



Social Studies

Resource Guide

PART II.4

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Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).

Getting Inside the Heads of Famous People

SS

1

- ▲ roots of American culture
- ▲ information about accomplishments
- ▲ identify individuals
- ▲ view historic events through eyes of those who were there



I have developed this research project from an idea I read about in the January/February 1996 issue of *Instructor*. It was in an article by Tarry Lindquist from Washington who was named National Elementary Teacher of the Year by the NCSS. From her idea of the billboards, I developed this into the research project with the ties to women and African Americans.



Students like knowing what teacher expectations are from the start.

Teacher

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Grade 3

Students celebrate Black History Month and Women's History month by reading biographies of notable women and African-Americans to become more knowledgeable about contributions made by others in our society, past and present.

I introduce students to what is a very different kind of research project for them by explaining that the research project integrates social studies—the study of people and language arts—reading, writing, speaking, and listening. We discuss the fact that in our nation, February is designated Black History Month and March is designated Women's History Month. I display different biography books. I explain that each student will choose a person to study and find a biography from our class, the school library, the public library, or a bookstore. The African American or woman that students choose will be the focus of their project.

"Walk" the class through the *Biography Book Project Outline*. This outline explains the process of selecting a book and getting approval. It gives Dates To Remember because the project takes from early February until the end of March. The outline tells the steps in the reading and note taking and how the Learning Logs will be used in class. It also explains the project illustration and the oral presentation parts of the project. Finally, it gives suggestions of people from whom students may want to select.

Name _____

February & March - Class 3D

BIOGRAPHY BOOK PROJECT

BACKGROUND INFORMATION

February is Black History Month and March is Women's History Month. To honor the many contributions made by African - Americans and women in our society, you will independently read a biography about a famous woman or an African-American. I expect you to choose a biography of a person you do not know much about. Please pick a person that interests you and a book that is appropriate for your reading ability. You will need to share the book with me for approval on or before February 3rd.

DATES TO REMEMBER

- By Monday, February 3 - Choose a biography book and have it approved.
- By Wednesday, February 19 - You will have to have finished reading your book. Hand in your Learning Log with your completed notes.
- By Wednesday, February 26 - Show me your rough draft describing five of the most important events in the life of the person you have studied.
- By Monday, March 3 - Bring to school a piece of white poster board 22" x 28"
- By Thursday, March 6 - Hand in your 2nd copy of your report rewritten in the first person.
- By Monday, March 10 - Hand in your Final Written Report.
- By Friday, March 21 - Memorize your report and practice it with an expressive voice. You should know your report by heart ♥
- End of March - Our class will present a play: "Biography Billboards"

Going over this outline helps students comprehend the steps involved and what will be expected of them in the coming weeks. They become more aware of what their specific tasks are and when they are due.

YOUR TASKS

WRITING ASSIGNMENTS:

After the biography you have chosen has been approved, begin reading it and take notes in your Learning Log as you read. We will set up our Learning Logs in class. You will include in your Learning Log:

1. Why you decided to learn about the person you have chosen.
2. A list: **What I Know About** _____
3. A second list, **What I Want to Know About** _____
4. Your notes describing what you have learned about the person from your reading.

You will need to bring your Learning Log and your biography to and from school everyday because you will read your book in class during silent reading time and at home for your daily independent reading assignment.

After you finish reading your book you will write a rough draft of your report describing five of the most important events in the life of the person you have studied. Then you will rewrite your report in the first person. We will do most of this writing in school.

Later, you will write your final report. We will proofread your report in school and you will write your final copy at home.

PROJECT ILLUSTRATION:

You will bring in a piece of white 22" x 28" poster board and draw the person you have studied in period clothing. This will be done in school.

ORAL PRESENTATION:

You will memorize your report at home and you will also have time to practice in school. Then we will present a play entitled *Biography Billboards* the last week in March!

In the second year that I did this project I had two students from the previous year visit the class. I explained to the class that two famous people would be visiting us that morning. I used this device in order for students to fully comprehend what it means to "get inside the head" of a historical person. In this project, students write and give the oral report in the first person as if they are the person who is the object of the report. When the former students visited the class, they arrived wearing their billboards and they briefly presented oral reports describing impor-

tant events in their lives. I included these special visitors because I find them to be motivational! A brief time is set aside for questions and answers.

After introducing the project, I begin a brainstorming discussion about, “What needs to be included when one writes about a famous person?” Students use their Learning Logs for this exercise. Elicit a couple of answers from the class, then break them into groups. In small groups they discuss and record what they think should be included in the biography reports. Then we join together as a large group and share our results. [If students have difficulty with the brainstorming assignment, share an old biography report with them and analyze it. Look at what the writer included in his/her report.] Working with the students, develop a list of questions we have decided are an important part of our research project.

