

Controversy is a Good Thing

Putting Primary Sources and Literature in the Hands of Non-Traditional High School Students



Instructional designs for students in non-traditional Kansas high school degree completion programs

A multi-year project funded by the Library of Congress Teaching With Primary Sources program in partnership with ESSDACK



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Project Description

The ***Controversy is a Good Thing*** project focuses on supporting educational service agencies and local school districts across the state of Kansas offering high school degree completion programs to both traditional and non-traditional age learners. Project staff work with 20+ educators and paraprofessionals facilitating the learning of over 750 students in 15 high school degree completion programs. Project participants also teach in facilities supporting students in a variety of group homes and custodial learning environments. Programming integrates Library of Congress digital resources and culturally inclusive literature to support student conversations around complex and complicated topics.

The student population targeted by the project is diverse in age, economic background, ethnicity, and academic experience. This unconventional setting operates with the assumption that students will learn when and how it best suits their individual work and family responsibilities or their custodial situation. It is the educational staff responsible for facilitating the learning of this student population, varied in its makeup but similar in academic requirements, who are the focus of the ***Controversy*** project.

Project Goals

- Increase the ability of Learning Center and correctional facility educators to integrate Library of Congress resources and appropriate literature to facilitate student conversations around complicated topics.
- Develop an Open Educational Resource highlighting instructional best practices suitable for nationwide distribution.

Project Outcomes

- Participants will exit the project with a high familiarity with Library of Congress resources.
- Participants will exit the project better equipped to facilitate complicated conversations with non-traditional students.
- Participants will exit the project understanding the research supporting the integration of literature as an instructional strategy.
- Participants will exit the project as a part of a supportive professional learning community.
- Participants will exit the project able to design effective learning activities that integrate literature and social studies content.
- Project staff will collate instructional activities created by participants into a shareable OER.

Project Partners

ESSDACK is a regional education service agency located in Hutchinson, Kansas, delivering professional development, educational coaching, leadership training, and technology management to 61 member school districts and numerous non-member districts across Kansas and the United States. ESSDACK offers both digital and traditional face-to-face in-service learning opportunities leading to graduate-level college credits and local district Professional Development Credits.

With funding provided by the Library of Congress Teaching with Primary Sources program, ESSDACK acts as the project's lead partner and works together with the following organizations:

- **Smoky Hill Education Service Center**
Salina, Kansas
- **Greenbush - The Education Service Center**
Girard, Kansas
- **Orion Education and Training**
Clearwater, Kansas
- **The Kansas African American Museum**
Wichita, Kansas
- **Mid-America All-Indian Center**
Wichita, Kansas
- **Association of Educational Service Agencies**
Katy, Texas

Project partners will provide content specialists, session presenters, and expert assistance in culturally responsive instruction, trade book selection, and educational standards alignment. Partners will also assist in disseminating project materials. ESSDACK has also partnered with Minnesota Council for the Social Studies president and Minnesota Historical Society education consultant Jessica Ellison and Dr. Aleen Ratzlaff, Professor of Communications at Tabor College, Hillsboro, Kansas.

Project Staff

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Project Director

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Project Participants & Instructional Designers

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Instructional Activity Criteria

Educators were asked to follow a set of specific expectations while adapting their designs to the specific learning environment and student demographics in which they teach.

- Learning environment summary
- Overarching compelling question or inquiry
- Focus on a complicated topic
- Include Library of Congress primary sources
- Include a connection to fiction or nonfiction resource
- Require a student product that addresses the compelling question

Project Resources

- essdk.me/tps

Instructional Designs

2022 - 2023

Driving While Black: The Road to Justice

Compelling Question

How did African Americans in the United States exhibit resilience when encountering challenges caused by Jim Crow laws?

Kansas standards and benchmarks

Societies are shaped by the identities, beliefs, and practices of individuals and groups:

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

Staging the Question

Watch “Driving While Black-Race, Space and Mobility in America”

<https://www.pbs.org/video/driving-while-black-race-space-and-mobility-in-america-ach>

Supporting Question One

What was the Green Book and why was it necessary?

Using the following sources, create a T-Chart. On one side, list ways that Jim Crow laws impacted Ruth and her family. On the other side, describe how the Green Book supported the needs of Ruth and her family.

- Ruth and the Green Book (trade book)
- National Park Service - Martin Luther King Jr. National Historic Park
https://www.nps.gov/malu/learn/education/jim_crow_laws.htm
- Arizona Sun
May 4, 1961
<https://chroniclingamerica.loc.gov/lccn/sn84021917/1961-05-04/ed-1/seq-1/>
- Negro Motorist Green Book - 1946
<https://www.loc.gov/item/2016298176>

- The Green Book
https://en.wikipedia.org/wiki/The_Negro_Motorist_Green_Book

Supporting Question Two

What are the similarities and differences in how Leah Chase, Jerry Markowitz, and Nelson Malden embraced the challenges of living in a Jim Crow environment?

Using the following resources, create a three circle Venn Diagram highlighting the similarities and differences between the experiences of Chase, Markowitz, and Nelson.

- Interview with Leah Chase
<https://www.loc.gov/item/2020655500/>
Video transcript:
https://tile.loc.gov/storage-services/service/afc/afc2018029/afc2018029_05420/afc2018029_05420_ms01.pdf
- Interview with Jerry Markowitz
<https://www.loc.gov/item/2020655494/>
Audio transcript:
https://tile.loc.gov/storage-services/service/afc/afc2018029/afc2018029_05320/afc2018029_05320_ms01.pdf
- Interview with Nelson Malden
<https://www.loc.gov/item/2020655502/>
Audio transcript:
https://tile.loc.gov/storage-services/service/afc/afc2018029/afc2018029_05441/afc2018029_05441_ms01.pdf
- Negro Motorist Green Book - 1964
<https://digitalcollections.nypl.org/items/666fe280-82ee-0132-31f3-58d385a7bbd0>
- Negro Motorist Green Book - 1960
<https://digitalcollections.nypl.org/items/a7bf74e0-9427-0132-17bf-58d385a7b928>

Inquiry Description

In 2018, Candacy Taylor [documented contemporary business owners and employees](#) who work for more than a dozen still-active businesses that were listed in The Green Book, a historically significant travel guide published between 1937 and 1967. The Green Book listed businesses—e.g., restaurants, hotels, barbershops, taverns, drug stores, and garages—that welcomed African American customers. Only 3% of the 9,500 businesses listed in The Green Book are still in operation and Taylor traveled across the United States to interview their current owners and employees. The interviews explore the histories of these ongoing

establishments, their strategies for staying in business, and the business's current relationships with their changing communities. This oral history project is part of the researcher's larger project on The Green Book, which also resulted in the publication of Taylor's critically acclaimed book *The Overground Railroad: The Green Book and the Roots of Black Travel in America*.

This inquiry leads middle or high school students into an investigation of Jim Crow laws and the variety of ways that African Americans responded to these discriminatory laws. Special attention is given to why and how the Green Book was used across the country.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences. Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Structure of the Inquiry

In staging the compelling question, start by playing a portion of the PBS documentary titled "Driving While Black: Race, Space and Mobility in America." The relevant section starts at the 44:35 mark and goes to 55:25.

Before playing the video, provide each student with a copy of the Project Zero Thinking Routine titled: Feelings and Options. Find an overview, a student handout, and Teacher Guide at:

<https://pz.harvard.edu/resources/feelings-and-options>

Ask students to complete the Thinking Routine and follow the instructions in the Teacher Guide. Lead a conversation about the word "resilience." What does the word mean? What are examples of resilience? Did they notice any examples of resilience in the video?

Provide an overview of their larger task - create a product that addresses the compelling question.

Supporting Questions and Formative Tasks

Use the first supporting question to reinforce the difficulty African Americans faced while traveling in Jim Crow America.

Read the book [Ruth and the Green Book](#) out loud to your students. An alternative is to ask students to watch one of the many video read alouds [available online](#). As you read, ask students to create a simple T-Chart. On one side, students would list ways that Jim Crow

laws impacted Ruth and her family. On the other side, describe how the Green Book supported the needs of Ruth and her family.

After finishing the book and students have completed their T-Charts, ask students to compare their T-Charts and create a short series of questions. Add their questions to one that you have already started that should include:

- What are some examples of Jim Crow laws?
- What does the Green Book look like?
How long was the Green Book published?

Using the list of questions as a guide, ask students to explore the primary and secondary sources to help them answer their questions:

The NPR site lists a variety of the many Jim Crow laws that existed in the United States. The Arizona Sun newspaper front page found at the Chronicling America website has a small article in the middle of the page highlighting the 25th anniversary of the Green Book. But the front page also contains a variety of other articles that highlight both African American challenges and resilience. The last two sources provide a visual sense of the green Book and additional context.

Your student may need to use some of [the Primary Source Analysis Worksheets](#) from the Library of Congress to help scaffold student thinking as they explore these additional sources. Students should add any new information to both sides of their T-Chart.

The second supporting question encourages students to hear directly from some of the people and locations listed in the Green Book. The video clips are long so feel free to select only parts of each clip to show students. Students can also use the transcripts to gather information. Have students create a three circle Venn diagram that highlights the similarities and differences in the experiences of Chase, Markowitz, and Malden.

Using their Venn Diagrams, ask students to work in small groups of two or three to complete a Project Zero Thinking Routine titled “I Used to Think Now I Think.” Find the Routine at: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think> (Students can find references to the different locations in the Green Books listed under Resources.)

Summative Performance Task

Using the provided sources, create a product of your choice that addresses the compelling question: How did African Americans in the United States exhibit resilience when encountering challenges caused by Jim Crow laws?

Extension

Using the Negro Motorist Green Book, create a travel plan originating in South Carolina and ending in California. List all stops with the name and address information. Create a map with stops indicated. This is approximately a 35-hour trip. Include stops for gas, food, lodging, necessities and entertainment.

Taking Informed Action

- Understand: Students will connect past injustice to present day examples
- Assess: Students will identify possible solutions to injustice.
- Act: Students will propose a plan of solutions to injustice.

Fighting for Freedom at Home and Abroad: 1941 - 1945

Compelling Question

Was America's fight against Nazism honorable, hypocritical, or a combination of both?

Kansas standards and benchmarks

Societies are shaped by the identities, beliefs, and practices of individuals and groups.

- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.

Societies experience continuity and change over time.

- 4.1 The student will recognize and evaluate continuity and change over time.
- 4.4 The student will use their understanding of continuity and change to
- make a claim or advance a thesis using evidence and argument.

Staging the Question

Print out the 1943 American propaganda poster titled "Americans Will Always Fight for Liberty." (https://americanhistory.si.edu/collections/search/object/nmah_443931)

Using the Library of Congress Photographs & Prints analysis worksheet, (https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photos_and_Prints.pdf) help students explore the poster.

