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COOPERATIVE LEARNING IN AMERICAN HISTORY

**Ann Lockledge
UNCW School of Education
Wilmington, NC 28403**

**Richelle Dombroski
E. A. Laney High School
Wilmington, NC 28405**

Research has shown that classroom goal structures and rewards are usually competitive to some degree. This tends to discourage students from helping one another learn. Yet we also know that the only time many individuals feel successful and appreciated in school is when they are a member of a co-curricular team whether that team is the yearbook staff or the football champions. And on those teams you don't necessarily have to be the star to get recognition--you just have to participate. Research is also showing that transferring that team approach to the classroom is helping many students learn more, faster, with greater satisfaction. These materials were designed to facilitate a collaborative approach through the use of hands-on activities.

EXPANSION OF AMERICAN INDUSTRY

Ann Lockledge

| Type | Length | Connection |
|---------|----------|----------------|
| 0 class | 0 short | 0 Math |
| X teams | X period | X LangArts |
| 0 ind | 0 longer | x Study Skills |

Methodology: Collaborative Learning
Strategy: Assisted Studying
NCSS Standard: Global Connections

PURPOSE: Students will construct comparisons using analogical reasoning of various concepts related to the expansion of American Industry in the late 1800's.

PRINCIPLE: History involves among other things the change over time of a society's economy and technology.

The use of **analogies** is one kind of reasoning which provides a systematic method of examining relationships and is one where people need to use complete rules.

PARTICIPANTS: Students will be organized into teams of two or three. Each team will be provided with samples as shown below, a list of eight types of relationships between words used in verbal analogies. and some 3x5 index cards.

PROCEDURE AND PROCESS:

Performance Objective: The student will be able to compare the similarities and differences between topics covered in history and social studies classes by creating analogies

Gain Attention: Give students a sample analogy test from the PSAT preparation book. Inform them that this type of test utilizes a particular type of reasoning that they are going to use today to relate people, institutions and technology from the late 1800's

Teacher Input: with students the innovations in technology and business practices during the latter part of the 19th century and assess their impact on the economy. Cover the role of "Social Darwinism" and the "Gospel of Wealth" in shaping business attitudes.

Present to students these eight different types of analogical relationships.

CLASSIFICATION

1. Word meaning
2. Class member
3. Part/whole
4. Time order
5. Description
6. Function/action
7. Made from
8. Location

ANALOGY

short:tall
rose:flower
scales:justice
word:sentence
boy:man
yellow:sun
pencil:paper
window:glass
ceiling:wall

WHAT TO THINK

same, different
kind of, are both
symbol of
is a part of
came before, after
tells about
used on, with, does
is made of
below, in, on, over

Student Practice activity:

1. In groups students solve sample analogies as shown below.
2. Groups then write 3 or 4 analogies of their own, using different types of relationship as explained by the teacher and shown on the chart. Write one analogy per card using the format shown and cut apart. Exchange with another group.

Glenn: have each team reads the first three words of one the analogies they have written and call on another team to answer. Ask students to explain the kind of thinking they have been doing.

Model for Preparing the index cards:

Analogy Matching Cards



White out one word from each analogy and duplicate. This can be used again or varied between groups by blocking out a different word..

Carnegie : Steel :: Rockefeller : oil

partner : partnership :: stock holder : corporation

cable : ocean floor :: telegraph wire : telegraph poles

Bell : telephone :: Edison : electric light

P. T. Barnum : circus :: Horatio Alger : stories

transportation : railroad :: communication : telephone

Pulitzer : newspapers :: Mark Twain : books

Montgomery Ward : mail order house :: Hearst : press empire

sailroads : pools :: oil companies : monopolies

EDUCATION OF AFRICAN AMERICANS

| Type | Length | Content |
|---------|----------|------------|
| x class | 0 short | 0 Math |
| 0 teams | X period | X Lang/Art |
| X ind | 0 longer | X Arc |

Methodology: Experiential Learning
Strategy: Creating Displays
NCSS Standard: Culture; Time, Continuity, and Change

PURPOSE: Students will identify three African American leaders who, working in very separate ways, made contributions to education in general and the welfare of African Americans in particular.

