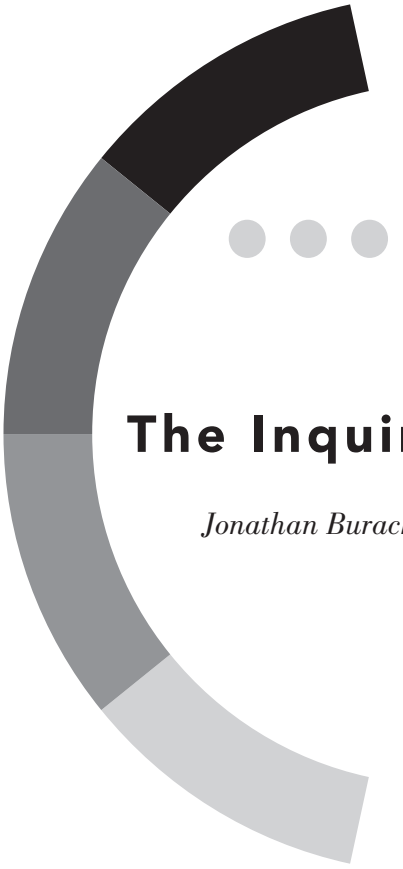

The Inquiry Arc in U.S. History

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MindSparks®

CULVER CITY, CALIFORNIA

HS1015 v1.0

America's Twentieth Century

Contents

The New Deal

How Good a Deal Was It?

Selma

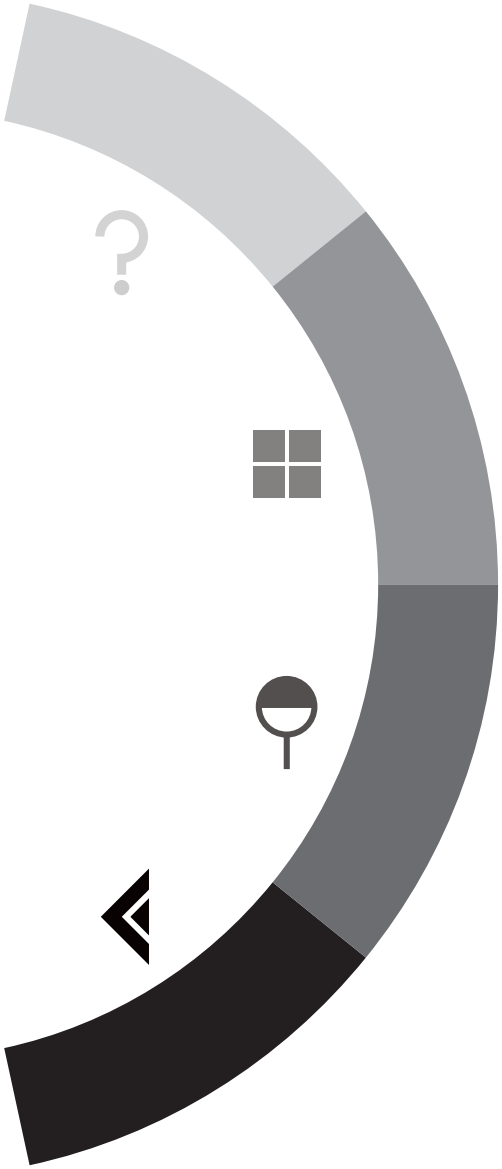
What Was Its Importance in the Civil Rights Movement?

Reagan and the Russians

Did Reagan Make the Cold War Worse, or Did He Hasten Its End?

C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions student pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.

C3 Disciplines

History

Civics

Economics

Geography

Introduction

Woodrow Wilson called for a declaration of war against Germany on April 2, 1917. In his address to Congress, he asserted that "the world must be made safe for democracy." Wilson's idealism was reflected in his Fourteen Points for settling the war. He hoped these points would be accepted at the Paris Peace Conference in 1919. Wilson's dream gave Americans high hopes for what victory might mean. Perhaps that's what it took to get them to accept the sacrifices they had to make. Yet this also set them up for great disappointment. The final treaty was far harsher than Wilson had hoped it would be. Its terms left a legacy of bitterness, especially among Germans, and may have paved the way for a renewed world war in 1939. Today, we still live in the shadow of "the Great War," as World War I was known at the time. Was the U.S. decision to take part in it wise? This lesson will focus on that compelling question. In this lesson, students will work with short passages from ten primary sources. These primary sources form the core content for a set of tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about U.S. involvement in World War I. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.
- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Compelling Question

Should the U.S. have stayed out of World War I?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about World War I

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.

7. Using the evidence gathered from primary sources, each group will then prepare a brief (five- to ten-minute) presentation about World War I from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the World War I Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- Have students reread Primary Sources 1.4, 1.5, and 1.6. Then ask them to study and briefly discuss the "Halt the Hun" poster (Primary Source 1.7). Students should then imagine what Senators La Follette and Norris would think about this poster and similar posters the government was producing. Have half of the students write letters about the poster to President Wilson as if they were one of these two U.S. senators. Then have the other half of the students write letters back from President Wilson responding to each senator. Share some of the letters in a class discussion.

- Ask students to reread Primary Sources 1.2, 1.3, 1.5, and 1.6. Write a brief fictional short story based on the idea that the authors of these four sources are able to meet for dinner in 1933. The story should feature a dinnertable conversation in which all four authors reminisce about the war, what they wrote at the time, and their views about the war's outcome as it could have appeared to them by 1933.