Ask students to discuss the following questions:

- What was happening in 1943?
- Who are the different groups of soldiers fighting against?
- Whose liberty is referenced in the poster?
- Whose liberties were ignored in 1943?

Share a list of Jim Crow laws with students and provide context as needed.

(https://www.nps.gov/malu/learn/education/jim_crow_laws.htm) Share the compelling question. Explain that students will be comparing the fight to defeat Nazi Germany while racism remained established in the United States.

Supporting Question One

Why did America fight a war against Nazi Germany between 1941 and 1945?

Using the following resources, students will write a short paragraph outlining the major reasons why America and her allies believed Germany needed to be defeated.

- National World War II Museum
<https://www.nationalww2museum.org/war/articles/great-debate>
- Facing History & Ourselves: FDR Infamy Speech
<https://www.facinghistory.org/resource-library/united-states-enters-world-war-ii>
- Why We Fight: War Comes to America video clip
<https://www.youtube.com/watch?v=VXP0e7vPnx8>
Time stamp: 48:50 - 56:50
- Why We Fight: War Comes to America transcript
<https://www.archives.gov/files/social-media/transcripts/transcript-war-comes-to-america-36073.pdf>

Supporting Question Two

How did Jim Crow laws of the 1940s impact African Americans living in the United States? How did those laws affect the experiences of African American troops serving in America's military?

Using the following resources, students will create a T-Chart highlighting these two experiences.

- Jim Crow Laws
<https://www.history.com/topics/early-20th-century-us/jim-crow-laws>
- National Park Service: Jim Crow Laws
https://www.nps.gov/malu/learn/education/jim_crow_laws.htm
- Black Americans Who Served in WWII Faced Segregation Abroad and at Home
<https://www.history.com/news/black-soldiers-world-war-ii-discrimination>
- Reby Cary Recollections
https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/diverse-experiences-in-service/equality-of-treatment-and-opportunity/item/af_c2001001.58790/
- Oneida Miller Stuart Recollections
<https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/diverse-experiences-in-service/equality-of-treatment-and-opportunity/item/af>

[c2001001.04850/](#)

- William M. McDowell Recollections
- <https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/diverse-experiences-in-service/equality-of-treatment-and-opportunity/item/af-c2001001.100527/>

Supporting Question Three

How did African Americans and their allies fight for freedom at home and abroad during World War II?

Using the following resources, students will create a Venn diagram comparing differences and showing similarities between the fight abroad and the fight at home.

- African Americans Fought for Freedom at Home and Abroad during World War II
<https://www.nationalww2museum.org/war/articles/african-americans-fought-freedom-home-and-abroad-during-world-war-ii>
- Victory at Home and Abroad: Combating Segregation in the Armed Forces
<https://prologue.blogs.archives.gov/2021/02/18/victory-at-home-and-abroad-combating-segregation-in-the-armed-forces/>
- Should I Sacrifice to Live Half-American?
<https://www.newspapers.com/article/the-pittsburgh-courier-james-g-thompson/33240765/>
- “Defense Committee Endorses Courier’s Double V Stand” - Minneapolis Spokesman, March 06, 1942
<https://chroniclingamerica.loc.gov/lccn/sn83025247/1942-03-06/ed-1/seq-4/>
- Carl Tuggle Recollections
<https://www.loc.gov/collections/veterans-history-project-collection/serving-our-voices/diverse-experiences-in-service/equality-of-treatment-and-opportunity/item/af-c2001001.49547/>

Inquiry Description

Students will explore the experiences of African Americans during World War II, using primary and secondary sources to uncover how Jim Crow laws impacted their lives on the home front and in the military.

Summative Performance Task

Using primary and secondary sources, construct an argument addressing whether America’s fight against Nazism was honorable, hypocritical, or a combination of both?

Students may choose to work individually or in groups of two and three to develop a product that addresses the supporting questions and the compelling question. Products could include but are not limited to: a slide deck and oral presentation, technical report with sources formatted to break down the information in a clean format, Infographic, website with information and web links to primary sources.

Extension

Students can explore how the Double V campaign contributed to the ongoing Civil Rights movement into the 1950s and 1960s.

Taking Informed Action

After all projects are presented in class, students will discuss as a whole current society and how we can combat a similar problem that exists. Send a letter to the mayor or city council describing the problem and proposing possible solutions.

Media Messages Analysis

Learning Environment & Lesson Plan Context

This lesson is designed for an ethnically diverse group of non-traditional virtual 11th-grade students from rural and urban school districts learning in an asynchronous virtual environment. The primary form of instruction and learning is self-paced in a virtual learning environment with communication via chat or text and Zoom for interacting face-to-face.

The lesson helps students analyze a variety of evidence for common propaganda and manipulative techniques. After examining President Roosevelt's Executive Order 9066, the poem *In Response to Order 9066*, the graphic novel *Maus*, and a variety of World War II era government posters, students will be able to describe the types of propaganda in use during this time period.

Based on their research, students will identify the techniques used to persuade and sway modern audiences to create a written product highlighting the effectiveness of current advertisements while comparing them to World War II era propaganda.

Compelling Question

- How do different time periods affect the types of propaganda used to convey a point of view?

Objectives

Students will be able to:

- Gather relevant information from multiple authoritative print and digital sources
- Identify and analyze point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used in a variety of media types.
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Time Required

- Five to seven classroom periods for teacher-facilitated learning or one to two full days for students working independently and asynchronously.

Materials and Resources

- Executive Order 9066
<https://www.archives.gov/milestone-documents/executive-order-9066>
- *In Response to Order 9066*
<https://dwightland.homestead.com/PoetryPlays.html>
- *The Complete Maus: A Survivor's Tale*
<https://www.amazon.com/Complete-Maus-Art-Spiegelman/dp/0679406417> (paid)
- Library of Congress Posters Collections
<https://www.loc.gov/photos/?q=posters>
- Library of Congress Amplifier posters
<https://www.loc.gov/photos/?q=amplifier+poster&st=list&c=150>
- 11 Types of Propaganda Techniques in Advertising
<https://drive.google.com/file/d/1YAzC2unQEXq2yrn2DIB2EsXwbGIeRA1S/view?usp=sharing>
- Presentation software such as Google Slides or PowerPoint
- Computer with internet access

Product Prompt

Students have previously learned about how propaganda was used by the United States and Germany during the WWII era through an examination of President Roosevelt's Executive Order 9066, the poem *In Response to Order 9066*, the graphic novel *Maus*, and a variety of World War II era government posters.

Using what they learned through this examination, students will analyze a modern advertisement or ad campaign for propaganda techniques and determine the ad's success and appeal for different audiences as well as how it differs from propaganda examples of the WWII era.

Instructional Design

Outlined below are a series of steps designed for students working through the lesson in a self-paced, asynchronous manner. These include the Planning, Researching, Revising, Editing, and Rewriting phases of writing as outlined in the Common Core Standards. If working in a classroom setting, each step may take a typical 50-75 minute class period to complete. Instructors should adapt the phases to best fit their learning environment.

Planning: Choose Your Topic

Explore a variety of possible topics to research. The list below can help jump start your thinking. Remember that you are looking for an advertisement or ad campaign that you can analyze for propaganda techniques and compare with similar propaganda from World War II.

Your modern advertisement example could take the shape of a wide variety of sources: a TV commercial, magazine ad or insert, a Tik Tok video, a social media post, or an influencer's Twitch video game feed.

- clothing
- makeup / perfume
- food
- toys
- Super Bowl commercials
- fashion accessories
- car ads
- Public Service Announcements
- flu or Covid campaigns
- political campaigns
- If you're stuck, contact your teacher for more ideas

Suggested sites and Google search terms

- Library of Congress Amplifier Posters
<https://www.loc.gov/search/?in=&q=amplifier+poster&new=true&st=>
- 32 Best Marketing Campaigns
<https://www.simplilearn.com/best-marketing-campaigns-article>
- 18 Most Creative Ad Campaigns in History
<https://blog.hubspot.com/marketing/best-advertisements>
- “popular magazine ads”
- “popular advertisements”
- “Best Ads of 2023” (or 2022, 2021, etc)
- “best commercials of all time”
- “best Instagram ads”
- “best TikTok ads”

Research Your Topic

Use this phase as an opportunity to review the evidence you've explored in class and make a few notes about quotations or other ideas you may want to include. Here are some ways to do that:

- Reread the provided texts to make notes and summarize the material. (Contact your teacher if you need help navigating back to the texts)
- Review the 11 Types of Propaganda Techniques article:
 - <https://drive.google.com/file/d/1YAzC2unQEXq2yrn2DIB2EsXwbGIeRA1S/view?usp=sharing>
- As long as you know the context, you can Google search quotes from the evidence to find more commonly used information that might support your argument.
- [Google Scholar](#) has many resources to help you find relevant sources to use.
- Use the [Chronicling America](#) archive newspaper site to access digital copies of World War II newspapers and the ads they contained.
- During your internet research, make notes here about specific evidence you found that you want to use even if it's just the helpful websites.
- Use Scribbr or Citation Machine to cite your sources.
<https://www.scribbr.com/mla-citation-generator/>
<https://www.citationmachine.net/>

Use the following questions to help you analyze the ad:

- Who created the ad?
- Why would they want people to be persuaded by the ad?
- When was it created?
- Who is the ad targeting (specific groups of people or a broad audience)?
- What is the intent of the ad?
- What images are present in the ad? (What are three things you notice about the image? What are two things you think about the image? What is one way you predict people will react to the image?)
- What words does the ad use?
- How are those words effective?
- What does the person who created the ad want you to do, know, buy, vote on, or attend?
- What is one propaganda technique used in the ad?
- Why is that propaganda technique effective for this product or idea?
- Is the ad effective and does it achieve its purpose?

- Would the ad you chose work to persuade an audience of older people effectively? Younger people?
- How would different groups of people react to the ad?
- Would it still work on other audiences or would they need to change propaganda techniques for different audiences?
- What larger implications or significance does this type of propaganda in the ad have? Is it harmful? Beneficial? Why?
- Does the company include different ads for different audiences?

Create Citations for your product

View the MLA In-Text Citations and MLA Works Cited videos:

- <https://www.youtube.com/watch?v=ypWxhhpGeyM&t=6s>
- <https://www.youtube.com/watch?v=sgzscjjMHKM>

Find and Create TREE references for your product.

Remember that:

“Quotation marks around direct quotes. Use the Author's last name and Date in APA. The final period goes outside parentheses” (Divis 1).

Your reference section should look like this:

Divis, Emily. From The Brain Of Your Teacher (1st ed.). Lawrence, 2022. Greenbush.