Biography Research Questions

1. When was he/she born?
2. Where was he/she born?
3. What was his/her childhood like?
4. Who was he/she raised by?
5. What was he/she interested in when he/she was young?
6. Where did he/she go to school in K-12?
7. Did he/she go to school? If so, what did he/she study?
8. Who or what had a big influence on his/her life?
9. What did he/she do after college?
10. What was his/her career?
11. What is he/she famous for?
12. Is he/she still living? If not, how and when did he/she die?



- Share with students the scoring rubric.
- Review the rough draft describing five of the most important events in the life of the person studied.
- Have the students make a billboard or drawing of the person studied in period clothing.
- Review the second copy of the report which must be written in the first person.
- Review the final written report.
- Have class present a play: *Biography Billboard*. [This is when students give the report on each person from memory.]

I offer students a selection of biographies written at different reading levels. Then I guide students who are unsure toward appropriate books. Even though all students are expected to answer the 12 research questions while taking notes in their Learning Log, I find that notes from students who read and write below grade level are less focused and detailed. Therefore, I meet with all students throughout their note taking and draft composing stages. This becomes especially beneficial to special education and ESL students because they then receive extra help in focusing on the most important parts of a famous person's life. In addition, when students finish their final reports and begin to prepare for their oral presentations, I encourage students who have difficulty memorizing to shorten their reports. I help them choose what to take out of their reports.

final report

Name Kaoru

BIOGRAPHY BOOK PROJECT

Report in the First Person

DIRECTIONS:

In the spaces below rewrite your biography report in the first person. This means, instead of saying *she*, pretend you are she or he and write *I*. Please keep these events in the order they happened and remember you will be speaking to an audience. Your audience will be interested in what you teach them and they will need to understand your life and how and why you became famous.

This is the story of my life . . .



Begin by introducing yourself:

My name is Elizabeth Blackwell.
I was born in 1821 in Bristol,
England. I was one of eight children
in my family. My nickname was
Bessie. I was raised by my mother,

father, and my four aunts. I was taught by a governess who taught me through grade school.

Later in my life, doing something that no one had done before influenced me. I wanted to become a doctor. No women had ever become doctors before.

I wrote an endless number of letters to medical schools to ask for my admission. But every school said "No." Finally, Geneva College accepted me. The men in Geneva College had voted for my admission. They voted yes. I was allowed to go to college there.

I knew I could not fail in college. If I failed, women would not be able to become doctors. I succeeded in being the first woman doctor. After I graduated from Geneva College, I helped my sister become a doctor. I also founded the New York Infirmary.

On May 12, 1857 the official opening of the New York Infirmary was held and I made a speech. Soon I thought of opening a medical college for women but the war began. Finally, in November of 1868, I succeeded in opening a college. I died in 1910. I was the first woman doctor in the United States.

Name: Kaoru

Language Arts / Social Studies

RUBRIC FOR BIOGRAPHY RESEARCH PROJECT

Achievement Levels

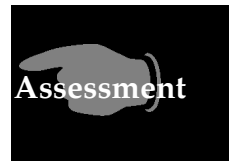
Scoring

				Self	Teacher
Work Habits	Student used independent time wisely. (5 points)	Student used most of independent time wisely. (3 points)	Student did not use Independent time wisely and needed a lot of supervision to stay on task. (1 point)	5	5
Research Notes in Learning Log	Student was able to answer between 10 and 12 of the research questions. (10 points)	Student was able to answer between 7 and 9 of the research questions. (7 points)	Student was able to answer between 4 and 6 of the research questions. (4 points)	10 points	10 points ♥
Contents of Final Written Report	Information is historically accurate and presented in chronological order. (10 points)	Information contained a few minor errors but were presented in chronological order. (7 points)	Information contained a few major errors, events were not in chronological order. (2 points)	10	10
Grammar and Handwriting of Final Written Report	Written in first person, neat, and grammatically correct. (7 points)	Partially written in first person, fairly neat, some grammatical errors. (4 points)	Not written in first person, lacks neatness, many grammatical errors. (0 points)	7	7

Achievement Levels				Scoring	
				Self	Teacher
Project Illustration: <i>The Billboard</i>	Illustration included a picture of the person in period clothing and the person's name. (3 points)	Illustration included person's picture, but clothing was not historically accurate. (1 point)	Illustration incomplete. (0 points)	3	3
Oral Presentation: Voice	Student speaks clearly and with an expressive voice when addressing the audience. (5 points)	Student speaks clearly and loudly when addressing the audience. (4 points)	Student does not speak clearly and/or loudly. (1 points)	5	5
Oral Presentation: Organization	Thoughts and materials are well organized and the audience has a thorough understanding of the person researched. (5 points)	Thoughts and materials are organized and the audience has a good understanding of the person researched. (3 points)	Thoughts and materials are not organized and therefore, interfere with the audience's understanding of the person researched. (0 points)	5	5
Oral Presentation: Eye Contact	Student is able to maintain eye contact throughout the presentation. (5 points)	Student is able to make occasional eye contact. (3 points)	Student is not able to make eye contact. (0 points)	5	5
(Total Possible Points = 50)				Total Points:	50 = 100%
Comments: <i>Congratulations Kaoru, you did a fabulous job!</i>					

