then, have students put the poster into its historical time period. Have them write one-sentence summaries of the poster to help explain its purpose.

Extend

Have students select an industry or profession that they feel should be unionized. Then, have students create new posters to recruit workers from that industry or profession to unionize.

Historical-Thinking Skill

Students will compare and contrast the different points of view over labor unions.

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Families Then and Now

Teacher Resources (cont.)

Food Lesson

Favorite recipes are part of familial traditions and are often used to celebrate holidays and special occasions. Many old recipes have been handed down through generations, and children learn them by helping an adult make them. In the past, some people did not write the ingredients they used, so many old recipes were vague and subject to variations each time they were used. The cake recipe is from the Depression era. Ingredients such as eggs and dairy were expensive. This gave rise to creative and delicious recipes that didn't use these ingredients. This sugar cookie recipe is from the Sorrell family who lives in central Missouri in the United States. The recipe dates back five generations. A large quantity of flour is needed to bake these cookies. One unusual ingredient is sour cream, but family members say it is the magic ingredient that makes the cookies fluffy and thick.

Answer Key

Think About Recreation (page 33)

- A.
- The family is sightseeing.

Think About Houses (page 35)

- B.
- The house on the right has a garage attached. There is a driveway, and a modern car is parked on it.

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Teacher Resource Pages

Additional background information and answer keys for the lessons are at the end of each unit. The background information provides teachers with information about the documents and relevant historical context at a quick glance. Teachers can share this information with their students as needed.

How to Use This Resource *(cont.)*

Lessons *(cont.)*

Student Activity Pages

- A caption or brief description of each document and its source encourages students to consider the source of every historical document.
- A variety of document types engages students with diverse interests, backgrounds, and abilities.
- Constructed-response questions about each primary source assess students' historical-thinking and document-analysis skills.


Preliminary

Name: _____ Date: _____

Think About Schools


Directions: Study the images. Then, answer the questions.

Then



One teacher taught many grades together in a one-room school house.

Now



A teacher teaches one grade in a spacious classroom and has modern technology.

- How are these classrooms the same?
 - A Each classroom has one teacher.
 - B Students are sitting in desks.
 - C They have many decorations.
 - D They have computers.
- What is one way classrooms have changed? Use evidence from the photos.

Beginning

Name: _____ Date: _____

Investigate Thailand's Geography

Directions: Thailand is located in Southeast Asia. Study the map. Then, answer the questions.

- Where is Mount Khao Luang located?
 - A central Thailand
 - B eastern Thailand
 - C southern Thailand
 - D northern Thailand
- Describe where Thailand is located in the world.


- Based on the geography, why might people want to live in or visit Thailand?

Intermediate

Name: _____ Date: _____

Examine Common Sense

Directions: This is the title page to Thomas Paine's pamphlet titled *Common Sense*. Read the text, and answer the questions.



Paine argues against the colonies being ruled by Great Britain. "Small islands, not capable of protecting themselves, are the proper objects for kingdoms to take under their care, but there is something absurd, in supposing a continent to be perpetually governed by an island." Paine argues against the idea of being ruled by a king. "The powers of governing still remaining in the hands of the king, he will have a negative over the whole legislation of the continent. And as he hath shown himself such an enemy to liberty, and discovered such a thirst for power, as he, or he not, a proper person to say to these colonies, You shall make no laws but what I please!" Another argument holds that a revolution will happen soon: "But the most powerful of all arguments, is, that nothing but independence, i.e., a continental form of government, can stop the peace of the continent and preserve it inviolable from civil wars."

—*Common Sense Addressed to the Inhabitants of America, On the Following Interesting Subjects* by Thomas Paine, 1776

- Explain why Paine thinks the king of England is not fit to rule the colonies.

- What does Paine claim is the only way to keep peace in the continent?
 - A a short-term treaty
 - B a long-term treaty
 - C leaving the colonies all together
 - D nothing but independence
- How did this pamphlet get people interested in declaring independence from Great Britain?

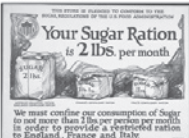

Advanced

Name: _____ Date: _____

Examine Food Supplies and Rationing

Directions: Read the background information, examine the images, and answer the questions.