Draft and Revise Your Topic

Use information from your pre-writing stage to create a written product of two to four double spaced pages. This is just drafting so it doesn't have to be perfect, create it and see how it looks. Use the following requirements to guide your writing:

- two to four double spaced pages containing between 500-1000 words
- include a title and Works Cited section
- include one modern ad or one ad campaign to analyze
- include one historical ad or ad campaign to use for comparison
- analyze the ads down to determine what they want you to know and why
- determine if the ad is influencing you in a positive or negative way
- include three direct descriptions of the ads
 - consider three observations of the ad, two inferences about the ad, and one prediction about each part of the ad
- include at least one direct quote from a text you've read in this class

- include at least one direct quote from a researched credible source such as the Scholarly Databases, New York Times, The Washington Post, or other news source
- feature at least one direct quote from source of your choice

Final review and reflection

It's important to review your essay to make sure that it is your best work and includes all of the required elements. You should reflect on the work you have done and feel satisfied with it. If not, go back and make changes before submitting the final copy.

Answer each of the following questions honestly:

- Did you use your own ideas and words?
- Did you reach out to your teacher when you needed help?
- Did you use any outside resources?
- Were those resources cited in your essay?
- How did you use the planning phase to write your essay?
- Have you spell checked your work using [Grammarly](#) or other grammar tool?
- Is your essay the correct format and length?
- What are two things you feel could have been improved?

Publish the Final Copy

In this phase, you will be putting all of your prewriting and drafting together. Use the information from the videos, prewriting, and drafting to create your written product.

Before you turn in your product, you should:

- proofread for grammar, spelling, and punctuation
- make sure your product meets the required length and word count
- review your product to ensure alignment between your thesis, evidence, and reasoning

Present Your Findings: Slideshow or poster

The final step in the project is to create a poster or slideshow that presents your findings. You will utilize the information you've gathered and analyzed through your essay to make this presentation. If presenting in class, please come prepared on the day of the presentation with all materials. If presenting virtually, please use an audio recording software such as [Mote](#) to submit the presentation.

You could create your own poster incorporating references to both modern and historical propaganda techniques on your topic: This example includes references to Rosie the Riveter in a Covid awareness ad

- <https://www.loc.gov/item/2020632232/>

You could also create a 5-slide slideshow that synthesizes the information in your product.

- Choose either the poster or slideshow option
- Utilize a website such as Canva, Google Drawings, or Slides to create your presentation
- Include at least one historical reference in your presentation (either a phrase, image or idea)
- Make sure it appeals to modern audiences

Evaluation

Introduction

The introduction clearly and concisely presents the topic and provides relevant background information. It effectively engages the reader, sets the tone for the essay, and includes a strong thesis statement. (5 points)

Analysis of Media Messages

The product provides insightful and well-supported analysis of various media messages, including their intended audience, persuasive techniques, and underlying messages. It effectively connects the analysis to the broader historical context of propaganda. (30 points)

Analysis of Historical Propaganda

The essay demonstrates a comprehensive understanding of historical propaganda. It identifies and analyzes specific examples of propaganda from different time periods, showcasing an in-depth understanding of their purpose, techniques, and impact. It effectively contextualizes the propaganda within historical events and societal contexts. (30 points)

Integration of Sources and Evidence

The essay effectively incorporates relevant and credible sources to support the analysis of media messages and historical propaganda. It demonstrates skillful integration of quotations, paraphrases, and summaries, properly citing the sources using an appropriate citation style. (20 points)

Organization and Structure

The essay has a clear and logical organization. It follows a coherent structure, with each paragraph addressing a specific aspect of media messages analysis or historical propaganda. Transitions between paragraphs are smooth, aiding the flow of ideas and enhancing the essay's overall structure. (5 points)

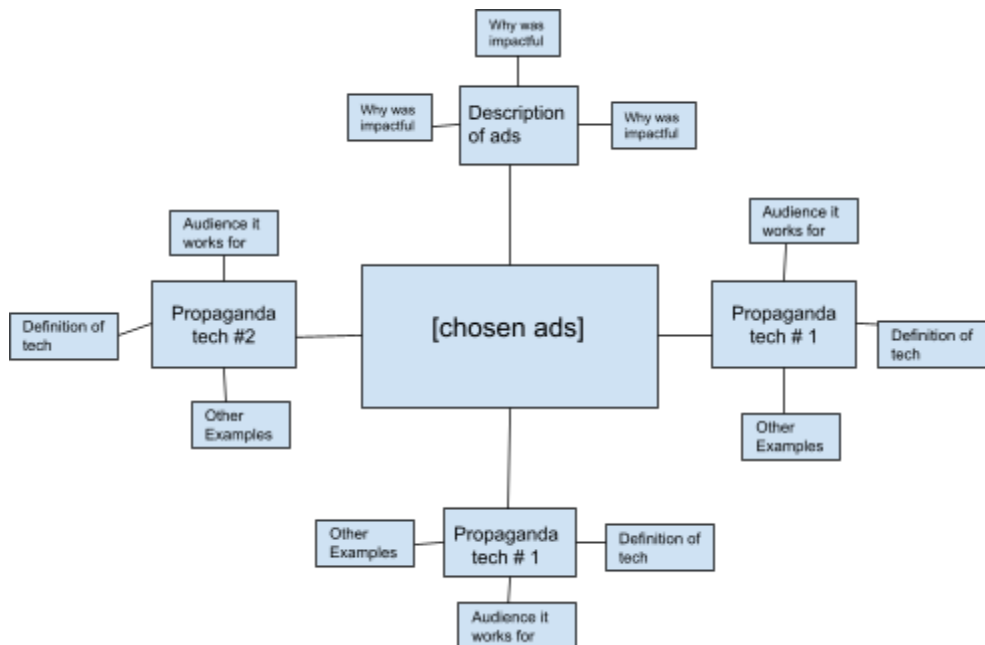
Grammar and Mechanics

The essay exhibits strong writing skills with minimal grammar, punctuation, and spelling errors. It demonstrates a strong command of standard English conventions, enhancing the clarity and readability of the essay. (5 points)

Conclusion

The conclusion effectively summarizes the main points discussed in the essay and reinforces the thesis statement. It demonstrates a thoughtful reflection on the significance of media message analysis and historical propaganda, leaving the reader with a lasting impression. (5 points)

Planning Graphic Organizer



General Help

- Mode Audio Recording:
<https://www.mote.com/>
- Sentence Stems:
https://drive.google.com/file/d/11FISajxdpWo6Bf1GpLx-SEj4A_o7WicJ/view?usp=sharing
- 5-Paragraph Essay Format:
<https://www.youtube.com/watch?v=tim9oNx1clU&t=5s>
- YouTube Crash Course Essays:
<https://www.youtube.com/watch?v=KlgR1q3UOZE>
- Grammarly:
<https://www.grammarly.com/>
- Scribbr Citations:
<https://www.scribbr.com/mla-citation-generator/>
- Citation Machine:
<https://www.citationmachine.net/>
- Library of Congress Posters Collections
<https://www.loc.gov/photos/?q=posters>
- Library of Congress Amplifier posters
<https://www.loc.gov/photos/?q=amplifier+poster&st=list&c=150>
- Citation Style Guide:
<https://www.scribbr.com/category/apa-style/>

Research Paper Draft Day: *When Stars Are Scattered*

Learning Environment & Unit Overview

High school students in alternative schools face challenges that have made it difficult for them to be successful in a traditional setting. These challenges include poverty, substance abuse, legal troubles, teen parenting, and mental health disorders. Challenges may also include emerging English language skills. This instructional unit is designed for non-traditional students at a learning center serving out-of-school youth (OSY), non-traditional adult learners, and English as a Second Language (ESL) adults.

This lesson is the final part of a larger instructional unit focused on refugeeism, war, and immigration, topics especially relevant to ESL students in our learning center. In the larger unit, students are asked to read the graphic novel *When Stars Are Scattered*, explore multiple primary sources highlighting refugee issues, view videos documenting refugee stories, participate in discussions, and write a personal response to the inquiry challenge.

The main character in the graphic novel is a teenager living in poverty with a foster parent, making a strong connection to OSY students. The graphic novel format also made the literature more accessible to students whose first language was not English and for students who struggle with reading comprehension. The illustrations in the book also created higher interest than a traditional novel would have done.

The unit begins with a mandatory face-to-face introduction to the book during which the topics of refugeeism, poverty, foster care, war, immigration, and death are introduced. Students also read the introduction of the novel, readers' theater style, explore criteria for course completion, completed the first online discussion board with teacher assistance, and learned about the personal response writing project.

The next several weeks are completed remotely through weekly readings and online discussion boards as well as personal reflection assignments. During this time, students were asked to read the graphic novel, view the videos and read the other evidence in the Teaching Resources list. Many of the ESL and OSY students are on-site regularly and are able to seek out teacher assistance for the online assigned portions.

The Research Paper Draft Day is the culminating activity of the unit that incorporates Library of Congress primary resources with students and instructors meeting face-to-face. This lesson plan will outline that guided research process.

Inquiry Challenge

Compare and contrast how Omar Mohamed and Yeich overcome difficult circumstances as refugees. What are your takeaways from their experiences?

Complicated Topics

Refugeeism, War, and Immigration

Teaching Resources

- *When Stars Are Scattered* by Victoria Jamieson and Omar Mohamed.
- *#Team Refugee: Yeich Pur Biel*
<https://www.youtube.com/watch?v=gkk22vCeUsk>
- “The Refugee Who Ran at the Olympics: ‘You Can Change the World’ ”
<https://www.theguardian.com/global-development/2018/jan/17/refugee-who-ran-at-olympics-you-can-change-the-world>
- “Refugee Olympic Team: Yeich Pur Biel’s Story.”
<https://www.unicefusa.org/stories/refugee-olympic-team-yeich-pur-biels-story/30691>
- *Kenya: Proposal to Forcibly Repatriate Somali Refugees*
<www.loc.gov/item/global-legal-monitor/2015-04-16/kenya-proposal-to-forcibly-repatriate-somali-refugees
- *Kenya: Government’s Attempt to Close Refugee Camps Found Unconstitutional*
<www.loc.gov/item/global-legal-monitor/2017-03-08/kenya-governments-attempt-to-close-refugee-camps-found-unconstitutional
- Law Library Of Congress. Law of Refugees in Selected Countries.
www.loc.gov/item/2019668873
- “Refugee Olympic Team: Where Are They Now?”
<https://www.cnn.com/2017/08/08/sport/olympic-refugee-team-where-are-they-now-mardini-misenga-pur-biel-lokoro-nathike-loroupe-rio-2016/index.html>

Student Product

Students will create a written product highlighting the similarities and differences between the refugee experiences of Omar Mohamed and Yeich Pur Biel. Students are encouraged to document a personal connection to these stories, sharing ways that they are relevant across time and place.

Instructional Design

Activate Relevant Knowledge

- Use Mentimeter.com to create a word collage
- Word on board- Persecute
Have students use dictionaries/online dictionary or thesaurus to look up the word persecute and contribute a synonym to the word cloud
- Read words and discuss why they chose specific synonyms
- Use the word cloud to lead into a conversation focused on the question: How was Omar persecuted?