ASSESSMENT

As noted under Procedure above, students were involved in creating the Research Questions. Students know how they are progressing throughout the unit because they have the list of Important Dates to Remember, the tasks defined, the paper for their drafts, and the scoring rubric in individual project folders. They constantly use their folders; they refer to the due dates and the scoring rubric. By referring to the rubric they always know ahead of time exactly what they will be graded on. Students also know how they are progressing because they meet with me regularly, they score themselves on the rubric, and they know what points I give them as each part of the project is completed.



REFLECTION

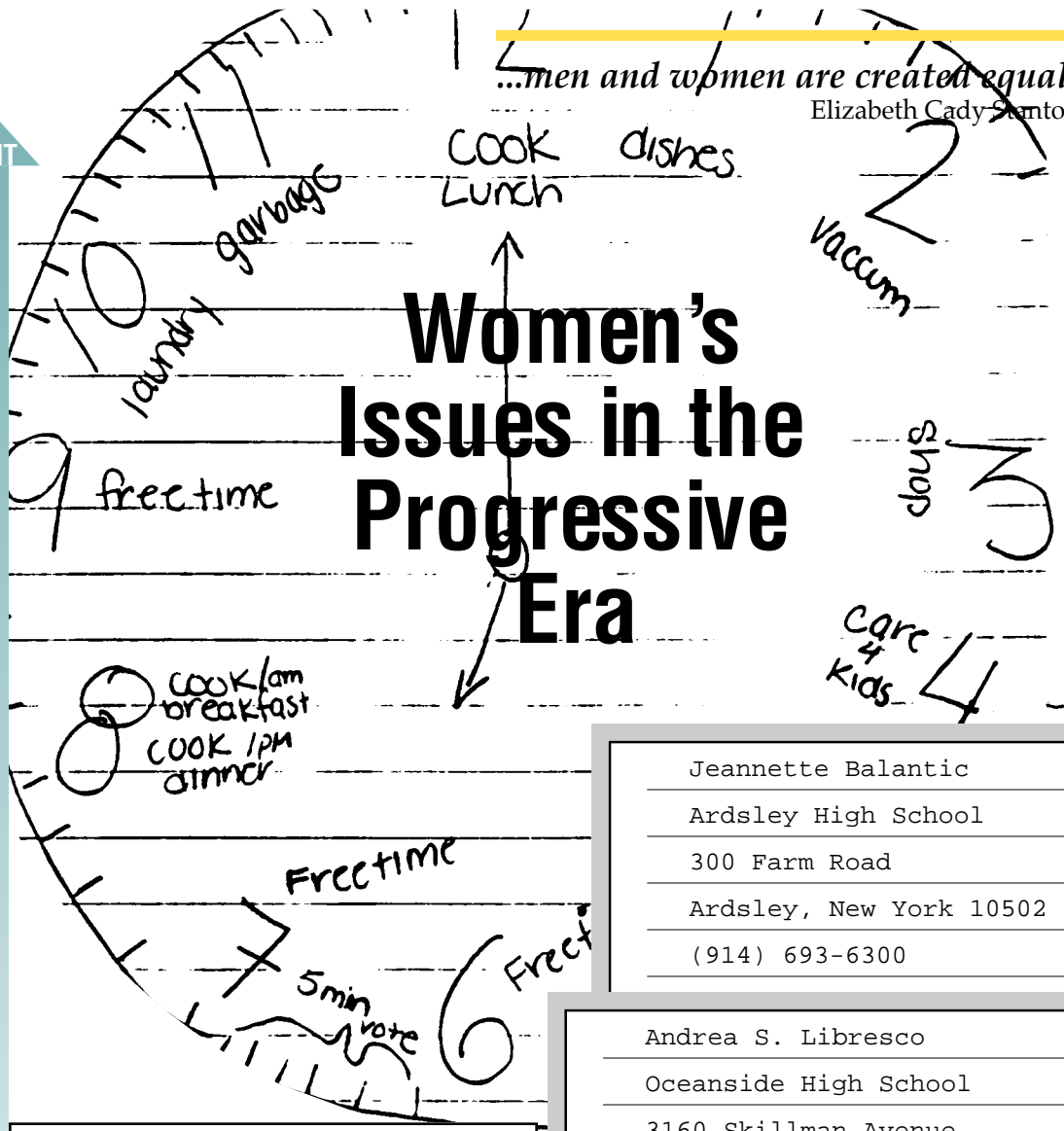
This has been a highly successful unit in my classroom, much enjoyed by students, and educators and parents are constantly amazed at how much students learn.