These propaganda images were used to encourage and remind people to ration and grow food during World War II. Individuals, including children, were issued ration booklets that controlled how many of certain items they could buy. Today, it is estimated that most Americans consume one-third of a pound of sugar each day in processed foods and drinks. This poster allows 2 pounds (0.9 kilograms) per month.

- How does sugar consumption in America today compare with the rationed amount of sugar in World War II?

- Why was rationing necessary during World War II?

- Explain the symbolism in the political cartoon on the right.

How to Use This Resource *(cont.)*

Lessons *(cont.)*

Document-Analysis Sheets

- Students analyze each document with guiding questions and prompts that help them interpret the documents.
- Students apply historical-thinking skills in an organized, easy-to-follow way.
- Students use these pages repeatedly to build proficiency.
- These reproducible pages are located on pages 292–295.

Name: _____ Date: _____

Document Deep Dive – Bubble Map

Directions: Fill out as much of the top of the page as you can. If there is only one document, cross out the last column. Follow your teacher's directions to label and complete each column.

	Document A	Document B
Title or Description		
Type of Document (map, letter, photo, etc.)		
Document Creator		
Date Created		
Purpose		

Document Analysis

© Shell Education

Name: _____ Date: _____

Document Deep Dive – Flow Chart

Directions: Fill out as much of the top of the page as you can. If there is only one document, cross out the last column. Follow your teacher's directions to label and complete each column.

	Document A	Document B
Title or Description		
Type of Document (map, letter, photo, etc.)		
Document Creator		
Date Created		
Purpose		

Document Analysis

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Preliminary and Beginning Samples

Name: _____ Date: _____

Document Analysis—Make Connections

Directions: Complete as much of this page as you can to better understand the document.

Step 1: Just the Facts

Title or description: _____

Type of document:
(map, letter, photo, etc.) _____

Date: _____ Place: _____ Creator: _____

Circle one: primary source secondary source

Step 2: Make Connections

Use the chart to make connections (e.g., compare and/or contrast, cause and effect). Your teacher may give you directions or ask you to choose the best way to label the sections to record connections. You can use colors, lines, or other marks as needed to help show your connections.

Step 3: Reflect

What did you learn or notice from the connections you made?

Document Analysis

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Name: _____ Date: _____

Document Analysis—Set the Scene

Directions: Complete as much of this page as you can to better understand the document.

Step 1: Just the Facts

Title or description: _____

Type of document:
(map, letter, photo, etc.) _____

Date: _____ Place: _____ Creator: _____

Circle one: primary source secondary source

Step 2: Set the Scene

Record what you know about the time and place the document was created.

Step 3: Reflect

How did the historical setting, or context, influence the events, ideas, and/or purpose of the document?

Document Analysis

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Intermediate and Advanced Samples

How to Use This Resource *(cont.)*

Lessons *(cont.)*

Document-Based Questions

The DBQ represents a “real world” or authentic assessment. There are two parts to a DBQ. In the first part, students read and analyze passages, charts, graphs, photographs, and other visuals. They are asked to respond to short, scaffolded questions based on the individual documents. Then, in the DBQ task, students must draw on the material from the documents and their own knowledge to prepare answers that demonstrate their skills in comprehension, evaluation, and synthesis. Students may be asked to make comparisons and analogies, apply knowledge to the given data, take positions on issues or problems, support their conclusions, explore multiple perspectives on an event or issue, and/or apply historical analyses.

The concept of DBQs is introduced to students in the Beginning level section of this resource. In that section, DBQs are presented as discussion questions that students unpack and answer together with their teacher. As students progress to the Intermediate and Advanced levels, they answer DBQs in cohesive, well-supported essays.

Beginner DBQs

By introducing DBQs in the form of meaningful discussions in small- or whole-group settings, students can become familiar with these types of questions in a supportive, low-risk environment. This will build students’ confidence to tackle the more complex essay tasks in the subsequent sections.

The diagram illustrates the structure of the resource. A central circle labeled "Teacher Resources" contains a preview of the "Beginning DBAs" page. An arrow points from this circle to a larger, detailed view of the "Beginning DBAs" page on the right. The detailed view shows sections for "Our Government", "Teacher Resources", "DBQ Discussion", "Background Information", "Presidential Seal Lesson", and "Congress Lesson".