Teacher Model Paraphrasing

Using selected sentences from the book, videos, and other primary sources, create a Venn diagram together with students to visibly highlight similarities and differences in the experiences of Omar and Yiech. Describe for students the process of paraphrasing and how it can help them develop their own ideas and products.

This Read Write Think example is designed for elementary students but it does provide some concrete suggestions that can be helpful:

- <https://www.readwritethink.org/classroom-resources/lesson-plans/used-words-paraphrasing-informational>

Instructors can also use suggestions from this EFL Magazine article that specifically focus on ELL students:

- <https://eflmagazine.com/teaching-the-challenging-but-essential-academic-writing-skill-of-paraphrasing>

A paraphrasing example from the Unicef article:

“Yiech Pur Biel ended up on his own in a refugee camp in Kenya.”

Read the sentence aloud and then model paraphrasing the content:

“Yiech was alone as a refugee in Kenya.”

Ask students where on the Venn diagram this sentence should go. Continue with several other examples from the sources. Then ask students to work in small groups to develop

their own sentences. Groups will share their examples. Use a large sticky notes, whiteboard, or electronic screen to place their examples on the Venn diagram.

(We've discovered that this is also a great time to include citation details. This provides a head start for students when creating their rough drafts.)

Each time a paraphrase is added from the evidence on either side or center of the diagram, ask students to explore a possible corresponding entry to the other diagram sections. Students will need to rely on their knowledge from the graphic novel and resources or refer back to them. We aim for at least six to seven phrases on each of the three sections of the Venn diagram.

Guided Notes

Ask students to use the information from the Venn diagram to create their own set of Guided Notes. Provide a simple organizer divided into: introduction, similarities, differences, conclusion. (See an example as Appendix B.)

Students should take the phrases on the Venn diagram and create sentences. Instructors should model what this can look like by using details from the LOC resources to create content for the introduction. This could include generalities about refugeeism and basic introduction of Omar and Yiech. With support from instructors, each student will end up with slightly different Guided Notes.

This activity can also be modified so that students have the option to work in groups of two or three.

Teacher Model Paragraph Drafting

As individuals or small groups finish their Guided Notes, provide the opportunity for students to share their work. This could be as simple as a basic gallery work for individuals or groups to view the work of others. Reading the thinking of others in a written format can encourage students to edit and modify their own work. (Provide the option of opting out of this activity.)

Ask students to begin creating paragraphs using the sentences from their Guided Notes. Depending on student demographics, instructors may find the need to provide more input and modeling on the introduction and conclusion paragraphs. Encourage students to work individually to create their body paragraphs. Students should return to their completed Venn diagrams for more details and citations.

Guided Drafting

As students take over the drafting and writing process, instructors should circulate to assist with those who may need extra support. An example for a student who appears stuck might be:

“It looks like you need a few more similarities. What do you still have on your middle section of your Venn diagram that you could add here?”

Students often struggle with beginning the writing process, especially when asked to make claims using evidence. Instructors can share a variety of sentence starters or sentence stems to help students take their first steps. Explore these examples:

- <https://www.weareteachers.com/sentence-stems/>
- <https://files.ocmboces.org/files/ss/1706/Sentence%20Starters.pdf>
- <https://whatihavelearnedteaching.com/sentence-stems-sentence-frames/>

Teacher Model Paper Formatting

Students will work at different paces but sometime during this time together, there is a need to discuss the mechanics of creating their product. Instructors should model the heading, indenting, font size, and other required writing mechanics. (We use MLA.) Instructors can also share a Works Cited page with students.

Guided Final Drafting

Continue to assist with Venn diagram content and evidence as students create their final draft. Provide writing and technology support as needed. Students will complete their products at different times and in different places, so instructors need to be very clear with students about how they should turn in their work.

Closing

Before the end of the session, ask students to volunteer to share their rough drafts. This provides an opportunity to honor the work students are doing and creates a culture where learning is valued. It also provides the chance for students to gather ideas for their own products.

Appendix A: Sample Task Description

FINAL PERFORMANCE TASK

TASK

Your school newspaper has started a new section highlighting two biographies at a time. You have been asked to write the biography that will be paired with Omar Mohamed's biography. In this edition of the school newspapers, the editors want to elevate the stories of refugees by pointing out similarities and differences in their experiences.

In your nonfiction biographical article, include important details from the life of Yiech Pur Biel. Explain how Yiech Pur Biel's and Omar Mohamed's experiences are similar and different.

FINAL PRODUCT

In this task, you will write a nonfiction biographical article about Yiech Pur Biel. Use the sources provided to provide important details from his life. Be sure to use evidence from at least two sources. Finally, you will want to point out similarities and differences in the experiences of Yiech Pur Biel and Omar Mohamed.

SOURCES

You've found these three sources during your research. Use information from at least three sources to draft a short biography.

Source 1: "The refugee who ran at the Olympics: 'You can change the world'" on NewsELA

Source 2: "Refugee Olympic Team: Yiech Pur Biel's Story" by Sam Kimball

Source 3: "#Team Refugee: Yiech Pur Biel" on YouTube by UNHCR

Source 4: "Refugee Olympic Team: Where Are They Now?" by Henry Young on CNN.com

SCORING

Your work will be scored using a rubric. You should make sure you understand the rubric so that you are able to meet the highest criteria.

Your writing should:

- | | |
|--|---|
| <input type="checkbox"/> stay on topic | <input type="checkbox"/> contain details from three sources |
| <input type="checkbox"/> follow a logical sequence of events | <input type="checkbox"/> use appropriate grammar, punctuation, capitalization, and spelling |
| <input type="checkbox"/> develop setting and characters | |
| <input type="checkbox"/> include irony and symbolism | |

Appendix B: Guided Notes

Introduction (two to three sentences)

Similarities (three or more sentences)

Differences (three or more sentences)

Empty rectangular box for writing differences.

Conclusion (two to three sentences)

Empty rectangular box for writing conclusion.

Where Are You From?

Learning Environment Summary

This lesson is designed for a specific audience of female high school students living and learning in a group home located in Western Kansas. The students have relocated to this tiny town from across the United States to recover from various forms of physical, emotional, and mental abuse. During this time, students also work to maintain their academics through a variety of learning environments.

Compelling Question

How does where we live shape us?

Theme / Complicated Topic

During conversations focused on culture, race, and identity, we sometimes hear:

“But we’re all alike!”

This is often meant as a great equalizer but it can also minimize the unique personalities, upbringings, and traditions that we all carry with us. This lesson analyzes the idea of how we are shaped differently and how that can create similar perspectives as well as wildly different ones.

Materials and Resources

- Google Earth
<https://earth.google.com/web>
- Google Earth Project Tutorial
<https://www.google.com/earth/outreach/learn/create-a-map-or-story-in-google-earth-web/>
- *Follow That Map! A First Book of Mapping Skills (Exploring Our Community)*
<https://www.amazon.com/Follow-Mapping-Skills-FOLLOW-Hardcover/dp/B00QNDIV5I/>
- *Restart*
<https://www.amazon.com/Restart-Gordon-Korman/dp/1338053809/>
- *Tell Me Who You Are*
<https://www.amazon.com/Tell-Who-You-Are-Cultivating/dp/059333017X/>

- *Culturally Speaking Second Edition: Culture, Communication and Politeness Theory*
<https://www.amazon.com/Culturally-Speaking-Second-Communication-Politeness/dp/0826493106>
- Library of Congress: Charts and Graphs Primary Source Set
<https://www.loc.gov/classroom-materials/charts-and-graphs/>
- Library of Congress: Dust Bowl & Migration Primary Source Set
<https://www.loc.gov/classroom-materials/dust-bowl-migration/>
- Library of Congress: Getting Started with Primary Sources
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/>

Instructional Design

Opening Activity

Begin and facilitate a discussion focusing on where the students were before moving to the group home. How similar or different was that place to this small western Kansas town they now live? Discussion questions should revolve around whether or not location and environment shapes our ideas and opinions.

Sample discussion questions:

- What are the pros and cons of each location?
- Favorite things to do in each location?
 - Who are some people that also participate in those activities?
 - Why do you love it?
 - How do you feel there?
- Things you still want to do there?
- What are some traditions that seem distinct to each place?
- How do you think living in each place has shaped/changed/influenced you?

Activity One

Read the book *Follow That Map!* to your students. (Or use a YouTube read aloud video such as: youtube.com/watch?v=PA2Si4REwws) Ask students to:

- highlight the steps that the characters took to find their way in the story
- compare those steps to what they do when using a mobile app such as Google Maps
- read through the steps listed at Wikihow's *How to Read a Map*.
<wikihow.com/Read-a-Map> What are some similarities and differences between the book and the Wikihow article?

Students should visit their local library and find a children's book focusing on the topic of reading maps or how the environment influences people. Students may need to ask library staff for help. You might also suggest they search for any of the following titles:

- *There's a Map on my Lap!* by Dr. Seuss
- *Geography from A to Z* by Jack Knowlton and Harriett Barton
- *National Geographic World Atlas for Young Explorers*
- *Outside my Window* by Linda Ashman
- *If the World Were a Village* by David Smith
- *How I Learned Geography* by Uri Shulevitz
- *Where Do I Live?* by Neil Chesnow and Ann W Iosa

Demonstrate for students the process of finding a map on the Library of Congress website. Demonstrate the use of the Library's map analysis worksheet and provide students with copies for them to use. Ask students to visit the Library and find an interesting map. This could be a map of their state, their county, a specific period, a Sanborn insurance map, or a topic from their book. Using the analysis worksheet, students can make sense of the map and

Ask students to develop a short overview of what they learned and explain how their book and map connects to the idea of our environment shapes us.

- Using the Think/Pair/Share activity, students can share out their overviews.

Activity Two

Introduce students to Google Earth and highlight the basic navigation of the site. Ask them to locate the town that they moved from and where they live now. Demonstrate the steps to create a Google Earth Project.

Students should produce a Project that describes those two locations. The content in the Project could depict a variety of other things from the Opening Activity or answering new questions that they encountered in their Google Earth search. There should be a mix of geographical features/facts/landmarks and nostalgia featured in the Project. Students can also create a Google Slides presentation of 7-10 slides rather than a Google Earth Project.