COMMENCEMENT

Standards & Performance Indicators

Women's Issues in the Progressive Era

...men and women are created equal.
Elizabeth Cady Stanton



SS

1

- ▲ development of American culture
- ▲ evolution of democratic values
- ▲ major themes and developments
- ▲ analyze historical narratives

SS

5

- ▲ disparities between civic values expressed/evidenced
- ▲ citizens influence public policy
- ▲ democratic principles used to resolve issues

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Grade 11

Nursing is love in action, and there is no finer manifestation of it than the care of the poor and disabled in their own homes.

Lillian D. Wald

Students explore social, economic, and political conditions of late 19th/early 20th century American women and the remedies they sought to improve these conditions. In addition, students assess condition of women today:

- **political:**

Students analyze suffrage documents (political cartoons, suffrage songs, *Seneca Falls Declaration of Sentiments*, letters/speeches of Susan B. Anthony and Elizabeth Cady Stanton, video excerpts contrasting the tactics of moderate Carrie Chapman Catt and radical Alice Paul). Teacher and students together create a continuum of possible tactics reformers might employ. Students create biographical poems and political cartoons depicting reformers and their methods. After listening to and viewing student-created biopoems and cartoons, the class then places actual reformers on the continuum.

Bloomers, by Rhoda Blumberg

"The Story of an Hour," by Kate Chopin

"Fern Leaves" from *Fanny's Portfolio*, by Sara P. W. Parton

Bread Givers, by Anzia Yezierska

A Century of Women, video by Ted Turner, excerpts on Triangle Fire, Lawrence Strike and M. Sanger One *Woman One Vote*, PBS video, excerpt on Alice Paul

Songs of the Suffragettes, cassette by The Smithsonian Institution

Justin:
Period 8

Carrie Chapman
Leader in improvements for women's rights.
Determined, dedicated, hard-working, reformer
Lover of freedom to express her opinion
Who believed in the competence of woman
Who wanted women to have the right to vote.
equality among women and respect
Who used power of the people, women's associations
and federal laws
Who gave time, ideas and work to her cause
Who said, "The restraint of laws has never been more
binding than unwritten custom supported by popular opinion"

Catt

Seals, bears, reindeer, fish, wild game in the national parks...all found suitable federal protection; but not the children of our race and their mothers?

Florence Kelly

Dear Diary,
Almost everything has turned out as we had hoped. I not only have many people gotten a 52 hour work week, but some also got wage increases. However, my company has not been so lucky. We've actually had money taken away from us. We wouldn't dare leave in fear of being blacklisted.

1911

Dear Diary,
Today was the most horrifying day of my life. A fire broke out in the factory killing 146 people. We ran for the doors forgetting that all of the safety exits had been locked to prevent the "loss of goods". In fear of burning to death many jumped out of the windows to save themselves. They all died the minute they hit the pavement. Luckily the firemen had ladders that reached up to the floor where I was working and they were able to save my life along with a few others.

- **economic:**

Students analyze documents on conditions of women in the paid labor force and the actions they took to improve wages and conditions (documentary photo aids, songs such as "Bread and Roses" and "Rebel Girl," video excerpts of the Triangle Shirtwaist Factory Fire and the Lawrence Strike, and artwork such as Ralph Fasanella's "The Lawrence Strike" and "Working at the Mill" union pamphlets). Students then compose their own songs, editorials, speeches, political cartoons, diary entries, and testimonies to Congress reflecting their research.