Our Government

Teacher Resources

DBQ Discussion

Activate students' memory of the documents they analyzed and learned about in this unit by asking them to think of the following: three things they learned, two questions they still have, and one of their favorite documents. Have students discuss these things with partners. Then, write one of the DBQ discussion questions on the board. Choose a question that best fits the needs of your students and is appropriate for their current understanding of the topic.

- What are the most important things you know about your country?
- How do the three branches of the U.S. government support democracy?

Ask students to think about the question independently first. Then, ask students to turn and discuss it with partners. While partners are talking, create a bubble map or chart on the board with each of the four documents from the unit listed. Lead a discussion about the DBQ. Guide students to think about if and how each document can help them answer the question and record their thinking on the board. Invite a few volunteers to share how they could answer the question in a few sentences.

Background Information

Presidential Seal Lesson

The seal of the president of the United States is used as a symbol of the president. It is commonly seen on the podium when the president gives speeches and on the sides of presidential vehicles, such as Air Force One, Marine One, and any cars in which the president rides. The seal was historically used as a die pressed in wax to close correspondence between the president and Congress.

The seal contains a bald eagle, the national bird, holding an olive branch with 13 leaves in one talon and 13 arrows in the other talon. A shield with 13 red and white stripes and a blue field at the top appear on the breast of the eagle. In its beak, the eagle holds a banner with the phrase *E pluribus unum* ("out of many, one"). The crest, which is behind the eagle, relates lines, 13 circles, and 13 stars. Surrounding the eagle are 50 stars that symbolize the 50 states in the country.

Congress Lesson

The Constitution of the United States calls for three branches of government: executive, legislative, and judicial. The president occupies the office of the executive branch. The Supreme Court serves as the judicial branch. The legislative branch is composed of senators and representatives from each state. The U.S. Senate is made of 100 members. Each state elects and sends two senators to Congress every six years. The U.S. House of Representatives is made up of 435 representatives. Each state is allowed a percentage of representatives based on the population of the state. Representatives serve two-year terms. The Constitution gives Congress a number of powers, including taxation, the ability to declare war, and oversight of the finances of the country. Congress can pass bills that can be signed into law by the president.

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How to Use This Resource *(cont.)*

Lessons *(cont.)*

Document-Based Questions *(cont.)*

Intermediate and Advanced DBQs

As students develop their essay-writing skills, they must reference an increasing number of documents. They will begin with two documents and build up to seven. Students will be most successful with these essays when given at the end of a unit of study on the related topic.

- Two essay tasks allow students to choose which DBQ to answer.
- Specific guidelines are given for each question to further aid student responses.

DBQ Essay Planner

Graphic organizers are provided on pages 302–304 to help students plan, organize, and write their essays.

Name: _____ Date: _____

Ancient Egypt Document-Based Question

Historical Context
The Egyptian empire began in 3100 BC under Menes. He declared a supreme monarchy and claimed to have divine lineage. His successors continued to exert a divine hold over the people. He began the tradition of building elaborate tombs for their burial. This pyramid-building phase, which was known as the Old Kingdom, was a time of peace and isolation. Religion became a focal point. Priests and the pharaoh had daily ceremonies to please the many gods. All society focused on preparing for the afterlife. During the Middle Kingdom, trading ships sailed throughout the Mediterranean. Elaborate engineering projects were constructed. During the New Kingdom, armies used horses and chariots to lead their soldiers into battles, defend their country, and conquer new regions. In 332 BC, the Greeks took over Egypt, and the Ptolemaic Empire began.

Essay Task 1
In a well-organized essay, explain how Egyptian society was focused on and devoted to participating in religious practices and providing for the comfort of their pharaohs, both in life and in death. In your essay, remember to:

- Identify three religious practices.
- Provide evidence that will convince the reader that the religious practices you selected reveal the devotion of the Egyptian society to the pharaoh.
- Include a topic sentence, introduction, body, and conclusion.
- Give details to support your ideas.
- Use information found in the documents to support your argument.