PRINCIPLE OR GENERALIZATION: Through all time and among all groups, people have worked to meet basic human needs and to satisfy human desires and aspirations.

PREPARATION OF MATERIALS: Have available glue and colored light brown paper and markers or black paper and white chalk. An information sheet might well be prepared that covers the three individuals.

PROCEDURE AND PROCESS:

Performance Objective: Each student will prepare an eight inch figure of Booker T. Washington, George Washington Carver or W.E.B. DuBois. See Revolutionary Paper Dolls activity sheet.

Gain Attention : Show a figure of a previously done "paper doll," read the biopoem on Dubois. or

Speaker prompt: the contributions of each of these men in higher education, in science, and in the political arena. Stress the differences in outlook of the three men--one who emphasized getting along and getting good jobs, one who just wanted to use knowledge to make life better, and one who insisted on equality of opportunity. Relate this to events of the times in which they lived as well as the education and welfare of African Americans.

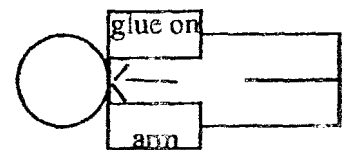
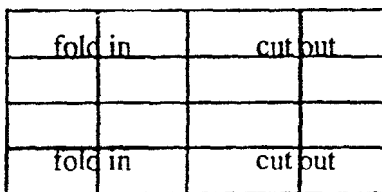
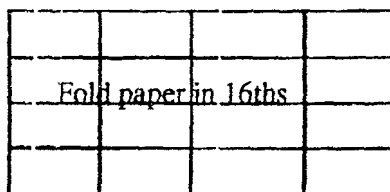
Student Practice activity:

Each student will take a piece of paper and fold it in thirds (burrito fold). In each of the three columns write one name and a list of words that will remind him or her of the person and what he accomplished. Take words from the teacher's short lecture and add words from the textbook for DuBois, Washington, and Carver. Use an information sheet if available.

Each student will then draw one name from a hat. They will fold a paper figure and finish on one side to look something like the person by coloring with markers. Inside the jacket, the person's initials and last name are to be written vertically and turned into an anagram using words from the folded paper. Show figures and read anagrams.

For homework or for extra credit, students may prepare another figure who benefited from the drive of these three men to provide sound advanced education for African Americans. On the inside put either an anagram or a short biopoem.

Closure: During the last few minutes of the period, hand out ABC Every Pupil Response Cards. Use the attached statements randomly and have the students signal the correct person.



Cut out arms and glue at angle Fold coat in, collar down Cut head from another paper Glue

QUESTIONS FOR EVERY PUPIL RESPONSE

A.

BOOKER T. WASHINGTON

son of a slave mother and a white father
died 1915

taught himself to read

educated Hampton Institute in Virginia (f.1868)

built Tuskegee Institute *in* Alabama (1881)

believed in vocational education, not classical or liberal arts
spoke out against lynching'

make progress from owning homes, farms & businesses

convinced black southerners would make greater progress by avoiding protests

said Blacks had to accept segregation

Backed by business leaders and Presidents

B.

GEORGE WASHINGTON CARVER

Both parents were slaves

Born in Missouri

plant doctor

agricultural scientist

showed southern farmers how to grow other things besides cotton

graduated from Iowa State Agricultural College (1894)

Taught agriculture at Tuskegee

knew cotton had robbed the soil of its richness

Showed that peanuts and sweet potatoes enriched the soil

invented peanut butter

ways to make soap, flour, medicines, dyes, plastics

fount over 300 new uses for peanuts

died 1943

C.

W.E.B. DU BOIS

born and reared free in Massachusetts

studied in German universities

believed in the classical education

First African American to earn a Ph.D.. at Harvard.

believed in vigorous and continuous protests

an educator and brilliant scholar

believed in equal rights and insisted on education for full equality

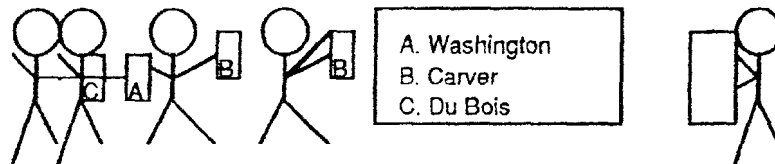
appealed to Black pride -- the Niagara Falls convention (1905)

demanded an end to unequal treatment based on race and color

urged blacks to fight discrimination

wrote *The Souls of Black Folk*

helped form NAACP (1909)