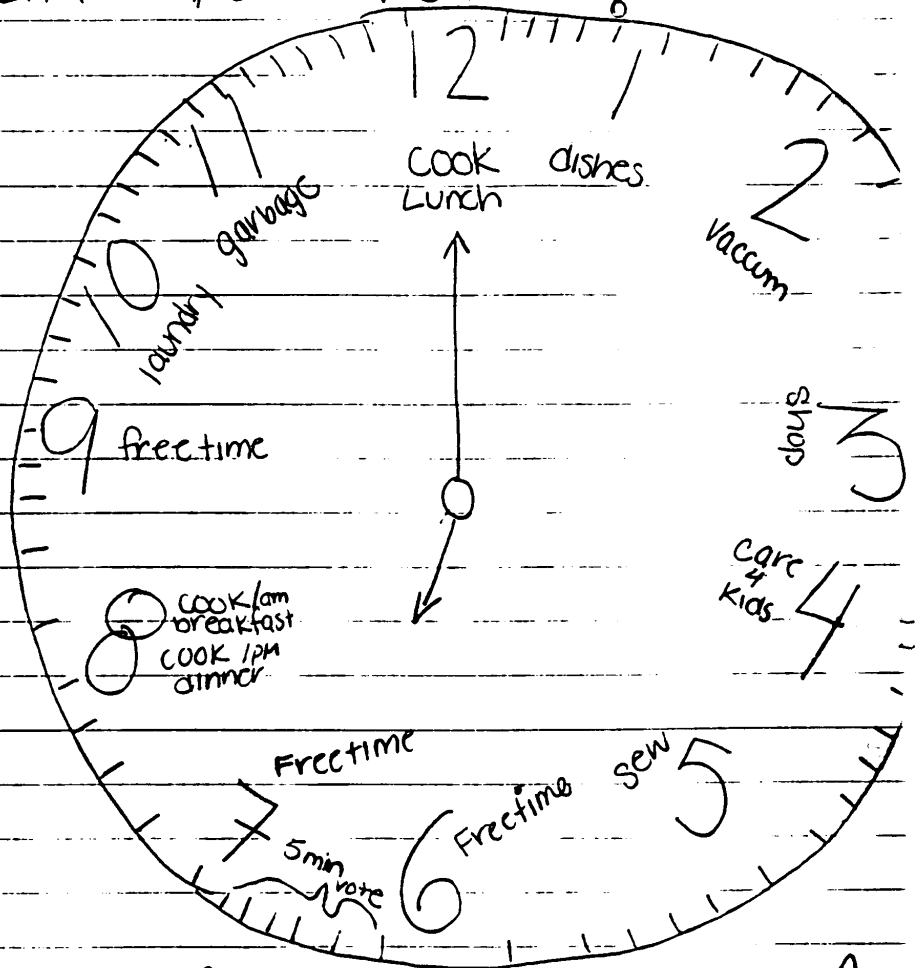
- **social:**

Students analyze documents on women's quality of life in marriage and family and the actions they took to improve it (Lucy Stone and Henry Blackwell's "Wedding Vows," Kate Chopin works, video excerpts on Margaret Sanger, the Comstock Law, *Bloomers* picture book in-class demonstration follows on wearing long skirt and corset while carrying a baby and a lantern, pictures depicting the "cult of domesticity," advice columns of Fanny Fern). Students then assume the perspective of late 19th/early 20th century women to compose letters to Fanny Fern about their plight. Students swap letters and respond assuming the persona of Fanny Fern.

- **follow-up:**

Teacher leads students in discussion of assessing the current political, economic, and social conditions of women from different classes (number of registered voters; representation in Congress; wages, promotion rates, and job opportunities compared to men; status of reproductive freedom; contemporary Supreme Court decisions; and household responsibilities of men and women).

HOW LONG DOES IT TAKE TO VOTE?



There's always enough
time to accomplish
EVERYTHING!

ASSESSMENT

- Students research the life and achievements of a progressive reformer (many of whom are women) to complete a biographical poem.
- Teacher provides an array of assessment opportunities for students to exhibit knowledge of economic, political, and social issues (speeches, poems, political cartoons, letters, diary entries, songs).

WOMEN'S ISSUES IN THE PROGRESSIVE ERA
RUBRIC FOR STUDENT PROJECTS
JEANNETTE BALANTIC
ANDREA LIBRESCO

CRITERIA	INDICATORS - INCLUDE COMMENTS WITH RATING			
	<i>EXCELLENT</i>	<i>GOOD</i>	<i>FAIR</i>	<i>UNSATISFACTORY</i>
<u>HISTORICAL ACCURACY</u> <ul style="list-style-type: none"> • Accurate analysis of information derived from primary and secondary sources. • Clear explanation of reformer's issue(s) and proposed remedies, alternatives and consequences. 				
<u>INSIGHTFULNESS</u> <ul style="list-style-type: none"> • Draws conclusions and interprets multiple sources. • Uses specific examples to illuminate the historical significance of the issue/individual. • Assesses effectiveness of individual in addressing issue(s). 				
<u>ORIGINALITY</u> <ul style="list-style-type: none"> • Selected task format (poem, song, speech, etc.) creatively reflects student research. • Distinctive voice represented in student work. 				
<u>CLARITY/ ORGANIZATION</u> <ul style="list-style-type: none"> • Thorough, coherent presentation using chosen format. • Incorporates historical evidence in a logical manner. 				
<u>PROCESS</u> <ul style="list-style-type: none"> • Remains on task and works effectively with peers. • Deadlines are met. 				

The biopoems, political cartoons, songs, diary entries, poems, and letters:

- illustrate major developments in women's struggles for economic, political, and social equality.
- demonstrate analysis of primary source documents including the Declaration of Sentiments and a variety of songs.
- explore the disparity between the ideals of the Constitution and the reality of daily life: for poor, middle, and upper class women. Explore how Stanton, Anthony, Paul, and Sanger influenced public policy.

BIO - POEM

Use the following form to make a poem about a historical person. You may give more detail or less than is called for. The details may be one word or may be phrases. Try to be as accurate and complete in your description as possible. Try several words before you decide which to use.