Essay Task 2
In a well-organized essay, explain the three most important contributions of ancient Egyptian society to modern society. In your essay, remember to:

- Identify the three contributions.
- Provide evidence to support that the contributions made an impact on modern society.
- Include a topic sentence, introduction, body, and conclusion.
- Give details to support your ideas.
- Use information found in the documents to support your argument.
- As a bonus, include evidence from an outside source or a counterargument in your chosen essay.

■ As a bonus, include evidence from an outside source in your essay.

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Name: _____ Date: _____

DBQ Essay Planner *(cont.)*

Step 1—Understand:
Read and annotate your chosen essay task.
➤ Circle the type of essay you are being asked to write.
compare/contrast historical context
cause and effect periodization
continuity and change

➤ Write your initial answer to the DBQ in one sentence: _____

Step 2—Prepare:
What evidence will you look for in the documents to help you plan your essay? Write your notes.

Step 3—Use Outside Information:
What other information can you include in your essay (information you learned in class or read about)? Write your notes.

Step 4—Draft a Thesis:
Write a first draft of your thesis before you analyze the documents. Make a claim that you can defend. Respond to all parts of the question.

Name: _____ Date: _____

DBQ Essay Planner *(cont.)*

Step 5—Analyze Documents
Analyze the documents to connect them to your thesis.

Summarize the document.	Identify one or more of the following: <ul style="list-style-type: none"> • author's point of view • intended audience • historical context • author's purpose 	How does your analysis support your thesis?
1		
2		
3		
4		
5		
6		

Step 6—Revised Thesis:
Revise your thesis to make it clear and concise. Make sure you can support your thesis with evidence from the documents.

Name: _____ Date: _____

DBQ Essay Planner *(cont.)*

Step 7—Outline:
Use the outline guide to create an outline for your essay. Write notes or sentences on the paper, or create your outline on a separate sheet of paper.

I. Introduction _____

A. Topic sentence—Establish the topic of your essay in a clear and engaging way.

B. Additional relevant information to introduce your topic and set the scene.

C. Final Thesis Statement _____

II. Body of the Essay _____

A. Body Paragraph 1 _____

a. Topic Sentence _____

b. Evidence from a document _____

c. Evidence from a document _____

d. Outside information _____

e. Transition Sentence—Connect the evidence to the thesis in your own words.

How to Use This Resource *(cont.)*

Digital Resources

Lesson resources can be shared through cloud-sharing services, displayed on interactive whiteboards, or printed and distributed to students. Projecting documents while students are analyzing them allows for whole-class discussions. At times, projecting full-color versions may be more beneficial than copying them on black-and-white copiers. When making copies, it is recommended to push the photo button on the copier for better image quality. (See page 311 for more details about accessing and using the digital resources.)

How the Digital Resources Are Organized

When first accessing the digital resources, you will find the following folders:

- Preliminary DBAs
- Beginning DBAs
- Intermediate DBAs
- Advanced DBAs
- Teacher Resources

The content in each section folder includes the following components:

- student reproducibles for each lesson
- primary source images that can be projected



The Teacher Resources folder includes:

- reproducible for *Ask Questions Like a Historian Lesson* (pages 28–29)
- additional lesson resources, including graphic organizers, rubrics, and a list of source information for each historical document

Symbols

Historical-Thinking Skill

Students will examine how and why the American flag design has changed over time.



Activate

Take a walking trip to view the flag on display on the flag pole at the front of the school. Say the Pledge of Allegiance. Discuss why the school displays the flag in front of it.



Analyze

1. Have students look at the images on *Think About Symbols* (page 57). Ask them to begin completing *Document Deep Dive—Flow Chart* (page 295) to support their analysis. Have students complete as much of the top of their activity sheets as they can.
2. Guide students to record how the flag design has changed over time. In the first box, have students draw or describe the flag in 1777 and why it looked as it did. In the last box, have students describe or draw the flag today and why it looks as it does. For the two middle squares, research as a class two other times in history when the flag design has changed (e.g., 1795 and 1912). Have students label and describe the flags in the boxes chronologically.
3. Use the following questions to guide a discussion:
 - What is the same on both flags?
 - What is different? Why would the number of stars change?
 - How do the changes to the flag reflect changes going on in the United States?
 - If another state was added to the United States, how would the flag probably change?
4. Allow time for students to complete *Think About Symbols*. Discuss their work and strengthen their analysis skills using the How To activity.