- Students share out their Google Slides presentation or Google Earth Project

Activity Three

There have been many times in history that people have relocated, been displaced, or migrated in large groups. Students should research one of the following examples and find at least three resources related to their topic using the Library of Congress website. One of the resources should be a picture or cartoon and one should be a map. Using their resources, students will create a product summarizing the movements of people. Your product should include a Venn diagram to compare and contrast your “migration” to Western Kansas with the topic you researched. Possible topics could include:

- California Gold Rush
- People entering the United States through Ellis Island or Angel Island
- Dust Bowl
- Great Migration of African Americans
- Exodusters
- Central and South Americans moving to the United States
- Southeast Asians coming to the United States following the Vietnam War
- Mariel Boatlift

Activity Four

Introduce students to the novel *Restart*. This book follows a boy who has lost his memory and is rediscovering who he is and who he wants to be. Students will participate in a book study with daily writing prompts pertaining to this other perspective of what shapes us. The lessons will promote self-reflection, problem solving, thoughts on nurture vs. nature, and employing empathy/sympathy to what others are experiencing, and how it influences them. There will also be group discussions and opportunities for hearing others’ viewpoints.

Possible Questions:

- Are there different kinds of environments?
- How does Chase’s cultural and physical environment impact the story? Both positively and negatively?
- We all change in different ways. How does Chase's personality change throughout the novel? How does our environment help us change?
- If you had to start your life over without any knowledge of the person you were, how do you think you would be different?
- What events in your life have made you treat people as you do?
- Would you be a better person or a lesser person if you had not experienced those events?

- Are people born knowing how to be good to others, or is kindness something everyone must learn as they grow up?

Possible products:

- Write a letter from Chase to his old self, the bully. What would he say?
- Write a character sketch of Chase, focusing on his personality, motivations, and relationships.
- Write a diary entry from Chase's perspective, describing his thoughts and feelings after he falls off the roof and loses his memory.
- Write an essay about the theme of second chances in the novel. How does Chase's story illustrate this theme?
- Write a poem about the power of forgiveness, inspired by the novel.
- Record a Tik Tok video about the importance of standing up to bullies, using examples from the novel.
- Using mainly images, create a sequel to the novel, in which Chase continues to struggle with his past and his identity.
- Write a short story about one of the other characters in the novel, such as Zoe or Billy.
- Create a social media post about Chase's first day at a new school, in a different city.
- Write a poem about the beauty of nature, inspired by the scene where Chase goes for a walk in the woods.
- Write a travelogue about a trip to the town where Chase lives, describing the sights, sounds, and smells of the place.
- Write a blog post about the different ways that Korman uses language to create suspense, humor, and description in the novel.
- Write a letter to Korman, telling him what you liked or didn't like about his writing style.
- Write a short story in the same style as Korman, using humor to lighten the mood.

World War II Homefront Sacrifices

Essential Question:

What sacrifices did Americans make on the United States homefront during World War 2?
What were the most impactful influences on these sacrifices?

Learning Environment Summary

This lesson is designed for 10th grade US History virtual students. The student demographics are very diverse in age, location, local population, ethnicity, and background. Delivery of the lesson is facilitated through Edgenuity software for all course content. Students work at their own pace and are working asynchronously through each course. Given that students are at different places at different times, class discussions use a variety of software such as Google Classroom and Flipgrid.

Materials & Resources

- Youtube
 - https://www.youtube.com/watch?v=9aRVVae2i_c
 - <https://www.youtube.com/watch?v=yExGqoZGuxA>
 - <https://www.youtube.com/watch?v=LxBV7cg8j1o>
- Edgenuity or similar software
- Google Classroom
- Library of Congress website
- Guided Notes
https://docs.google.com/document/d/1I97uz9f4P1j_dZLGijH6MLFgOJfuSilh3hU3aEnnY7E/edit
- Cornell Notes
<https://docs.google.com/document/d/1X5vuSm8piiUwnsoYlyTt28inijWNTBvj7-jGWTUSmSQ/edit?usp=sharing>
- *History Comics: World War II: Fight on the Home Front*
<https://www.amazon.com/History-Comics-World-Fight-Front/dp/1250793343>
- *Children of the World War II Home Front*
<https://www.amazon.com/Children-World-Front-Picture-American/dp/1575054841>

Objectives:

- The student will recall the sacrifices made on the US homefront during World War II
- The student will analyze primary source propaganda posters regarding the homefront sacrifices during World War II
- The student will create their own World War II propaganda poster.
- The student will reflect on which propaganda poster would have most influenced them during World War II
- The student will identify current propaganda and reflect on its impact

Kansas Standards

- Choices have consequences
- Individuals have rights and responsibilities
- Societies are shaped by beliefs, ideas, and diversity
- Relationships between people, places, ideas, and environments are dynamic

Instructional Procedures

Anticipatory discussion

Students will answer the following discussion question via Google Classroom:

- What sacrifices do you think people made in the United States during World War II?

Direct Instruction

Students will watch three YouTube videos:

- *The US Homefront During World War II*
- *Sacrifice and Shortages - America Goes to War*
- *Here's What People Ate To Survive During WWII*

These videos discuss and summarize the sacrifices made by US citizens on the homefront during World War II. The videos cover many different homefront sacrifices such as rationing, victory gardens, war bond drives, scrap drives, women joining the workforce, and volunteerism. During the videos, students should create a summary of the content using

Guided Notes or Cornell Notes. Students will turn in their summaries via Google Classroom.

Library of Congress Scavenger Hunt

Provide students with two resources to help them understand how propaganda is created and why it works:

- <https://newseumed.org/poster-weed-out-propaganda-seed>
- <https://www.adobe.com/express/learn/blog/ultimate-guide-propaganda>

Students will be asked to use the Library of Congress website to find six World War II era propaganda posters that encouraged people to make wartime sacrifices. They will need to find two for each category: Victory Gardens / Salvage, War Bonds, and Women in the Workforce. They will write a paragraph analysis of each poster that they find. Students may need suggestions for searching at the Library. Students may also need to search outside of the Library's database.

(<https://fdr.artifacts.archives.gov/exhibitions/161/the-art-of-war-american-poster-art-1941-1945/objects>)

For each poster, use the following questions as a guide in your analysis paragraphs:

- Describe the poster
- What words, people, or objects are in the poster?
- What is this propaganda poster aiming to accomplish?
- Who is the target audience?
- Why does this sacrifice need to be made?
- Who does this poster benefit?
- What are this poster's strengths and weaknesses?
- How does this poster help with the war effort in Europe?

Below are links to some posters from each category that the student may find on their Library of Congress website scavenger hunt:

- Women in the workforce
<https://www.loc.gov/resource/ppmsca.12895/> <https://www.loc.gov/item/2021669753/>
<https://www.loc.gov/item/2002719121/>
- War bonds
<https://www.loc.gov/item/96520331/>

<https://www.loc.gov/resource/cph.3g01665/>

- Victory gardens / Salvage
<https://www.loc.gov/item/96507418/>
<https://www.loc.gov/item/98518981/>

Final Project

Using their new propaganda knowledge and skills, students will be tasked to create a World War II propaganda poster. The poster will be graded on historical accuracy, appearance, layout/design, concepts/ideas, and originality. (See rubric in appendix A)

Final Discussion

Students will answer the following question via a Google Classroom discussion board: You are a US Citizen during the World War II years. Which propaganda poster do you think would be most influential towards you? Why? After replying to this question they will need to reply to one of their classmates postings.

Appendix A - Rubric

World War 2 Propaganda Poster			
	Proficient <i>25 Points</i>	Emerging <i>19 Points</i>	Beginning <i>13 Points</i>
Historical Accuracy	Demonstrates a thorough understanding of the historical content	Demonstrates some understanding of the historical content	Demonstrates little understanding of the historical content
Appearance, Layout, and Design	The poster is exceptionally attractive in terms of design, layout, and neatness	The poster is acceptably attractive though it may be a bit messy	The poster is distractingly messy or very poorly designed / It is not attractive
Concepts and Ideas	The poster is persuasive and has a clear target audience	The poster is somewhat persuasive but the target audience is unclear	The poster is not persuasive and the target audience is unclear
Originality	The propaganda poster is original	The propaganda poster is similar to an existing World War 2 propaganda poster	The propaganda poster is an exact copy of an existing World War 2 propaganda poster (Automatic 0% on the whole project)

Instructional Designs

2021 - 2022

Women's History, Women's Rights

Learning Environment / Lesson Plan Context

This lesson is designed for alternative high school students: non-traditional English as a Second Language adults, adult non-traditional students, and out-of-school teenagers. It will be taught face-to-face as an orientation for a hybrid course, lasting approximately two hours. There will be 10-12 students in each section with two to three sections. This session will be in a traditional classroom, utilizing the graphic novel "Good Girl's Don't Make History" by Elizabeth Kiehner, Keith Olwell, and Kara Coyle. Students will also analyze Library of Congress primary resources through student discussions and a reflection assignment.

Compelling Question

- How do current gender role expectations affect all of us?

Materials & Resources

- *Good Girl's Don't Make History* by Elizabeth Kiehner, Keith Olwell, and Kara Coyle
- Election Day!
<https://www.loc.gov/resource/ds.13248>
- Teacher's Guide to Analyzing Political Cartoons
https://www.loc.gov/static/programs/teachers/getting-started-with-primary-source/documents/Analyzing_Political_Cartoons.pdf
- Image 10 - Women's Rights (National American Woman Suffrage Association)
<https://www.loc.gov/resource/rbnawsa.n2744/?sp=10>
- Think Pair Share
<http://www.pz.harvard.edu/resources/think-pair-share>
- I Used to Think Now I Think
<http://www.pz.harvard.edu/resources/i-used-to-think-now-i-think>
- Good Girls Don't Make History Study Guide
<https://guidesbydeb.com/home/good-girls-dont-make-history-debbie-gonzales>

Instructional Design

Lesson Hook

Display Election Day! political cartoon on screen for students to see or print out copies for each student. Facilitate a discussion using the Teacher's Guide to Analyzing Political Cartoons. The teacher should move to a simple Think Pair Share activity then extend the learning with the whole group.

Begin reading *Good Girl's Don't Make History*

- The teacher will lead a quick overview of the definition of "Constitution": <https://www.dictionary.com/browse/constitutionally>
- The teacher will lead students through the first two sections of the novel as a group using a reader's theater strategy.
- Ask students to wear name tags for Ava, Ava's mom, Elizabeth Cady Stanton, Mr. Stanton, Lucretia Mott, Frederick Douglass, and other men at the convention.
- Using the Thinking Routine [I Used to Think Now I Think](#), the teacher will lead a discussion with the prompt: Why did some men not want women to participate in the anti-slavery convention?

Introduce Primary Source

- The teacher will introduce the Image 10 - Women's Rights primary source and share aloud a quick summary:
- "In this pamphlet, clergyman John Todd argues that women are not equal to men because they cannot invent or reason extensively. It provides a good example of the separate spheres ideology."
- Teacher will display the primary resource on screen and reads through parts 1 and 2.
- Ask students to look for examples of how women cannot invent or reason extensively in Part 1 and examples of the "separate spheres" or gender roles in Part 2.
- Teacher highlights students' findings on the screen and facilitates discussion with open-ended questions. For example "How does that part show gender roles?"