- Line 1 First name**
Line 2 Title
Line 3 Four words that describe the person
Line 4 Lover of 3 (things or ideas)
Line 5 Who believed in (1 or more ideas)
Line 6 Who wanted (3 things)
Line 7 Who used (3 methods or things)
Line 8 Who gave (3 things)
Line 9 Who said (a quote)
Line 10 Last name

Amy
Bio-Poem

ALICE
Mother of the Equal Rights Amendment
Tough-minded, leader, realistic, pacifist
Lover of women's rights, justice, and equality
Who believed in woman's suffrage
Who wanted women to have equal rights and opportunities, improvements,
and amendments
Who used protests, confrontations, and pickets
Who gave her freedom, inspiration, and encouragement
Who said, "It is better, as far as getting the vote is concerned I believe,
to have a small, united group than an immense debating society."
PAUL

USA's Involvement in Conflicts in the 20th Century: FINAL PRODUCTION



SS

1

- ▲ investigate key turning points
- ▲ international politics
- ▲ information about achievements/contributions
- ▲ classify major developments
- ▲ compare/contrast different interpretations

SS

2

- ▲ study major turning points
- ▲ investigate roles/contributions of individuals/groups
- ▲ different interpretations of events/themes

SS

3

- ▲ map information
- ▲ present geographic information

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Grade 8

The final activity was developed during an Inservice Day with the assistance of the Library Media Specialist and a Language Arts teacher. The entire unit takes 8-9 weeks. This final project activity takes approximately 1 1/2 to 2 weeks.



Integrates technology and research skills. A lesson for the 21 st century.

THE UNITED STATES IN ~~CONFLICT~~

A Co-operative Learning Project Language Arts-Social Studies 8

Goals of the Project

- To gather, interpret and organize information; to integrate writing and research skills in a content area.
- To use a variety of resources effectively, including the electronic Card Catalogue, Middle Search, CD's, Interlibrary Loans and the Internet.
- To problem solve: academic and team situations/decisions.
- To learn co-operatively and independently; to work constructively within a group and complete a fair share of the work.
- To respect oneself and others: to use hardware and software appropriately.
- To establish goals within a timeframe; organize time.
- To design and complete an accurate and creative product using specific software.

Roles of Team Members

- ⊕ Consistently helps in research, notetaking, typing, drawing, editing.
- ⊕ Completes work as needed to meet deadline.
- ⊕ Follows directions and guidelines.
- ⊕ Stays on task.

page 1

Topics Select 1 Sign Team Names on the Class List

- 1 You are a reporting team for a major magazine. You have been given the following assignment: Write a documentary to explain to the readers the reasons the USA entered the Korean Conflict. Compare these reasons with our involvement in Vietnam. Include maps and "photos." (*Publisher*)
- 2 As a newspaper reporter, you have been given this assignment. Explain to your readers the facts - including statistics - to show the effects of the Vietnam War for America. Also include maps and "photos." (*Publisher*)
- 3 As a Commanding General for the US forces, describe for your staff the military equipment they will be using in ONE of these wars:
a. WWI b. WWII c. Vietnam d. Persian Gulf
Include drawings. (*Publisher or Powerpoint*)
- 4 "As a political leader, my roles in (war) were..."
As ONE of the following political leaders, describe your influence in the war in which you were involved. Include the reasons for your decisions. (*Publisher*)

 WWII: a. Roosevelt (USA) b. Churchill (UK) c. Stalin (USSR)
 Korea: d. Truman (USA)
 Vietnam: e. Johnson (USA) f. Nixon (USA)
- 5 You are a TV Producing Team. Design a screen show illustrating the propaganda of the USA and its effects during ONE of these wars. (*Powerpoint*)
a. WWI b. WWII c. Vietnam
- 6 You are an American family living in Florida during the Cuban Missile Crisis. Write three editorials to the local newspaper describing your feelings and opinions of the situation at these points: the USA has just disclosed the missile sites in Cuba; Kennedy has stated that the missiles must be removed or war will be declared with the USSR; after the crisis is over. (Be very clear in explaining the situation to which you are reacting.) (*Publisher*)
- 7 As Secretary of State, provide a summary of the American involvement in the Middle East since the 1950's for the newsmedia. Include maps. (*Publisher or Powerpoint*)
- 8 You have been asked by the Editor-in-Chief of your magazine to "describe the impact of Joe McCarthy on the politics and lives of people in the USA during the "Red Scare" of the 1950's. Include "photos." (*Publisher*)
- 9 Design a screen show for the news media outlining the American roles in the Bosnia-Herzegovina conflict during the last 2-3 years. (*Powerpoint*)
- 10 Design a project of your own based on a topic/issue studied during the Conflict Unit. Write your project outline and have it approved by Ms. Petrie, Ms. Sheehy, and Mrs. Cortright.
Ms. Petrie ____ Ms. Sheehy ____ Mrs. Cortright ____

page 2

In addition to the social studies standards, the project also focused on research skill including some use of the Internet; reading, writing and organizing skills; map skills (using the computer graphics when available); and the use of specific software. The research skills; co-operative skills, understanding of the significance of a war or person or issue; map skills, writing and editing; and effective use of software (either as a screen show or a publication) are basic to this unit.