WORLD WAR ONE

Activity number:

| Type | Length | Connectio. |
|---------|----------|------------|
| X class | 0 short | 0 Math |
| X teams | X period | 0 LangArts |
| X ind | X longer | X Skills |

Methodology: Direct Instruction
Strategy: Organizing Information
NCS3 Standard: Time, Continuity and Change

NC Competency Goal: Analyze the causes of U.S. involvement in W.W.I and assess the effects of the war on the United States and other nations.

PUR'POSE: Students will organize information regarding the causes, conduct, and consequences of World War I in a manner which will enhance the learning of specific details by individuals.

PRINCIPLE: Wars have multiples causes and multiple consequences which must be known in order to understand the era.

PARTICIPANTS: Students working either individually or in small groups with textbooks.

PREPARATION OF MATERIALS: Make copies of the worksheet, *The United States in World War I*.

PRO CEDURE AND PROCESS

Perfo mance Objective: review material on the causes and consequences of World War I and organize the material onto a small fold-over study guide.

Gain Attention : Please look at these large and small fold-over organizers that I have created. Please look at the way I have organized these four sheets of paper because you will be making a small organizer like this and then adding to the outline that I have prepared.

Insight Review: World War I was caused by a mixture of historical factors including fierce nationalism. As a result there were a great many changes on the world scene. A good many people and events must be put in context to understand the time period.

Ask students to carefully fold the paper given into fourths and then cut on the fold lines. Take the resultant four pieces and arrange so that 7,6,5,&4 barely show under each other. Fold over in the middle so that the title and three more sections are showing. Sections can also be cut out and pasted or to the eight parts of the study guide.

Student Practice activity: As a whole class individual students will cut, fold and staple the sheets provided so as to prepare a study guide as illustrated below. They will then either individually or in collaborative groups go through the booklet and jot down notes where needed. Expert groups might well be organized for each of the seven topics.

After the material is in the study guides and the teacher has reviewed to make sure the material is correct and complete, the students will be put in pairs to learn the material to be used in a Games tournament or on a test or both later in the week.

Closure:

Ask students what kind of learning was taking place and why the study guide organization might be helpful. Give a short quiz using every pupil response cards so students can have an idea how they are coming with learning the material.

THE UNITED STATES IN WORLD WAR I AND AFTER

Notice that all notes are written above the section names

Lusitania

Zimmerman

Russian Revolution

1. Propaganda and Neutrality

Women

Blacks

Farmers

Businessmen

2. Impact on People

Airplanes and Dirigibles

Tanks

Trench warfare

U-boats and submarine warfare

Poison gas

3. Dueling Weapons

Wilson's 14 Points

Treaty of Versailles

Debate on and Signing of the Treaty

4. Ending the War

Manners and Morals

Religious Matters and the Law

Prohibition

Woman's Suffrage

Women in New Roles

Black Renaissance

5. Social Change

Archduke Ferdinand

Kaiser Wilhelm

Woodrow Wilson

Herbert Hoover

John Pershing

6. People to Remember

Nationalism and Rivalries

Wartime powers

Nations Emerge & Change

Bonds & Debt

Isolationist sentiment

Social Change

Prosperity & Depression

7. Causes and Consequences

On each of the four triangular sides of the pyramid, illustrate one effect of World War I.