Review gender role viewpoints with Election Day! political cartoon

- The teacher will display the cartoon and go back to discussion prompts on Library of Congress teacher's guide. *How do you view it now? Have your views changed any?*
- Introduce reflection activity
- Instruct students to write a 5-7 sentence paragraph about how they have experienced gender roles in their personal life. Inform students they will share their paragraphs with the group. Provide 15 -20 minutes for writing..
- In small groups, ask students to share their reflections.

Summative assessment

- Ask students to research a current event from a print or digital source highlighting an equal or civil rights issue such as women’s rights, racism, voting rights, agism, or discrimination, etc. Students will use their research to complete a current event graphic organizer.
- The teacher will review the sample current event graphic organizer and provide several days for students to complete their graphic organizer.
- Students will post their completed graphic organizer in the class LMS shared folder.

Extension

- Students will continue reading *Good Girl’s Don’t Make History* individually and post responses to prompts on the LMS discussion board.
- Possible prompts include:
 - Consider the cover of the book. Describe the emotional impact suggested in the illustration. How does the graphic make you feel? Compare and contrast the characters depicted on the left to those on the right. List ways that they are similar and different. Examine the symbolism implied by the character featured in the center. What is her intent? How do you know?
 - The word “good” means principled, high-minded, and commendable. Antonyms for “good” are wicked, sinful, and reprehensible. Is it possible to be driven by principled intentions and yet perceived as being reprehensible?
 - The sign featured in the illustration on page 53 is being held by a young woman during the present day. Is the message communicated on the poster one that Alice Paul might have supported? Use examples from the text to support your claims.
 - Compare and contrast both contemporary and historical social climates regarding women’s rights. Identify issues that are similar. Tell how things have changed. Are there issues that remain the same? How so?
 - Consider the years of resilience, difficulties, and political strife required for females to practice their basic human right to voice their opinions through the vote. Was it worth it? How so?
 - Define the term “social change.” Identify how women exercising their right to free speech through voting would bring about social change. Why is there opposition to this issue?
 - To organize a movement to bring about social change, visionaries must articulate clear values and goals. List the values and goals set forth by the early suffragettes.
 - Interpret the meaning of the quote featured on page 77? Do you agree with the statement? Explain your thinking..

Sample Graphic Organizer

Name: Patty Fletchall Date: 1-13-22

Article title "**DHS bulletin warns US could see more volatile threats fueled by election misinformation and upcoming Supreme Court abortion ruling**

Resource: CNN

Who?	Supreme Court
Did what?	Preparing to rule on the Roe vs. Wade abortion law
Where?	Washington D.C.
When?	Undetermined when they will vote due to political tensions and violent protests
Why and/or how?	Some states have changed laws that challenge Roe vs. Wade
How does this relate to equal rights?	Roe vs. Wade is considered a law that protects women's rights because a woman does not have to carry an unwanted pregnancy. Overturning it could make abortion illegal per state law, leaving some women without that choice.

Name _____ Date _____

Article title _____

Resource _____

Who	
Did what?	
Where?	
When?	
Why and/or how?	
How does this relate to equal rights?	

Progressive Era Muckrakers

Learning Environment / Lesson Plan Context

This lesson will be taught at a virtual academy which is an online primary and secondary school focused on serving diverse students living in small, rural towns to large, urban cities. While the academy serves K-12 students, this lesson is designed to be used with 9th and 10th grade students in a US history or sociology course. The academy uses an Learning Management System called Edgenuity to deliver course content. Students work at their own pace and work asynchronously through each course. Given that students are always at different places at different times, the only way that class discussion will work would be through an online discussion forum using a platform such as Google Classroom or Flipgrid.

Journalism, art, and photography have always been powerful tools to create and encourage emotional responses to current events. This activity will ask students to think about both past and current muckrakers in American history.

Compelling Question

- How can you become a modern day muckraker? (How can you use journalism, art, or photography to positively impact society?)

Objectives

- The student will be able to recall the important ideas, events, and people that made up the Progressive Era
- The student will be able to analyze Muckraker primary sources
- The student will be able to discuss the essential question: How can you positively impact society through journalism, art, or photography? (How could you become a modern day muckraker?)
- The student will be able to create a project, playing the role of a modern day Muckraker

Materials & Resources

- “The Progressive Era: Crash Course US History #27”
<https://www.youtube.com/watch?v=i0Q4zPR4G7M>

- “The Muckrakers”
<https://www.youtube.com/watch?v=Qcxh4EziUH4>
- Muckrackers and Their Works
https://en.wikipedia.org/wiki/Muckraker#Muckrakers_and_their_works
- Library of Congress website
<https://www.loc.gov>
- Chronicling America
<https://chroniclingamerica.loc.gov>
- Google Classroom or Flipgrid
- Learning Management System

Instructional Design

Activity 1

Video Direct instruction

The teacher will ask students to watch the Youtube videos, The Progressive Era: Crash Course US History #27 and The Muckrakers. The Crash Course video provides an introduction to the Progressive Era giving students an overview of the causes and impact of the era. It will also teach students the main ideas, beliefs, and values that were prevalent as well as the people and organizations that contributed to this era. It also gives a quick introduction to the Muckrakers and the role that they played during this period.

The Muckrakers video goes into more detail about individual Muckrakers and discusses the societal problems they exposed and how they exposed them. Students will answer a series of guided questions while watching the two videos. (See Appendix A)

Activity 2

Library of Congress / Chronicling America scavenger hunt

Students are asked to explore the list of Progressive Era Muckrackers on the Wikipedia page, selecting five names which they want to explore. Using the Library of Congress and Chronicling America website, students research their five favorites to complete the Library of Congress Scavenger Hunt. (Appendix B)

Students will likely need support and scaffolding to use the Library and Chronicling America sites. The teacher should be prepared to assist students as they use these two sites. The following pages can help:

- Getting Started with Primary Sources
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources>
- Finding Primary Sources
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/finding>

Activity 3

Google Classroom Discussion

Students will address the following discussion prompt using an online discussion on the Google Classroom LMS:

- Imagine you are a modern day Muckraker. What problem in society would you aim to expose and what method would you use to go about exposing this issue to the public?

The teacher will ask students to type a five sentence paragraph response as well as respond to another student's discussion post.

Activity 4

Final Project

For the final project, students will address the compelling question by creating a product featuring photography, a news article, song, poem, art piece, political cartoon, video, sculpture, or any other approved creation to expose a problem in our society today. They will then write a two to three paragraph reflection of what they learned throughout the lesson and through creating their final project.

Appendix A: Video Guiding Questions

Student Name: _____ Date: _____

The Progressive Era: Crash Course US History

- What were progressives MOST concerned about?
- What was the big problem that companies and corporations had during the Progressive Era?
- What did “The Jungle” by Upton Sinclair eventually lead to?
- How did workers get corporations to reduce their hours and raise their pay?
- What were some new technologies in this era that resulted in “Mass Consumption Society”?
- What was “The labor problem”?
- Who did more to fix the problems of the progressive era? State or federal government?
- How did progressive’s limit immigrants' participation in the political process?
- What was the ruling of Plessy v. Ferguson?
- How did Booker T. Washington try to help the black community?

The Muckrakers

- What created both progress but also social problems?
- Social change never happens without public _____.
- Who was Jacob Riis? (3-4 Sentences)
- Who was Lewis Hine? (3-4 sentences)
- Who was Uptain Sinclair? (3-4 sentences)
- Who was Lincoln Steffens? (3-4 sentences)
- Who was Ida Tarbell? (3-4 sentences)
- Who was Ida B. Wells? (3-4 sentences)

Appendix B:

Student Name: _____ Date: _____

Library of Congress Scavenger Hunt

Name of the Muckraker with a short description of who they were	Direct link to the Library of Congress primary source that you found and a link to an actual article they wrote from Chronicling America	Cover what problem they were exposing and how they exposed it	If you were the president of the US during this era, what action would you take to fix this problem?

Humanizing People Through Their Names

Learning Environment Summary / Lesson Plan Context

Lesson creators work primarily with adult students 20 to 80 years old to assist acquiring a high school diploma. Individual learning plans are developed which guide students through earning credits that were not completed during their attendance in a traditional high school learning environment. This means that our students may be working on different subjects at any given time.

Students access content primarily through Learning Management System software and so have access to classes 24 hours a day. This allows students to message teachers to continue their learning at any time.

Humanizing people through recognizing people by name, with correct pronunciation and placing importance on remembering and addressing people by name, honors language and culture.

But when names originate from other languages or cultures than what people have been exposed to, the tendency has been to give nicknames, simplify, or “Americanize” names so that others are comfortable. This lesson scrutinizes that practice and encourages students to think about whether or not that is a good solution.

Compelling Question

- What’s in a name?

Materials & Resources

- Library of Congress Primary Source Analysis worksheets
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>
- *Sign in a store window in the lively Highlands Neighborhood*
<https://www.loc.gov/item/2020722178/>
- "Amazing poetry by Hiwot Adilow at Brave New Voices 2012"
https://youtu.be/pc6CI_kUNYc
- “I’m not a number. I am a free man.”
<https://www.youtube.com/watch?v=nW-bFGzNMXw>
- 25 Books to Teach Kids About the Importance of Names
<https://www.weareteachers.com/books-about-names>

- *Not Light, but Fire: How to Lead Meaningful Race Conversations in the Classroom* by Matthew R. Kay
<https://www.notlight.com/>
- *Tell Teach Us Your Name* by Huda Essa
<https://www.amazon.com/Teach-Your-Name-Empowering-Pronounce-ebook/dp/B089ZW7VL5>
- *Tell Teach Us Your Name*
<https://www.youtube.com/watch?v=M1jYTi1BcnI>
- *Teach Us Your Name Literature Guide*
<https://www.learningtogive.org/resources/teach-us-your-name-literature-guide>
- *The Girl with Seven Names: A North Korean Defector's Story* by Hyeonseo Lee
http://www.hyeonseo-lee.com/eng/books_28326.shtml
- Collection of old newspapers and magazines for final product

Instructional Design

Attention Grabber

The teacher should highlight the definition of the words “pronunciation”

- the way in which a word is pronounced.
- "spelling does not determine pronunciation"

and “pronounced:”

- making the sound of (a word or part of a word) in the correct or a particular way
- "Gerry pronounced the hero's name 'Cahoolin' "

The teacher shares the *Sign in a store window in the lively Highlands Neighborhood* photo with students. Encourage them to make sense of the photo using the Library of Congress Primary Analysis worksheet for photos.

The teacher should ask students to share on the LMS software discussion platform one or two sentences of what they're thinking in regards to the names in the window. Which one is correct? How do you know?

Ask learners to respond to the posts of two other students by adding a thoughtful comment (a like) and a question (a wonder.)

Lesson on Names

Play the video clip "*Amazing Poetry by Hiwot Adilow at Brave New Voices 2012*" and ask the students to just listen and absorb what the speaker is saying.