The student productions were displayed during a *Conflict Revelation Day* a day in which the community was invited to come to school to see the students' work.

Students work hard, assist each other, and learn from each other. They develop team decision making and problem-solving skills. Because each product is unique, they develop a pride of ownership in their own production. Students learn social studies content, research and technological skills, writing, and team skills.

Students receive a *Student Computer Manual* and an outline of the project. There are 45 computers available for the students in my classroom, three in another class, five to six in the Computer Lab that can handle *Publisher* and *Powerpoint*, and seven in the LMC. There is one Internet connection and several networked to CD's for research in the Lab and LMC. There is a printer for student use in each location. The current arrangement is manageable but can become hectic as teachers have to move from one location to another as needed.

Franklin Delano Roosevelt
(1882-1945)
32nd President of the U.S.A.
By Erin &
Anna

My name is Franklin Delano Roosevelt and I believe that my role in World War II transformed me into a global leader. I served three terms during two of the most tragic crises in American history: the Great Depression and World War II. Before the United States entered the war, Great Britain's Prime Minister, Winston Churchill, and I met at a meeting to sign the Atlantic Charter. It was an agreement that not only looked forward to "the final destruction of Nazi Germany" but promised peace and freedom to all people. As soon as I found out that Hitler invaded Poland, I announced that the U.S.A. would remain neutral. When we thought that everything was worked out, the worse was yet to come.

On December 7, 1941, Pearl Harbor, Hawaii was attacked by the Japanese. On December 8, I asked Congress to declare war on Japan, and they did.

Once we were officially into the war, I made having an international peace keeping organization a chief principle of mine. I wanted to inspire and insure the United States that after the war the American people would not turn back to isolationism. Less than a month after the attack on Pearl Harbor, the U.S., Great Britain, the Soviet Union, China, and twenty-two other countries put out the

“United Nations Declaration.” It stated that they were together in the fight for the principles of the Atlantic Charter. Each of the four major powers were expected to keep peace in their own corner of the world. Then on October 24, 1945, the U.S. was the first nation to ratify the charter of the United Nations.

We then thought Japan, and that we December 11, declared war on so we declared

I met with Joseph Stalin Minister in leading the Germany, Japan known as the “Big discussed war aims, should set.

By spring of was near defeat, but still fighting very hard February, we third time (then the Union) to postwar became

that the U.S. and Soviet interests in Europe were beginning to conflict.

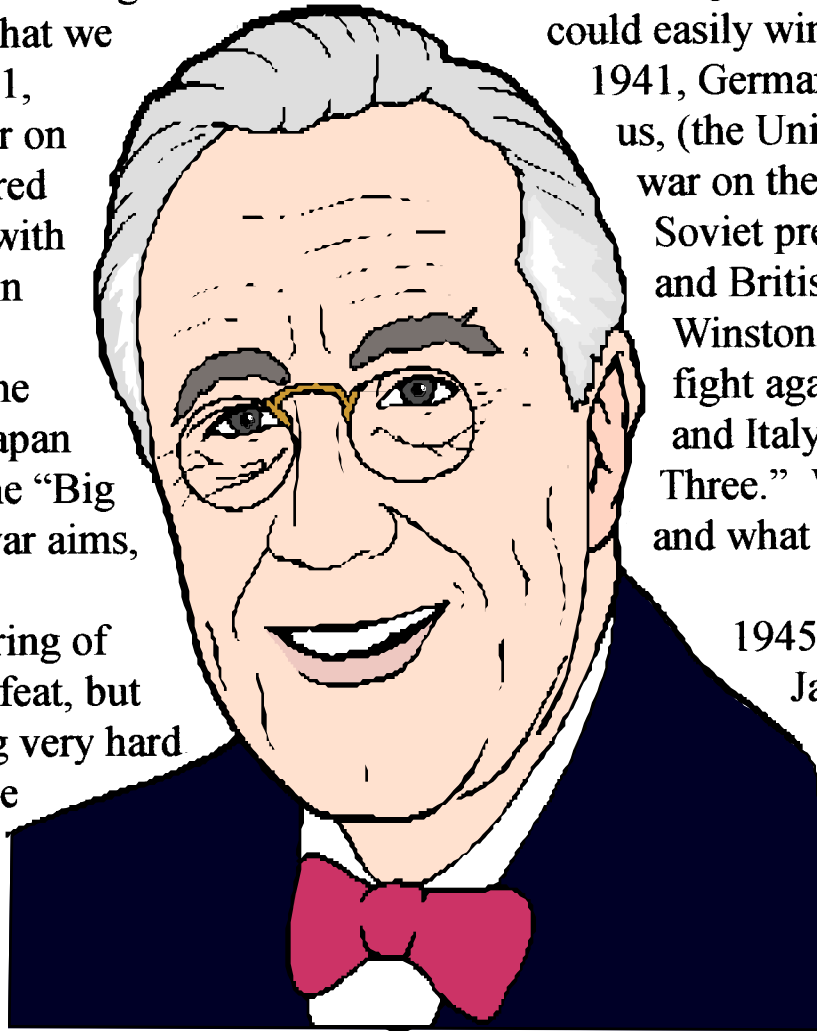
Because of the pressures of being a war time leader, my health slowly deteriorated. Right after the Yalta Conference, I traveled to Warm Springs, Georgia for my 1945 vacation. The last thing I can remember is that on April 12 of my vacation, a cerebral hemorrhage caused me to die.