- Ask students to pretend they are reporters covering President Wilson's speech in Pueblo, Colorado, on November 25, 1919 (Primary Source 1.8). They are assigned to evaluate the speech in an editorial for their newspaper to appear the next day. In the editorial, they should refer to Wilson's speech, to at least one of the critics of the war in these primary sources, and to the statement General Erich Ludendorff made in February 1919 (Primary Source 1.10).

Taking Action

- Have students discuss the following question: "How should our community commemorate World War I and those members of the community who fought in it?" Brainstorm ideas and discuss them in relation to the points of view expressed in the primary sources for this lesson. Have a small group of students take notes on this discussion and write a letter describing the ideas expressed as to what an appropriate memorial might include. Send the letter to relevant community groups such as veterans' organizations, churches, or local officials. Invite them to a "World War I Memorial Day discussion" with your class. In that discussion, try to arrive at a plan for a memorial that the community would find appropriate.
- Based on the work in the previous assignment, ask students to use social media to share the results of their World War I Memorial Day discussion. Ask those contacted in this way to comment and offer their own suggestions.

Introductory Essay

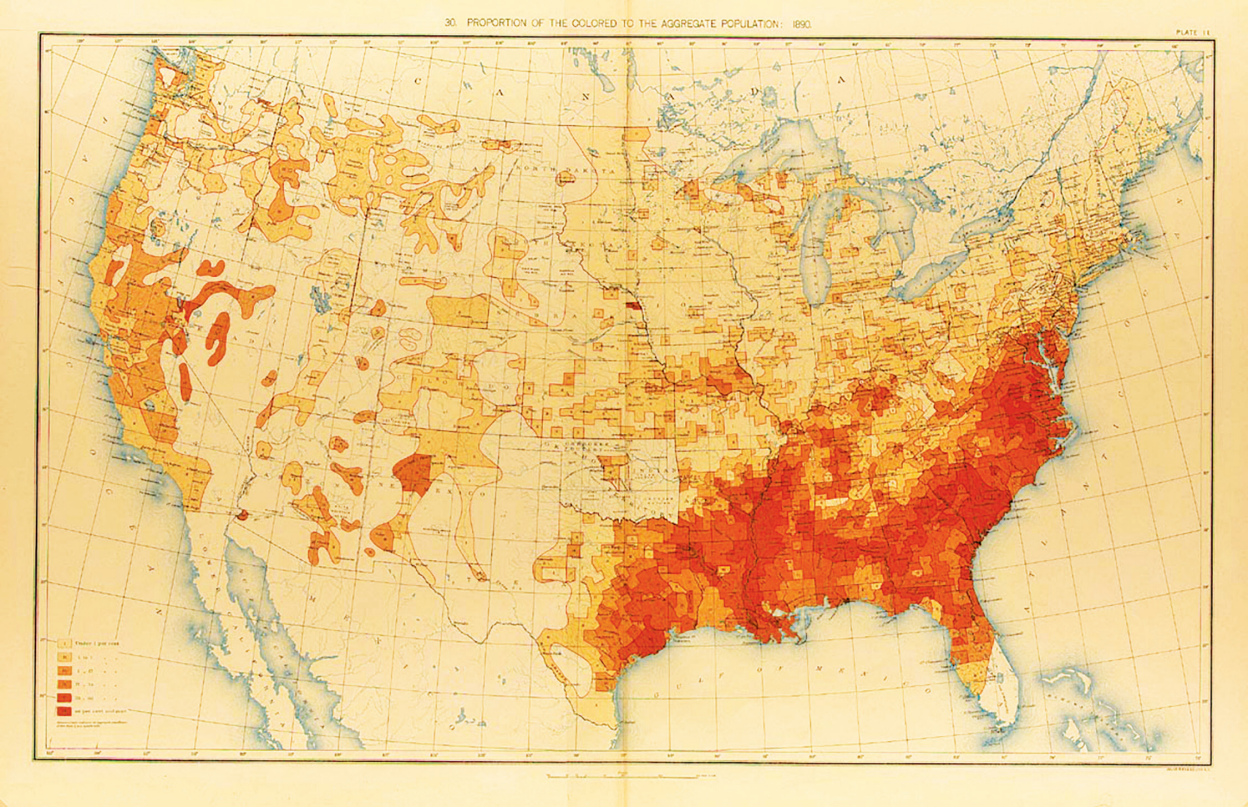
The Great Migration

Black Belt *by Archibald John Motley*

As of the year 1900, the vast majority of African Americans still lived in the South. Most were poor tenant farmers or sharecroppers in rural areas. Strong family, church, and community ties eased the hardships of life in the Deep South. Nevertheless, those hardships were a very heavy burden to bear. Poverty alone was not the worst of them. The late 1800s and early 1900s were a time of increasing racial tension. "Jim Crow" segregation was getting harsher. Segregation meant separate and inferior schools, restaurants, train cars, theater sections, park benches, public bathrooms, drinking fountains, and more for blacks. Poll taxes, literacy tests, and other methods kept blacks from registering to vote. Horrible lynchings were a growing problem. In the

Where African Americans Lived, 1890

The U.S. Census Bureau atlas for the 1890 census includes this map showing the proportion of "colored" people to the entire population of each county. The heaviest concentrations are in the dark orange areas of Maryland, Virginia, and the southeastern states. A few such areas can also be seen in some northern urban areas and in the west.



Original Document Source: Henry Garnett, "Proportion of the Colored to the Aggregate Population: 1890." In *Statistical Atlas of the United States Based upon the Results of the Eleventh Census.* (Washington, DC: Government Printing Office, 1890). Available online from the Library of Congress, Geography and Map Division, at https://www.loc.gov/resource/g3701gm.gct00010/?sp=27.