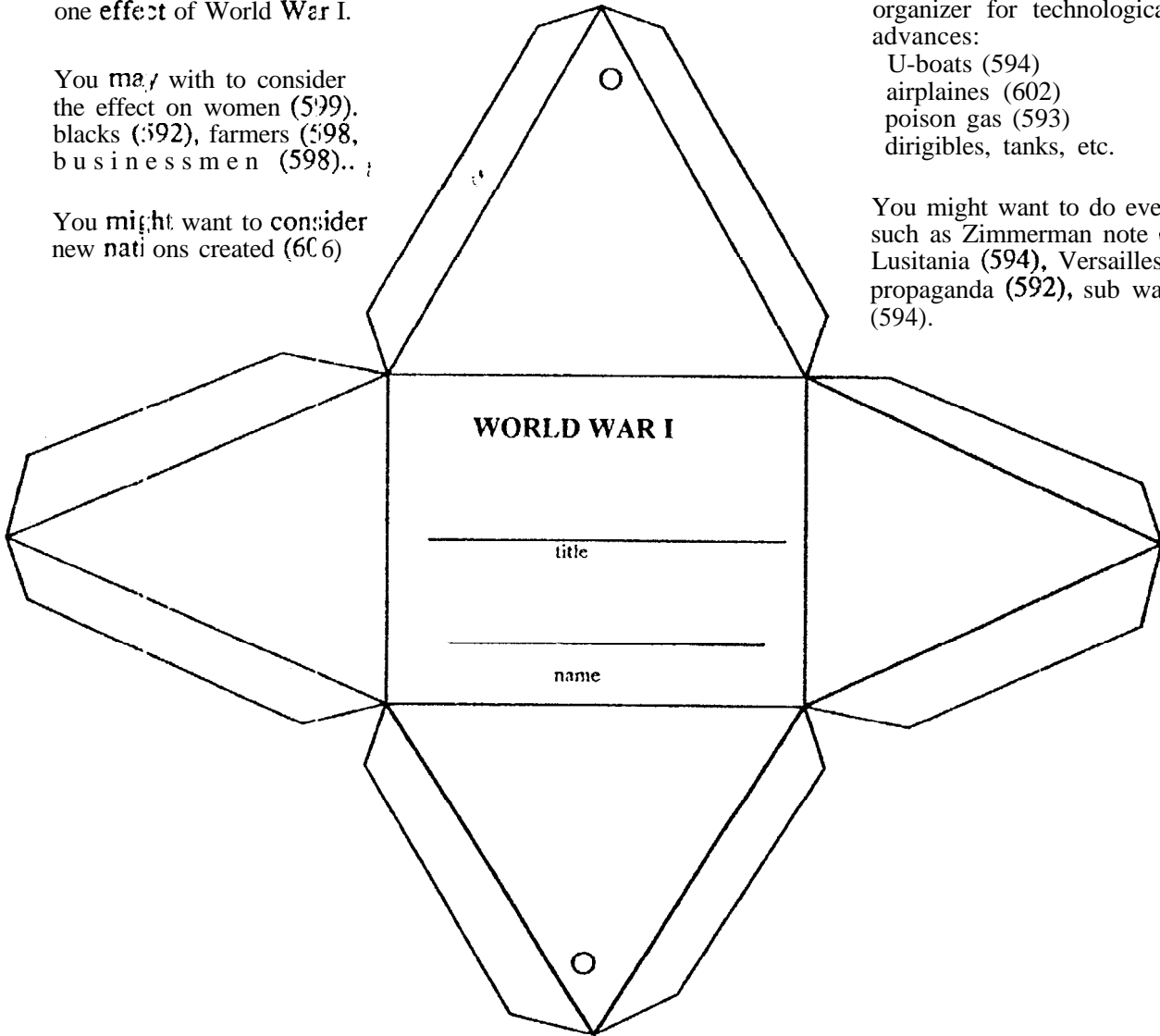
You may wish to consider the effect on women (599), blacks (592), farmers (598), businessmen (598).. ;

You might want to consider new nations created (606)

You could make this an organizer for technological advances:

U-boats (594)
airplanes (602)
poison gas (593)
dirigibles, tanks, etc.

You might want to do events such as Zimmerman note (596), Lusitania (594), Versailles (606), propaganda (592), sub warfare (594).



Make this into a graphic organizer for **WWI**

Find four related pieces of information

Put one on each side

Illustrate, color.

Cut and glue.

CONTRASTING THE 20'S AND 30'S

| Type | Length | Connection |
|---------|----------|------------|
| x class | X short | 0 Math |
| 0 teams | X period | x LangArts |
| x ind | X longer | 0 Science |

Methodology: Collaborative Learning
Strategy: Assisted Studying
NCSS Standard: Time, Continuity and Change
 Individuals, Groups and Institutions

PURPOSE: Students will assist each other to categorize different events during the Roaring Twenties and The Great Depression as contained in specialized folders.