that we would just have to fight could easily win. Then, on 1941, Germany and Italy us, (the United States) war on them too!

Soviet premier and British Prime Winston Churchill fight against and Italy. We were Three.” We met and and what strategy we

1945, Germany Japan was

In met for the at Yalta, Soviet discuss plans. It clear to me



Infopedia. (CD-ROM) Funk and Wagnalls New Encyclopedia, 1996.

Morris, Jeffrey. The FDR Way. Minneapolis: Lou Reda Productions, 1996.

Schlesinger, Arthur M. Franklin Delano Roosevelt. New York: Chelsea House Publishers, 1985.

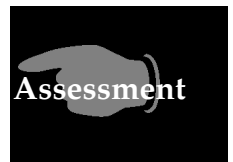
Smith, Carter. Presidents of a World Power. Brookfield: The Millbrook Press, 1993.

Rosen, Elliot A. Grolier Electronic Publishing, Inc. (CD-ROM), 1996.

ASSESSMENT

During the lessons of the conflict unit preceding this activity, students are assessed by means of two to three objective tests, writing samples focusing on critical thinking with factual support, on writing skills, logic in cause and effect, and compare and contrast graphic organizers.

The social studies content is being stressed because of the increasing focus on “using accurate factual supporting detail” as the basis for critical thinking and writing in any content area.



REFLECTION

Students “grades” tend to narrow-less A+’s and less D’s and F’s. Students are just learning that part of their academic assessment includes the application of their knowledge, not just rote memory. So, for those who have done well by simply memorizing and “spitting back,” it takes a few of these performance activities for some of them to adjust and demand of themselves the quality needed for the A+. On the other hand, those who have had difficulty simply memorizing, etc., find that they can be quite successful in this type of activity, and often, I find that they really excel in use of technology as one means of learning and producing.

The flexibility of the topics and the “role playing” nature of the topics did promote a more “authentic” activity. The expectation is that students will continue to become more independent in their learning and in their production. And they did.

Note: This type of performance activity does not necessitate the wide use of computers. Students could develop hand written/hand drawn productions such as brochures, manuals, articles. Or, they could audio tape “radio broadcasts” rather than a screen show.

REFLECTION:
REFLECTION:

EffectiveProducer: Conflict Project

3rd Quarter: SS8 - 2 Test Grades

20 or 19 = A+ 18 = A 17 = B+ 16 = B 15 = C+ 14 = C 13 = D Below 13 = F

Student Name _____

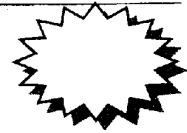
1

2

3

4

**Total
Score:**



Score:

x's 2

Research and Information

Inaccurate and incomplete facts and deductions. Graphs, statistics, and maps are not complete or are inaccurate. Deductions are not logical.

Several facts (information) are inaccurate. Information is not complete. Graphs, statistics, and maps are reasonable. Deductions are somewhat illogical.

Majority of information is accurate and complete. Graphs, statistics, and maps are accurate. Deductions are usually logical.

Accurate and complete written information. Accurate graphs, statistics, and maps. Logical deductions.

Written Work

Many spelling and grammar errors. many run-on sentences and/or fragments.

Spelling, grammar and sentence structure errors detract from the production.

Majority of spelling, grammar and sentence structure are correct.

Spelling, grammar and sentence structure are correct.

Score:

Work Ethic: Independent & Co-operative

Wasted a lot of time. Often was not co-operative with team members. Did little work.

Sometimes needed assistance to stay "on task" and co-operate with team members and accept individual responsibility.

Usually worked well independently and with team members. Seldom needed reminding to stay on task, use time well.

Worked well independently and with team members. Accepted responsibility. Used time efficiently and effectively.

Score:

Visual Production/Appearance

Production was not accurate or clear. Difficult to follow. Did not follow directions. Poor use of software.

Some of the production was clear and accurate. Some directions followed. Needed help often with software.

Accurate and quite clear; followed most directions but lacks creativity. Quite independent use of software.

Accurate and clear. Followed the outline yet showed creativity. Independent and effective use of software.

Score:

Student's Self Assessment and Comments:

Teacher's Comments:

Areas of weakness will be circled & areas of strengths will be underlined in the rubric.