How To . . .

Annotate Documents—Tell students that a good way to analyze documents is to annotate them. One way to do this is to write comments and questions directly on the paper. Model doing this for students. Then, ask students to write at least two comments and two questions on or around the images. Encourage students to draw lines to or circle the areas of the images they are commenting on.



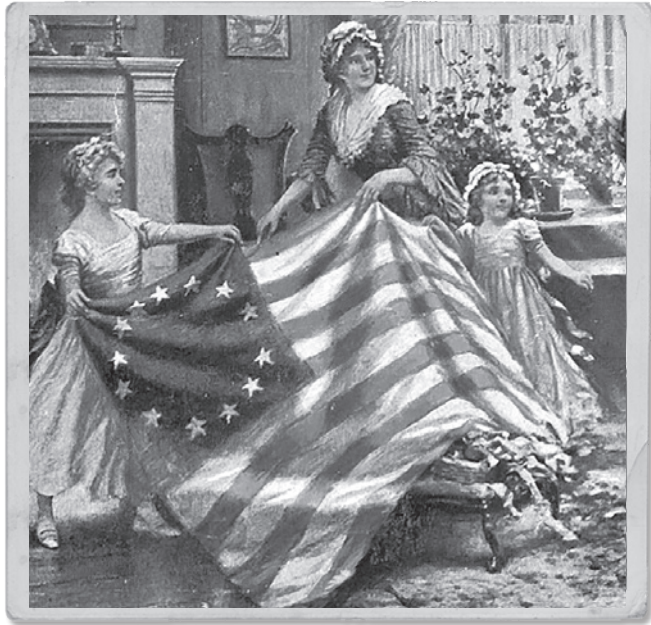
Extend

Have students design flags that represent themselves or the class. Encourage them to have at least three things on their flags that show symbolism. Have students share their flags with each other.

Think About Symbols

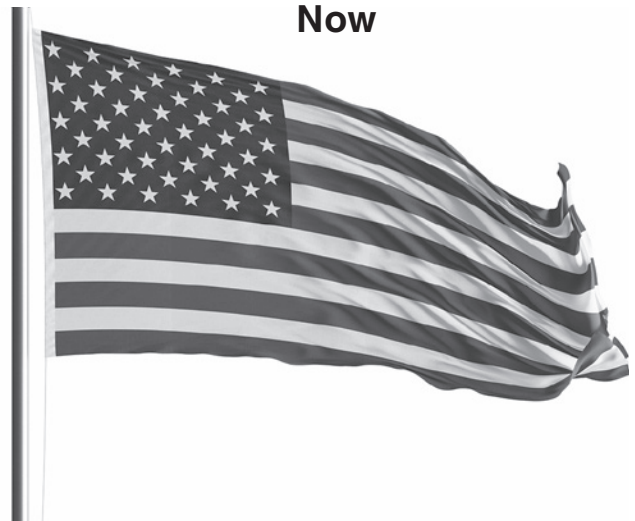
Directions: Study the images. Then, answer the questions.

Then



The 13 stars represent the 13 original states. A flag with this design was first flown in 1777.

Now



The 50 stars represent the 50 states. This flag design has been in use since 1960.

1. How are the flags alike?

- (A) The number of stars has not changed.
- (B) The number of stripes has not changed.
- (C) George Washington ordered both flags.
- (D) They were made by the same person.

2. What can you tell about the United States by looking at how the flag has changed over time?

Fashion Long Ago

Historical-Thinking Skill

Students will evaluate the reliability of a catalog to represent the clothing styles of a time period.



Activate

Ask students to identify how people get their clothes today. Where do they go? How do they know what everyone will be wearing? How do they know the price of each item?