PRINCIPLE: History involves the change over time of a society's government, economy, technology, philosophy, and means of artistic expression. Since all members of society are interdependent, such change **may** disrupt traditions and values.

PREPARATION OF MATERIALS: Cut out pictures and short articles and glue into colored folders using **such** titles as listed below. On each folder, glue a 29's and 30's data retrieval chart. **Similar** charts may be duplicated for students or they may construct their own on poster board using the sample on the folders as a guide.

PROCEDURE AND PROCESS:

Performance Objective: The student will assist in organizing information about American society between 1920 and 1939 into a chart

Gain Attention: Show folders. Explain that they will be helping each other to categorize information in the folders.

Teacher Input: the frenzied social life of the prohibition years, the exciting advent of new artistic endeavors, the **mass** appeal of radio and movies. Explain how this continued even into the economic turmoil of the Great Depression. Explain the need to categorize the different strands.

Student Practice activity: Pass folders from group to group so that students can record information on their charts. **Share** charts

LIFE IN THIS 1920'S AND 1930'S
 Women

LIFE IN THE 1920'S AND 1930'S
Hard Times -- The Great Depression

LIFE IN THE 1920'S AND 1930'S
Stock Market Crash

LIFE IN **THE** 1920'S AND 1930'S
Artists Of the 1930 s

LIFE IN THE 1920'S AND 1930'S
Prohibition

LIFE IN THE 1920'S AND 1930'S
1920's Industrial Growth & Prosperity

LIFE IN THE 1920'S AND 1930'S
The Golden Twenties

LIFE IN THE 1920'S AND 1930'S
Entertainers and Writers

LIFE IN THE: 1920'S AND 1930'S
Harlem Renaissance

LIFE IN THE 1920'S AND 1930'S
Technological Changes

ECONOMICS: LEGAL, POLITICAL SYSTEMS
PRIORITIES AND ACTIVITIES

STAPLETON

First of all, the biggest mistake I made the first year I taught this course was to assume that my one economics class was enough to get me through, and that I could emphasize the history stuff while summarizing the basic economic stuff. Right? Wrong. About 40% - 50% of their end-of-course test is economics, including topics like the elasticity of demand, how the federal reserve regulates the money supply, and economic theory from Adam Smith forward to John Maynard Keynes and beyond. Needless to say, I learned a lot from THEIR textbook that year.

It's easy to get them interested in economics, and it's one of those social studies topics that can almost always relate to a ninth grader's personal experiences or expectations.

Here are some activity suggestions that are easy enough for you to prepare the day before the lesson if you need to.

ECONOMICS

PASTA SHELL OR OTHER TOKEN ECONOMY.

STUDENTS ARE REWARDED DURING THIS PHASE OF THE COURSE FOR CORRECT ANSWERS, CLASS CHORES, HIGH SCORES, GOOD EFFORT...WITH SOME FORM OF CURRENCY FOR WHICH THEY CAN LATER PURCHASE THINGS INDIVIDUALLY OR BY COMBINING THEIR ASSETS. THE WAYS THIS CAN HELP WITH THEIR STUDY OF ECONOMICS ARE OBVIOUS. I ACTUALLY WORE AN OLD APRON FROM MY WAITER DAYS IN WHICH I KEPT THE SHELLS AND THROUGH THEM OUT FOR EVERY CORRECT RESPONSE. IT'S ALSO AN EXCELLENT BEHAVIOR MANAGEMENT TOOL!

SHIPWRECKED:

IN GROUPS STUDENTS MUST PRIORITIZE NEED FOLLOWING SOME GLOBAL CATASTROPHE, FORCES THEM TO ANSWER SAME BASIC ECONOMIC QUESTIONS SOCIETIES MUST ADDRESS ONE EXAMPLE INCLUDED

ECONOMIC CARTOONS,

STUDENTS NEED TO KNOW HOW TO INTERPRET THESE FOR THE END-OF-COURSE TEST, I GAVE YOU A FEW, I'M SURE YOU WILL FIND SOME THAT ARE MORE CONTEMPORARY!