Then replay the video a second time. During this repeat, encourage students to take some notes and highlight what they related to most. (In Matthew Kay's book, you can also find a transcript of the video.) It might help for students to use one of the Library of Congress Primary Source Analysis worksheets - both the worksheet for Motion Picture or for Oral Histories could be useful.

Following the repeat of the video clip, arrange students into small groups of two or three and ask them to discuss what they related to most in the video. Allow 10 to 15 minutes for students to share what they uncovered while they watched and listened to the video. Teachers should adapt the amount of time and group formation depending on their student population. In a true virtual learning environment, teachers may have students begin a discussion with friends or family. If using an integrated learning system, discussion boards or Zoom breakout rooms can be used to facilitate discussions with a larger virtual group.

After small group discussions, each group will share what they discussed. Depending on the size and diversity of the group, this may take 15-30 minutes.

Some students may want to share stories about what they have been told about the meaning of their name, or personal experiences of times when people have struggled with their name (pronunciation/spelling) and if they were given nicknames to replace a difficult name for others to say.

Names Conclusion

Play the video clip of "I'm not a number. I am a free man."

On the LMS discussion platform, encourage students to respond to the following prompt:

- How does the proper pronunciation of someone's name contribute to them being a free person?

Ask learners to respond to the posts of two other students by adding a thoughtful comment (a like) and a question (a wonder.)

Addressing the Compelling Question

- Using either the collection of old newspapers and magazines or images gathered from Google Images, students will create a mixed media collage representing what each student's name means to them.
- Students write a one to two page reflection that compares and contrasts their thinking before and after the lesson's discussion and how they may address encountering unfamiliar names in the future.

Extension

Encourage students to extend their learning by reading the trade books *Teach Us Your Name* by Huda Essa and *The Girl with Seven Names: A North Korean Defector's Story* by Hyeonseo Lee. Following their reading, students can create a video response using Adobe Video and share it on the class LMS. The video response could address similarities and differences between the two books, highlight connections between the books and the student's own experiences, or provide examples of how future students might respond to difficulties with personal names.

Online Resources, Online Learning, and Social Emotional Learning

Learning Environment / Lesson Plan Context

Our goal at the Stafford County Learning Center is to help students achieve their high school diploma. Stafford County is a very rural county in the center of Kansas with a small population and high poverty. Our learning center targets specifically adults and students needing high school recovery credits. Much of the learning has been online and self-paced. We are making an effort to also offer classes that encourage face to face meetings and more student interaction. This lesson is designed to be part of a larger group book study meeting in person once a week. (Because of long driving distances and work schedules, students also have the opportunity to participate remotely via Zoom.)

This lesson is designed for a diverse group of traditional age high school students from rural school districts with a mix of different ethnicities and backgrounds. The goal of the lesson design is to help students understand the impact of remote learning on their social and emotional experiences.

Compelling Question

- How might distance learning delivered online and virtually influence student social and emotional health?

Objectives

- Explore the beginnings of distance learning
- Identify and explain advantages of virtual learning
- Identify and explain disadvantages/consequences of virtual learning
- Identify risk factors and behaviors associated with student social emotional concerns
- Identify resources to promote student social emotional health in virtual learning environments

Time Required

Four to five weeks, meeting once a week

Materials & Resources

- *Distance Education: Re-imagining an Old Solution to a Modern Problem*
https://blogs.loc.gov/inside_adams/2020/08/distance-education-old-solution-to-a-modern-problem/
- *Three Columbia University students doing school work remotely*
<http://hdl.loc.gov/loc.pnp/vrg.14181>
- *A resolution expressing support for evidence-based programs that facilitate social and emotional learning during and beyond the COVID-19 pandemic*
<https://www.congress.gov/bill/116th-congress/senate-resolution/691/text>
- *Remote learning, Woodrow Wilson High School sign*
<http://hdl.loc.gov/loc.pnp/vrg.16394>
- *Online Doesn't Have to Mean Impersonal*
<https://www.rand.org/blog/2020/04/online-doesnt-have-to-mean-impersonal.html>

Instructional Design

Day 1

The teacher asks students to read the article *Distance Education: Re-imagining an Old Solution to a Modern Problem* and record their responses to the following prompts in a seminar journal. (This could be in paper or pencil format, a digital format such as a Google Doc, or an audio recording using a platform such as Flipgrid.) Teacher will lead a whole group discussion based on student responses.

- According to the article, why was distance education originally necessary?
- List the benefits for students in distance learning programs
- List the challenges for students in distance learning programs
- How was the experience of distance learning similar and different from remote learning as the result of COVID-19?

Day 2

The teacher asks students to examine the photo *Three Columbia University students doing school work remotely* and record their responses to the following prompts in a seminar journal. Teacher will lead a whole group discussion based on student responses.

- Use the Library of Congress Primary Source Analysis Worksheet to explore the photograph
- Identify and describe/detail at least three observations from the photo relating to virtual learning and social emotional health
- Based on your observations, create a new caption for the photo
- Record any contradictions or mixed messages you notice from your observations

Day 3

The teacher asks students to read the Congressional resolution and record their responses to the following prompts in a seminar journal. Teacher will lead a whole group discussion based on student responses.

- List the six mental or behavioral health concerns listed in the text caused by childhood trauma
- If applicable, place a mental asterisk beside any or all of the concerns that relate to you whether past or present and record in your journal if you feel comfortable sharing that information
- List the five components of social and emotional learning mentioned in the text.
- Describe one real life example of each of the five components from your own life experiences
- List the four required characteristics of a social emotional program
- List and discuss which one of the six claims mentioned in the text requiring social and emotional learning in schools is most compelling to you?
- Do you believe that Social Emotional learning can be helpful? Should it be taught in school? Explain and support your point of view using evidence from the resolution, your own experiences, and other resources you may find

Day 4

The teacher asks students to view the *Remote learning, Woodrow Wilson High School sign* photo and record their responses to the following prompts in a seminar journal. Teacher will lead a whole group discussion based on student responses.

- Use the Library of Congress Primary Source Analysis Worksheet to explore the photograph
- Identify and describe/detail at least three observations from the photo relating to virtual learning and social emotional health
- Based on your observations, create a new caption for the photo

- Record any contradictions or mixed messages you notice from your observations

Day 5

The teacher asks students to read the article *Online Doesn't Have to Mean Impersonal* and record their responses to the following prompts in a seminar journal. Teacher will lead a whole group discussion based on student responses.

- According to the text, why is it important for schools to teach Social Emotional Learning?
- List and explain the six recommendations for schools regarding Social Emotional Learning
- Identify and discuss one recommendation not listed that you believe should be included

Product Creation

Students will create a product or presentation of their choice that addresses the compelling question. The product or presentation may be distributed or viewed during orientation for future students of the virtual program and could either be traditional paper and pencil or in a digital format. Possible products include: brochure, flyer, slide show, video, audio, or other format.

The product's objective is to provide new students to the virtual learning program with information about the advantages and disadvantages of virtual learning on their social emotional health. The product should also highlight how to identify and address social emotional health concerns that may develop during learning.

Students should carefully consider what format and information would be interesting and beneficial to future students and match it with their skills and abilities.

Products will be shared with your learning cohort for an informal peer review.

Products should include information about the following topics:

- Social emotional health warning signs or concerns
- Pros of virtual learning-to include social emotional health
- Cons of virtual learning-to include social emotional health
- Tips for successfully avoid social and emotional issues
- Resources for help

- A personal reflection about your virtual experience or journey
- Additional content that you believe would be beneficial to future student

Comparing Past and Present Through Journaling

Learning Environment / Lesson Plan Context

This lesson was designed for a diverse group of traditional age high school students from both rural and urban school districts with a mix of different ethnicities and backgrounds. The primary form of delivery is a combination of direct instruction in a daily virtual learning environment via Zoom with additional self-paced work monitored by the teacher.

The activities in this lesson will re-create an experience of traveling west to California through the eyes of a child. Students will read the book *Rachel's Journal: The Story Of a Pioneer Girl* by Marissa Moss and explore the book's themes through a shared study with additional activities. Students will see the importance of day to day life in history both in the past and present.

Compelling Question

- Why is documenting our daily lives in writing and in pictures important for the future?

Objectives

Students will be able to:

- explain how documenting daily life can hold a significant impact on the future
- evaluate the drawings in the daily journal and explain how artwork can help others see what the author is seeing
- create their own daily journal including details that might seem insignificant but allow others to see their world
- map out a journey or their town
- tell a story through the eyes of another student

Time Required

Four to five weeks meeting once a week.

Materials & Resources

- *Rachel's Journal: The Story Of a Pioneer Girl* by Marissa Moss
- Samples of other journals and oral histories

- Student essays by interned Japanese Americans
<https://www.lib.washington.edu/specialcollections/collections/exhibits/harmony/minidoka/essays>
- A Picture of Northwest Indians
<https://www.loc.gov/static/classroom-materials/native-american-boarding-schools/documents/interview.pdf>
- The Biography of Guadalupe Lupita Gallegos
<https://www.loc.gov/static/classroom-materials/native-american-boarding-schools/documents/interview.pdf>
- Veterans History project
<https://memory.loc.gov/diglib/vhp/html/search/search.html>
- Individual notebooks for each student
- Large paper for mapping
- *Local History - Mapping Your Spot*
<https://www.loc.gov/classroom-materials/local-history-mapping-my-spot/>

Instructional Design

Activity 1: Reading the book together

Discuss with students the value of journaling our everyday lives in the time that we live.

- How will it be historical someday?
- Do you think that Rachel believed that her journal would have any significance?
- Students will be focusing on the book's images with descriptions
- Discussion on how seemingly everyday objects or events can be interesting in the future

Discuss the difference between the “chores” and “clothes” of the women, men, and children. Students might notice that the journey through the eyes of an adult might be different than through those of the children.

Other possible discussion topics :

- How historically accurate is the book? How do you know? What evidence would support your answer?
- How would you prepare for a journey like this?
- What would you bring?
- What would you miss?
- What fears might you have?
- What clothing might you need?

- Would you still have studies?

Activity 2: Create your own journal

The teacher asks students to create their own journal. This could be paper and pencil or in digital form such as a Google Doc. Students should record different things that happen each day over the course of the lesson. Students should make sure to put the date at the top and write about what happens during the day, people they see, food they eat, activities they are involved in that are both fun and seemingly ordinary.

Instructions could include:

- Details about clothing, food, weather, friends and family. Someday all of this will be history for someone else to learn and read about.
- Write about places that are familiar such as your school, your home, your room, your car or bicycle. Describe these places. Describe what each of them are like.
- Write about your feelings each day. Are you mad, sad, glad, or afraid? Why do you feel that way?
- Make sure to include illustrations in the journal. What did you see? What did you wear? Maybe add in an artifact of memory such as a ticket stub, dried flower, or a picture of your class.