Analyze

1. Have students look at the image on *Investigate Fashion Long Ago* (page 89). Ask students to complete *Document Deep Dive—T-Chart* (page 293) to support their analysis. Ask students to think about whether a Sears catalog would be a good source of information about women’s fashion long ago. Then, ask students to label their T-charts with the headings *Reliable* and *Not Reliable*.
2. Lead a discussion about the reliability of a Sears catalog to represent the clothing styles from this time period. Discuss who may have used the catalog and how, the types of items Sears would put in the catalog (e.g., practical, frivolous, both), and what would happen in future catalogs if items didn’t sell well. Then, ask students to consider how these things and others might affect the reliability of the source. Have them complete their T-charts with information to support each column.
3. Use the following questions to guide a discussion:
 - How do the clothing styles compare to today?
 - How does the catalog compare to catalogs today?
 - What inferences can you make and what evidence supports your inferences?
 - Why would a written description of each clothing item be necessary?
 - Where else could you learn about women’s fashion during this time?
4. Allow time for students to complete *Investigate Fashion Long Ago*. Discuss their work and strengthen their analysis skills using the How To activity.

How To . . .

Read Catalogs—Draw students’ attention to the numbers under each person shown in the image. Then, refer students to the description boxes on the page. Have students identify where the numbers match. Tell students that when the numbers correspond, that is how they will know which box describes which clothing item and the pricing information too.



Extend

Have students create their own catalog pages of clothes (or other items) they would like to order. Have them include pictures, descriptions, and pricing. Have students share their catalogs.

Investigate Fashion Long Ago

Directions: This image is from a 1912 catalog. Study the image. Then, answer the questions.

\$5. from 32 up to and including 44 inches bust measure, unless otherwise stated in descriptions. State size.

GINGHAM DRESS with embroidered trimming. Made of splendid quality checked gingham in neat fitting one-piece style and tastefully trimmed with solid color chambray embroidered plait in back. Shipping weight, 28 ounces.

No. 31H9375 Blue and white with blue trimming

No. 31H9376 Black and white with grey trimming

EACH \$1.65

People in the Past

1. What is true about this catalog page?

- A It shows the style all women wore at this time.
- B Each person is showing the dress in the same pose.
- C The picture was taken with a camera.
- D The picture is hand drawn.

2. Describe the general look of the dresses on this page.

3. What is one reason this catalog would not be a good source for understanding all fashion at that time?

Assimilation

Historical-Thinking Skill

Students will draw conclusions using evidence of how early state and federal policy influenced various American Indian tribes.



Activate

Show students some examples of Latin roots and their meanings. See if they can determine some examples of words that use those roots. Examples: *Fac*, to make, factory, manufacturer; *aud*, to hear, audience, audition. Then, write the word *assimilate* on the board. Have student make inferences about what the root *similate* means. The root comes from *similis*, meaning “like, resembling, or of the same kind.” Discuss the meaning of the word *assimilation*.



Analyze

1. Have students study the photographs on *Examine Assimilation* (page 133). Ask students to complete *Document Analysis—Use Evidence* (page 299) to support their analysis. Guide students as needed to complete their charts. Remind them to make some claims and/or draw some conclusions from the photos and their background knowledge. Then, they should write evidence to support what they write in the first column.
2. Have students share their charts in small groups. Ask students to give one another feedback about how strong and supportive their evidence is.
3. Use the following questions to guide a discussion and help students add to their charts:
 - What was the purpose of the Carlisle School?
 - Why were these photographs taken? How do you know?
 - What sacrifices did the children make at the school?
 - Why might it be difficult for students to return to live with their tribes?
4. Allow time for students to complete *Examine Assimilation*. Discuss their work and strengthen their analysis skills using the How To activity.

How To . . .

Identify Bias—Explain to students that bias is when something shows a preference or prejudice for or against a person or idea. As you read, see, or listen to materials, keep the following questions in mind to help you identify bias: *What facts has the creator left out? What other information is needed to understand the entire story?* Ask students to try and identify possible bias in the photographs.



Extend

Ask students to create lessons on language that would validate and affirm a student’s home culture while helping them build an understanding of mainstream American culture.

Examine Assimilation

Directions: Read the background information, study the images, and answer the questions.

These photos were taken at the Carlisle School in 1886. They show students when they entered the school and after they had been there for some time.



1. What visible changes did students at the Carlisle School go through?
 - (A) They no longer used their native language.
 - (B) They dressed in western clothing.
 - (C) They embraced western traditions.
 - (D) They were successful students.
2. What changes can you infer the students at the Carlisle School went through that you cannot see in the images?