COMIC BOOKS:

THE LAST COUPLE OF YEARS TEACHING ELP I HAD STUDENTS CREATE COMIC BOOKS TO REINFORCE KNOWLEDGE OF DIFFERENT ECONOMIC SYSTEMS SORT OF A JOURNEY OF THEIR CHARACTERS THROUGH TRADITIONAL, COMMAND, MIXED ECONOMIES, ETC. WORKS FOR OTHER TOPICS AS WELL.

POLITICAL SYSTEMS

MOCK ELECTION:

IF IT'S ELECTION YEAR OR NOT, STUDENTS GET INTO NOMINATING, CAMPAIGNING, AND ELECTING A MOCK PRESIDENT. COULD PROVIDE YOUR ACTIVITY DURING THE STUDY OF THE ELECTORAL SYSTEM, POLITICAL PARTIES AND PLATFORMS, PROPAGANDA, CAMPAIGNING.... JUST DO THAT PART OF YOUR MOCK ELECTION ON THE DAY(S) YOU COVER THAT KNOWLEDGE!

MOCK COUNTY COMMISSIONERS MEETING:

ONE OF THE HARDEST PARTS OF THIS COURSE TO GET KIDS INTO IS THE STATE AND LOCAL GOVERNMENT PORTION. GETTING THE TOPIC RELEVANT TO THEIR COMMUNITY IS A PRIORITY. ONE WAY IS TO HOLD A MOCK COMMISSIONERS OR CITY COUNCIL MEETING. @NE SAMPLE IS INCLUDED, YOU COULD ADAPT TO MEET LOCAL ISSUES.

WRITE YOUR OWN CONSTITUTION:

ALMOST EVERY CIVICS TEACHER PROBABLY DOES THIS AT ONE TIME OR ANOTHER IN GROUPS, STUDENTS IDENTIFY WHAT THEY THINK SHOULD BE THE OBLIGATIONS OF GOVERNMENT, ANC WHAT THE RIGHTS OF THE PEOPLE SHOULD INCLUDE.

LEGAL SYSTEMS

I PROBABLY HAD THE MOST FUN WITH THIS SECTION OF THE COURSE. ITS IN THE PAPERS EVERY DAY AS CURRENT EVENTS, I.E. POLICE BLOTTERS... THEY ARE ALSO ALWAYS AMAZED TO LEARN THEIR CONSTITUTIONAL RIGHTS!!

MOCK TRIAL:

ASSIGN GROUPS OF THREE OR FOUR THE JOBS OF LAWYERS, JUDGES, WITNESSES. ..

MANY EXAMPLES OF THIS ACTIVITY EXIST, OR YOU COULD WRITE IT UP YOURSELF. ITS ALSO FUN TO VIDEO TAPE EACH CLASS ON TRIAL DAY, AND THEN ALLOW THEM TO CRITIC THEIR PERFORMANCE.

*can assign 4 to be
prosecutors & then
select 1 on 12 day*

SUPREME COURT DECISIONS:

ASSIGN GROUPS FICTIONAL CASES IN WHICH THEY MUST DECIDE THE ISSUE AND CONSTITUTIONALITY OF SOME ACTIVITY OR LAW. AS GROUP THEY MUST DECIDE IF THE SITUATUATION WAS LEGAL, AND WHAT PART OF THE CONSTITUTION APPLIES.

I DID THIS SEVERAL DAYS IN A ROW, USING FICTIONAL CASES THAT INVOLVED WHATEVER AMENDMENTS WE WERE STUDYING THAT DAY.

BILL OF RIGHTS POSTERS

STUDENTS CREATE A VISUAL SYMBOL OR SCENE THAT DEPICTS IN SOME WAY THE RIGHTS IN ONE OF THE AMENDMENTS. AMENDMENT 1 AND 5 MIGHT NEED TO BE BROKEN DOWN FURTHER!

Whatever you do with ninth graders, make sure you keep them busy. In my opinion, this age group is the most difficult to keep on task. Always have a plan B with activities like those above, something with high time on task potential for those classes that are a behavior challenge!

Shipwrecked

What is an economy? Why do we need one?

by Margaret Thompson

My kids love this game, which I use after showing the American Enterprise films. It takes several class periods. The students have a chance to interact with each other and gain an understanding of the processes of decision-making and see the interdependence of land, people, innovation, organization (management) and government.