Activity 3: Create a Map

Rachel's journey in the book starts with a big map of her journey . In this activity, ask students to create their own map. It could be a trip they took or a map of their town.

- Include nearby scenery, a river, mountains, lakes, fields,
- Students should label their house, school, friend's house, favorite eatery, and other favorite spots.
- The teacher can use resources and suggestions from the Library of Congress resource: *Local History - Mapping Your Spot*
<https://www.loc.gov/classroom-materials/local-history-mapping-my-spot/>

Activity 4: Change Characters

In *The Story Of a Pioneer Girl*, Rachel tells the story from her point of view. Everything we see is through her eyes and her feelings. The teacher should ask students to picture

themselves as someone else in the story. Pick a character in the book. Students should write three journal entries describing their journey to California.

- How would their journals look different from Rachel's?
- Think about the journey through their eyes, what might they see, or even think about the other characters in the story.

Summative Assessment

The teacher should ask students to create a Venn diagram that compares and contrasts content from the book and their own journal experiences. This could be paper and pencil or digitally. Ask to create a summary of their thinking that explains their diagram. This could be in written or audio formats using paper and pencil, a Google Doc, or a digital platform such as Flipgrid.

Using Everyday Objects to Connect to the Past

Learning Environment / Lesson Plan Context

This lesson was designed for a diverse group of traditional high school students from both rural and urban school districts with a mix of different ethnicities and backgrounds. The primary form of instruction is self-paced in a virtual learning environment with communication via chat or text and Zoom for interacting face to face.

The lesson is designed to help students make connections between past and present through the research of objects of cultural significance throughout US History. Students will have read the works of American authors such as Langston Hughes, Walt Whitman, Aurora Levins Morales, Judith Ortiz Cofer, and Kurt Vonnegut with a particular focus on culture and objects. This culminating project will allow the students to look at the everyday objects around them or of historical significance to find connections between past and present by creating a Digital Museum Exhibit.

Compelling Question

- How can ordinary objects reflect culture?

Objectives

Students will be able to:

- evaluate documents and photographs from Library of Congress online collections.
- explain how objects play an important role in maintaining culture
- recognize culturally significant items in print and visual materials.
- draw upon primary sources to create a presentation that reflects culturally significant objects to themselves or a historically significant figure

Time Required

One to two days

Materials & Resources

- Presentation software such as Google Slides (Free template [here](#))
- Primary Source Analysis Tool
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/guides/>
- Library of Congress Primary Source Sets
<https://www.loc.gov/classroom-materials/?q=primary%20source%20set>

- Student Discovery Sets
<https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/student-discovery-sets/>
- Men and women wearing a variety of clothing styles and fashions
<https://www.loc.gov/resource/ppmsca.45149/>
- Woman with dog and two men watched by man with horse in foreground
<https://www.loc.gov/resource/ppmsca.45100/>

Instructional Design

Activity 1: Introduction to Objects of Significance

Provide students with the images to analyze as an example. Students will need to focus on objects, in this case, particularly clothing. Using the Primary Source Analysis Tool, have students analyze the images with a focus on objects and on clothing differences between men and women in the images.

Students may make note of the fancy dresses or men's suits. They may notice the bicycles or dogs. This will open the door to discussions on why someone may have captured these particular objects in the images. What kind of significance might they have had for these people? Why should they be included and other objects excluded? What makes these objects significant?

Suggested topics for discussion:

- What are the different uses for bicycles? Transportation, brand new at the time of the photo, status symbol?
- What are dogs used for? (possible answers might include companionship, hunting, breeding)
- Clothing - What made clothing so different from today? Women didn't have pockets, men did, and many layers of clothing (why might that be?)

Activity 2: Museum Project Introduction

Students will focus on finding and creating their own museum exhibit for either an object or objects of significance to their own culture or the culture of a historically significant figure.

Students will pick an object and, with support from the teacher, develop a series of research questions. Questions should help students ascertain the object's significance to the representative culture. Teachers should encourage students to select broad topics that

will allow them to use multiple sources of information, such as “Musical Instruments” or “Clothing” or “Phones”.

Activity 3: Conduct Research

The teacher will direct students to the [Primary Source Sets](#) page on the Library of Congress website to explore potential options. But students should also be shown how to search the entire Library site and encouraged to explore other areas of the site once they are comfortable.

Activity 4: Assemble the Museum Exhibit

Step 1:

Students select a minimum of six images of their objects.

Step 2:

Students write a paragraph text description for each image (five to seven sentences). Students should include the following categories when writing: *The History Overview Of the Object*, *Where the Object Came From* (who invented it or developed it), *Why the Object Is Important To the Culture*, *Who Uses the Item* (a detailed description of the culture the item comes from), *When the Item Is Used* (ceremonial or everyday object), and *How the Item Is Still In Use Today* or *What Has Replaced the Item*.

Step 3:

Students could use the [recommended slides presentation template](#) or another similar platform or template to create the Digital Museum Exhibit. Depending on the resources available to students, this project could also be done on paper if images can be printed, or a single word document, or created as a website such as Google Sites.

Step 4:

Students will share and present their virtual exhibits by either attending a Zoom session, class meeting, or sharing via a platform like [Padlet](#).

Extension

Analyzing Peer Museum Exhibits

Students can view and analyze the exhibits of peers by using the [Primary Source Analysis Tool](#). Students should look at a minimum of three (3) peer exhibits and make comments according to the Analysis Tool’s guidelines.

Link to Previous Texts

Students can research and reread texts from authors such as Huges, Whitman, Levins

Morales, Ortiz Cofer, Vonnegut, and others previously discussed and provide supporting quotations and evidence from the authors and texts that relate to their objects to use in their written paragraphs.

Product Evaluation

Historical Accuracy

- Was research conducted accurately?
- Was there anything missing in the information?
- Is the cultural significance thoroughly explained?

Diversity of Images

- How well does each chosen image depict the object's cultural significance?
- Is there variety in the images?
- Are the images presented in an orderly way?

Writing

- Is each paragraph formatted correctly with five to seven sentences?
- Does each image have a corresponding paragraph?
- Are each of the categories addressed in the paragraphs?
- Are there any grammatical errors?
- Does the student make connections between past and present?

Reservation Controversies and The Marrow Thieves

Learning Environment / Lesson Plan Context

This lesson was designed for a diverse group of traditional high school students from both rural and urban school districts with a mix of different ethnicities and backgrounds. The primary form of instruction is self-paced in a virtual learning environment with communication via chat or text and Zoom for interacting face to face.

The instructional unit provides the opportunity for students to explore United States government policies regarding Indian reservations during the late 1800s and the removal of Indian children to both government and private boarding schools. Students will read the fiction novel *The Marrow Thieves* and will be asked to make connections between the fictional story and actual events.

Students will explore a variety of Library of Congress resources and other secondary sources highlighting relationships between members of the Comanche Nation and Texas farmers while role playing a scenario applying for a job as a United States agent.

(This is a potentially difficult and painful topic. Please carefully review all the materials ahead of time to assess whether or not it is appropriate for your classroom and students.)

Compelling Question

- What effect did past government policies have on Native Americans and how does that past impact their lives today?

Objectives

Students will be able to:

- effectively use primary sources from the Library of Congress and secondary sources to gain an understanding of the history of government relations, policies, and experiences with Native American peoples
- use historical context to help make sense of primary source photos
- read the book *The Marrow Thieves* as a resource
- Some students will be able to visit the Shawnee Mission historical site in the metro Kansas City area

Materials & Resources

- Fictional letter from the Secretary of the Bureau of Indian Affairs
<https://www.loc.gov/classroom-materials/american-indian-reservation-controversies/#fictional-letter>
- Opening of Comanche Reservation (oral history)
<https://digital.libraries.ou.edu/cdm/ref/collection/dorisduke/id/6299>
- Stories Told to Her by Her Father (oral history)
<https://digital.libraries.ou.edu/cdm/ref/collection/dorisduke/id/10184>
- Comanche background
<https://www.okhistory.org/publications/enc/entry.php?entry=CO033>
- Comanche Timeline
<https://essdk.me/comanchetimeline>
- Medicine Lodge Treaty
https://en.wikipedia.org/wiki/Medicine_Lodge_Treaty
- “The Marrow Thieves” by Cherie Dimaline (Print or eBook)
- For the teacher
 - The Marrow Thieves review
<https://americanindiansinchildrensliterature.blogspot.com/2017/06/highly-recommended-cherie-dimalines.html>
 - The Marrow Thieves Teaching Guide
https://www.k-state.edu/first/resources/Teaching%20Guide_The%20Marrow%20Thieves_2021_Updated%20June15.pdf

Time

Five to seven days

Instructional Design

The teacher will introduce the lesson by providing context to the situation between the Comanche Nation and the United States government during the 1870s. This scenario includes putting the student in the situation as a prospective Indian Agent for the Comanche Indian reservation in 1873. For this scenario, there are specially selected online links and resources. It also has a prompt which sets the lesson into motion.

Students read a fictional [letter from the Bureau of Indian Affairs](#) (created by the Library of Congress). In this letter, they will discover their assignment. They will role play applying for a job as the Indian Agent for the Comanche Reservation in Oklahoma and must prepare for

an interview for the position. They learn as they read the letter that they can use online primary sources as well as other online and print sources to find information. In addition to the list of primary sources highlighted in the fictional letter, students should also access the two Comanche oral histories, timeline, and Medicine Lodge Treaty article.

Using the Library of Congress primary source analysis worksheet and assistance as needed by the teacher, students explore the primary and secondary sources. They should post their findings on a Google Doc shared with the teacher.

Following conversations with the teacher, students write a response to the fictitious official and share with the teacher.

Read and Discuss “The Marrow Thieves”

Students will read the book over the course of the lesson as part of a virtual book study. This book will provide a fictional aspect to the reservation controversy. Students will be able to use the knowledge they acquired from primary sources in the lesson.

Summative Assessment

Students will create a product or presentation addressing the compelling question and post to a shared Google Folder.

Extension Activity - Shawnee Mission Historical Site

The Shawnee Mission is located in Roeland Park, KS in Johnson County. This historical site housed a mission for over three decades and a stop for travelers on the Oregon, California, and Santa Fe trails. Students in the Johnson County, Kansas area could visit in person. Their website offers information and visuals of the mission buildings as well as exhibits.

- https://www.kshs.org/shawnee_indian
- <https://www.kshs.org/kansapedia/shawnee-indian-mission/11913>
- <https://www.kmbc.com/article/shawnee-tribe-asks-for-federal-investigation-of-shawnee-indian-mission-in-fairway/37809757>
- <https://www.kcur.org/news/2021-10-02/shawnee-tribe-and-fairway-will-investigate-the-shawnee-indian-mission-boarding-school>
- <https://www.nytimes.com/live/2022/07/25/world/pope-francis-canada-visit>