3. Why might these photos not be considered concrete evidence of the effects of attending the Carlisle School?

American Indians Document-Based Question

Historical Context

After America gained independence, settlers continued moving westward. Settlers and American Indians disagreed over land rights. The Louisiana Purchase doubled the size of the country. While the land was vast, many different American Indian tribes called much of that land home. Early on, many tribes helped settlers, including the Lewis and Clark exploration team commissioned to map out the new territory. But over time, events such as the gold rush would change their relationships forever.

Essay Tasks

Directions: Use the documents and your knowledge of American Indians to complete **one** of the following essay tasks. Before you begin your essay, complete the *DBQ Essay Planner* (pages 302–305) to plan your writing.

Essay Task 1

In a well-organized essay, describe how settlers limited the freedom of the American Indians in the 1800s.

In your essay, remember to:

- Tell about specific hardships that American Indians suffered because of American actions.
- Include information about famous individuals who tried to achieve freedom for their people.
- Include a topic sentence, introduction, body, and conclusion.
- Give details to support your ideas.
- Use information found in the documents to support your argument.

Essay Task 2

In a well-organized essay, support or oppose the U.S. government policies toward American Indians during the 1800s.

In the essay, remember to:

- Establish the policies that you will support or oppose.
- Include details and evidence that support your argument.
- Include a topic sentence, introduction, body, and conclusion.
- Give details to support your ideas.
- Use information found in the documents to support your argument.

★ As a bonus, include evidence from an outside source in your essay.

Freedom Riders

Historical-Thinking Skill

Students will understand how diverse groups united during the civil rights movement.



Activate

Show video news clips or provide news articles about the Occupy Wall Street protests from 2011. Using those clips or articles, have students compare and contrast the similarities and differences between this protest and the civil rights movement protests.



Analyze

1. Have students read the interview on *Examine Freedom Riders* (page 281). Ask them to complete *Document Analysis—Make Connections* (page 296) to support their analysis. Guide students to compare this type of protest to others, such as the lunch counter sit-in and the peace march. Have students work in small groups to complete the charts on their analysis sheets. Discuss as a class what they have written.
2. Use the following questions to guide a discussion:
 - How would you feel if you were one of the Freedom Riders?
 - How would you feel if you were opposed to them?
 - Do you think the nonviolent approach is best? Why or why not?
3. Allow time for students to complete *Examine Freedom Riders*. Discuss their work and strengthen their analysis skills using the How To activity.

How To . . .

Identify Point of View—Tell students there are three basic points of view: objective, first person, and third person. Understanding the point of view in a document can help identify bias and allow you to draw your own conclusions. First-person point of view is used when a person tells the story directly from their experiences using the word “I.” Third-person point of view is more limited because the person can retell the story from indirect experiences. Objective point of view is used when just the facts are given without interpretation. Have students identify the point of view of this document.



Extend

Have students conduct interviews with one another about an event from the civil rights movement. Have one student act as the participant or witness in the event and the other act as the interviewer. Both students should research information to accurately role-play their parts. The interviewer should research the same event to develop relevant questions to ask.

Examine Freedom Riders

Directions: Read the background information and quotation. Then, answer the questions.

Robert Singleton participated in the Freedom Rides. In this interview, he discusses his journey to Jackson, Mississippi, to participate in the Freedom Rides.

“The journey was an eye-opener. Our journey began at UCLA, we actually knew at the time that we would have to have bail money before we went in. The first Freedom Riders were bailed out and that broke CORE at the bank. We were notified that we couldn’t come if we didn’t have prospects for raising our bail. We were a group of seventeen all together. We had arranged with professors and others to help us raise our bail money. We were pretty certain we had enough when we left. I thought we would go with the first group, but I found there were even more people who wanted to go, so I went with the second group from UCLA. We flew down to New Orleans, and got an orientation on what to expect and what not to do. When we finally went into Jackson, we went in by train and walked into the white waiting room. We were confronted immediately by the police who told us to move on—they were going to tell us three time—it didn’t take very long. We were arrested immediately and put in the paddy wagon.”

—Robert Singleton

1. What does this quotation reveal about the organization of the Freedom Rides?

2. What risks did Freedom Riders, such as Singleton, take in their actions?

3. How was the way Singleton protested similar to the lunch sit-in protests?

- (A) They carried signs.
- (B) They were nonviolent.
- (C) They received little attention.
- (D) They were alone.