Divide the students into groups of not more than 5 (Ideally, 7 groups will be used.) Set up the situation:

Following a global catastrophe, a group of students find themselves shipwrecked on a tropical island, with no hope of rescue. There is enough food and water on the island to support the group, and the temperature is 80 degrees year round.

Distribute decision cards one to a group, and have each group work out a solution. Or you can have several students act out the parts of the shipwrecked students, and have the entire class decide how to solve the problem.



Day 1:

Do you need a leader or no? List *the* reasons for and against having a leader. If you decide to have one, you must decide how to choose one.

Day 2:

What work must be done? Some sort of shelter must be built, for example. What other jobs must be done to live on the island? Make a list of all the jobs you can think of.

Day 3:

What will you do about property? Should everyone own the island together, or should you divide it up? If you divide it, some people will not get land. Where will they live? Will they have to work on *someone* else's land, or pay rent? You must solve this problem.

Day 4:

Should you have money or not? What problems do you have with and without money? If you decide to have money, who will get the money, and will everyone get the same amount every week? What will you use for money?

Day 5:

Some members of the group disagree with the decision you made about money and refuse to cooperate. What should you do about them? Should they be punished, put in prison, left alone? What will you do?

Day 6:

Do you need laws or not? If so, what laws? Who will make the laws? How will you enforce the laws?

Day 7:

Another group arrives on the island that does not want to join your group. Do you give them half the island? Do you try to talk them into joining your group? Do you have a meeting of the two leaders? Do you go to war to keep them from taking the island?

You can also have students act out the dialogue for the situations, and record it on tape or write it down.

Reproduce this page, cut out the boxes and distribute to your classes.

HANDOUT NO. 6: GROUP ROLES AND PROPOSALS

County Commissioners--You will listen to the proposals and arguments presented to you by each group. You will decide how the **money** given to your county will be spent. Make a fair and logical decision based on the arguments presented to you. You must give reasons for your decision.

Businessmen--You **feel** an area set aside as an industrial park would benefit the **county** since it **would** encourage more business and industry to locate in your county. The industrial park would contain the **facilities necessary** to attract factories and businesses. However, to develop this area into an industrial park, many trees would have to be cut down to provide space.

Consumer--Your group would like to see the money spent on a recreational area. This would include a large wooded park, tennis **courts**, skating rink, etc. You feel there is a need for such an area in the county. The most ideal location for this recreational facility would be in the same area that the businessmen **want** to use **for** the industrial park.

Farmers--The rural roads in your county need a lot of repair. Some **roads** are washed out; many bridges are hazardous. The county never seems to have enough money to keep the roads in good condition. You realize that few people who live in the city use these roads, but you know that farmers play an important role in the economic well-being of your county. You feel the farmer **is often** left out in the expenditure of county funds.

County Government Leaders--The county courthouse is many many years old. **Frequently**, it is in need of repair and costs the taxpayers a lot of **money** for upkeep. You feel that county business could be conducted more **efficiently** in a new and more **modern** building.

HANDOUT NO. 5: **STUDENT** DIRECTIONS FOR ROLE PLAYING

You are the elected representatives **of** citizens in a N.C. county. **As** county **commissioners, you** have received a grant of a large amount of **money**. You must **decide** how to spend the money. Various groups within the county have presented proposals to the commissioners. Each of these groups has strongly encouraged the commissioners to allocate the money for their own particular needs and wants.

Since the county contains large rural areas as well as one large city, these groups are as follows: the farmers, the businessmen, the consumers, and the government leaders.

The class will be divided into five groups. You will play the role of either , farmer, a businessman, a government leader, a **consumer**, or one of the county **commissioners**. Your teacher will assign you to a group.

Each group **is** to prepare arguments to **encourage** the **commissioners** to vote for its proposal. You will receive information briefly stating your proposal. Your job will be to formulate convincing arguments in favor of your choice for the use **of** the grant money. After reading the student directions, **you** will know how each of the other **groups** wants the money to be spent. This knowledge may aid you in formulating your arguments.

The commissioners will listen to each group's **argument**. Then, they will **make a** decision. Do your best to convince them to vote for your group's proposal.

For directions on how to be an effective participant of a group, you may wish to refer to Handout No. 2 from this **unit**.